

A Self-Study Report



**submitted to the
Higher Learning Commission
of the
North Central Association of Colleges and Schools**



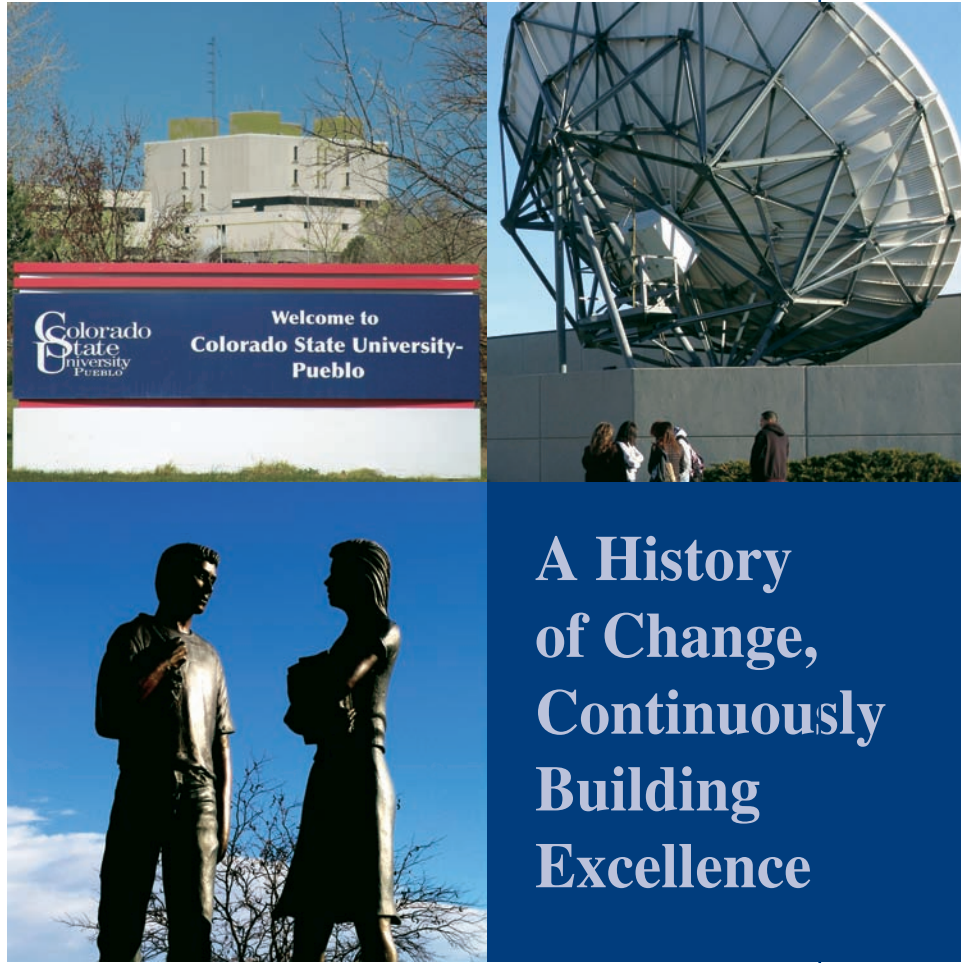
December 2006

CONTENTS

Introduction	1
Criterion One:	
Mission and Integrity	19
Criterion Two:	
Preparing for the Future	43
Criterion Three:	
Student Learning and Effective Teaching	73
Criterion Four:	
Acquisition, Discovery, and Application of Knowledge	97
Criterion Five:	
Engagement and Service	123
General Conclusion	143
Appendix A.....	148
Appendix B.....	150
Appendix C.....	151



Colorado State University-Pueblo is a regional comprehensive, master's-degree granting public university in the Colorado State University System accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools,
30 N. LaSalle St., Suite 2400, Chicago, IL 60602-2501, phone (800) 621-7440.
<http://www.ncahlc.org>



Colorado State University Pueblo
Welcome to
**Colorado State University-
Pueblo**

**A History
of Change,
Continuously
Building
Excellence**

Introduction

A History of Change, Continuously Building Excellence

Colorado State University-Pueblo (CSU-Pueblo) is a comprehensive state university located in Pueblo,¹ with an enrollment of approximately 4,000 students. As a regional comprehensive university with moderately selective admissions standards, the institution offers a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. Accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA)² and part of the Colorado State University System, CSU-Pueblo provides degree programs in high-demand disciplinary areas and superior instruction with a high professor-to-student ratio.³ Students can choose from 26 undergraduate programs and four master's programs offered through the College of Education, Engineering and Professional Studies, the College of Humanities and Social Sciences, the College of Science and Mathematics, and the Hasan School of Business, including one Colorado State University (CSU) master's program offered on the Pueblo campus and taught by CSU-Pueblo faculty.

A Brief History of the University

CSU-Pueblo has served the changing needs of the citizens of Colorado for three-quarters of a century by steadily re-inventing itself to prepare its students for the future and to contribute to the welfare of its community. In 1933, the institution was incorporated as the Southern Colorado Junior College, offering classes on the top floor of the Pueblo County Courthouse. The first class of 35 students graduated in 1935. In 1936, the Colorado Fuel and Iron Corporation,

***CSU-Pueblo has served
the changing needs of the
citizens of Colorado for
three-quarters of a century.***

¹ For information about the city and region, see <http://www.colostate-pueblo.edu/info/AboutPueblo.asp>.

² Contact the HLC at <http://www.ncahigherlearningcommission.org/>, or (800) 621-7440.

³ Figures from the Fact Book for fall 2004 for FTE faculty and FTE students yield a ratio of 1 : 18.2. See <http://www.colostate-pueblo.edu/ir/factbook/>.

Pueblo's major employer at the time, donated the first building on the Orman Avenue campus. A year later, local citizens organized the Pueblo County Junior College District to provide tax revenue to support the college, which was renamed Pueblo Junior College. In 1951, it became the first accredited junior college in Colorado.

Economic growth and diversification in the region and the increasing need for the four-year college degree as a qualification for employment in many fields led the Colorado General Assembly to enact legislation, effective in 1963, that transformed Pueblo Junior College into a four-year institution, Southern Colorado State College (SCSC), to be governed by the Board of Trustees of State Colleges. The college received preliminary accreditation from the North Central Association in 1963 and full accreditation in 1966.

By then, four buildings had been erected on the new campus north of Pueblo's Belmont residential district, where most of the four-year programs were housed, while two-year vocational programs continued on the Orman Avenue campus. In 1974, the activities on the Orman campus were designated the "College for Community Services and Career Education," and, in 1975, the Colorado General Assembly authorized SCSC to operate the two-year college as a technical community college within the state's Community College and Vocational System. On July 1, 1975, the General Assembly redefined SCSC as the University of Southern Colorado (USC) and, in 1978, separated the four-year and two-year institutions, placing the university under the governance of the State Board of Agriculture, which also governed the land-grant CSU in Fort Collins, and subsequently designating the two-year college as Pueblo Vocational Community College, now Pueblo Community College.⁴

In 1986, USC, CSU, and Fort Lewis College in Durango joined to form the Colorado State University System.⁵ After much planning and discussion of how best to upgrade the institution in view of the demand for excellent undergraduate and selected graduate programs, the General Assembly passed legislation in 2002 renaming the university Colorado State University-Pueblo and defining its statutory mission as follows:

a regional, comprehensive university, with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer selected master's level graduate programs.

(House Bill 02-1324, May, 2002)⁶

CSU-Pueblo is a major regional educational resource for economic growth, cultural enrichment, and social development to enhance the quality of life of Colorado's citizens. As such, the university is committed to community and regional involvement, addressing the economic, social, cultural, and educational development concerns in southern Colorado and the state in general. Engagement in the region

⁴ Pueblo Community College, "Discover Our History," <http://www.pueblocc.edu/AboutUs/History>.

⁵ Fort Lewis College separated from the CSU System in 2002.

⁶ Colorado State University-Pueblo, "Mission Statement," <http://www.colostate-pueblo.edu/About/MissionStatement.htm> (1-22-06). See also *Colorado State University-Pueblo Catalog Issue 2006-2007*, 12-13 (<http://www.colostate-pueblo.edu/catalog/>).

is a distinctive, fundamental purpose of the university and provides students with additional opportunities for leadership development, career preparation, and public service. Designated as an Hispanic Serving Institution by the federal government for seven years, CSU-Pueblo has a particular commitment to serve as an educational resource to the Latino communities of Pueblo and southern Colorado, providing access to higher education and assistance in addressing economic and social problems.

CSU-Pueblo is a major regional educational resource for economic growth, cultural enrichment, and social development...

In compliance with its current legislated role and mission, which mandate, among other things, “excellence in teaching and learning,” “professional, career-oriented, and applied programs at the undergraduate and graduate levels,” “strong programs in the liberal arts and sciences,” and collaboration with CSU and other institutions to “enhance and/or offer academic programs” and “conduct research, scholarship, and creative activity,”⁷ CSU-Pueblo has aggressively reviewed and terminated, realigned, or redesigned outmoded or under-enrolled programs while instituting new programs for which there is demonstrated demand. Cooperative arrangements with the CSU library provide easy access to its much larger collections for faculty and students at CSU-Pueblo, and the CSU-Pueblo library itself now provides advanced electronic resources of all kinds to support research and scholarship.

The university has recently confronted and is striving to overcome a number of significant challenges. Like all institutions of higher education in Colorado, CSU-Pueblo faced severe budgetary constraints from 1999 through 2005 due to reductions in state support resulting from the recession and, subsequently, by provisions in the state constitution that limit spending growth. These problems were exacerbated for CSU-Pueblo by declining FTE enrollments over a 10-year period before 2004-2005, resulting in the need to reduce faculty, staff, and administrative positions. Enrollments have recently increased somewhat, and the budgetary picture has improved due to moderate tuition increases and the passage of a referendum partly releasing the state from the constitutional spending limitations. As a result, the university can now fill some vacant positions and move forward with pending renovation projects that will directly address pressing needs, especially for athletic facilities and the library. The university’s response to these challenges is discussed in more detail under Criterion Two.

⁷ See “Mission Statement.” The university’s several mission documents are discussed in detail under Criterion One.

Overview of the University

CSU-Pueblo, as a member of the two-institution Colorado State University System, is governed by the system's Board of Governors (formerly the State Board of Agriculture).⁸ The CSU-Pueblo president is appointed by the Board of Governors and reports to the CSU System chancellor, who also serves as president of CSU in Fort Collins. Details of the university's governance, organization, and administration appear in sections 1.3 and 1.4 of the Faculty Handbook and in the Organizational Chart. The following programs and offices report directly to the CSU-Pueblo president:

- Academic Affairs
- Affirmative Action
- External Affairs (Alumni, Communications, and Printing and Publications)
- Finance and Administration
- Institutional Research and Analysis
- Intercollegiate Athletics
- Student Life and Development

Academic Affairs, led by the Provost and Vice President for Academic Affairs, manages not only the academic programs mentioned below but also the university library, Information Technology Services, the university-sponsored K-8 charter school (the Pueblo School for the Arts and Sciences), and an array of support services including Admissions and Records and Student Academic Services. Finance and Administration, under a vice president, manages human resources, all financial services, the physical facilities, auxiliary services, and campus security. Student Life and Development, headed by a dean, manages programs such as Housing and Residence Life, the Associated Students' Government, and an array of support and enrichment services for students at the university.

Academic programs at CSU-Pueblo are offered through four colleges and the Division of Continuing Education. The Hasan School of Business (HSB) includes two (2) departments; the College of Education, Engineering, and Professional Studies (CEEPS) five (5), the College of Humanities and Social Sciences (CHASS) nine (9), and the College of Science and Mathematics (CSM) three (3). Several departments combine multiple major and minor programs (e.g., the Department of English and Foreign Languages in CHASS, which offers majors in English and Spanish and minors in those fields plus French, Italian, Creative Writing, and Professional Writing, as well as courses in Speech Communication). The Division of Continuing Education offers courses by distance education (print correspondence) and at off-campus sites at regional high schools and central locations in Cañon City and Colorado Springs (Fort Carson, Peterson Air Force Base, and the Citadel Center) that support five degree programs and a minor. A complete list of degrees offered by the university (BA, BFA, BS, BSW, BSBA, MA, MBA, MS, and MSN) can be found on the university Web page.¹⁰

⁸ See "Board of Governors of the Colorado State University System," <http://csusystem.edu/>.

⁹ Colorado State University-Pueblo, *Faculty Handbook*, <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>; "Organizational Chart," <http://www.colostate-pueblo.edu/facultysenate/facultyhandbook/pdf/AppendixA.pdf>.

¹⁰ See <http://www.colostate-pueblo.edu/info/AcademicPrograms.asp>.

Over the 10-year period from 1996-1997 through 2005-2006, the total number of graduates awarded degrees ranged from a low of 745 in 1998-1999 to a high of 828 in 2003-2004, with 813 in the most recent year reported, 2005-2006. Of these, the number of graduate degrees awarded ranged from a low of 32 in 2003-2004 to a high of 78 in 1997-1998, with 59 in 2005-2006.¹¹

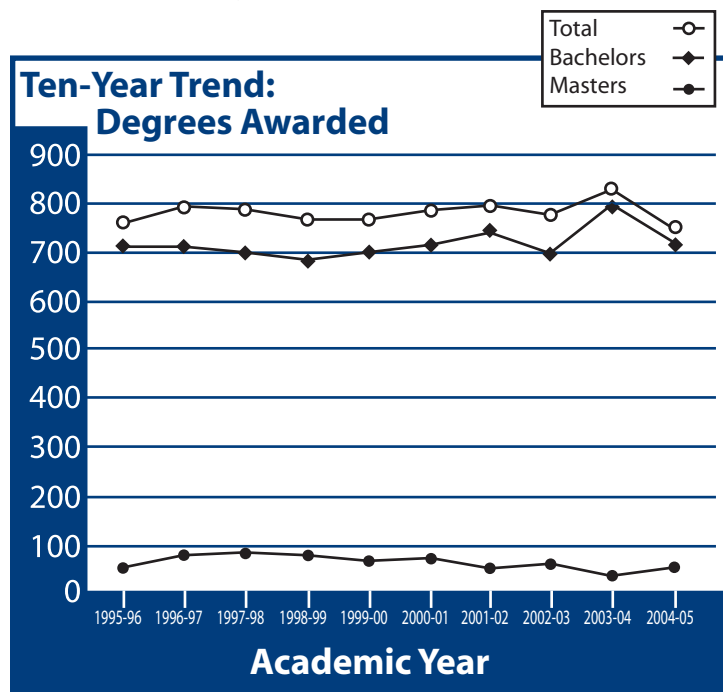
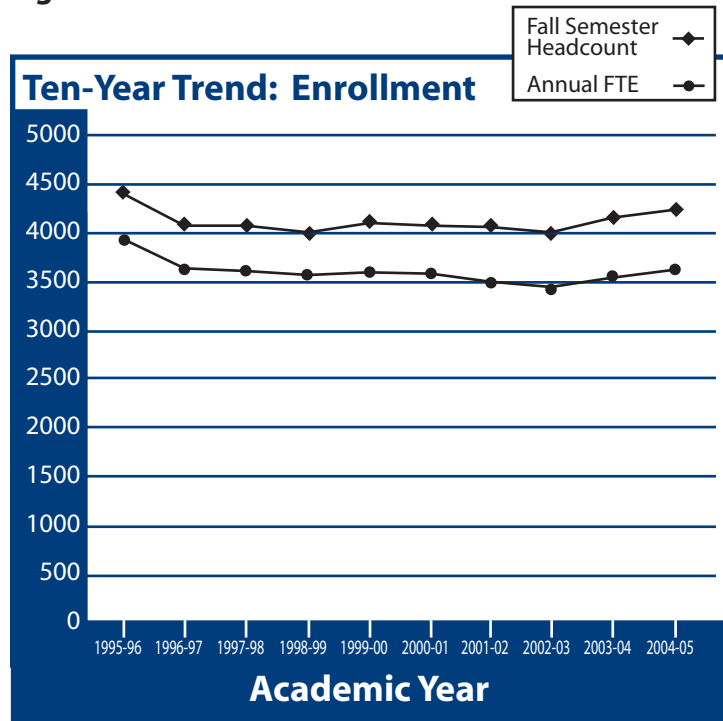


Fig I.1

Total fall semester headcount enrollment at the university dropped from a high of 4,345 in 1995 to a low of 4,029 in 1998, with 4,200 in 2005. Full-time equivalent (FTE) enrollment dropped from a high of 3,908.3 in 1995-1996 to a low of 3,447.5 in 2002-2003, with 3,518.0 in 2005-2006.¹²

Fig I.2



¹¹ Colorado State University-Pueblo Office of Institutional Research and Analysis, *2005 Fact Book*, Table 11, p. A32. <http://www.colostate-pueblo.edu/ir/factbook/2006/>.

¹² Colorado State University-Pueblo Office of Institutional Research and Analysis, *2005 Fact Book*, Table 1, p. A2, Table 5, p. A20. <http://www.colostate-pueblo.edu/ir/factbook/2005/> and *2006 Fact Book*, <http://www.colostate-pueblo.edu/ir/factbook/2006/>.

Possible reasons that have been suggested for the widening gap between headcount and FTE enrollment include the state's newly imposed mandate that, with only a few exceptions, all degree programs be limited to 120 credits; students devoting more time to work and parenting; and the apparent decision of many students to limit their semester enrollment to the minimum 12 credits needed for full financial-aid eligibility while avoiding the extra fees that accrue with additional credits taken. Because the financial resources of the institution are in large measure a function of enrollments, much research and planning has been done in the dual efforts to sustain and increase enrollment (with moderate success in recent years) and to adapt to diminishing resources while maintaining the university's distinctive array of programs designed to promote student learning and meet the needs of the regional community. Examples of these planning efforts, which draw on the insights and knowledge of many members of the university community, include periodic strategic planning and annual review of the Strategic Plan by the Strategic Plan Oversight Committee,¹³ and the Advising, Enrollment Management, Library, and Student Life Facilities Task Force Reports.¹⁴ Other recent changes to Colorado's system for funding higher education have required planning and adaptation on the part of the university. Beginning in 2005-2006, state support of higher education, which had been allocated directly to the various governing boards through the Colorado Commission on Higher Education (CCHE) largely on the basis of a two-year rolling average of FTE enrollments, now reaches the institutions in part via College Opportunity Fund (COF) stipends awarded to Colorado-resident undergraduate students, who may take them to the institution of their choice. Because the vouchers replaced a portion of the funds previously allocated directly to the university, their implementation did not reduce the student's share of tuition costs.¹⁵ The establishment of COF created a direct year-to-year link between enrollment and state funding. The university's complete approach to planning for the future is discussed under Criterion Two.

In FY 2006, the state also provided funding through a "fee-for-service" program to cover the costs of graduate instruction and exceptionally expensive instructional and service programs. The COF and fee-for-service programs are parts of a comprehensive restructuring of the relationship between the state of Colorado and its public colleges and universities that also includes a formal Performance Contract for each institution.¹⁶ The specific goals and performance criteria set forth in the Performance Contract were informed by the university's planning efforts and attention to the needs of the community served. They include the following:

- increases in retention and graduation rates
- efforts to increase access for underserved student populations
- assurance of quality and transferability of general education courses
- reports on assessment of student learning
- standards for efficiency of operations in order to keep tuition costs low
- advancement of teacher education programs
- responsiveness to the state's workforce and economic development needs
- continued efforts in research and provision of appropriate graduate programs.

¹³ See <http://www.colostate-pueblo.edu/StrategicPlan/>.

¹⁴ See <http://www.colostate-pueblo.edu/reports/reports/>.

¹⁵ Detailed information about this program can be found at <http://www.colostate-pueblo.edu/sfs/cof/> and under Criterion Two.

¹⁶ The current Performance Contract for the Colorado State University System (CSUS), including CSU-Pueblo, can be accessed at <http://www.state.co.us/cche/performance/final/csu.pdf>.

The university also receives support from the Colorado State University-Pueblo Foundation. During the fiscal year ending June 30, 2005, the Foundation raised or earned a total of \$2,488,192 and had net assets of \$20,927,798. In that year, it awarded a total of \$1,071,857 in scholarships to 346 students at the university.¹⁷

Shared Governance

The Faculty Senate, composed of elected representatives from all academic units, recommends actions to the provost on all matters of academic policies, standards, and curricula. The senate is advised by a group of estate committees and boards made up of senators, student representatives, administrators ex officio, and other faculty members appointed by the deans of their units. These are listed below:

- Executive Committee
- Committee on Committees
- Faculty Handbook Committee
- Faculty Compensation Committee
- Faculty Procedures and Policies Committee
- Academic Policies and Standards Board
- Curricula and Academic Programs Board
- General Education Board
- Information Technology Board

All matters regarding faculty duties, qualifications, and standards and procedures for employment, retention, and promotion are set forth in the *Faculty Handbook*,¹⁸ which is considered a legally binding part of the tenured and tenure-track faculty employment contract whose terms can be modified only by mutual agreement between the faculty member and an authorized representative of the university. Additionally, both part-time and full-time non-tenure-track faculty are hired on renewable, at-will contracts from semester to semester or year to year. The Adjunct Faculty Guide provides guidance and useful information for this important portion of the university's instructional staff.¹⁹ A profile of faculty characteristics can be found in the CSU-Pueblo Fact Book, section 5, Table 13.²⁰

The Classified staff at the university is represented by the Classified Staff Council; terms and conditions of employment are determined by the Colorado State Employee Handbook.²¹

Non-faculty administrative personnel and professional staff are employed on annual at-will contracts. The last version of an administrative and professional staff handbook at the university was published in 1982. Several attempts at revising and updating it have not reached completion. The project now has been assigned to the office of Human Resources, where it is being pursued with some urgency.

Students are represented by the Associated Students' Government (ASG), which consists of executive, legislative, and judicial branches. The ASG Senate oversees the distribution of student fees, sponsors a long list of student clubs and organizations, and advises the administration on relevant issues. ASG also nominates student representatives to appropriate university committees, task forces, and boards.²²

¹⁷ More details about the CSU-Pueblo Foundation can be found in copies of the audit reports on file in the Resource Room, from which the data above are derived.

¹⁸ See <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

¹⁹ See <http://www.colostate-pueblo.edu/hr/docs/Manuals/2006AdjunctFacultyGuide.pdf>.

²⁰ See <http://www.colostate-pueblo.edu/ir/factbook/2006/>

²¹ See <http://www.colostate-pueblo.edu/classified/> and <http://www.colostate-pueblo.edu/hr/manuals/>.

²² Further information on the ASG appears at <https://secure.colostate-pueblo.edu/asg/>.

Accreditation History

After becoming Southern Colorado State College (SCSC) in 1961,²³ the institution was granted preliminary baccalaureate accreditation by the NCA in 1963 and full accreditation in 1966. Following an evaluation visit in 1971, SCSC was reaccredited at the baccalaureate level, with the next comprehensive review to be scheduled in the following three to five years. The college's request for NCA accreditation of a Master of Arts in Teaching degree was denied in 1971, but in 1972 preliminary accreditation was approved for a Master of Arts in Teaching in Industrial Education. Following the redefinition of the institution as the University of Southern Colorado (USC) in 1975, a comprehensive evaluation in 1979 continued USC's accreditation as a master's degree granting institution with three stipulations: that additional master's degrees would require NCA approval, that a focused visit be scheduled for 1981-1982, and that the review team for that visit would set the date for the next comprehensive evaluation. The 1982 focused visit resulted in continued accreditation at the bachelor's and master's levels with the stipulation that additional master's degrees would require a focused visit and NCA approval. Such a focused visit was requested in 1983 for approval of the university's plan to offer the Master of Business Administration. As a result of this visit, the stipulation requiring NCA approval of any additional master's degrees was removed, and the university was simply requested to report any new master's programs prior to initiation. The next comprehensive visit, scheduled for 1985-1986, was postponed at the university's request until the following year due to the implementation of a new strategic plan for making major institutional changes in order to achieve the objectives set forth in the CCHE's redefinition of the university's role and mission. The comprehensive evaluation team then studied the strategic plan and its implementation, and the university's accreditation was continued through 1993-1994. The NCA requested a report be submitted in 1991 assessing the university's achievement of the goals articulated in the 1985-1990 strategic plan. Following its review of that report, the NCA extended the date for the next comprehensive evaluation to 1996-1997.

At the university's request, that review was carried out as a comprehensive evaluation with special emphases on three areas:

- student success,
- intercultural programs, and
- community and regional partnerships

Based on its visit September 30-October 2, 1996, the review team recommended continued accreditation at the master's level with the next comprehensive evaluation in 2006-2007. In addition to a number of concerns and non-binding recommendations to be discussed below, the team stipulated that the university be required to present a report on assessment of student academic achievement by December 1, 1998. Accordingly, the university submitted an eight-page report entitled "Promoting a Culture of Assessment at the University of Southern Colorado,"²⁴ which discussed a number of concrete steps taken in the area of assessment since 1996 and challenges remaining to be addressed, concluding that, "In terms of the stages of institutional evolution relative to assessment, USC most probably is located somewhere near the transition between early implementation and the second stage, wherein assessment

²³ As mentioned above, the forerunner two-year institution had been accredited as Pueblo Junior College in 1951.

²⁴ Available in the Resource Room, Assessment Binders.

practices are an institutionalized permanent feature of the campus culture” (8). The report was accepted by the NCA, and no further reports were required.²⁵ The current status of assessment of student academic achievement at CSU-Pueblo is described in the chapters that follow, especially under Criterion Three.



The present accreditation status of CSU-Pueblo with the Higher Learning Commission of the North Central Association (HLC) is indicated by the Statement of Affiliation Status appended to this report and available on line.²⁶ The university proudly displays the HLC Mark of Affiliation.

The following table shows university programs approved by specialized accrediting agencies.

Table I.1

Program	Accrediting Agency
Chemistry (“Certified”)	American Chemical Society
Civil Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Electronics Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Mechanical Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Industrial Engineering	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology
Teacher Education	Colorado State Board of Education and the Teacher Education Accreditation Council
Music	National Association of Schools of Music
Nursing	National League for Nursing
Athletic Training Education Emphasis in Exercise Science, Health Promotion, and Recreation	Commission on the Accreditation of Allied-Health Education Programs
Social Work	Council on Social Work Education
Hasan School of Business: All BSBA programs (Accounting, Business Management, and Economics) and the MBA	AACSB International—The Association to Advance Collegiate Schools of Business International

²⁵ Stephen D. Spangehl, letter to Dr. Tito Guerrero III, President, 9 July 1999, Resource Room, Assessment Binders.

²⁶ See http://www.ncahlc.org/index.php?option=com_directory&Action=ShowBasic&instid=1061.

Progress in Addressing Concerns and Suggestions for Institutional Improvement by the 1996 Review Team

In addition to the requirement for an interim report on assessment of student learning discussed in the previous section, the review team for the last comprehensive evaluation included in their report a useful list of suggestions to the university that were identified as “advisory only; addressing them is not a requirement for continued accreditation” (42).²⁷ While subsequent changes in the university’s legislated role and mission have rendered some of them obsolete, the university has taken the recommendations into account in its planning activities and has addressed and continues to address them. The following paragraphs highlight key developments in response to the recommendations.

Carefully review the credentials of District 60 faculty who are assigned to teach university credit classes to assure that they have credentials appropriate to level of classes which they are teaching.

This recommendation pointed to an area of concern well known to university faculty, and since the report, many reforms in the Senior-to-Sophomore CORE (STS) dual-credit program have been instituted. A handbook is published that specifies the minimum qualifications for high school teachers to offer university courses in each area, together with procedures for annual renewal and syllabus review and standards of achievement required for college credit. For the past four years, the STS-CORE Quality Task Force has met regularly to advise the Dean of Continuing Education on these matters and to propose other reforms to ensure the quality of the program. STS liaisons in most programs meet regularly with teachers in their fields and review syllabi and examples of student work. The new Dean of Continuing Education recently oversaw a comprehensive review of course curricula and teaching credentials for Senior-to-Sophomore offerings based on a statewide assessment effort mandated by the CCHE. The dean is in the process of visiting the principals of each participating high school to promote effective cooperation and student success.²⁸

Many reforms in the Senior-to-Sophomore CORE dual-credit program have been instituted.

Review the span of control of the Provost to determine if it is the most efficient and effective model for the current breadth and depth of programming at the University of Southern Colorado.

At the time of the last review, the provost was defined as “the chief academic and administrative officer of the university” (22). Since then, a number of offices, notably Business Services, Financial Aid, and Student Life, that used to report to the provost have been reconfigured and now report directly to the president or to the vice president of finance and administration, leaving the provost’s office to concentrate primarily on academic and academic support concerns.²⁹

²⁷ Commission of Institutions of Higher Education of the North Central Association of Colleges and Schools, “Report of a Visit to University of Southern Colorado, Pueblo, Colorado, September 30-October 2, 1996.” Resource Room, Accreditation Binders.

²⁸ Details about the Senior-to-Sophomore program and links to the handbook and other materials can be found at <http://coned.colostate-pueblo.edu/sen2soph/>.

²⁹ See Organizational Chart, <http://www.colostate-pueblo.edu/facultysenate/facultyhandbook/pdf/AppendixA.pdf>.

Develop a system to reward faculty for participation in student success initiatives (advising, mentoring, etc.). Develop an advising handbook that can be utilized campus wide. Develop training program for faculty and student success academic advisors.

The university has repeatedly addressed issues related to advising during the last decade. A centralized, “intrusive” advising system was instituted for first-year and undeclared students, but it was discontinued for the most part when the budget crises of 2002-2004 precluded adding sufficient professional staff for full implementation and faculty in some highly structured majors expressed concern about course selection issues. In 2002-2003, a presidential Advising Task Force consisting of faculty, staff, administration, and students was appointed to study advising at the university. The Advising Task Force report, whose recommendations have been or are being implemented in part, is available on the university Web site.³⁰ A set of faculty Lead Advisors was appointed, with compensation in the form of released time and stipends. They continue to serve as a resource for the campus by providing training for faculty and staff and guidance for the campus on advising issues. An advising handbook is available on the Web,³¹ and targeted flyers and advising workshops conducted by the Lead Advisors support advising efforts. Because retention rates nonetheless did not improve with these changes, beginning fall 2006, the university began implementing a partially centralized advising system employing several new professional advisors to supplement faculty advising for first-year and undeclared students, pursuant to proven “best practices” identified through the national work on the first-year experience. Further information about advising at CSU-Pueblo appears under Criterion Three.

The university has repeatedly addressed issues related to advising during the last decade.

13

Identify needs and coordinate services for minority and international students.

The Office of International Programs has been moved to a more convenient location for students in the Occhiato University Center. Staff members work closely with current and prospective international students. Services now include a new ESL instructional program for students not yet meeting the minimum TOEFL scores required to enter the university’s programs, as well as a new English course to support those who have met the minimum, “Introduction to American Academic Discourse.” Multiple advisory councils, composed of community members, students, faculty, and staff, have addressed support issues for minority students. A five-year Title III Department of Education grant focuses specifically on improving learning support for at-risk students, including minority students. A Multicultural Center has been established,³² and specific goals and strategies for supporting minority students are included in the university’s Strategic Plan for 2002-2007 and the new 2006-2011 Strategic Plan.³³

³⁰ See <http://www.colostate-pueblo.edu/reports/reports/>.

³¹ See <http://www.colostate-pueblo.edu/sas/docs/FacultyAdvisingHandbook.pdf>.

³² For details, see the following press release: <http://www.colostate-pueblo.edu/news/releases05/100.htm>.

³³ The strategic plans are at <http://www.colostate-pueblo.edu/StrategicPlan/>. A concise survey of the university’s achievements and ongoing challenges in this area is an op-ed piece published in the Pueblo *Chieftain*, June 5, 2005. The text is included in the Resource Room binder labeled “University Response to the Cardenas Report,” at tab 2.

Design strategic marketing plan to address enhancing or strengthening the “image” of the University of Southern Colorado. Design and implement targeted recruitment efforts for the University of Southern Colorado.

A series of marketing plans and recruitment projects have been attempted with mixed results to date, in part with temporary consultative assistance by admissions staff from CSU in Fort Collins. Bold goals for both recruitment and retention were developed in the Enrollment Management Plan of 2003³⁴, and the hiring of an experienced Director of Admissions and Records and the addition of new staff over the past two years should make it more likely that those goals can be achieved. More details about the university’s marketing and recruitment efforts appear under Criterion Two.

Share information with the campus community regarding developing partnerships and changes in existing partnerships. . . . Review and assess the success of the various partnership activities. Involve university faculty as evaluators to review success of external grants activities.

Although engagement with the community remains a top priority for CSU-Pueblo, many features of the Educational Alliance of Pueblo that was a major and controversial emphasis of the university at the time of the last review have been modified, scaled back, and in some cases eliminated as unworkable. For example, for a time the Superintendent of Pueblo School District 60 also was the Dean of the Center for Teaching and Learning. That administrative link has since been severed and the newly configured Teacher Education Program, while cooperating fully with District 60 and other regional school districts, is now headed by an associate dean housed and funded entirely within the university. The university’s charter school in District 60, the Pueblo School for the Arts and Sciences, whose high school classes were troublesomely housed on campus, has been redefined as a K-8 institution located in town away from the university. As the former Alliance has been scaled back in these and other ways, the issues that evoked the review team’s recommendations in this regard have mostly faded away. The university’s current engagement with its outside constituencies is described under Criterion Five.

While there has been stability in the position of the president of the university, there has been and continues to be a great deal of instability in administration below the level of the president.

With the recent resignation and replacement of the president, this concern is exacerbated. Turnover in university administration is probably inevitable, as personnel move from institution to institution in pursuit of career advancement, retirement, or a return to teaching and research. CSU-Pueblo has experienced repeated changes in administrative personnel during the period since the last review, including three new presidents, a new provost and then an interim provost in 2006-2007, two new vice presidents for finance and administration, and multiple changes among the deans and directors. In most cases, however, these changes have benefited the university by bringing fresh energy and new perspectives into the administration. At the same time, a fairly stable faculty has provided institutional memory and consistent direction via shared governance and congenial interaction with administrators generally distinguished by accessibility and collaborative leadership styles. Similarly, many long-serving members of the classified and professional or administrative staff, who serve as indispensable resources for administrators, have helped keep the institution on course through its ongoing transformations.

³⁴ See <http://www.colostate-pueblo.edu/reports/reports/>.

The Self-Study Process and Personnel

The following charge was delivered to the Accreditation Self-Study Steering Committee by President Ronald Applbaum at the beginning of the process:

The Higher Learning Commission's institutional self-study process is one of the most critical and valuable processes that the university will undertake over the next two years. CSU-Pueblo is a dynamic institution that will continue to grow and change with the region we serve. We are developing a well-deserved reputation as one of the leading institutions in the state. This recognition has been earned by the continual evaluation of our institution and by applying what we have learned to our daily operations.

The self-study process involves an organized approach to conducting an in-depth analysis of our entire organization. This self-examination will help us to grow into the institution that all of us envision. As an outcome, we will be able to recognize what we are doing well and identify opportunities for improvements.

The Steering Committee is charged with engaging the campus community and its constituencies in an open and inclusive self-study process that achieves the following goals:

- Identifies the university's major strengths, weaknesses, and opportunities for improvement.
- Objectively assesses the institution's structure, governance, policies, procedures, and practices and proposes improvements and future directions.
- Creates a report and supporting resources that thoroughly document the university's status within the accreditation criteria guidelines that will allow the Higher Learning Commission's consultant-evaluators to suggest ways the university can enhance its ability to fulfill its mission and attain its goals into the future.³⁵

After a period of preliminary planning carried on in the provost's office during 2004-2005, a Steering Committee was appointed and personnel for area subcommittees, each to be focused on one of the Criteria for Accreditation, were identified. The Steering Committee began meeting regularly late in spring 2005, and most members attended the Workshop on the Self-Study at the 2005 HLC Annual Conference in Chicago. A Resource Room for the self-study and review team visit was established in the library (L405), which provided a meeting place for the Steering Committee and the area committees and a convenient location in which to assemble documents and records. The Steering Committee met regularly through the summer of 2005 and the academic year 2006, and again most members attended the 2006 Annual Conference. The first order of business was to secure the services of the proposed subcommittee members, most of whom, recognizing the importance of the project, were eager to join the Task Force. In selecting members, inclusiveness and representation for a broad spectrum of faculty, administrators, and staff were key concerns. A complete list of the 64 Task Force members with their institutional roles is appended to this report and available on line.³⁶

³⁵ The president's charge and other information about the accreditation self-study project appear at <http://www.colostate-pueblo.edu/hlca/>.

³⁶ See <http://www.colostate-pueblo.edu/hlca/TaskForce.asp>.

The next task for the Steering Committee was to find the best way to solicit the views of the widest possible sample of the university community, including not only faculty, staff, and administration but also students, alumni, and community constituencies. To this end, survey questionnaires were designed, built mainly of questions based on the Core Components for each Criterion for Accreditation, plus open-ended questions on a Strengths, Weaknesses, Opportunities, and Threats (SWOT) questionnaire. The questionnaires were administered and the data tabulated during 2005-2006. The results are referenced as appropriate throughout the chapters that follow. A concurrent effort to determine the university's SWOTs was carried out by a presidential committee engaged in developing a new strategic plan for the university at the behest of the Board of Governors, and those results were shared with the Accreditation Task Force and also are referenced in this report.³⁷

The following graph summarizes the responses of the four constituent groups to the survey questionnaire's categories. Responses 4, 5, and 6 represent agreement or strong agreement, 3, 2, and 1 represent disagreement or strong disagreement, so the higher the score, the more favorable the response. The pattern of the graph lines, which are strikingly parallel, reflects a widespread understanding that the university provides a quality education that is valued by its constituencies, appreciates diversity, and supports academic achievement, while its main problem of late has been inadequate state funding,

16

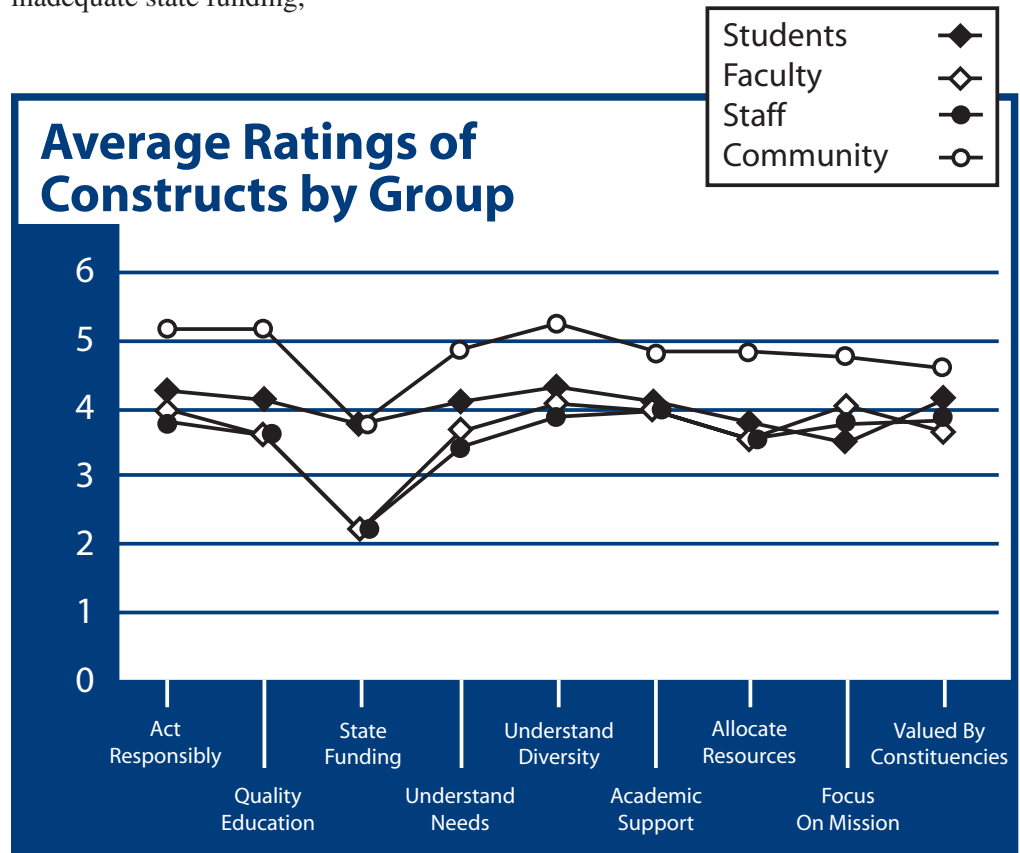


Fig I.3

³⁷ The results of these surveys are available at <http://www.colostate-pueblo.edu/hlca/Surveys.asp>.

Further steps in the self-study process included a public announcement of the project and its importance at the Fall Convocation in 2005 and two plenary sessions of the Task Force, one during fall semester 2005 and one during spring 2006. Regular meetings of the Steering Committee and the area subcommittees were held throughout the summers and academic year, as research for and writing of the chapters of the self-study was in progress. During the summer of 2006, the draft of the self-study was compiled and edited. It was released to the university community at large on line and by executive summary late in the summer of 2006 in preparation for discussion at a series of open forums where university constituents provided comments and suggestions. Most university administrators and several academic units provided direct input as well. After the Steering Committee, in consultation with the provost and president, incorporated these suggestions as appropriate, the report was put in final form and readied for publication and submission to the HLC Review Team. The time-line for the self-study process is appended to this report and available on line.³⁸

In carrying out the self-study and drafting the report, the goals of the Steering Committee and the Task Force have been to meet all elements of President Applbaum's charge by engaging all the university's constituencies in producing a document suited to the distinctive nature of the institution. The aim is to help the university clarify its strengths and weaknesses, so that it might better plan improvements and provide the HLC Review Team and the Commission with an accurate account of Colorado State University-Pueblo. The chapters that follow address each of the Criteria for Accreditation in turn, showing how and to what degree the university is meeting those criteria and in what ways and areas improvements may be needed. At the same time, they take note of evidence that the university is future-oriented, learning-focused, connected, and distinctive.

³⁸ See <http://www.colostate-pueblo.edu/hlca/Process.asp>.

One
Criterion



The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

In its 73-year history, Colorado State University-Pueblo’s vision has continually evolved in response to the higher education needs of its region. From its incorporation in 1933 as a junior college until, most recently, becoming CSU-Pueblo in 2003, this institution has revised and enlarged its mission to continue to best serve the people of southeastern Colorado. In recent times, the University of Southern Colorado formally adopted new mission statements in 1978, revised them in 1985, and then, in preparing to become CSU-Pueblo, adopted a new statutory mission in 2002, revised in 2005. Now as a member institution of the Colorado State University System, allied with its larger sister institution, Colorado State University in Fort Collins, CSU-Pueblo is poised to provide even greater educational resources for the region as it strives to become a model of excellence as a regional comprehensive university.

Core component 1a: The organization’s mission documents are clear and articulate publicly the organization’s commitments.

CSU-Pueblo has a clear and definitive mission that is articulated throughout the institution as a whole. The new university-wide

mission statement, supported by various unit and college mission statements, shapes the program goals and expected student outcomes for all programs of study. The current mission of the university evolved in three stages in recent years and is published in the university catalog and featured prominently on the Web site.³⁹

Mission Documents

In 2000-2001, the university undertook the creation of a new Strategic Plan to guide the university during 2002-2007. The planning process entailed a discussion of the vision, role, and mission of the university as it entered the 21st century. In section two of the strategic plan, “Mission and Vision for the Future,” the committee proposed to change the university’s mission statement as follows:

*The University of Southern Colorado is a regional, comprehensive university distinguished by excellence, access, diversity, and opportunity. The university offers a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts, blending theory and practice to prepare all graduates for success. The university also offers a select group of graduate programs that address regional needs. The university is a major educational resource for cultural enrichment and economic growth in southeastern Colorado.*⁴⁰

CSU-Pueblo has a clear and definitive mission that is articulated throughout the institution.

³⁹ For the current catalog, see <http://www.colostate-pueblo.edu/catalog/2006-2007/>; for the Mission Statement on the Web site, see <http://www.colostate-pueblo.edu/About/MissionStatement.htm>.

⁴⁰ Strategic Plan 2002-07 (9). See <http://www.colostate-pueblo.edu/StrategicPlan/>.

Criterion
One

In 2002, the state legislature changed the name of the University of Southern Colorado to Colorado State University-Pueblo and revised the mission statement proposed in the strategic plan. This legislative mission statement became CSU-Pueblo’s new legal description and definition. The final statutory mission statement reads as follows:

There is hereby established a University at Pueblo, to be known as Colorado State University-Pueblo, which shall be a regional, comprehensive university with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer selected masters level graduate programs. (House Bill 02-1324, May, 2002)

Because this change in the university’s official role and mission came as a result of extended campus and community discussion, most students, faculty, staff, and community members make reference to this statutory mission. After legislative approval, this mission statement was posted to the university’s public Web page and included in the university catalog. The first few pages of the university catalogs for the period 2003-2006 provide several paragraphs elaborating and interpreting this statutory mission, and these passages have until recently served as the de facto authoritative statement on the university’s mission and goals for both internal and external constituencies.

In April of 2005, however, the Colorado State University System Board of Governors developed a plan to revisit and revise its own vision and mission statements at the system level, as well as to revise the mission statements for its two constituent institutions—Colorado State University in Fort Collins and CSU-Pueblo. The system hired an external consultant (Ted Wiley and Associates) to facilitate the development of the new mission statements. After soliciting input from faculty, students, administration, and the community, the CSU System adopted a new vision, mission, and value statement for itself, rewrote the mission statement for CSU, and adopted the following official mission statement for CSU-Pueblo:

Colorado State University-Pueblo is committed to excellence, setting the standard for regional comprehensive universities in teaching, research and service by providing leadership and access for its region while maintaining its commitment to diversity.⁴¹

The goal of this new mission statement was to be more inspirational and more readily understood than the statutory mission statement. It was not meant to replace or alter the legal statutory definition of the institution from 2002. Although the new mission statement does not mention “moderately selective admissions standards” specified in the state statute, it does not alter or contradict the intention to set such standards. What the new mission statement does is provide a clearer and more common-sense description of the university and its aspirations—to “set the standard” as a regional comprehensive university. The mission statement is characterized by its emphasis on excellence; its recognition of the tripartite responsibilities of teaching, research, and service; its recognition of CSU-Pueblo’s role as a regional comprehensive university; and the university’s commitment to diversity.

⁴¹ CSU Board of Governors Web page, <http://csusystem.edu/index.asp?url=values>.

The university catalog serves as the primary public declaration of the institution’s mission. As a result, not only are the mission statements clearly highlighted at the beginning of the catalog, they are followed by several paragraphs that elaborate and clarify the full impact and meaning of the mission. CSU-Pueblo not only publicly declares its mission; it wants that mission clearly understood by all. These passages explain the university’s educational focus, the kinds of degrees offered, the relationship between CSU-Pueblo and CSU in Fort Collins, the importance of teaching excellence as the top priority, the diversity of the learning community, and the university’s commitment to serving its region and the state (12-13).⁴²

The university catalog serves as the primary public declaration of the institution’s mission.

But CSU-Pueblo’s mission recognizes as well that educational excellence also is measured by the access provided to a wide variety of students, many of whom would simply not take the step into higher education if admissions requirements to the university or its programs were set at an unreasonably high level. One of the things that makes CSU-Pueblo excellent is that it has attracted and provided a university education to thousands of students who, for a variety of reasons, could not have attended one of the other four-year colleges or universities in the state. Although it is, at times, difficult to balance these two concerns, CSU-Pueblo strives for excellence in both student achievement and access.

Noteworthy is the language in the mission statement, “setting the standard for regional comprehensive universities in teaching, research and service.” These three areas have always been of paramount importance to the university. Faculty are evaluated annually in all three areas, and it is not possible for a ranked professor to be promoted or achieve tenure without meeting minimum expectations in each area.⁴³

Excellence

The new mission statement clearly posits excellence at the forefront of its enterprise—“Colorado State University-Pueblo is committed to excellence” That commitment obviously entails an emphasis on student learning and academic achievement. For example, as an institution committed to excellence in teaching and student learning, the university works to ensure that its students demonstrate high levels of achievement in their respective fields of study or careers and score well on exit exams and licensure tests. The adoption in the 2001 statutory mission statement of moderately selective admissions standards—slightly higher than they had been previously—represents one effort to promote these goals.

A Regional Comprehensive University

Both the statutory mission statement and the new mission statement adopted by the board express a commitment to succeed as a “regional comprehensive university.” In the wake of World War II and the GI Bill, the United States pursued a course of building regional universities across the country to make higher education available to all citizens who were motivated to improve their personal knowledge and understanding and gain the skills needed for professional careers. Regional universities such as CSU-Pueblo are the result of this great populist democratic movement. CSU-Pueblo

⁴² <http://www.colostate-pueblo.edu/catalog/2006-2007/TheUniversity.htm>.

⁴³ See section 2.8 of the *Faculty Handbook*, at <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

Criterion
One

CSU-Pueblo is the higher education gateway for anyone in the region seeking self-improvement and the skills and knowledge needed to enter the professions or to pursue advanced study.

understands clearly that its present mission is not to be another major research center—although it values research highly. It understands its current mission is not to offer doctoral degrees—although faculty hope the best students may use their education at CSU-Pueblo to go on to doctoral study. As a regional comprehensive university, CSU-Pueblo is the higher education gateway for anyone in the region seeking self-improvement and the skills and knowledge needed to enter the professions or to pursue advanced study. The idea of public regional comprehensive universities that strive to bring the best possible education to a wide audience of mainstream society is a distinctly American and a distinctly democratic ideal. Not only is CSU-

Pueblo proud to accept this mission and this challenge; it strives to “set the standard” for what a regional university should be.

As a regional university, CSU-Pueblo serves Pueblo and the surrounding areas of southern Colorado.

Besides the main populations in Pueblo and Pueblo West, the region served includes Cañon City and Westcliffe to the west, Walsenberg and Trinidad to the south, and various small towns along the Arkansas River valley to the east. The majority of students have traditionally come from these areas. With the recent growth of Fort Carson and Colorado Springs and its suburbs to the north, a growing proportion of the students now commute from this area. As a result,

CSU-Pueblo recognizes that the region it serves is growing. In response, the university now offers courses and certain degree programs in Colorado Springs.⁴⁴

Likewise, “comprehensive” indicates that the university provides a broad array of educational programs appropriate to the needs and interests of its students. The university recognizes the importance and value of both general liberal arts education and pre-professional training. As stated in the catalog, the university provides “a focus on preparing graduates for professional careers . . . grounded in the traditional liberal arts and sciences These outcomes stem from the University’s simultaneous emphasis on liberal arts and sciences and professional coursework” (12).⁴⁵

CSU-Pueblo and the CSU System

As a public regional comprehensive university, CSU-Pueblo has a natural alliance with CSU in Fort Collins, a land-grant university and one of the nation’s leading research institutions. It draws students from across the state, the nation, and the world, offering an extensive selection of undergraduate programs and numerous graduate programs. Many of its doctoral programs, such as veterinary studies, agriculture, forestry, and microbiology, are world-renowned. But as a land-grant institution, CSU has its roots in the idea of providing superior higher education for ordinary citizens of the state. It is this common democratic ideal that links the larger research institution of CSU in Fort Collins with CSU-Pueblo. The CSU-Pueblo catalog explains further:

As sister institutions, CSU-Pueblo and CSU in Fort Collins share many important values and commitments, even while they pursue very different missions—CSU in Fort Collins as a large research, doctoral granting university and CSU-Pueblo as a

⁴⁴ See the Introduction, above.

⁴⁵ See <http://www.colostate-pueblo.edu/catalog/2006-2007/TheUniversity.htm>.

small, comprehensive, masters granting university. Both universities are committed to excellence and strive to set the quality standards for their types of institutions. Both have excellent undergraduate and graduate programs that serve the citizens of Colorado through teaching, research, and service. Both universities promote civic engagement, freedom of expression, innovation, inclusiveness and diversity, integrity and mutual respect, and both are committed to employing a student-centered focus, providing opportunity and access, and being accountable. (13)⁴⁶

When the governing board adopted new mission statements for both institutions, the syntax for the mission statement of each institution was intentionally made similar, the major difference being that CSU aspires to “setting the standard” as a national and world-class land-grant institution, whereas CSU-Pueblo aspires to “setting the standard” as a regional comprehensive university. The new mission statements for both institutions are published on the CSU System Web site.⁴⁷

Although CSU-Pueblo’s new mission statement helps articulate the way the university sees itself at present, it does not represent a major change in direction of the overall vision of the institution. From its inception in 1933, CSU-Pueblo has never lost sight of its responsibility to respond to the educational needs of its community and the larger region of southern Colorado. Over the years, those needs have changed

and grown, and so has the mission of the institution. CSU-Pueblo embraces its new mission as yet another step in a journey of continuing excellence in responding to, as well as providing leadership for, its region.

In addition to the new mission statement, the Colorado State University System Board of Governors adopted a new set of values to be shared by both institutions. These values are as follows:

- *Be ACCOUNTABLE*
- *Promote CIVIC RESPONSIBILITY*
- *Employ a CUSTOMER FOCUS*
- *Promote FREEDOM OF EXPRESSION*
- *Demonstrate INCLUSIVENESS and DIVERSITY*
- *Encourage and reward INNOVATION*
- *Act with INTEGRITY and MUTUAL RESPECT*
- *Provide OPPORTUNITY and ACCESS*
- *Support EXCELLENCE in TEACHING and RESEARCH⁴⁸*

The university now promotes these high ethical standards as part of its institutional culture. The hope is that students will learn not only the requisite skills for a career, but excellence of character as well. As the 2006-2007 catalog states, students are also expected to “demonstrate the importance of learning how to engage more broadly in productive, meaningful, and responsible commitments while attaining economic success” (12). These nine values are enumerated under the heading of “Mission” in the university catalog (13).⁴⁹

The CSU System mission statement, CSU mission statement, CSU-Pueblo mission statement, and the values were all adopted in April 2005, too late to be included in the university’s 2005-2006 catalog. The new mission statement has been on the system Web site since August of 2005,

⁴⁶ See <http://www.colostate-pueblo.edu/catalog/2006-2007/TheUniversity.htm>.

⁴⁷ CSU Board of Governors Web page, <http://csusystem.edu/index.asp?url=values>.

⁴⁸ CSU Board of Governors Web page, <http://csusystem.edu/index.asp?url=values>.

⁴⁹ See <http://www.colostate-pueblo.edu/catalog/2006-2007/TheUniversity.htm>.

and it first was printed in the catalog in the 2006-2007 edition. As a result, students, parents, the community, as well as faculty and staff are increasingly aware of the guiding mission. In addition to the Web sites and the printed catalog, the university mission statement appears in a variety of other printed materials. For example, President Applbaum’s 2006 “State of the University” address was printed in a booklet that also printed the new mission statement on the inside cover to introduce it to the faculty and community.⁵⁰

The mission statement, then, is publicly available and clearly communicated to the university’s constituencies through the institution’s central documents—the catalog, Strategic Plan, and Web site. Nonetheless, the university recognizes the value of further promoting its new mission both internally and publicly and is committed to finding ways to do so in the future.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

A Diverse Community

Because of the very nature of Pueblo as a geographic and historical crossroads for the region, diversity has been a part of CSU-Pueblo from its founding, as is reflected in the mission statement, where “a commitment to diversity” is specifically stated. In addition to highlighting diversity in the university mission statement, the catalog elaborates further:

CSU-Pueblo’s success in fulfilling its mission to be an educational resource for the state’s diverse population is documented by the characteristics of our student body. We have strong representations of traditional and non-traditional students, campus-based and community-based students, students from Colorado and from foreign countries, first-year and transfer students, students fresh out of high school and students who are working professionals with families to support, and multiple ethnic groups of students. The university is strongly committed to providing access to members of all minority groups, particularly the Hispanic and native Chicano/a populations within its service area, emphasizing and fostering cultural pluralism, enhancing the traditions of culture and language, encouraging the development of economic opportunities, providing appropriate academic support programs, and ensuring equal opportunity for all persons who are, or may become, members of the university community. Indeed, because more than 25% of our students are Hispanic and 50% of those are low income, the Federal Government has designated CSU-Pueblo as a “Hispanic Serving Institution.” (13)⁵¹

The 2002-2007 Strategic Plan that has guided the planning and allocation of resources in recent years also emphasizes the importance of diversity for the institution:

The university recognizes its commitment to diversity, multiculturalism, and educational equity. This commitment has allowed the university to attract a high percentage of non-traditional students and a large international student body, while earning the distinction of being a Hispanic Serving Institution as identified

⁵⁰ A copy of this document is available in the Resource Room.

⁵¹ See <http://www.colostate-pueblo.edu/catalog/2006-2007/TheUniversity.htm>.

by the United States Department of Education. The university is well positioned to build on these successes and expand educational opportunities for everyone, including those who have not participated as full stakeholders in higher education in the past. (4)

Diversity is the third of six goals established in the draft 2006-2011 Strategic Plan as well.⁵²

CSU-Pueblo’s commitment to the region’s diverse population is a reflection of Pueblo’s historical roots.

Located at the confluence of the Arkansas River and Fountain Creek, Pueblo was originally settled by Native Americans and Spanish-speaking peoples from Spanish territories to the south, and later by pioneers from the east, especially after the Colorado Gold Rush of 1859. The arrival of the Denver & Rio Grande Railroad in 1872 and the availability of nearby coal came together to create what later was known as the Steel City, which became Pueblo’s identity for a long time. A large contingent of Italians immigrated to Pueblo to work in the coal mines and at the steel mills. During the 20th century, the region was transformed by a wide variety of immigrants.

The U.S. Census Bureau reports Pueblo County as having a population in 2004 that was 93.7 percent White, 2.2 percent

Black, 1.9 percent Native American, and 0.9 percent Asian or Pacific Islander; 38.8 percent of respondents identified themselves as Hispanic or Latino of any race.⁵³ These demographics are relatively consistent throughout southeastern Colorado south of Colorado Springs. Distinctive of Pueblo is that the majority of the Hispanic residents are not recent immigrants but descendants of Spanish-speaking peoples who settled in the region as much as 200 years ago. As native-born U.S. citizens, the great majority of CSU-Pueblo’s Hispanic students use English as their primary language. The most

CSU-Pueblo’s commitment to the region’s diverse population is a reflection of Pueblo’s historical roots.

recent data indicate the following proportions of ethnic groups for students on campus: 57 percent white; 27 percent Hispanic; 4 percent Black or African American; 1 percent American Indian; 11 percent other.⁵⁴

Serving the Hispanic Community

When the CSU System adopted a new mission for CSU-Pueblo, the Board of Governors discussed but decided against mentioning specifically a commitment to HSI status in the mission statement, one reason being that the standards for federal HSI designation might change at any time. More importantly, CSU-Pueblo’s commitment to its Hispanic population is not the result of, or dependent upon, federal HSI status. Whether the institution meets the minimum criteria—25 percent Hispanic student body, 50 percent of which are low income—or not does not alter CSU-Pueblo’s commitment to its Hispanic students. The university is committed to serving the diverse needs of all its students, whatever ethnic group, traditional or non-traditional, resident or non-resident, regardless of official designations or percentages.

⁵² Both plans are available at <http://www.colostate-pueblo.edu/StrategicPlan/>.

⁵³ Hispanics may be of any race, so they are also included in the race categories. Some (1.3 percent) respondents reported two or more races. See <http://quickfacts.census.gov/qfd/states/08/08101.html>.

⁵⁴ In these figures, unlike the Census figures given above, Hispanic is treated as a separate ethnic category. See Common Data Set, <http://www.colostate-pueblo.edu/ir/data/>.

Criterion One

28

The HSI designation has given CSU-Pueblo membership in the Hispanic Association of Colleges and Universities (HACU). HACU represents more than 400 colleges and universities committed to improving access to and the quality of postsecondary educational opportunities for Hispanic students. Resources include the HACU annual conference, which is a forum to share ideas and information and to discuss emerging trends in higher education affecting Hispanics and HSIs. CSU-Pueblo faculty, staff, and students have attended HACU workshops. A student internship program is available through HACU, which provides a great opportunity for students to travel to Washington, D.C. and work with federal agencies. CSU-Pueblo receives periodic HACU bulletins, which contain information on Hispanic recruiting and retention.⁵⁵

In addition, the HSI status has allowed CSU-Pueblo to compete for certain federally sponsored programs, such as Title V monies. However, the university must compete with all other HSI institutions, of which there are many. In some cases, grant competitions are for HSI institutions only, but in many more cases the funds are for all minority designated institutions, so the competition may be even tougher. There are many more grant competitions where minority status is a plus but not a requirement.⁵⁶

Pursuant to its mission commitment, CSU-Pueblo has begun to address the diverse needs of its students with annual leadership conferences featuring financial aid workshops, admissions information, and college survival tips. A civil rights symposium regarding specific community issues was offered in April 2006. The new Multicultural Center and Visitor's Center reflect and support the diversity of the campus. CSU-Pueblo is identifying new recruitment markets and specific strategies to aggressively recruit Hispanic and minority students. Recruitment and hiring of minority and Hispanic faculty and staff are top priorities, and the university is pursuing various new recruitment channels both locally and nation-wide.⁵⁷

Recognition of the diverse population CSU-Pueblo serves is reflected not only in the university's mission statements, but in two of the college mission statements as well (CHASS; Hasan School of Business [HSB]). Furthermore, it is visually celebrated on campus. In 2003, the university dedicated a mural painted by Professor Maya Aviña from the Art Department and her students at a prominent location on the exterior of the Library Wing building along the student pedestrian walk. This mural (Fig. 1.1) portrays a number of important Hispanic leaders from Mexico and the southwest United States in conjunction with a map illustrating Pueblo's geographic location at the north end of what was originally Spanish territory. It was created as a community project with student cooperation and participation, and was co-sponsored by the on-campus student chapter of MEChA (Movimiento Estudiantil Chicano de Aztlan) and the university president.

⁵⁵ Press releases about the university's participation in HACU programs can be found by searching the Web site for HACU. For a listing of university grants of benefit to Hispanic students and benefiting from the HSI designation see "Grant Projects Benefiting Hispanic Students" at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

⁵⁶ Information about grants and grant applications affected by HSI status is provided in several documents included in the Resource Room binder labeled "University Response to the Cardenas Report," among the items at tab 16.

⁵⁷ More information on the university's efforts to serve the Hispanic community is included under Criterion Five (5). Documents and data also may be found in the Resource Room binder labeled "University Response to the Cardenas Report."



Fig. 1.1.

Chicano history mural by Professor Maya Aviña and students, displayed outside the Library Wing.

A second example of the campus celebration of diversity came in September of 2005, when the Latino Chamber Development Corporation Foundation Board of Directors unveiled a Latino Lifetime Achievement Wall of Fame in the Great Hall of the Occhiato University Center in an effort to give permanent recognition to the award recipients and to inspire future generations of students. The wall was commissioned by two of Pueblo’s most recognized artists, alumni Ken and Judith Williams. The Latino Chamber Foundation Award is presented annually to deserving individuals who have exhibited continuous, selfless contributions to the Hispanic community of Pueblo through business, politics, social, education, humanitarian, or other philanthropic activities.

Diversity Awareness

Furthermore, as part of the university’s commitment to diversity, diversity workshops have been held on campus; one during convocation in January 2002 was attended by more than 100 faculty and staff participants. The Multicultural Center mentioned above will be coordinating a

variety of cultural and educational events in 2006-2007, including Hispanic Heritage Month, Martin Luther King Jr.’s Birthday Celebration, and Disability Awareness Month, among others. A Diversity Plan for 2005-2009 was drawn up by the Multicultural Council recently, setting out goals and specific metrics to increase diversity and multicultural awareness and support on campus.⁵⁸ The Director of Affirmative Action, Diversity, and the Multicultural Center is charged with overseeing the implementation of this plan. There are other initiatives: CHASS offers a Chicano Studies program,⁵⁹ the Spanish major program has been thoroughly redesigned and augmented with new faculty positions, and the university is developing special courses or tracks for students in Nursing and Business to learn Spanish. Students pursuing the Bachelor of Arts degree are required to take at least two semesters of a language (Spanish, French, Italian, and American Sign Language are currently offered). In addition to these items, it should be noted that a key outcome goal of the university’s general education requirement is that students will “[u]nderstand the histories, cultures and experiences of the diverse populations of the United States and the world,” and in order to graduate, every student must complete at least one course that satisfies the cross-cultural requirement.⁶⁰ Further opportunities for the study of diverse languages and cultures would be desirable.

In 2004-2005, the Higher Education Research Institute (HERI) conducted a survey on campus of faculty attitudes on a variety of issues. Several questions focused on issues of diversity: race, ethnicity, and multiculturalism. The results of this survey show a clear sense of support overall for campus diversity and multicultural issues, although attitudes on specific points are complex and heterogeneous.

⁵⁸ See “Diversity Goals and Initiatives, 2005-2009,” in the Resource Room binder labeled “University Response to the Cardenas Report,” at tab 21. Also available online at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

⁵⁹ See <http://chass.colostate-pueblo.edu/chicanostudies/>.

⁶⁰ See 2006-07 *Catalog*, p. 53, on line at <http://www.colostate-pueblo.edu/catalog/2006-2007/AcademicPolicies.htm#ReqsForBaccalaureateDegrees>.

Criterion
One

The majority of faculty support diversity: 57.1 percent of the faculty felt that enhancing a student’s knowledge of and appreciation for other racial/ethnic groups was “very important” or “essential.” Similarly, 53.3 percent of the faculty felt that it was a “very important” or “essential” personal goal to help promote racial understanding (12). These scores are marginally lower than the scores for all institutions surveyed.⁶¹ The difficulty in recruiting minority students and the importance of CSU-Pueblo’s mission in serving its minority students was also clear: 70.5 percent of the faculty felt it was a “high” or “highest” priority for the institution to recruit more minority students, a score over 20 percentage points higher than for all institutions (14). More than 60 percent of the faculty felt it was a high priority for the institution to create a diverse multicultural campus environment, 8 points higher than the average for all institutions (14). It should be noted that this survey asks respondents to choose from five subjective statements of degree for each question. For example, the fact that 60 percent of the faculty felt it was a “high priority” for the institution to recruit minority students does not indicate the other 40 percent were against it; they may simply have rated it as “important” or “somewhat important” but not a “high priority.”

And yet, faculty members are divided on the institution’s success in these areas. Only 27.4 percent of respondents felt it was “very descriptive” of CSU-Pueblo that there is respect for the expression of diverse values and beliefs (the

remainder indicating “somewhat descriptive” or “less descriptive”) (14). At the same time, some respondents felt the emphasis on diversity could have a negative impact: 27.9 percent of the faculty agreed “strongly” or “somewhat” that the promotion of diversity leads to the admission of too many under-prepared students (17). Only 11.5 percent of the faculty agreed “strongly” or “somewhat” that there is a lot of campus racial conflict at the university (13).

The survey conducted for the purposes of this self-study also found overall a positive feeling about diversity issues on campus. When asked whether CSU-Pueblo values diversity, various campus groups—students, administration and staff, and faculty—all registered overall agreement with the statement. The same groups agreed with the statements that “CSU-Pueblo faculty reflects the diversity of its constituencies” and “CSU-Pueblo student body effectively mirrors the diversity of the community” (Survey results for questions 3, 4, 5).⁶² Furthermore, the external community as a whole felt CSU-Pueblo was doing a better job at “understanding diversity” than it was in any other general area; community ratings on diversity were on average slightly higher in this area than those of faculty, students, or staff. (Survey: Average Ratings of Constructs by Groups).⁶³

Problems and Controversies

Nonetheless, the university recognizes that it has a special mandate to accommodate a diverse campus, and it can and should do more in the area of diversity. It has proven difficult to hire the best minority faculty; a recent fine candidate for the position as Coordinator of the Chicano Studies program declined the offer due to salary. The university needs to find more creative ways to attract and retain qualified minority professors.

⁶¹ See <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.
⁶² See <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.
⁶³ See <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

Also, the nature and extent of support for diversity on campus has been at times intensely discussed on campus both in recent times and in the past for the university. Some members of the local Hispanic community have argued that the university lacks diversity in its faculty and staff and fails to address the diversity issues of students in the classroom adequately, despite the presence on campus of programs that specifically attempt to address this issue—Upward Bound, Student Support Services, Student Academic Services, Multicultural Council, Multicultural Center, etc.

Recently, a professor on campus charged President Applbaum with racism and provoked a heated discussion on campus about CSU-Pueblo’s success (or lack of it) in providing a tolerant and diverse climate for its students. Some faculty and staff members maintain the university is not meeting its obligations appropriately to the diverse population it serves. In 2005, the Chancellor commissioned a report (the “Report of Visit with Hispanic Leaders regarding Colorado State University-Pueblo,” also known as the “Cardenas Report”) that interviewed selected leaders from the Hispanic community and recommended the administrative leadership at CSU-Pueblo should be more engaged with the community. The differences between survey and SWOT data and the assertions of the Cardenas Report indicate contradictory perspectives by different members of the community as well as by

students and faculty on diversity issues. The report and the university’s response to it are discussed in more detail under Criterion 5.

Effecting communication and cooperation among diverse members of society is one of the most challenging issues of our time. The university has no easy solutions to these problems, nor are they necessarily unique to this institution. But CSU-Pueblo recognizes the importance of diversity in its mission and is genuinely committed to working toward solutions. In the past few years, diversity workshops of different kinds have been held on campus. Some of the campus community feel this is a positive step; others feel it is unnecessary; still others feel such workshops do not go far enough. The administration, the faculty, and their critics all need to continue to listen openheartedly to each other’s concerns, find ways to promote constructive dialog, and find innovative solutions acceptable to all.

Core Component 1c: Understanding and support for the mission pervade the organization.

Implementing the Mission

Evidence that the mission pervades the university can be seen in the way various units of the institution, especially the college academic units, each in its own way, implement the central mission. All four of the colleges publish a complete mission statement in the catalog, each articulating the university’s central mission in ways that apply it to their specific areas of concern. Space does not permit quoting these mission documents at length here, but a sampling of the language indicates how each college mission pursues the central mission of CSU-Pueblo.

All four of the colleges publish a complete mission statement in the catalog.

⁶⁴ See Barbara Montgomery, “CSU-Pueblo Actions Related to the Concerns and Recommendations Contained in the Cardenas Report: Informal Account with Formal Supporting Documents Attached,” June 30, 2006, in the Resource Room binder labeled “University Response to the Cardenas Report.” The account (but not the supporting documents) is also available at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

The College of Education, Engineering, and Professional Studies (CEEPS) “offers a career oriented education that efficiently and effectively prepares students to excel as professionals.”⁶⁵ CHASS emphasizes a more liberal-arts focus, helping students “develop critical thinking skills, aesthetic awareness, and ethical perspectives” (119). The College of Science and Mathematics (CSM) strives to deliver “high quality BS and MS degree programs to prepare graduates for success . . . and careers in the biological and physical sciences, and mathematics” (156). HSB prepares students “to become business and industry leaders through our strong professional focus on contemporary business practices, managerial and entrepreneurial skills, current practices in computer information systems and information technology, and the global economy” (174).

Further evidence of how the mission drives the activities of the institution may be found in statements of “learning goals” or “student outcomes” given for most programs in the catalog. These outcomes were in most cases written prior to the new mission statement, but nonetheless reflect and support it. Students, parents, and faculty may consult these goals and learning outcomes to better understand, amid the maze of curricular requirements, what the coursework is meant to accomplish. With a new mission statement in place, CSU-Pueblo recognizes the next few years would

be an opportune time for all programs of study to revisit these learning outcome statements for possible revision, renewal, and realignment with the new mission statement.

In summary, the institution has one central mission, and each academic college has a mission statement that further develops the university mission in ways that are meaningful and appropriate. The goals and learning outcomes for the various degree programs are further articulated at the most basic level of the curriculum. In addition, many of the other non-academic units on campus function under their own mission statements. In short, the university is not a set of independent academic units each setting its own objectives but rather, an institution pervaded with a strong identity and sense of mission as a regional comprehensive university.

Understanding of Institutional Identity

Although, as explained above, CSU-Pueblo’s mission was recently rewritten by the CSU System Board of Governors, the institution’s fundamental vision has remained relatively unchanged over many years: to be the premier Colorado regional institution of higher education, contributing to the overall quality of life and economic growth in southeastern Colorado.

There exists a deep and pervasive understanding among all stakeholders about what kind of institution CSU-Pueblo is, and what it is trying to do for the region.

As a result, when the new mission statement was unveiled it may not have been worded the way some faculty or staff would personally have wanted, but neither were the ideas expressed a great surprise to anyone. Some faculty felt there should have been more emphasis on research; other faculty felt the new mission statement did not stress teaching and learning enough. Such discussions are part of the normal

⁶⁵ 2006-2007 Catalog, 82. Available at <http://www.colostate-pueblo.edu/catalog/>.

and healthy academic debate over institutional self-identity. But no one was surprised or shocked by the new mission, for there exists a deep and pervasive understanding among all stakeholders about what kind of institution CSU-Pueblo is, and what it is trying to do for the region.

The survey administered by the Self-Study Steering Committee yielded statistical data that confirms this assertion. Faculty, staff, students, alumni, and members of the community were all specifically asked whether they understood the university’s mission, and to what degree they supported that mission. The majority for all groups agreed that they understood CSU-Pueblo’s mission and that the mission was important. Among faculty and administration, most felt this was very important.⁶⁶

Supporting Excellence

To achieve “excellence” as mentioned in the mission statement, the university must draw on external and internal resources of many kinds. Excellence in the academy is usually measured in terms of student and faculty achievement. Recruitment and retention of excellent faculty have been problematic during the history of the university due to salaries averaging 10-20 percent below peer institutions, which seems to indicate a lack of support for this piece of the mission from the state and CSU System.⁶⁷ The passage of Referendum C and the recent salary adjustments and commitment from the Board of Governors to bring

salaries up to an appropriate level indicate a major change in this area and should improve the success of faculty recruitment and retention in the future. The university developed a four-year plan for the salary adjustments; in the first two years (2005-2006 and 2006-2007), 60 percent of the adjustments have been funded, with 20 percent increments planned for each of the following two years.

Support for student excellence is itself a difficult item to measure. Nationally, it tends to be measured in terms of grade point averages, test scores, retention and graduation rates, and ultimately the impact on the community in which the students live and work. The first four of these measures relate to specific learning and teaching styles, cultural norms, and the quality of the students who enter the institution. On the survey, the majority of students, faculty, and administration all agreed with the statement that “CSU-Pueblo demonstrates commitment to excellence.”⁶⁸

Furthermore, “excellence” is an issue coupled to “access.” For many, “access” is defined in terms of minimum grade point and test scores for admissions, availability of classes in the form of Continuing Education or evening classes, availability of classes to home-bound or working students through the Internet, availability of classes and resources to physically and visually challenged students, and availability of adequate financial resources. As a regional comprehensive university, CSU-Pueblo understands its mission is to provide access to a wide variety of individuals for whom a university education is not otherwise possible. The institution is focused on providing alternative teaching formats and remedial intervention to help these individuals gain access. Recently, the

⁶⁶ See the graph included in the Introduction (Fig. I.3) and <http://www.colostate-pueblo.edu/hlca/Surveys.asp>.

⁶⁷ According to the provost’s faculty salary study, CSU-Pueblo faculty salaries were 73.4 percent of those at CCHE-selected peer institutions in 2003-2004. As a result of that study, salaries are being raised in four annual increments to reach 100 percent of the peer institution average. See Barbara Montgomery, *CSU-Pueblo Faculty Salaries and Market Equity* (April 11, 2005), which may be accessed at <http://www.colostate-pueblo.edu/reports/reports/>.

⁶⁸ <http://www.colostate-pueblo.edu/hlca/Surveys.asp>.

Criterion
One

university took over supervision of developmental classes from the local community colleges (Math 098, 099; English 099; Reading 099), which hopefully will better prepare students for the general education required classes. Math and writing labs on campus are providing significant intervention for at-risk students. The Early Alert system, which identifies failing first-year students, is a proven successful method for intervening and assisting students at risk of failing.⁶⁹ But there are more ways to improve preparation of students. Suggestions include: (1) continue working with local school districts to improve the quality of the college-preparatory curriculum, and (2) put more resources into the developmental skills classes and reexamine the content and teaching methods used in these classes. Under a Title V

the ways to measure excellence. It does not denote the lowering of standards: high standards of academic excellence can be met. It does mean finding innovative new teaching methods, increased emphasis on remedial resources, and a well-functioning advising and intervention system to aid the kinds of students the university serves. Measured on these criteria, CSU-Pueblo does hope to set the standard of excellence for regional comprehensive universities.

Support for the university mission also is evident in the way the 2002-2007 Strategic Plan was implemented on campus. The plan stipulates that annual planning and budgeting are to identify institutional priorities and direct human, fiscal, and infrastructure resource allocation and utilization:

The University strives to become an excellent comprehensive regional university. To achieve this, the University will use the following criteria in its resource allocation process:

- *Quality: program quality is the overarching goal for all decisions.*
- *Centrality to Mission: resources will be directed to those programs that are central to the mission of the University.*
- *Need and Demand: programs must demonstrate need and demand by reference to measures such as mission, enrollment, placement, and employment projections.*
- *Cost: decisions will take into consideration program costs and will seek to balance costs with program quality, centrality to mission and need.*
- *External mandates: the University must respond to specific requirements of various government agencies such as CCHE and federal or state legislation.*
- *The University will withdraw support or close programs that do not meet mission-driven criteria and will reallocate freed resources (15).⁷⁰*

As a regional comprehensive university, CSU-Pueblo understands its mission is to provide access to a wide variety of individuals for whom a university education is not otherwise possible.

grant to Pueblo Community College in partnership with the university and the school districts, the university, college, and Pueblo school districts 60 and 70 are working together to align curricula in math, writing, reading, foreign languages, and social sciences. A two-day “Mathematics Leadership Institute” was held on July 18 and 19, 2006,

which focused on the alignment of mathematics curriculum between K-12, community colleges, and four-year institutions. Meetings of appropriate faculty are ongoing in all areas.

Most importantly, the faculty and administration of CSU-Pueblo recognize that access is one of

⁶⁹ More information on these and other support programs is provided under Criterion Three and Criterion Five.

⁷⁰ See <http://www.colostate-pueblo.edu/StrategicPlan/>, 15.

The 2002-2007 Strategic Plan identifies a set of “characteristics” for the institution that are further elaborated as “strategic planning goals.” These goals are:

- Excellence
- Comprehensive
- Learning centered
- Scholarship and creative activities
- Information and technology
- Student Development
- Outreach
- Planning

Each of these terms is specifically defined and elaborated as it applies to the institution (12-13). These goals were inspired by the proposed mission statement at the time (2001) and reflect the Higher Learning Commission’s four values of orientation to the future, focus on learning, connectedness, and distinctiveness. The plan then lists more than 100 specific objectives that are numbered and stated under these eight goals, providing a detailed template for measuring progress toward fulfilling the university’s mission (14-21).

The new 2006-2011 Strategic Plan was “developed in the context of the board of Governors’ CSU System vision and values and CSU-Pueblo’s institutional mission statement... [and] designed to be a guide for implementing the institutions mission, and also as a way to evaluate how well the university is doing in achieving its purposes.”⁷¹ The plan’s six goals embody key elements of the university’s mission:

- Academic Excellence
- Student Access and Success
- Diversity

- Image Building
- Community Engagement
- Resource Management

Monitoring Compliance with the Mission

Reports of the Strategic Planning Oversight Committee have each year measured and summarized the progress toward strategic goals. CSU-Pueblo has made significant progress in all eight goal areas, as evidenced by the SPOC annual reports.⁷² The president of the university, in consultation with the provost and vice president of finance and administration as well as SPOC, weighed this information in determining annual resource allocations. Although the mission statement of CSU-Pueblo has been reworded in the more recent statutory and new mission statements, these original goals have served as the benchmarks for the strategic planning and strategic assessment processes over the past few years.⁷³

In short, the mission of the university has generated a set of goals and detailed objectives that have driven the strategic planning process and the allocation of resources. The strategic planning process makes it very clear that CSU-Pueblo is serious about supporting and implementing its mission.

Core Component 1d: The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Support from the Board of Governors

In order to best fulfill its mission, CSU-Pueblo is organized to provide effective leadership while at the same time supporting shared governance

⁷¹ Page 7, <http://www.colostate-pueblo.edu/StrategicPlan/>.
⁷² See <http://www.colostate-pueblo.edu/StrategicPlan/>.
⁷³ More information on planning at the university is provided under Criterion Two.

and collaborative processes. The official governance structure of the institution is represented in the Organizational Chart.⁷⁴ Ultimate authority for decisions rests with the Board of Governors of the Colorado State University System, whose voting members are appointed by the Governor of the State of Colorado. Other members of the board are the chancellor of the Colorado State University System (who also serves as president of CSU), the president of CSU-Pueblo, and elected faculty representatives and student representatives from both campuses. Campus representatives (president, faculty and student representatives) are not voting members of the board but act in an advisory capacity, providing input and information from the administrative, faculty, and student perspectives. The non-voting members are empowered, however, to make motions from the floor and second them.

The Board of Governors meets approximately once a month in rotating locations of Fort Collins, Denver (where the system offices are located), and Pueblo. In this manner, the board hopes to make itself visible and available to campus constituencies. Each meeting begins with an opportunity for public comments, followed by faculty and student representatives' reports. The state of Colorado endorses the idea of public access to meetings of publicly-funded organizations. Accordingly, board meetings for the CSU System are recorded and open to the public (other than executive-session matters). The Colorado State University System Board Policy Manual outlines the structure of

the board and the policies and procedures it follows as it makes decisions.⁷⁵ In short, the CSU System board strives to operate in ways that are fair and efficient, and it strives to be transparent and accountable to the public.

The Board of Governors has communicated its support of the CSU-Pueblo mission in numerous ways. First and foremost, the board played an integral role in the adoption of the current statutory mission, deliberating its appropriateness and implications before testifying at a special joint hearing of the CCHE and a governor-appointed Blue Ribbon Panel charged with reviewing the missions of all Colorado higher education institutions. The Board of Governors ultimately approved CSU-Pueblo's statutory mission changes in 2001.

The board has referenced this mission, especially its focus on professional programs, as partial explanation for approving new degree programs in engineering (BS in Engineering—Mechatronics), nursing (MS—Acute Care Nurse Practitioner), and art (BFA in art); for encouraging the Teacher Education Program to seek accreditation; for approving the market equity salary increases for faculty; for approving plans for renovation of the Massari/HPER building; and in its annual consideration of recommendations stemming from five-year degree program reviews.

Empowering Campus Decision-Makers

In the past few years, the board has demonstrated that it listens to faculty and student concerns with a genuine desire to act in the best interests of the institution. All curricular matters are initiated, discussed, and approved by the faculty, with administrative input. Any changes to the curriculum must be approved by the board, and although they carefully oversee the proposed changes, members

⁷⁴ The Organizational Chart may be viewed at <http://www.colostate-pueblo.edu/faculty senate/facultyhandbook/pdf/AppendixA.pdf>. A copy is provided in the Resource Room.

⁷⁵ The manual can be found at <http://csusystem.edu/index.asp?url=manual>.

typically approve all curricular recommendations brought forward by the administration. On many occasions, the board has shown it is willing to empower chief administrators and endorse their recommendations on matters of curriculum.

Evidence of this may be found in the recent dissolution of two majors at CSU-Pueblo. Facilities Management and Technology Studies (FMTS) and Mechanical Engineering Technology (MET) were two programs of study that had long been taught on campus. Both programs were not meeting minimum numbers of graduates as defined by CCHE and board policy. Enrollment in both programs was very low, with no strong evidence this could change. The provost recommended these programs be discontinued. These recommendations elicited heated discussion among concerned students and faculty. Meetings of the Curriculum and Academic Programs Board (CAPB), which is made up of faculty, staff, administrators ex officio, and a student representative, considered the issues.⁷⁶ The discontinuance of each program was brought to the Faculty Senate, discussed, and in each case the majority voted to discontinue the program. The president subsequently recommended discontinuance of FMTS and MET to the system board, and the two programs were terminated. Closing programs is a difficult and emotional issue. The point here is that due process was observed: the provost made a recommendation to the faculty, providing the opportunity for a campus discussion before a final decision was made by the board.

Further evidence that the board empowers campus administrators and listens to faculty may be found in the faculty salary equity adjustment that the board approved for the faculty at CSU-Pueblo in 2005. Alarmed that faculty salaries were lagging behind those of faculty members at peer institutions, the Faculty Senate asked the provost to undertake a comprehensive study of salary issues. After more than a year of study, the provost made a report with recommendations for salary adjustments.⁷⁷ A formula was developed to adjust faculty salaries. Ongoing discussions with faculty resulted in a plan to phase in salary adjustments over a four-year period. In April 2005, this plan, endorsed by the faculty, provost, and president, was submitted to the Board of Governors and was approved. Once again, the board demonstrated it was willing to empower campus leaders to identify problems, propose solutions, and then act to support the recommendations made.

Although the board has in general enabled chief administrative personnel to exercise leadership, there have been problems in recent years that are best seen in their historical context. Over the past 10 years, the university experienced long periods of time during which the locus of leadership in decision-making and implementation was on campus, with the governing board and the chancellor seeing their responsibilities primarily as ensuring that the university's actions were consistent with its mission and situational conditions. With the hiring of a new chancellor (who also is president of CSU in Fort Collins) in 2003 and significant changes in the makeup of the Board of Governors, the relationships among the CSU System, CSU in Fort Collins, and CSU-Pueblo became less clear. The chancellor introduced a new administrative structure for the System, and the board took a more active role in oversight and guidance for both campuses. Discussions about the

The board empowers campus administrators and listens to faculty.

⁷⁶ For information about the CAPB, see <http://www.colostate-pueblo.edu/capb/>.

⁷⁷ The report may be read at <http://www.colostate-pueblo.edu/reports/docs/FacultySalaryReport-2005-04-11.pdf>.

relationship of the administrative officers of the CSU System and the two campuses are still ongoing, but the working relationships and mutual understanding have much improved.

Shared Governance

Running across and throughout the governance structure on campus are a number of entities and procedures that ensure a strong process of shared governance. The Faculty Senate is composed of faculty members elected from each college. They meet monthly to discuss and decide upon a wide variety of academic and related matters. The president and the provost attend senate meetings and work closely with its members to discuss and to decide on a wide range of issues. Various boards and committees advise the senate in its decisions. These include the General Education Board, the Academic Policies and Standards Board, the Faculty Compensation Committee, and the CAPB, among many others.⁷⁸ In addition to these boards and committees, the different colleges maintain a wide variety of committees staffed by faculty and students from those units. As in most academic institutions, these boards and committees create a rather unwieldy and time-consuming bureaucracy on campus, but they also ensure a healthy process of shared governance. As a public, regional university with strong roots in the democratic process, CSU-Pueblo is proud that for every major internal proposal or decision made on campus, students, staff, and faculty from differing units have the opportunity to hear about it, make suggestions, and express their opinions before final decisions are made.

In sum, the Board of Governors has supported and refined the mission of CSU-Pueblo to better serve its constituencies, has supported the campus in its proposals to pursue its mission, and has respected the healthy sense of shared governance that exists on campus.

Core Component 1e: The organization upholds and protects its integrity.

As a public institution that is accountable to the citizens and stakeholders of the region and the state of Colorado, CSU-Pueblo takes very seriously its responsibility to obey all state and federal laws, and to be honest, forthright, and efficient in its dealings with students and members of the community, as well as faculty, staff, and administration.

Adhering to the Mission

The operational mission statement is very general in its call for excellence in teaching, service, scholarship, and access. Various constituencies on campus recognize and apply themselves to these objectives. For example, faculty members are evaluated annually on their achievements in the three areas of teaching, service, and scholarly or creative activity. Merit salary increases and promotions are linked to successful performance in each of these areas. Likewise, the admissions office is working to improve access and retention of students by recruiting applicants who best match the university. Given the resources available, the university strives to provide optimal learning experiences for its students as a regional comprehensive university.

Challenges

The statutory mission statement, however, is more specific in its requirements. Measured against its claims, there are areas of concern that the university is aware of and continues to monitor. In particular, the mission calls for the university to offer a “broad array of baccalaureate programs.” While some programs have been phased

⁷⁸ For a list of boards and committees, see <http://www.colostate-pueblo.edu/facultysenate/BoardsAndCommittees/>.

out due to low demand or failure to meet the university’s standards for excellence in recent years, fewer new programs have been added. For example, because of low student interest, the university does not currently offer majors in speech communication or philosophy, although courses in these areas are taught to serve general education requirements or the needs of other majors. Similarly, majors in finance and marketing in HSB have been discontinued. First- and second-year language courses in German and Russian have not recently been taught, leaving foreign language instruction confined to a major in Spanish and minors in Spanish, French, and Italian. It is normal for any university continually to evaluate its academic programs and change its curriculum in accordance with need and institutional goals. However, as a relatively small campus community that is nonetheless a regional comprehensive university, CSU-Pueblo must find innovative ways to maintain a viable array of baccalaureate programs for its constituents despite limited resources and low enrollments. The university is aware of this problem and continues to pursue its goal of offering “a broad array of baccalaureate programs” that meet the institution’s criteria as specified above.

Oversight and Review

The university’s integrity is ensured by multiple levels of oversight and review. As a public institution of higher learning, CSU-

Pueblo is overseen by the Colorado State University System Board of Governors, which approves all financial and curricular activities of the university. As noted above, business meetings of the board are held regularly and are open to the public. The board appoints administrative personnel and empowers them to make decisions in the day-to-day operations of the campus and holds them accountable for doing so in a legal, responsible, and appropriate manner. The CSU System regularly monitors and audits the financial activities of the institution to ensure they meet CCHE, state, and federal guidelines.

Clear and Public Policies

One of the ways CSU-Pueblo demonstrates and ensures its integrity is by the policies it has adopted for students and employees. CSU-Pueblo has clear, fair, and written policies applying to students, classified staff, and faculty.⁷⁹ The general catalog states a clear policy on expected student conduct, along with a list of 30 “standards of conduct.”⁸⁰ The purpose of these standards is to make clear to students what kinds of activities are subject to disciplinary action and to establish a campus climate that is law-abiding and that fosters respect for the rights and privileges of other members of the community. Moreover, a detailed explanation and description of institutional disciplinary philosophy, rules, and regulation, as well as procedures for hearing processes and appeals, are given in the *Student Academic Planner Handbook*, which each new student receives at orientation upon entering the university.⁸¹ A revised and even more detailed Student Code of Conduct has been drafted and is awaiting final approval.⁸² The institution strives to be

CSU-Pueblo has clear, fair, and written policies applying to students, classified staff, and faculty.

⁷⁹ These include the catalog (<http://www.colostate-pueblo.edu/catalog/>), the Faculty Handbook (<http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>), and the Colorado State Employee Handbook (<http://www.colostate-pueblo.edu/hr/manuals/>).

⁸⁰ See “Student Code of Conduct” at <http://www.colostate-pueblo.edu/catalog/2006-2007/StudentLife.htm>, or 35-37 in the printed version.

⁸¹ A copy of this handbook is available in the Resource Room.

⁸² A copy of the draft is available in the Resource Room.

Criterion One

40

clear with all students about what behavior is acceptable for members of the university community.

Both classified staff and the faculty have detailed written policies addressing due process for virtually all matters. Classified employees can consult the state *Employee Handbook*. Faculty members are governed by the policies laid out in the *Faculty Handbook*, which is publicly available online.⁸³ Any changes to the existing policies are discussed and approved by the Faculty Senate, and approved by the Board of Governors. The Faculty Handbook is updated each year. There also exists a handbook of policy for adjunct instructors.⁸⁴

Recently, however, there have been no comparable written policies in place for administrative and professional personnel. The university had an *Academic Administrator's Manual* (1977), which was expanded into a *Handbook for Professional Personnel* in 1982. Recognizing the need to have clear, written policies for professional employees as they do for faculty, students, and classified staff, the Director of Human Resources currently is editing a new professional personnel handbook.

CSU-Pueblo is committed to providing an environment free from discrimination on the basis of race, color, ethnic background, religion, gender, national origin, age, sexual orientation, disability, or veteran status. The university also is committed to an environment free from sexual harassment. Statements attesting to this are

given at the beginning of the catalog, and they are posted around campus on bulletin boards in each building. Over the years, the university has demonstrated its commitment by taking administrative and legal action against reported cases of sexual harassment, student harassment, allegations of grade discrimination, and discrimination in the workplace. The university's affirmative action and non-discrimination statement is published in the catalog, the *Student Life Handbook & Academic Planner*, in position announcements, the *Faculty Handbook*, the Diversity Plan, and on the university Web site.

As an institution with integrity, the university recognizes its responsibility to provide all stakeholders with clear, written policies to guide and govern everyone's activities.

Integrity in Admissions and Support for Student Success

With so much pressure on CSU-Pueblo in recent years to increase enrollment, one of the issues considered in preparing this self-study was whether or not the university admits students with integrity, i.e., with the confidence that they are prepared for college and can succeed. CSU-Pueblo is committed to the success of its students and uses many of the traditional benchmarks to ensure that new students are prepared and capable of successfully completing their course of study, such as ACT scores and high school transcripts. Nonetheless, the university faces difficulties in retaining its students toward graduation.⁸⁵ In response, as mentioned in the Introduction, the university currently is redesigning its advising process, especially for new incoming students. Professionally-trained advisors for new students will strive to improve retention of students after the first year by providing the information needed to solve individual problems—financial, academic, and social—that lead to

⁸³ See <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

⁸⁴ The Adjunct Faculty Handbook may be linked at <http://www.colostate-pueblo.edu/hr/manuals/>.

⁸⁵ For a detailed analysis of student retention issues and efforts, see Retention Report, 2004-2005, at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

withdrawing from the university.⁸⁶ Across the campus, there are various tutoring and mentoring efforts that work well. The Writing Room and Math Learning Center are two examples of resources for students that make a positive difference. Both of these centers work closely with students and faculty in general education English and Math courses to ensure students have the help they need to complete the course requirements successfully.⁸⁷

The university has an array of other resources available to students. However, one of the challenges the university has faced is getting students, particularly at-risk students, to take advantage of these resources. From Admissions to Financial Aid to academic departments, the university is working to better inform students and encourage them to use the resources available.

In an attempt to improve access to these resources, the university is introducing a new First-Year Experience program for new students. Similar programs have had great success across the United States, and the hope is that this program will create stronger learning communities among entering students and facilitate greater awareness and participation by students in services offered outside the classroom. Pilot versions of the program, FOCUS (First-year Opportunities for Collaborative University Study), were mounted in 2004 and 2005, and now a

federal Title V grant application has been approved that will provide funding for full implementation beginning in 2007-2008.

Handling Complaints and Grievances

The university also demonstrates its commitment to integrity in the timely way it deals with complaints and grievances. A clearly defined grievance policy is found in the Faculty Handbook, with a standing committee appointed to deal with grievance matters, complete with timelines and guidelines.⁸⁸

CSU-Pueblo's institutional integrity is especially evident in how it handles student complaints about grades. In response to the need for a more efficient, fair, and equitable process to handle student disputes over grades, the university instituted a Student Academic Appeals Board in 2005. In the past, students would appeal grades along a series of hierarchic steps: to department chairs, deans, and then the provost. The new Academic Appeals Board, composed of representatives from faculty, staff, administration, and students, arbitrates all grade disputes as well as other student academic complaints. Any student who wishes to appeal a final grade for a course, for example, can petition to the board and have the case heard and resolved within the first few weeks of the following semester. The process is fairly simple and clearly stated in the university catalog. It has proved quite successful in providing a fair, equitable, transparent, and efficient method for handling student complaints about grades.⁸⁹ For student grievances other than grades, students still have access to department chairs, deans, and the dean and staff of Student Life and Development. According to the Director of Affirmative Action/Diversity, student

⁸⁶ More information on advising is provided under Criterion Three.

⁸⁷ These and other student support services are discussed further under Criterion Three and Criterion Five. See also <http://www.colostate-pueblo.edu/owl/services.asp> and <http://csm.colostate-pueblo.edu/math/learningcenter/>.

⁸⁸ See section 2.16 and Appendix G of the Faculty Handbook, <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

⁸⁹ See "Grade Change Policy/Academic Appeals" in the Academic Policies section of the catalog, <http://www.colostate-pueblo.edu/catalog/2006-2007/AcademicPolicies.htm>.

and staff complaints regarding discrimination in 2005-2006 totaled 37, of which most were handled through the offices of Affirmative Action, Human Resources, or Student Life and Development. Most were mediated and resolved or moved outside the university in an expeditious fashion. Records are on file in the Student Life and Development office, and a new software system for tracking and recording student conduct issues and incidents has recently been implemented there.

In addition, students have an avenue for voicing complaints about things other than grades: the Student Judiciary Process, which includes a Hearing Board and a process outlined in the *Student Life Handbook and Academic Planner*.⁹⁰

Conclusion

CSU-Pueblo has a vision of educational excellence that is articulated in its mission statements and publicly disseminated in its catalog, the Strategic Plan, Web site, and other public documents. The mission statements guide the decision-making process, focus organizational activities, and inspire the individuals who learn, teach, and work at the university. The catalog best sums up the importance of the mission to the university's common enterprise:

[T]he University's statutory and focused mission statements guide the development of its comprehensive curriculum and degree programs, the

implementation of its high academic standards, the broad accessibility that students have to its resources, and its active involvement in service to the regional community. Directed by its clear mission-based commitments and energized by its fine faculty, staff, and students, Colorado State University-Pueblo strives for excellence in all of its activities (13).

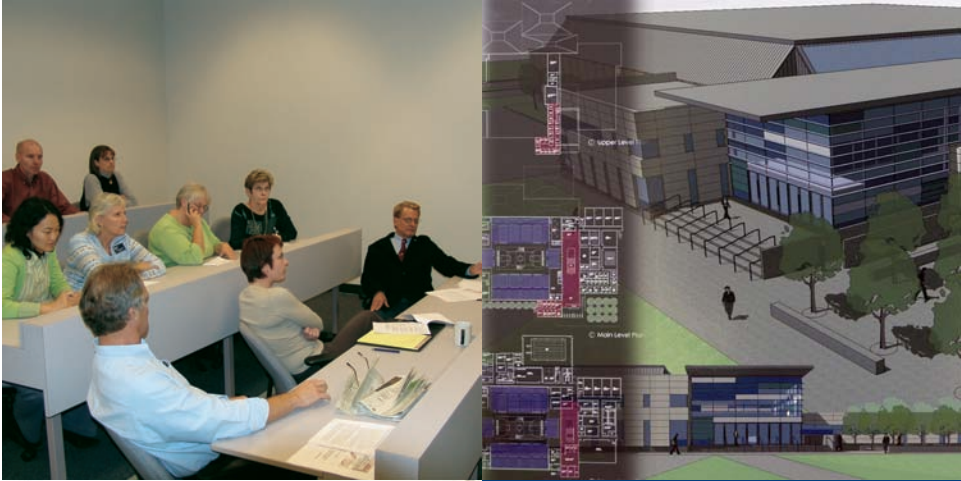
Recommendations for the Future

Although CSU-Pueblo is guided by its mission, the foregoing discussion has identified a number of areas where the institution can pursue improvement. Recommendations for improvement include the following:

- With a new institutional mission statement recently adopted, individual units within the university should revisit and possibly revise their unit mission statements to assure clarity and alignment.
- The university should look for more ways to publicize and promote its mission both internally and externally.
- The Colorado State University System Board of Governors should further clarify the administrative powers of the CSU-Pueblo president and provost with respect to the CSU Chancellor.
- The university should continue to develop a positive dialog among all stakeholders about equality in terms of diversity and race. It should develop better ties with the local community and especially improve its outreach to the Hispanic community.

⁹⁰ A copy of this handbook is available in the Resource Room.

Criterion
Two



Preparing
for the
Future

Criterion Two: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Because Colorado State University-Pueblo has been in a constant state of change since its inception, successfully preparing for its future has required flexibility in the planning process, including the anticipation of long-term challenges, strategic planning, and agile responses to short-term realities. Since 1998, CSU-Pueblo has engaged in a significant amount of planning at all levels of the organization, reflecting changes in the mission of the university and shifting visions of CSU-Pueblo by the community, university, and state.

In addition, changing fiscal realities and economic trends, advances in technology, competition for the highest quality personnel from diverse backgrounds, aging facilities, and outdated university policies and procedures have all significantly impacted planning priorities. Severe budgetary constraints from 1999 through 2005 forced the university to make difficult cutbacks. However, by implementing creative and collaborative solutions, such as voluntary reductions in salary and voluntary unpaid furloughs in order to avoid more severe layoffs, university planning has succeeded in minimizing the impact on its central

mission of providing quality educational opportunities for students. Even through these times of significant challenge, the university has remained focused on student success and the optimal utilization of available resources.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

CSU-Pueblo endeavors to do more than prepare for the future; it seeks to be a leader in higher education as a regional comprehensive university by enhancing the economic and cultural life of Colorado’s citizens. CSU-Pueblo has assumed a special mission to work collaboratively with local and regional groups to meet the needs of the diverse communities in southeastern Colorado. Ongoing collaboration with its constituents has also provided the university with the knowledge of economic and social trends needed to plan realistically.

Environmental Challenges and Planning for Innovation and Change

During the last six years, the university has faced demographic and social changes as well as significant challenges due to shortfalls in state funding. These shortfalls could have had a significant impact on

Criterion
Two

CSU-Pueblo's ability to survive and maintain its mission obligations through very difficult times is evidence that it has good methods for preparing for the future.

46

the ability of the university to pursue its mission in providing an excellent education for its students. Yet during this time, the planning and evaluation process was able to prioritize activities crucial to the mission, such that no drastic cutbacks were made that significantly impacted students' ability to take classes and complete their programs of study. While some programs and majors were cut during this time because of

failing to meet the university's minimum criteria for program excellence, phase-out plans allowed all students in those programs ample opportunity to complete their degrees. The

history of CSU-Pueblo's ability to survive and maintain its mission obligations through very difficult times is evidence that it has good methods for preparing for the future.

The university recognizes that it must continuously prepare for a changing environment and has developed a flexible planning process. The following paragraphs detail some of the social and economic factors impacting the institution and how short- and long-term planning has sought to master them.

The Economic Environment

The past few years in Colorado have been economically challenging for higher education. The national recession affected Colorado's economy to a greater extent than in other regions of the country.

Unemployment in 2003 reached 6.2 percent and exceeded the national average. Furthermore, as the national economy began to recover, the Colorado economy recovered more slowly than national trends. In addition, by December 2005, while the unemployment rate in Colorado had dropped to 4.5 percent, the unemployment rate in Pueblo County remained at 5.1 percent. The recession decreased state revenues, forcing the legislature and governor to make significant cuts in spending for state agencies, including higher education institutions. Because the state is required to fund certain mandated costs, such as K-12 education and Medicaid, regardless of funding limitations, other parts of the General Fund, such as transportation and higher education, took especially severe cuts. These budget reductions translated into a decrease of more than 25 percent in state General Fund support for CSU-Pueblo between 2002 and 2004. Internally, the campus distributed the cuts in a manner designed to minimize the impact on the university's mission and academic program array, including the use of staff and administrator furloughs among other measures.

The effects of the recession on higher education in Colorado were exacerbated by constitutional spending limitations. In 1992, Colorado voters passed a constitutional amendment titled the Taxpayer's Bill of Rights (TABOR), which was intended to limit the growth of government by setting the maximum annual percentage change in state fiscal year spending at the rate of inflation plus the percentage change in state population in the prior calendar year. Any revenue generated above the limit is returned to the taxpayers. If a state institution receives less than 10 percent of its revenues from state appropriations, it becomes an "enterprise" and does not fall under the TABOR limitations and, therefore, may keep all of the revenue it generates. In turn, additional revenue permits additional expenditures.⁹¹

⁹¹ Details about TABOR can be found at http://www.state.co.us/gov_dir/govnr_dir/ospb/specialreports/tabor-sep2004.pdf.

The effect of TABOR since 1992 has been to reduce the amount of state appropriation dollars that are allocated to higher education by more than 20 percent. Initially, the impact of TABOR did not substantially affect the university. From FY 1992 through FY 1997, the general fund per undergraduate resident FTE rose from \$5,049 per student to \$6,062 per student. From FY 1998 to FY 2005, however, the funding per student dropped from \$6,029 to \$3,771—a reduction of 37 percent in seven years.⁹²

In FY 2005, the state General Fund appropriation (including state capital appropriations) was \$13,881,800, compared to \$17,185,700 in FY 2000. To meet this challenge, the university turned to other sources, deriving increased revenue from federal, state, and private contracts and grants and raising tuition rates. In FY 2000, 34 percent of total actual revenue was obtained from the state while 24 percent was obtained through federal, state, and private grants, contracts, and gifts. In FY 2005, those percentages were essentially reversed at 24 percent and 32 percent, respectively. In FY 2000, 26.7 percent of the university's revenue was generated by tuition; that percentage share was 27.2 percent in FY 2005.⁹³

Two recent developments will impact higher education for the next five years and into the future. The first is that in November 2005 the voters in Colorado passed Referendum C, which frees the state from the effects of TABOR and will allow it to keep and spend all of the money it collects for five years

beginning July 1, 2005. The new money is to be spent on transportation, health care, K-12 public education, and higher education. Depending on how the additional dollars are allocated, higher education could begin making up for some of the shortfalls experienced from 2000 to 2004. For FY 2005-2006, the legislature delivered some of these additional funds to higher education in the form of special base appropriations for resident enrollment that had gone unfunded from 2000 to 2005. CSU-Pueblo also received a special floor funding base adjustment. The university, through the recommendations of the new Strategic Budget Advisory Council and the approval of the president, has agreed to allocate these funds to priorities identified in the 2006-2011 Strategic Plan.

The second major development was implementation of a new state funding mechanism for all of Colorado higher education, as mentioned in the Introduction, called the College Opportunity Fund (COF).⁹⁴ Since fall 2005, the legislature no longer appropriates money directly to a governing board or an institution to support the education of resident undergraduate or degree-plus students. Instead, every resident student attending a Colorado institution of higher education can receive a stipend for each undergraduate or non-degree graduate credit hour taken up to a normal lifetime maximum of 145 credit hours. Students must sign up individually for the program to receive its benefits. The program is managed by the Colorado Commission on Higher Education (CCHE), which is responsible for sending funds to the colleges and universities for each qualified student who registers. In FY 2006, the stipend amount per student was \$80 per credit hour, or \$2,400 for a full-time student taking 30 credit hours over two semesters. In FY 2007, the stipend has been raised to \$86 per credit hour, or \$2,580 for a full-time student taking

⁹² Per the university's Budget Data Books available in the Resource Room.

⁹³ Per the university's financial records, spreadsheets on file in the Resource Room.

⁹⁴ For details about COF, see <http://www.colostate-pueblo.edu/sfs/cof/>.

Criterion
Two

30 credit hours over two semesters. This remains much less than the \$3,711 per FTE funding that CSU-Pueblo received for FY 2005.

In order to attempt to close the gap, each college or university has entered into a contract with CCHE to perform certain services for the state (e.g., providing graduate education and high cost programs for resident students).⁹⁵ The university will receive monthly allocations of this fee for service and will be required to verify that the service was performed. The Performance Contracts include sets of required objectives and hence constitute a very concrete form of institutional planning. Neither the stipend nor the fee-for-service revenues are considered state appropriations for the purpose of meeting TABOR requirements. Therefore, CSU-Pueblo became eligible for enterprise status under TABOR and can theoretically increase both tuition and fees and the expenditure base without explicit legislative approval.

for FY 2006, it could lose that designation if revenue from state capital appropriations push the university's TABOR revenue over the maximum 10 percent of total revenue allocation allowed to be an enterprise institution. Further, in order to maintain the status quo, the fee-for-service piece of the funding must remain intact, which is by no means certain. There is no guarantee that such funding will remain politically viable. The state's economic condition improved significantly during AY 2005-2006. Depending on the state government's decisions regarding the allocation of the additional available tax revenue, CSU-Pueblo should be able to count on more stable funding from the state over the next five years. Strategic planning efforts recognize the need for flexibility in face of these uncertainties.

Demographic Factors

Public attention to the accessibility of higher education has impacted decision-making and planning at CSU-Pueblo. Colorado policymakers have concerns regarding the low rate of high school graduates going directly to college, the low rate of attendance and retention of minority students, and the inadequacy of financial aid funding. To meet the challenges of the local and global economies, CSU-Pueblo has sought to design strategies to increase the participation rate of high school graduates and to recruit and retain minority and first-generation university students.⁹⁶

CSU-Pueblo should be able to count on more stable funding from the state over the next five years.

There is a great deal of uncertainty as to how both the stipend and fee-for-service programs will fare over time. Even though CSU-Pueblo is designated as an enterprise

⁹⁵ The Performance Contract for the CSU System, which includes CSU-Pueblo, can be viewed at <http://www.state.co.us/cche/performance/final/csu.pdf>. Also, see above in the Introduction.

⁹⁶ Further information about these strategies is provided under Criterion Five. A detailed account of many initiatives undertaken by the university for minority recruitment and retention is a report prepared by President Applbaum on September 15, 2005, "Colorado State University-Pueblo Diversity and Inclusion Information Prepared for the CCHE Task Force on Minority Success," which can be found in the Resource Room binder labeled "University Response to the Cardenas Report," at tab 3. Other material related to minority recruitment and retention in the same binder includes "Report on Diversity Initiatives, Colorado State University-Pueblo, agenda item in Board of Governors' meeting, October, 2005," at tab 4; "CSU-Pueblo Enrollment Management Plan, January, 2005-December, 2008," at tab 6; "Summary of 2004-2005 Recruitment Outcomes Analysis and 2005-2006 Recruitment Plan, November 23, 2005," at tab 7; "Retention of First-time, Full-time Hispanic Students: Fall 2004 to Fall 2005, Report of Preliminary Data Analyses, September 22, 2005," at tab 10; "Colorado State University-Pueblo, Strategies and Guidelines for Diversity Recruitment in Academic Affairs, March 11, 2004," at tab 20; and "Institutional Diversity Plan, December 15, 2005, Agenda Item for Board of Governors," at tab 21.

Increases in recruitment and retention are key goals for CSU-Pueblo, which experienced declining enrollment from 1995 to 2002. Figure 2.1 displays official fall total enrollment and minority enrollment, 1995-2005. The ethnicity breakdown since 1997 has remained relatively stable and indicates a continuing need for minority recruitment. In fall 2005, the minority population in Pueblo District 60, the largest school district in the region, was 65 percent, while the minority population at CSU-Pueblo was 35 percent.

officially designated “high need” by the federal government, 18 are in the southeast quadrant, and 65 percent of students in District 60 qualify for free or reduced cost lunches. Other criteria associated with poverty exist across the region and present challenges to recruitment and retention: adult high school graduation rates as low as 29 percent in some counties, high drop-out rates, and low academic achievement. Two of four comprehensive high schools in Pueblo District 60 and three of six middle schools were designated by the Colorado Department of Education as “low performing” based on student achievement.⁹⁸

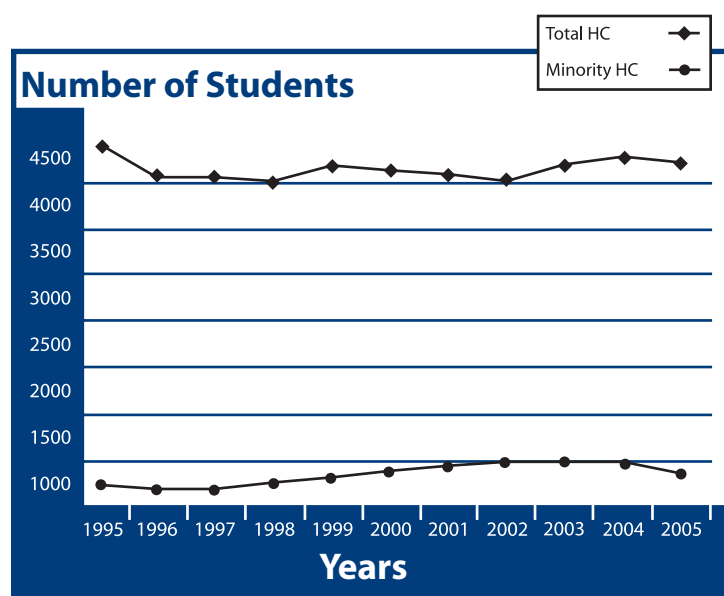


Figure 2.1. Fall semester student headcount for minority (Indian, Black, Asian, Hispanic) and total student headcount (HC), 1995-2005 (Source: *CSU-Pueblo Fact Book*)⁹⁷

CSU-Pueblo is located in a region of the state with historically low family incomes. For example, among the 45 Colorado districts

As a result of enrollment declines and declining state appropriations, all segments of the university’s employee population have been impacted by cuts. During the period of 1995-2005, the number of faculty dropped 9.8 percent (or 17 faculty positions). This decline did not mirror the student enrollment decline, with the number of

faculty stable until 1999 and then declining each year until 2004. However, during the same period, the number of faculty with the rank of Professor increased by 23.8 percent; while those with the rank of Associate remained relatively stable, and those with the rank of Assistant fell by almost 50 percent. The number of faculty with the rank of Instructor dipped significantly in 2001 but returned to previous levels in 2004. At

⁹⁷ See <http://www.colostate-pueblo.edu/ir/factbook/>.
⁹⁸ Colorado Department of Education Web site is <http://cde.state.co.us/>. Information on “low performing” schools is available at: <http://reportcard.cde.state.co.us/reportcard/CommandHandler.jsp>. Information on “high need districts” is available on the CCE website at: <http://www.state.co.us/cche/academic/nclb/05-06nclbrfp.pdf>.
⁹⁹ Based on analysis of information from the CSU-Pueblo Fact Book found at <http://www.colostate-pueblo.edu/ir/factbook/>.

the same time that faculty numbers have declined, the university has been able to increase the number of faculty with doctorate degrees by approximately 6 percent, the number of faculty who were tenured by 13 percent, and the number of female faculty by 10 percent, thus making progress toward several strategic objectives despite reduced resources. According to the CSU-Pueblo Budget Data Books, employee FTE funded by the Education and General Fund (E&G) was at a 10-year high of 430.1 in FY 2000-2001 and dropped to a low of 362.9 in FY 2003-2004,¹⁰⁰ indicating that all employee groups were affected by budgetary constraints.

Other Challenges

Another challenge for university planning has been the need to respond to policy decisions by governing bodies, especially initiatives of the CCHE. These have included mandates to change general education requirements, policies related to remedial education courses required at admission, policies related to funding of education, performance monitoring changes, and revisions to requirements and oversight for teacher education programs. These initiatives have impacted all units of the campus, requiring involvement in internal and statewide task forces, development of new goals and strategic plans for meeting goals and for data collection, and major revisions to academic offerings, curricula, and advising. Many of these efforts are discussed in this chapter or elsewhere in this self-study report.

A major support for planned innovation and change has been collaboration with groups in the community, region, and state.

In addition, economic conditions and the changing nature of the workplace have created an increased emphasis on creative problem-solving, teamwork, and worker adaptability; a greater need for high-level intellectual skills; a demand for large numbers of technologically and quantitatively literate employees; and social interaction with a greater diversity of people. To meet these needs requires more and better educational practices and processes by institutions of higher education. At CSU-Pueblo, awareness of these workforce needs has influenced planning at both the university and unit level.

Community Engagement in Planning

A major support for planned innovation and change has been collaboration with groups in the community, region, and state. The development of advisory groups for university programs, collaborative ventures with other educational and economic institutions, and networking of faculty and staff with regional and state groups have improved the quality of decision-making at CSU-Pueblo. For example, in spring 2006, as part of the self-study process, 20 administrators from all major units of the university were surveyed and asked to list all internal and external groups providing formal consultation and input for decisions made in the last calendar year. These administrators listed 156 different groups and organizations, including 84 different on-campus groups and 72 external to the university (50 different community groups, 15 state-level and 7 national or international groups). Of those groups cited, only 45 (or 29 percent) were involved in providing input for more than one administrator. Additional information about the university’s support from external constituencies is provided in subsequent chapters.

¹⁰⁰ CSU-Pueblo Budget Data Books are available in the Resource Room.

The Planning Process

At CSU-Pueblo, authority for planning and decision-making related to organizational goals is clearly delineated in the following documents: the *Faculty Handbook*, the CSU-Pueblo Organizational Chart, and the mission statements of departments and units at the university, as published in the catalog and/or on unit Web sites. These authorities are further reinforced by the specific decision-makers identified in policies published by the university on the departmental and unit Web sites. The CSU-Pueblo president's authority is included in the CSU Board of Governors Policy Manual (Section 4.4).¹⁰¹

Three external governing bodies also impact internal planning at the university. The authority of the CSU system and the chancellor of the system, the CSU System Board of Governors, and the CCHE affect all areas of decision-making, including admissions policies, fiscal decisions, and academic affairs.

Planning occurs at all levels, from the individual university units to the Board of Governors, and includes a number of official short- and long-term planning processes. The institution's long-range planning, which is centered in its strategic planning process, allows for reprioritization of goals because of changing environments. In the last 10 years, CSU-Pueblo has developed two strategic plans. Following creation of the university strategic plan, divisions and units of the university develop yearly plans aligned with the plan's goals.

Academic departments and programs also develop assessment plans that support the CSU-Pueblo strategic plan. The Strategic Planning Oversight Committee (SPOC) is comprised of administrators, faculty, staff, and student representatives assigned by the president. The role of SPOC is to monitor and report to the president annually on how various initiatives have been developed to support the strategic plan and to propose revisions and reprioritizations of goals and objectives.¹⁰²

An additional structure for planning in academic affairs includes the five-year cycle of program review. All academic programs complete a detailed self-study, which is reviewed by the dean and provost, faculty on the Curriculum and Academic Programs Board (CAPB), an external reviewer, and a seminar panel of university and other stakeholders.¹⁰³

In recent years, the university administration has formed a number of campus task forces to plan reforms and revise university-wide programs and policies. Since 2001, these task forces have included campus-wide groups that developed comprehensive plans for reform of Human Resources, Student Life, Student Life Facilities, Student Fees, the Library, Advising, Faculty Salaries, and Enrollment Management.¹⁰⁴

During the past two years, the university also has engaged in both focused and broad facility planning. University Design Guidelines were developed that include a campus development plan that will serve as the basis for the new Campus Facility Master Plan, the development of which will begin in FY 2007. A Future Housing Committee, formed in FY 2006 to evaluate the current capacity, need, and direction of housing on the campus, has commissioned

The university has engaged in both focused and broad facility planning.

¹⁰¹ See <http://csusystem.edu/index.asp?url=manual>.

¹⁰² See <http://www.colostate-pueblo.edu/StrategicPlan/>.

¹⁰³ Details about the Five-Year Program Review process can be found below under Core Component 4c and at http://www.colostate-pueblo.edu/capb/Documents/Prog_Rev_Info/Prog%20Review%20Info.htm.

¹⁰⁴ These reports are to be found at <http://www.colostate-pueblo.edu/reports/reports/>.

a Campus Housing Study that will guide immediate and longer term housing decisions. In FY 2006, other planning committees looking at current and future facility initiatives included the Heath, Physical Education, and Recreation (HPER) Project Core Design Team, the Student Multi-Purpose Recreational Field Project Plan Committee, the Student Recreation Center Project Plan Committee, the Library/Library Wing Project Plan Committee, and the Student Facility Fee Advisory Committee.

Strategic Planning Process

The process that developed the 2002-2007 Strategic Plan exemplifies the university’s broad-based and realistic approach to planning for the future. It began with the president’s appointment of a Strategic Planning Committee composed of representatives from faculty, staff, students, and administration. During 2000-2001, the committee coordinated planning activities, which included regular committee meetings, campus forums, roundtable discussions, dissemination of drafts to the campus community, and information sharing through the Web and electronic mail.¹⁰⁵

The 2002-2007 CSU-Pueblo Strategic Plan was based on the model *Strategic Change in Colleges and Universities: Planning to Survive and Prosper*, by Rowley, Lujan, and Dolence (1997), modified to meet the needs of the university, and included the following steps:

- Perform an external environmental assessment.
- Perform an internal environmental assessment.
- Perform a strengths, weaknesses, opportunities, and threats (SWOT) analysis.
- Conduct brainstorming to solicit ideas and ways to improve performance, reduce threats and weaknesses and capitalize on strengths and opportunities.
- Evaluate the potential impact of each strategy/idea on strengths, weaknesses, opportunities, and threats.
- Formulate strategies, mission, goals, and objectives.
- Implement strategies, goals, and objectives.

After analyses of the university’s internal strengths and weaknesses, and evaluation of the external opportunities and threats, the planning committee identified six key strategic initiative areas to serve as a framework for the planning process: Academics, Enrollment, Student Support, Technology, Quality of Work Life, and Resources. Task Forces were then formed for each strategic initiative area.

Preliminary drafts were subject to an internal review and comment process that involved the Faculty Senate, the Associated Students’ Government, the Classified Staff Council, and various administrative councils in summer and early fall 2001. In particular, the President’s Cabinet, the Academic Council, and the Deans’ Council were consulted with respect to evolving drafts of the document throughout summer 2001 in connection with a state-mandated study of the university’s mission and role being conducted in response to legislation initiated by the university and passed in May 2001. This plan guided the university from 2002 through the 2005-2006 academic years.¹⁰⁶

¹⁰⁵ The Strategic Planning Committee minutes are available at: <http://www.colostate-pueblo.edu/StrategicPlan/>.

¹⁰⁶ The 2002-2007 Strategic Plan is at <http://www.colostate-pueblo.edu/StrategicPlan/>.

Triggered by factors that included the adoption of a new statement of Mission, Vision, and Values by the Colorado State University System (see above under Criterion One), the university embarked upon the development of a new strategic plan in fall 2005. In addition, the present HLC accreditation self-study process, coupled with a 2005 study commissioned by the chancellor of the CSU system, called for the adoption of a new plan a year earlier than expected, and the university has completed a process similar to but more streamlined than the one used for the 2002-2007 Strategic Plan.

The university embarked upon the development of a new strategic plan in fall 2005.

six identified areas: Academic Excellence, Student Access and Success, Diversity, Image Building, Community Engagement, and Resource Management. Based on feedback from stakeholders and information derived from the HLC accreditation self-study surveys, the committee finalized the plan, which then was approved as a draft by the Board of Governors in June 2006.

The institution’s planning documents, including its strategic plans, evidence the organization’s awareness of the

relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization

and its students exist. Development of specific objectives and strategies to meet all goals in the strategic plan are the ongoing focus of SPOC, division, department, and unit planning, including yearly assessment plans. These initiatives reflect an understanding of the complexity of issues challenging society and the institution.

Development of the new plan aligned with the new CSU System Mission, Vision, and Values involved engagement by all major stakeholders, including a steering committee representing all areas of the university. In addition to internal constituents, an analysis of Strengths, Weaknesses, Opportunities, and Threats (SWOT) drew on input from members of 12 external groups: the CSU-Pueblo Foundation, college advisory boards, Pueblo Economic Development Corporation (PEDCO), the Latino Chamber of Commerce, Pueblo African American Concerns Organization, Pueblo Hispanic Education Foundation, high school counselors, public officials, and employers of CSU-Pueblo graduates.¹⁰⁷

After results of the SWOT analysis were shared with the campus community during open forums, the steering committee began drafting goal statements in

Examples of Planned Innovation and Change

Even with the university’s resources committed to external mandates (including financial threats), significant planned innovation and change have occurred. Major examples include:

- Name and mission change legislation in 2003, with changes in admission criteria and tuition restructuring.
- Completion of eight major university-wide task force studies mentioned above.
- Grant-funded activities, including a Title III initiative that funded the Instructional Technology Center (ITC), implementation of Blackboard across campus, and faculty development in instructional technology.
- Collaborative initiatives with groups in

¹⁰⁷ The 2006-2011 plan can also be accessed at <http://www.colostate-pueblo.edu/StrategicPlan/>.

the community and region by various units, including business, teacher education, English, political science, and chemistry.

- Structural reorganization of the university administration that changed the reporting line of several units.

Diversity

CSU-Pueblo plans strategies to meet the needs of a multicultural society; its core values celebrate diversity; and its policies work to provide access and opportunity to higher education. To that end, the university has improved the quality of its own programs and addressed the needs of the diverse communities it serves, including the following innovations:

- Completion of a new Diversity Plan for 2005-2009. Aligned with the university’s 2002-2007 Strategic Plan, the Diversity Plan was developed by a planning group that included broad representation of both internal and external members.¹⁰⁸
- Incorporation of stronger goals and measurable objectives in the 2006 Strategic Plan concerning diversity, including emphasis on enhancing the HSI status of the institution.
- Changes in the Department of Human Resources based on recommendations from the Human Resources Task Force Report to develop a separate Office of Affirmative Action and hiring a new AA/EEO director (this position was formerly a combined position).
- Opening of the Multicultural Center and funding for it.
- Implementation of a new Recruitment and Selection Procedure in spring 2006 that addresses new recruitment opportunities, produced more efficient processing, and reduces time-to-hire. By utilizing electronic recruitment options, which include increased exposure to diverse candidates, CSU-Pueblo expects to increase the diversity of its applicant pools and its hires.
- Implementation of new efforts to recruit international students, including changes in programming for international students on campus.
- Enhancements to academic programs of interest to the Hispanic community, including increased resources for the Spanish program and implementation of a new Linguistically Diverse Learners endorsement program in Teacher Education.
- Enhancement of campus-based resources to directly impact first-generation and minority students, including improvements to advising and enhanced support services.
- Enhancement of cultural activities for the campus and community that focus attention on issues related to diversity (e.g., campus-based lecture series focusing on immigration).
- Professional development activities on campus that provide faculty and staff with skills to work with diverse populations (e.g., convocation workshops).
- Numerous efforts to strengthen collaboration with the external community to meet the economic and social challenges in the region. These include leadership in forming the Pueblo Educational Consortium (one of whose sub-goals is to focus on minority issues and low-income students’ needs), a

¹⁰⁸ The plan, entitled “Diversity Goals and Initiatives, 2005-2009,” is included in the Resource Room binder labeled “University Response to the Cardenas Report,” at tab 21.

collaborative initiative with Pueblo Community College to improve transfer and retention of minority and community students, and collaboration through 2005-2006 with two local school districts in a federal GEAR-UP program to prepare low income students for college after high school graduation.

- Formation of formal advisory boards by the president and other campus units to provide input and support to new program development.

Many of these initiatives are discussed in more detail elsewhere in this report.

Program/Academic Changes

During the past 10 years, growth, change, and innovation have continued to occur in the university’s academic programs, with most changes resulting from ongoing planning efforts and/or responses to regional or state needs. Major changes have included:

- Phasing out degree programs in Mechanical Engineering Technology, Facilities Management and Technology Studies, Speech Communication, Electrical Engineering Technology, and Social Science (now offered through Continuing Education only). Savings were planned to enhance needs in other high demand areas and new program development.
- Expansion of the nursing program to meet the critical shortage of nurses, including development of a new master’s degree program in nursing.
- Implementation of a new degree in engineering that focuses on mechatronics.

- Development of the campus-based Western Forensics Law Enforcement Training Center, a nationally recognized program that is helping to train law enforcement personnel from throughout the country and the world.
- New emphasis areas within developed programs to respond to a changing workforce, such as an athletic training program and a forensic emphasis in chemistry.
- Revisions to current programs to align them with changing discipline standards, such as major reforms of curricula in music, teacher education, social work, and Spanish.
- Reorganization of Academic Affairs, with major realignment of programs in the university’s schools and colleges to improve governance and collaboration across programs.
- Revision of the general education program to align with Colorado’s general education requirements.
- Increased collaboration with CSU in Fort Collins to expand program offerings, including an MA in English.
- Focus on ensuring the ongoing quality of programs by seeking national accreditation for all programs for which it is available, as listed in the Introduction. Four of these are new accreditations initiated in the last four years.

Economic and Financial Change

While CSU-Pueblo has had to adapt to the changing fiscal climate over the last decade, the university has worked to maintain stable funding for educational programs and services. Innovation and planned change to meet financial challenges have resulted in the following steps:

Criterion
Two

- Restructuring of the consolidated tuition rate for full-time students.
- Changes in the budgeting process, with implementation of new structure that provides more flexibility to respond to changes and immediate threats.
- Development of an incentive program for funding summer session that has allowed colleges to benefit from effective planning.
- Completion of a task-force study of student fees and implementation of recommendations to maximize their use.
- Strengthening of the CSU-Pueblo Foundation, including restructuring goals and activities to emphasize fundraising, establishment of a planned giving and major gifts program, and the first annual telefund in almost a decade.
- Development of a Faculty Market Equity Salary Study and plan to implement its recommendations regarding faculty salaries, with first phase of salary increases applied in 2005-2006, the second in 2006-2007.
- Budget reductions over consecutive years that resulted in across-the-board cuts yet allowed the university to meet all essential missions. The process for budget reductions was collaborative and fair to divisions and units of the institution.
- Offering a Voluntary Early Separation Incentive Plan that allowed the university to realign staffing patterns in some areas.

Technology

Recent planned improvements in technology have enhanced all aspects of campus life, promoting student success by enhancing the curriculum and advising, increasing the efficiency and productivity of faculty and staff, expediting communication, and increasing the capability of the university to serve the needs of the region by providing remote access to programs. The explosion of technology on campus, both in the functions it performs and the scope of its use, has necessitated fundamental changes in the way technology planning is carried out. CSU-Pueblo has responded to these changes by:

- expanding the pool of individuals involved in information technology planning so that all aspects of institutional operation are represented in the planning process in a collaborative system developed by gathering information from campus committees representing a cross-section of academic, administrative, and student communities;
- including strong goals for technology access and utilization, as a result of technology planning, in the 2002-2007 Strategic Plan and implementing strategies to meet those objectives;
- improving the technology infrastructure on campus, including wiring, student labs, classroom presentation systems, and faculty workstations;
- enhancing academic computing resources, especially the addition of Blackboard and its tools to support technology use in the curriculum;
- developing the ITC, which provides professional development for faculty and staff and has increased effective use of technology in teaching;
- expanding online data management tools for faculty and staff;
- expanding electronic advising resources for faculty;

- enhancing distance programming capabilities with the development of three interactive distance classrooms; and
- increasing the funding for technology through Title II, Title III, and other federal sources.

Responses to Community and Demographic Trends

The following planned changes have occurred in response to changes in demographic trends in the region and the CSU-Pueblo mission to improve the economic and cultural life of the region.

Enrollment and Retention

Student profiles are reviewed regularly as a basis for strategic enrollment management decisions. The institution routinely monitors and analyzes changing demographics, existing and emerging recruitment markets, admissions yields by various demographic segments, and retention data by various demographic segments. Actions have been taken as a result of changes in students' academic profile, financial needs, age profile, and ethnic profile to increase both recruitment and retention. Examples include the following:

- The University Child Care Center was built primarily to support non-traditional students with family and young children.
- Financial aid programs have been redesigned to better meet student needs.
- The Multicultural Center created in 2005 was intended to promote

and support the diverse student body of the institution.

- Investment in funding for institutional scholarships has significantly increased.
- A First-Year Experience program and center to address advising and retention concerns are being instituted.

The enrollment management plan is revised annually to reflect any changes in expected patterns of enrollment. These may include demographic changes, fluctuations in estimates of college-prepared high school graduates, yield and/or graduation rates, prior-year enrollments, changes in cost, or any other internal or external event. During 2005-2006, the university noted a decline in the estimated number of college-prepared high school graduates in Pueblo County, the advent of COF, an increase in costs, and an improved economy. As a result, it invested in more out-of-state freshman recruitment, added a transfer student recruiter, and added a Denver-based freshman recruiter. In addition, the campus revised the structure of academic advising and restructured financial aid.¹⁰⁹

The university continues to modify and develop recruitment practices. For example, steps are underway to move towards admitting students, awarding them financial aid, and registering them for classes all in one session, either on campus or remotely. A Transfer Center has been established within the newly created Visitor Center to provide "one-stop shopping" for prospective transfer student visitors. Additionally, communications with prospective students have been revised in order to increase the yield of prospects to enrolled students.

The university also responds to changing demographics and identifies student needs through the Division of Continuing Education, which extends the core expertise of the university to a diverse array of students beyond the Pueblo campus through intensive program development, community

¹⁰⁹The Enrollment Management Plan and the Recruitment Plan are available in the Resource Room in the binder labeled "University Response to the Cardenas Report," at tabs 6 and 7.

Criterion
Two

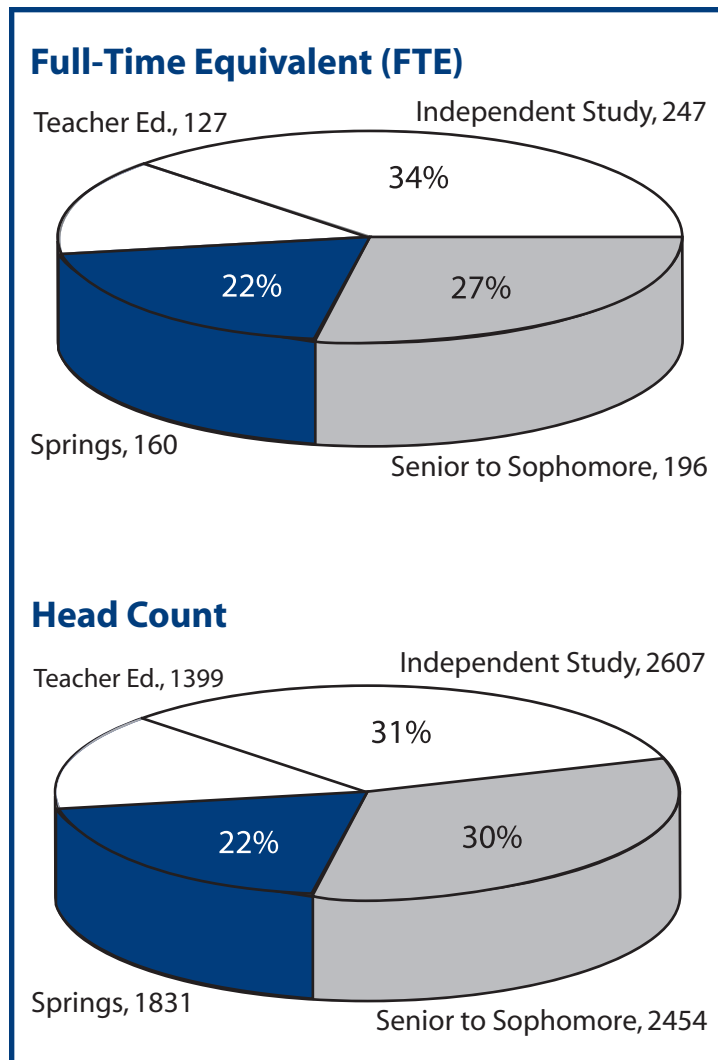
outreach, and partnerships. One focus is the distance education program, which currently offers three distance degree programs, as described in the Introduction. Continuing Education utilizes seven delivery channels: Independent Study, External Degree Completion (Colorado Springs and Cañon City), Senior-to-Sophomore, Teacher Education, English Language Institute, and Online. These programs operate in

nine actual or virtual sites: the CSU-Pueblo campus (for the English Language Institute); in the Colorado Springs area at the Citadel Center, Fort Carson, Peterson Air Force Base, the U.S. Air Force Academy, and Pikes Peak Community College's Centennial & Rampart Range Campuses; Pueblo

The Division of Continuing Education extends the core expertise of the university to a diverse array of students beyond the Pueblo campus.

Community College's Fremont County Campus; state-wide high schools from Colorado Springs to Pagosa Springs; and Independent Study via the Internet and U.S. Postal Service.

Figure 2.2:



Fiscal Year 2005 enrollment information for the Division of Continuing Education by both FTE and Enrollment.

The need for distance education is student driven. CSU-Pueblo’s proximity to several major military installations in Colorado Springs, small agricultural communities on the state’s eastern plains, and isolated alpine towns in the Colorado Rockies further evidences the need for a high-quality distance education program for citizens residing in these academically underserved areas. The access and flexibility offered by the programs extend the university’s expertise to students unable to participate in traditional face-to-face instruction in limited classroom locations. The Division of Continuing Education is a member of both the Colorado Consortium of Independent Study,

sponsored by the Colorado Commission on Higher Education (CCHE) and the Service members Opportunity Colleges-Army Department (SOCAD). As a member, the division develops programs in collaboration with these organizations that employ a variety of delivery methods.¹¹⁰

University Demographics

The university uses multiple-source data in order to evaluate demographic changes and trends. As an example, the table below compares the university’s student, faculty, and staff breakdown by ethnicity with the 2000 U.S. Census data for Pueblo County. This is important information when evaluating how well the institution reflects its community and determining recruiting priorities.

University Demographics

Ethnicity	Student		Admin.		Faculty		Professional		Classified		Pueblo County 2000 Census	
	#	%	#	%	#	%	#	%	#	%	#	%
Indian	77	1.8	0	0.0	0	0.0	3	2.0	0	0.0	2,251	1.6
Black	177	4.2	0	0.0	5	3.1	1	0.7	5	3.9	2,685	1.9
Asian	94	2.2	1	8.3	6	3.7	4	2.7	2	1.6	926	0.7
Hispanic	1,068	25.4	2	16.7	16	9.9	39	26.5	51	40.2	53,710*	38.0
Other	2,440	58.1	8	66.7	128	79.0	90	61.2	63	49.6	130,822	92.5
Foreign	100	2.4	0	0.0	0	0.0	0	0.0	0	0.0	—	—
Unknown	244	5.8	1	8.3	7	4.3	10	6.8	6	4.7	—	—
2+ Races	—	—	—	—	—	—	—	—	—	—	4,788	3.4
Total	4,200	100	12	100	162	100	147	100	127	100	141,472	—

*In U.S. Census data, Hispanics may be of any race and are included in the racial categories.

Table 2.1.

U.S. Census data comparison with 2005 Student, Faculty and Staff ethnicity data.¹¹¹

¹¹⁰ See ‘Special SAS Reconciliation Project’ Questions: Colorado State University-Pueblo Response, January 11, 2006” for further detail on the distance education program. The document is available in the Resource Room and at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

¹¹¹Census data is from http://factfinder.census.gov/servlet/SAFFacts?_event=Search&_lang=en&_sse=on&_geo_id=05000US08101&_county=Pueblo%20County.

Utilizing such data, the university plans appropriate recruitment strategies for those groups that are underrepresented on campus. This information also identifies changes in population trends, employment trends, and enrollment trends with relation to the service area. If university enrollments do not reflect current population trends in the service area, then the university may not be meeting the needs of the population and must plan to address those unmet needs. The chart above indicates that the university reflects its service area fairly well except in a few areas such as Hispanic Faculty and Administrators and Black Professionals.

Core Component 2b – The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Despite the significant resource-base reductions discussed above, because of its responses, the university has been able to continue to support and strengthen program quality. In establishing priorities for budget cuts, decisions were made to limit any cuts that would affect the central mission of the institution. To compensate for lost positions, staff took on additional responsibilities to ensure proper support for educational quality. Fortunately, the dedication of the faculty and staff has made it possible to function effectively even though growth in some areas has been hindered.

The student government made it a priority in FY 2006 to increase fees to support student activities and student programs.

Economic Resources

CSU-Pueblo receives funding from a variety of sources:

- student tuition and fees, including state funds distributed through COF;
- state appropriations for capital funding and fees for contracted services;
- federal, state, local, and private grants and contracts;
- state and federal financial aid funds;
- revenue from auxiliary enterprises such as residence halls, bookstore, parking, and conferences; and
- a small portion of other revenue generated by such sources as interest income and indirect-cost revenue.

One area that has received substantial assistance is those functions and activities funded by student fees. The student government made it a priority in FY 2006 to increase fees to support student activities and student programs and to better inform the students on how the fees they pay are used. Increases in fees will provide more activities such as recreation, concerts, and special programs. In addition, those functions that need ongoing support were separated from the general student fee and were given a designated fee so that revenue

to those programs was set apart and easily monitored. With student approval, a Student Facility Fee was created to address needs for increased/improved student life development and recreational facilities.

CSU-Pueblo has taken steps to increase its funding from private sources as well. The CSU-Pueblo Foundation, an independent not-for-profit corporation, is the fundraising vehicle for the university. In existence for over 50 years, its purpose is to:

solicit, receive, manage and invest contributions, gifts, grants, devises or bequests of real or personal property or both and nurture relationships

from individuals, foundations, partnerships, associations, governmental bodies or public or private corporations. To maintain, use, and apply the whole or any part of the income therefrom and principal thereof exclusively for charitable, scientific, literary or educational purposes either directly or by contribution to the Colorado State University-Pueblo....¹¹²

Currently, the assets of the foundation total in excess of \$20,000,000, and in the 2004-2005 fiscal year, the foundation awarded \$1,071,857 in scholarships to 346 students.

The CSU-Pueblo Foundation Board of Trustees has adopted a new mission and vision statement focused on fundraising. During the fall 2005 semester, the foundation initiated the first Annual Fund telephone campaign in almost a decade. The foundation has been restructured to emphasize fundraising, and its goals have been expanded to encompass the establishment of a planned giving and major gifts program, as well as to coordinate other fundraising efforts across the campus. With the restrictions on state funding and the need to keep tuition affordable to maintain access to CSU-Pueblo for students from southeastern Colorado, private sources of funding will be emphasized even more in the future.

Budget Planning

CSU-Pueblo’s planning and budgeting activities are based on the premise that ongoing planning and revisions must be responsive

to changes in the internal and external environment. The CSU-Pueblo Strategic Plan represents a campus-wide effort to articulate the university’s vision and shared understandings that are the foundation of the planning and budgeting processes and help ensure that university resources will be directed toward institutional priorities. Strategic goals related to budgeting are reviewed annually and accomplishments identified as part of a commitment to continuous improvement and assessment.

Prior to FY 2006, the strategic planning process was linked to the budget process mainly through the annual reports to the president from the Strategic Planning Oversight Committee, which set priorities for meeting plan goals in the upcoming cycle. There were also planning processes linked to budgeting at departmental and division levels, but the effort was not coordinated university-wide. In planning for FY 2006, the president formed an ad hoc budget committee of the college deans and representatives from academic affairs, student affairs, finance and administration, the faculty, and a student, which met every two weeks to discuss budget priorities. The new strategic plan that took effect July 1, 2006, makes it a priority that the budget for FY 2007 and beyond be linked to the strategic plan. This effort has resulted in the formation of the Strategic Budget Advisory Council, a continuation of the ad hoc budget committee, charged with developing and implementing a formal Strategic Planning Budget Process and Timeline. It is an 18-month budget planning process cycle and identifies 17 key steps and five (5) budgeting cycles.

CSU-Pueblo consistently targets more than 70 percent of the operating budget to academic and student service activities. Since FY 2002, more than 75 percent of the total operating budget has gone to support those activities. Even in times of serious fiscal shortages, CSU-Pueblo has prepared

¹¹² From the Amended and Restated Articles of Incorporation superceding the original articles of incorporation and any amendments thereto of University of Southern Colorado Foundation. This document is available in the Resource Room.

the budget to express the academic mission of the university. Tuition, fees, and state appropriations are the primary sources of revenue to fund CSU-Pueblo education and general (E&G) expenditures. During the time period from FY 1998 through FY 2005, the portion of the E&G fund that was budgeted for instruction and academic support ranged from 59 percent (1998 and 2001) to 66 percent (2004). The student services portion of the budget was consistently 10 to 12 percent of the total E&G budget. Instructional expenses alone ranged from a low of 46 percent to a high of 53 percent.¹¹³

Technology Resources

Technology has had a striking impact on learners and learning as well as on the budgeting and funding support requirements. Given the limited state funding levels for higher education, it has been extremely important for the university to seek supplementary funding to support technology needs. Planning for technology has been addressed in strategic planning, and on a yearly basis through the Student Technology Fee process, in which campus units request grants to implement new technology initiatives (e.g., student labs, classroom presentation systems). Chapter 3 provides further details about high-tech learning environments under Core Components 3c and 3d.

In addition to instituting the ITC and Blackboard, CSU-Pueblo is working to construct the foundation for a unified digital campus, integrating technology

in the academic curriculum, providing support for student computing and the administrative and business components of the university. CSU-Pueblo promotes and sustains an advanced, integrated, technologically rich learning environment that prepares graduates in information access, utilization, communication, and creation by providing access to technology-enriched learning opportunities ranging from the face-to-face classroom experience to the virtual university, institutional data and management information systems that support data-assisted decision-making options for the campus community, Web-based student access; and technology to enable learning opportunities that provide comparative advantages for students and graduates. However, technology-rich classrooms and labs will not produce the desired results without the infrastructure and equipment, faculty and staff development, and technical staff to support them. Technology is vital to the mission of CSU-Pueblo, and pedagogical use of technology receives the highest priority for funding. In addition, the university has used federal funding to support major campus initiatives including upgrades in faculty computers, increases in classroom technology, and new fiber-optic wiring across campus.

Human Resources

The Human Resources Office (HR) adopted a new HR Mission Statement, Strategic Focus, and Guiding Principle in October 2004 to provide a direction for planning and providing services. This statement emphasizes commitment to the highest standards, providing services that will capitalize on individual and collective talent and enhance the value of all personnel at CSU-Pueblo.¹¹⁴ HR has implemented, and continues to implement, new processes and procedures to become more responsive to employee issues as well as strengthening data collection and reporting capability. One

CSU-Pueblo is working to construct the foundation for a unified digital campus.

¹¹³ Per the university's financial records. Copies on file in the Resource Room.

¹¹⁴ The Human Resources Mission Statement is found at: <http://www.colostate-pueblo.edu/hr/>.

of the most important initiatives is the move to electronic personnel files and the use of electronic forms.

Because each distinct group of university employees (faculty, state classified, and administrative or professional) is governed by its own sets of rules and regulations, HR seeks to pursue policies and procedures that create equity in and between systems. The State Classified Employee System is governed by the Colorado State Department of Personnel and Administration, and all policies, rules and laws are created at the state level. Although these policies are promulgated by the Department of Personnel with intent to establish statewide standards while allowing flexibility at the local level, the university is severely restricted in its ability to develop internal policies for this group. The *Faculty Handbook* provides policies that apply to all faculty, including personnel issues such as grievances, leave, assignments, tenure, etc. The *Faculty Handbook* is updated on a regular basis, and in 2005 faculty completed a significant review and edit. The Administrative/Professional employees lack a current and comprehensive handbook. The *Administrative Handbook* has not been formally updated since 1982 and though some policies are still relevant, most are in need of, and are undergoing, revision. A new Administrative Handbook was drafted in 2003-2004 but is undergoing significant revision by the Director of Human Resources.

In addition to hiring the new HR director, the university created the new position of Director of

Affirmative Action/Equal Employment Opportunity. This was done pursuant to recommendations from the Human Resources Office Task Force Report of May 5, 2003.¹¹⁵ The potential for conflict of interest of these two roles was identified as an issue, and the duties separated to ensure confidentiality and impartiality. Since October 2004, the director of AA/EEO reports directly to the president, and the director of HR reports to the vice president of finance and administration. This structure has addressed a number of concerns expressed by the campus. As a result, policies and procedures have been undergoing review to align them with this structure.

In order to improve professional development of faculty and staff, the university has made a beginning commitment to provide regularly scheduled training for all employees through the establishment of a campus-wide professional development budget. It is expected that the HR director will find and coordinate training programs that can be delivered to the campus community. Examples of such training include Sexual Harassment Prevention, Civility, Teamwork, Job Description Development, Supervisor Skills, ADA Awareness, Performance Management Principles, and Legal and Ethical Responsibilities of Public Employees. These trainings may be conducted on-site, online, or off-site. Training and development resources are reviewed continuously to assess total value.

Facilities

The university’s resource base has supported significant improvements to the physical plant. In the last 10 years, three campus buildings have undergone major renovations: Chemistry, Life Sciences, and Physics-Mathematics. The total cost of these projects was \$17,826,664, with funding from the State Capital Construction Fund. Renovation to the Health, Physical

¹¹⁵ The report may be found at <http://www.colostate-pueblo.edu/reports/reports/>.

Criterion
Two

Education, and Recreation (HPER) building began in 2005 and will continue until 2007 at a cost of \$12,700,000. A project plan for renovating the Library and Library Wing is to be completed in fall 2006 and will be submitted for funding.

In addition to these renovations, university resources have been used for the following projects:

- Improvements to the Occhiato University Center including a new patio, refurbishment of the Hearthwell Lounge and Great Hall, upgrades to the fire alarm and sewer systems, remodeling the Columbine Café, creation of dedicated space for the Center for International Students and the Multicultural Center, and new furniture in its meeting rooms.
- Renovations in the Belmont Residence Hall, including the gymnasium, the lobby, and a wing of student rooms.
- Replacement of all equipment in the HPER Building weight/exercise room and creation of a weight room in the Belmont Residence Hall with the old equipment.
- Remodeling of the previous wrestling room in the HPER Building to create an aerobics and physical training room.
- Improvements to the Rawlings Sports Complex, including replacement of the softball and baseball fences, new scoreboards, and extensive irrigation and grounds work on two of the softball fields.
- Creation of the First-Year Student Center in the library.

- Addition of study space and a coffee area on the library ground floor.
- Conversion of excess lab and classroom space in the Psychology Building for much-needed faculty offices.
- Creation of numerous computerized classrooms across campus.

Recently, fiscal constraints have placed pressure on the university's ability to maintain the repair and upkeep of its facilities. The university has prioritized projects to mitigate risk. The only major maintenance and repair project undertaken in the past three years was to decentralize the heating plant and install several energy performance measures across campus that will reduce operating costs. The project was funded by a combination of state capital construction funds and a capital lease to be repaid over 12.25 years with savings accruing from the project initiatives.

Resources available to support the physical plant now appear to be increasing. Prior to FY 2005, student tuition and fees could not be used to secure bonds for academic buildings and academic uses. In 2005, the status changed to allow student fees to be used for physical plant initiatives. In May of 2005, the Associated Students' Government voted to implement a \$10-per-credit-hour Student Facility Fee to be used for capital and controlled maintenance projects. Using the previously developed Student Life Facilities Task Force Report and working with the Student Facility Fee Advisory Committee, the vice president of finance and administration identified as priority needs building a new Student Multi-Purpose Recreational Field and a new Student Recreation Center. The university has completed a program plan for the Student Multi-purpose Field that has received Board of Governors approval and is awaiting legislative approval. A collaborative committee is working on a program plan for the new Student Recreation Center and during the summer and fall of 2006, another

committee will develop a program plan for renovation of/addition to the Occhiato University Center. It is anticipated that all these projects will be funded by student debt.

The significant land holdings of the university had been controlled by a developer under a purchase option contract for many years. In December 2005, a Purchase Settlement Agreement was signed that will facilitate the immediate sale of portions of the land surrounding the existing campus and allow the university to hold some land for future development while keeping some portion for its own future use. The land sale proceeds will be used to support academic programs by funding a quasi-endowment fund and for improvements to academic buildings. These actions enable the university to access a key element of its resource base that was formerly out of reach.

The Facilities Department will be updating the existing Campus Master Plan in 2007.¹¹⁶ Also, the department has recently purchased a new Computerized Maintenance Management System to track work orders and labor. With this system and appropriate staffing, Facilities will implement a campus-wide preventive maintenance program to help better maintain the systems on campus. To address staffing and management issues, three new management positions, a Director of Facilities Management, an Assistant Director of Facilities, and a Project Manager, have been added in the past two years;

Facilities will implement a campus-wide preventative maintenance program.

the existing positions were restructured when opportunities arose through retirements, the Voluntary Early Separation Incentive Plan, and the closing of the Central Heating Plant; and additional positions have been created.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Assessment is such an important element to the achievement of goals in program areas related to teaching and learning and research that full discussions are included in those chapters. However, assessment and evaluation also are crucial to planning strategies for continuous improvement. The university recognizes its responsibility to assess its own planning initiatives, the need to commit necessary resources for effective assessment, ensuring quality data collection to measure whether plans are met, and evaluating the ability of the individual units' implementation of change initiatives.

Oversight for Assessment and Planning

Oversight for assessment responsibilities that focus on program effectiveness is distributed across various units of the institution responsible for the quality control of programs, with oversight for central planning and other institutional assessment efforts in the hands of groups that are representative of campus constituencies. The Office of Institutional Research and Analysis (IR) serves as the official source of institutional information. It is the mission of this office to define, collect, analyze, maintain, and disseminate official institutional data.¹¹⁷

¹¹⁶ A copy of the Design Guidelines are available in the Resource Room.

¹¹⁷ See <http://www.colostate-pueblo.edu/ir/>.

Criterion
Two

IR provides official information to both internal and external constituents for the purposes of describing, documenting, and publishing measures of effectiveness. In addition, the office coordinates the preparation of data and reports for submittal to Integrated Postsecondary Education Data System (IPEDS) and the CCHE.¹¹⁸

IR collects and maintains official data for reporting and analysis. The following list identifies the most common data factors and reports and their identified use:

- Format 100 (Headcount and FTE) by semester and year—submitted to CCHE, also used to support budget decisions by the legislature’s Joint Budget Committee, the Board of Governors, and the CSU-Pueblo administration
- University Fact Book (academic and performance profiles) by year—university Web site, program planning and review
- Enrollment by ethnicity by semester—diversity, enrollment management
- Credit hour and tuition tables by semester—revenue projections
- Graduation rates by year—performance indicator
- Retention rates by semester and year—performance indicator, feedback on first-year experience
- Remedial headcount by semester—collaborate with local school districts in college preparation

- District 60 and 70 graduates—program planning within the colleges, orientation, academic advising, enrollment management, recruitment, retention, student preparation, demographic composition
- District 60 and 70 enrollment—program planning within the colleges, orientation, academic advising, enrollment management, recruitment, retention, student preparation, demographic composition
- Low-demand academic programs and degrees awarded by year—program planning

The president and the Board of Governors have ultimate responsibility for assessment and planning and are held accountable by the state through formal review processes, including the CSU System Performance Contract, which defines specific outcomes that must occur over the next one to five years for the university to be in compliance with terms for funding. Regular assessment reports are due to the CSU System, Board of Governors, and CCHE to document achievement of outcomes.

Strategic Plan Assessment

The ongoing and clear assessment of the university strengths and weaknesses is necessary for appropriate assessment of planning processes and changing circumstances. The model used for the 2002-2007 Strategic Plan mentioned above provides for ongoing assessment of the planning process and outcomes. Assessment of progress towards meeting the plan’s goals and objectives is the responsibility of the Strategic Planning Oversight Committee (SPOC), a group appointed by the president and representing different constituencies on campus. SPOC gathers information from units across campus with responsibility for initiatives aligned with the plan and assesses progress in meeting goals and objectives.¹¹⁹

¹¹⁸ See <http://nces.ed.gov/ipeds/> and <http://www.state.co.us/cche/>.

¹¹⁹ See <http://www.colostate-pueblo.edu/StrategicPlan/>.

As the Strategic Plan for 2006-2011 is implemented, oversight will be determined by the president. The plan calls for the continuation of SPOC.¹²⁰

Divisional Assessment

Academic Affairs

Academic Affairs has established formal assessment and evaluation structures that provide reliable evidence of institutional effectiveness and inform strategies for continuous improvement. These include:

- College-level planning, including goals and strategies related to the university's strategic plan. The deans, in collaboration with the faculty (often the chairs group), develop yearly college plans and assess outcomes. College plans and reports of yearly progress are submitted to the provost and influence the development of the Academic Affairs yearly plan.
- The five-year program reviews, in which each academic program undergoes a process of self study and review by faculty in the institution and an outside peer review. In preparing the self-study, departments regularly contact alumni for feedback. The CAPB oversees the review process.¹²¹
- Program assessment process. All academic programs are required to complete an assessment plan that is aligned with the university, college, and program

mission and built upon the program's goals. Reviews of assessment activities lead to yearly goals and program changes. College deans are responsible for reviewing plans and assessment activities.

- External accreditation of programs, including state and national accreditation for programs in athletic training, business, engineering, engineering technology, music, nursing, social work, and teacher education.
- Academic support programs, including Student Academic Services, Information Technology Services, Admissions and Records, and the library do regular self-assessments and report them to the provost and the campus community. For example, Admissions and Records through IR issues regular enrollment and recruitment reports and special data analyses in response to emerging questions. These reports then serve as the basis for long- and short-term recruitment and retention plans, such as the Enrollment Management Plan.¹²²
- Numerous task forces and ad-hoc committees assigned to evaluate various campus functions and make recommendations for change. The documents produced by these groups, in addition to those of traditional campus committees, provide evidence of the university's progress in meeting expectations.

¹²⁰ See Appendix E of the 2006-2011 plan at <http://www.colostate-pueblo.edu/StrategicPlan/>.

¹²¹ See <http://www.colostate-pueblo.edu/capb/>. Further details are supplied under Core Component 4c.

¹²² For the Enrollment Management Plan, see <http://www.colostate-pueblo.edu/reports/reports/>. For a Recruitment Report, see <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>, Recruitment Report November 23, 2005.

Finance and Administration

Finance and Administration has established formal assessment and evaluation structures that provide reliable evidence of institutional effectiveness and inform strategies for continuous improvement. These include:

- Department level planning, including goals and strategies related to the university's strategic plan, the Finance and Administration Strategic Plan, and the Finance and Administration Purpose and Goals Statement.¹²³ The directors, in collaboration with their staffs, develop yearly department plans and assess outcomes. These plans are used to develop individual performance plans in support of the department and division goals.
- Monthly evaluation of department and division goals by the Finance and Administration Leadership Team ensures adequate progress. This monthly review provides for the flexibility to adjust plans in response to university needs. In addition, departmental goals are utilized by the vice president to develop the Finance and Administration yearly plan.
- Internal and external audits, task forces, and ad-hoc committees assigned to evaluate various campus functions and make recommendations for change. Departments in Finance and Administration are subject to state or federal oversight to ensure compliance with appropriate rules, laws, and standards.

Financial Assessment

At the instructional level, assessment and planning processes drive the budget and expenditure processes. At the institutional level and in administrative units, the budget is primarily driven by historical data and information and guided by strategic and short-term planning. Budgets over time have changed with the staffing patterns associated with departmental units and in response to state, board, and statutory requirements, and new initiatives.¹²⁴

All university accounts are maintained in accordance with generally accepted accounting principles and practices (GAAP). The university controller, under the direction of the vice president of finance and administration, is responsible for the integrity of the financial records. The university is audited as part of the CSU System on a yearly basis. In addition, the audit committee of the Board of Governors establishes a yearly internal audit plan whereby each institution has a number of processes and policies audited on a recurring basis. The vice president of finance and administration is responsible for reporting to the audit committee the progress made toward achieving cited recommendations every six months.

While the accounts are in compliance with GAAP, improvements in the system are planned that will allow faculty and staff across the university to prepare more meaningful financial and administrative management reports. The university does have a robust data warehouse function for financial reports but to date has expended only limited funds for training faculty and staff to use it. The data warehouse is not used for reports other than official student and financial reporting, although a working group led by the IR director has begun the process of populating the data warehouse for other reporting needs. In addition, financial budget reports now are available on line to the campus community in an electronic

¹²³ Available on the Web at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

¹²⁴ The CSU-Pueblo Staffing Pattern for 2005-2006 is available in the Resource Room.

format that can be viewed, printed, e-mailed, and downloaded, increasing usability. The online facility provides easy access and a more timely review and analysis of department budgets.

External audits of CSU-Pueblo have been consistently unqualified. Since the last accreditation report, there have

External audits of CSU-Pueblo have been consistently unqualified.

been no substantive findings and all recommendations have been satisfied. Internal audits in recent years have found that, for the most part, the university has sound administrative and financial policies and processes in place. Recurring areas of minor concern over the last few years have been the financial and administrative procedures in the areas of auxiliary services and athletics and institutional support for facilities staffing and operations. In fiscal years 2005 and 2006, the issues associated with these areas were satisfactorily resolved. These audit findings, responses, and follow up reports required every six months are available in the Office of the Vice President for Finance and Administration.

Technology Assessment

CSU-Pueblo actively evaluates how technology learning methodologies established by others or by the university can be tailored to support the diverse population of students that enroll at CSU-Pueblo. The ways technology is used in the curriculum evolve rapidly. Incoming freshmen possess skills in using the Internet, e-mail, instant messaging, and basic word processing. On

the other hand, non-traditional students, who comprise a significant percentage of today’s campus population, often enroll at the CSU-Pueblo with altogether different technology skills. The university seeks to encourage all students to participate in a cutting-edge learning environment, taking

into consideration that technology does not drive but rather supports learning.

Two documents

direct campus planning for technology. *The University Technology Plan for 2003-2006* has a defined Capital Expenditure Prioritization Plan that recognizes the need and the associated cost required to maintain a competitive university in the age of technology. The *Strategic Directions of the Information Technology Services Department at CSU-Pueblo* provides additional information to support the University Technology Plan 2003-2006. This document is consistent with the goals, directions, philosophy, and values expressed in the *University Technology Plan 2003-2006* and the CSU-Pueblo 2002-2007 Strategic Plan.¹²⁵

Human Resources Assessment

Determination of employee performance is defined and recorded through the use of Annual Performance Reviews (APR). Faculty are evaluated in accordance with the *Faculty Handbook*, which includes an annual self-report given to the department chair or dean as appropriate. These are included in the decision process regarding pay, tenure, participation in faculty development programs, and promotion.¹²⁶ All evaluations for employees are based on evidence of performance during the prior year, are a part of the permanent record, and may be used in personnel decisions.

¹²⁵ These are available on the Web at <http://www.colostate-pueblo.edu/its/about/TechnologyPlan.asp>.

The University Strategic Plan can be found at <http://www.colostate-pueblo.edu/StrategicPlan/>.

¹²⁶ Faculty performance review policies are outlined in Chapter 2 of the *Faculty Handbook*, <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

Criterion
Two

70

All evaluation processes provide insight to employees and supervisors by encouraging critical dialogue about expectations and future success.

HR is responsible for tracking and ensuring compliance with the Annual Performance Review of all employees other than faculty. Faculty tracking is done through the provost’s office. Documentation of faculty evaluations is provided to HR as copies of the Notice of Salary Recommendation memos. These memos provide the approved evaluation as presented to the faculty member. All other employee evaluations are provided to HR and included in the Personnel Files. HR tracks the evaluation process for non-faculty employees and ensures compliance with the annual evaluation requirement. All evaluation processes provide insight to employees and supervisors by encouraging critical dialogue about expectations and future success. Revisions to the evaluation process for professional staff will be implemented in 2006-2007.

Facilities Assessments

Facilities audits are to be conducted at all universities around the state. CSU-Pueblo has hired a third-party architect to ensure that the current audits are accurate and to provide an in-depth analysis of the condition of the current facilities. Having an accurate facilities audit will greatly aid Facilities Management in determining the needs of the university. These facility audits, the development of the final Campus Master Facilities Plan, the recently completed Design Criteria, and the coming preventive maintenance plan will provide assessment tools to be used in managing, maintaining, and growing the university’s physical assets.

Assessment of Policy Change

In order to define the decision-making process at CSU-Pueblo, as part of this self-study, recent university decisions were evaluated in depth. Those decisions studied included elimination of academic programs, changes to the advising program, development of the enrollment management plan, and changes in general education requirements. Interviews with decision-makers and task force reports available on the Web site provided evidence leading to the following conclusions:

- Policies are reviewed by a number of formal groups before approval.
- Although exceptions exist, individuals with the highest authority for the unit often initiated the process of policy development or review.
- External mandates (e.g., changes in CCHE policies) often initiated the process of policy development or review.
- Decisions are increasingly data-driven, with multiple sources of data used (e.g., advising changes influenced by student survey data, data on student retention).
- For the last two or more years of his term, President Applbaum did not approve any policy unless it had been reviewed by President’s Cabinet. The date of that review was noted on the policy documents. During this period, a number of existing policies were re-reviewed and changes made—including a number of personnel policies. Since 2003, revisions to policies are dated when adopted. Major policy changes require approval by the Board of Governors.
- Documentation of policy review and formal decisions made on policies are included in Faculty Senate minutes.¹²⁷

¹²⁷ See <http://www.colostate-pueblo.edu/facultysenate/MinutesandAgendas/>.

Core Component 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

As has been repeatedly indicated above, CSU-Pueblo’s strategic planning policy, in conjunction with the planning at the CSU-System level, requires that all levels of planning align with CSU-Pueblo’s mission and CSU System values. At every level, goals and plans are required to identify how they link to the mission and values and to specific goals and objectives of the strategic plan. In recent years, each major division of the institution has developed a work plan for the academic year, built upon the yearly work plans of units within the division. For example, each college or school prepared a plan, with outcomes and strategies aligned with the strategic plan. These work plans were submitted to the provost, who was responsible for submission of a plan for Academic Affairs to the president of the university. Plans were reviewed, and outcome data submitted on a yearly basis. In addition, individual academic departments submitted yearly plans with outcomes for assessment and strategies for change; these plans were also aligned with the university strategic plan. Planning procedures in the future will be determined by the new president and provost but will continue to adhere to the strategic plan. Further, new program and course proposals submitted to the CAPB must reference compliance with the university’s mission and strategic plan.¹²⁸

Although CSU-Pueblo has established a process for long-term planning that engages the campus and stakeholders in the external community, and one that aligns with the university’s mission, it has been challenging to be proactive in planning. In the last few years, changes required to address emerging circumstances, especially economic problems, happened faster than traditional, systematic planning could occur. The university has managed these changes by developing a dynamic process that provides for quick response to changing circumstances with unique and creative solutions.

Conclusion

The university has efficiently utilized its limited resources to ensure support for the mission. Recent improvements to planning and budgeting processes link them more closely to the strategic plan. Planning has allowed CSU-Pueblo to address difficult economic challenges and remain effective in meeting its core mission. The planning process has become increasingly integrated, linked to the strategic plan, and developed by all stakeholders, both internal and external. Planning processes allow for effective evaluation of budgets and resources in relation to the mission, and CSU-Pueblo is likely entering a period of greater economic stability that can lead to even more effective long-term planning. Further, assessment and evaluation of planning processes are improving and providing reliable evidence of the institution’s effectiveness. Electronic resources for data management have been improved. Decisions for substantive university change are made by units and individuals with designated authority, and this authority is cited in formal university documents. As a result of planning, innovation and change have occurred in all areas of the university, even with increasing external demands, and major policy changes have been reviewed by constituent groups before adoption.

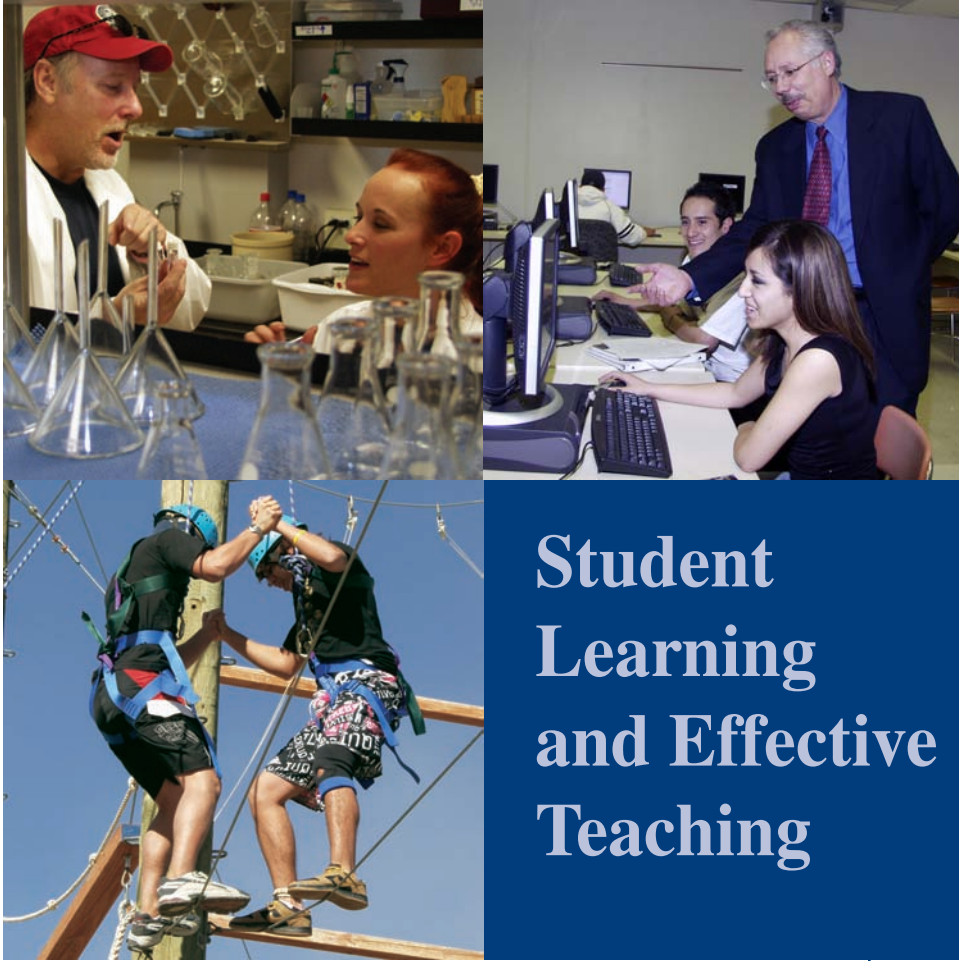
The university has efficiently utilized its limited resources to ensure support for the mission.

¹²⁸ See line 11 of CAPB I Instructions, <http://www.colostate-pueblo.edu/capb/Documents/Forms/CAPB%20I%20Instructions%2012-14-05.doc>.

Recommendations for the Future

- Follow-up and implementation of plans should be improved, so that planning will more fully drive future action.
- CSU-Pueblo should continue reviewing its policies and procedures to ensure they are up-to-date and reasonable.
- Communication of policy changes and decisions to the campus community should become more effective.
- Two important decision-making bodies (University Leadership Team and Deans and Directors Council) should keep records of their meetings and communicate decisions to the university.
- The university should publish a new Administrative/Professional Handbook, publish all policies on the Web, and ensure policies are readily available to all employees.
- CSU-Pueblo should continue to set budgetary priorities to meet the strategic goals of the institution and use resource allocations in areas such as recruitment of diverse faculty, staff, and student populations as measures of success.

Criterion
Three



**Student
Learning
and Effective
Teaching**

Criterion Three: Student Learning & Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Student learning and effective teaching are central to the mission and campus culture of Colorado State University-Pueblo. The preponderance of evidence in the surveys and SWOT analyses done as part of the self-study process and the development of the new strategic plan indicates that the university is perceived to be distinguished by excellent, accessible teachers, small and personal classes, and a welcoming atmosphere for students.¹²⁹ The following discussions show how CSU-Pueblo works to fulfill its educational mission by specifying clear and assessable student-learning outcomes, providing support for and rewarding success in effective teaching, creating effective learning environments, and making teaching and learning the highest budgetary priorities. In researching for this chapter, Task Force members interviewed all department chairs as well as other appropriate faculty and staff, and their comments, often quoted directly, form an important basis for the information provided here. The contents of this chapter, then, are based on insights and impressions from a wide range of individual perspectives.

Core Component 3a: The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Program Learning Goals

CSU-Pueblo states in its mission as one of its distinctive features that it is committed to offering programs that have “a strong professional focus and a firm grounding in the liberal arts and sciences.” Both undergraduate and graduate programs are shaped by this mission.

Undergraduate programs state their program goals and learning outcomes in their department’s section of the catalog. The goals and outcomes are shaped by the nature of the respective disciplines. For example, Liberal Studies (the major taken by all candidates for elementary teacher certification) and Secondary Education emphasis areas have clear goals that meet state K-12 standards. The Teacher Education Program (TEP) standards are aligned with Colorado and national standards for education.

For graduate programs, the expected student learning outcomes along with entrance requirements and course sequencing information are presented together in the Graduate Programs section

Goals and student outcomes for each degree are clearly articulated in the university catalog.

¹²⁹ See <http://www.colostate-pueblo.edu/hlca/Surveys.asp>.

of the catalog. Other graduate programs such as the Master of Science in Applied Natural Sciences (MSANS) and MBA programs also are clearly explained in the catalog.¹³⁰

In summary, department goals and expected student outcomes for each degree, undergraduate and graduate, are clearly and separately articulated in the university catalog and on most department Web sites.

Nearly all major programs list outcomes assessment activities in their catalog entries; those that do not nonetheless engage in annual outcomes assessments. Major programs also participate in an online assessment process that provides a mechanism for continuous review and improvement of program assessment plans and implementation of innovations suggested by assessment results. Eventually all free-standing minor and graduate programs will be included.

Assessment of Student Learning at Course, Program, and Institutional Levels

Course-level assessment of student learning is carried out by individual faculty members via minute papers, clicker feedback, grades on papers, quizzes, exams, journals, and evaluation of other student performances. Students are variously assessed by faculty, by their peers, by professionals within their fields, and by the public (via critiques, peer evaluations, portfolio reviews, performances, exhibitions, public forum presentations, etc.). Formal Student Perception of

Teaching surveys and instructor-initiated questionnaires provide additional evidence of the degree to which students are attaining the learning goals for each course.

At the program level, a variety of assessment techniques are employed, including questionnaires for graduates, senior essays, exit interviews, review of syllabi, and alumni questionnaires. Teacher Education students undergo particularly frequent and careful assessment. The TEP has three points for evaluation of students: at admittance to the program, at admittance to student teaching, and following student teaching. These assessments include portfolio review, video review, standardized testing, and faculty recommendations. All departments participate in five-year program reviews that assess student learning. Some nationally accredited programs like music have national 10-year reviews. Most departments use one or more forms of self-prepared assessment tools such as student portfolios, student surveys, and exit examinations. In some cases, departments use input from advisory boards, in particular in relation to the assessment of their graduates' abilities and/or emerging changes in the preparation for very specific technical career fields such as engineering or computer science. Programs also track the success of their students on nationally normed exams. For example, all education students take standardized accreditation exams (PLACE or PRAXIS). They must pass these tests in order to obtain licensure.¹³¹ Majors in biology, chemistry, business, history, political science, psychology, math, and sociology take Educational Testing Service Major Field Tests (MFT). Results are used to determine the success of the program and to identify changes that should be made. Further details on program-level assessment of student learning are provided below.

¹³⁰ See <http://www.colostate-pueblo.edu/Catalog/2006-2007/GraduatePrograms.htm#NURS>; <http://www.colostate-pueblo.edu/Catalog/2006-2007/GraduatePrograms.htm#ANS>; and <http://www.colostate-pueblo.edu/Catalog/2006-2007/GraduatePrograms.htm#MBA>.

¹³¹ Pass rates of TEP students on these licensure exams for the 2004-2005 school year are available in a document entitled "TEP Place and Praxis Results 2004-2005" at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

At the institutional level, oversight of the general education program at CSU-Pueblo is the responsibility of the General Education Board. This board, consisting of representatives from each of the colleges and the library, students, and staff, regularly reviews the goals and stated purpose of general education, assesses the program as described below, and makes recommendations regarding the program to the Faculty Senate. The catalog defines the goals of general education as follows:

Graduates of Colorado State University-Pueblo are lifelong learners who have developed the intellectual and ethical foundations necessary for an understanding of and respect for humanity as well as the knowledge and skills necessary to adapt to the demands of a rapidly changing society.

To help students achieve these goals, the skills component of the CSU-Pueblo general education program is designed to give students the written communication and quantitative reasoning skills necessary for success in their undergraduate studies and future careers. The knowledge component is designed to give students direct experience in the methods of thought and inquiry in three central areas of academic endeavor: the arts and humanities; the social sciences; and the natural and physical sciences.

Through their experiences in these areas, students develop and refine their ability to

- *Participate in a variety of types of critical inquiry and thought,*
- *Communicate clearly and effectively,*
- *Investigate and understand important social issues,*
- *Appreciate the arts and humanities,*
- *Understand the histories, cultures and experiences of the diverse populations of the United States and the world, and*
- *Understand the influence of science and technology on social institutions and personal relations.¹³²*

These clear goals provide the basis for course design and assessment of student learning.

The Colorado Commission on Higher Education (CCHE), through the efforts of a committee of faculty and administrators (the “GE-25”) from state institutions drawing on recommendations by faculty working committees, has defined competency and content guidelines that general education courses must meet in order for them to be guaranteed to transfer to any other Colorado public institution of higher education.¹³³ The university has submitted all courses in its general education program to be approved for guaranteed transfer, and most have been accepted; therefore, the General Education Board also has used these state guidelines as a basis for evaluating general education courses.

Assessment of general education has taken three directions over the last five years at CSU-Pueblo. First, the university has administered the Academic Profile Test (APT) to juniors and seniors twice, once in 2003 and again in 2005. Questions on the APT concern the humanities, social sciences, and natural sciences and measure

¹³² <http://www.colostate-pueblo.edu/catalog/2006-2007/AcademicPolicies.htm#GenEdReqs>.

¹³³ Information about this program, known as “gtPathways,” is available on the CCHE Web site at <http://www.state.co.us/cche/academic/transfer/index.html>.

Criterion
Three

college-level reading, college-level writing, critical thinking, and mathematics. The test corresponds well with the goals of CSU-Pueblo’s general education program listed above. Scores were generally on a par with scores of students nationwide. A second measure

of assessment has been the process of evaluating courses in the general education program to determine if they meet the state’s

The general education program has thus undergone a significant review and revision.

guidelines for guaranteed transfer. Over several annual rounds, applications were submitted for most courses in the program. A number of courses not approved on first submission were revised to meet the guidelines and were subsequently approved. The General Education Board, or a specially appointed committee consisting of some members of the board, reviewed each application and supporting course syllabi. In many cases, the board made suggestions for improvement that were incorporated into the courses. Certain courses counting for general education at CSU-Pueblo have not been approved for guaranteed transfer either because their category has not yet been reviewed at the state level or because they are not duplicated at other state institutions. These are identified with asterisks in the list of general education courses in the catalog.¹³⁴

Finally, in fall 2005, the board began a third assessment by collecting syllabi and examples of work from first-year students in several cohort groups. The board

has chosen several benchmarks to assess, focusing on writing for this first attempt at evaluating coursework. In collaboration with the English program, it has developed a rubric by which to evaluate the writing samples and will be sharing its findings with course instructors.

The general education program has thus undergone a significant review and revision over the last three or four years, and these changes have made it

more consistent with state standards. The courses have been designed to satisfy criteria agreed upon by representatives of colleges and universities across the state. This has made transfer easier for students and also has resulted in improvements in course content and methodology. In addition, it has increased the amount of conversation that occurs about these courses, both within and between departments. During this process, the criteria for general education courses have been revised and improved.

Other institution-level performance measures, such as graduation and retention rates, regularly tracked by the university through the Office of Institutional Research and Analysis (IR) and the Strategic Planning Oversight Committee, provide insights into student success trends.¹³⁵

The results of these assessments of student learning are available to appropriate constituencies, including students themselves. Students obtain their grades and may obtain results on national accrediting exams. Assessment results also are available to faculty and administration. The new assessment Web site, initiated to align with the CSU system, makes information available to appropriate audiences.¹³⁶

¹³⁴ See p. 54 of the 2006-07 Catalog, or <http://www.colostate-pueblo.edu/catalog/2006-2007/AcademicPolicies.htm>.

¹³⁵ See <http://www.colostate-pueblo.edu/ir/> and <http://www.colostate-pueblo.edu/StrategicPlan/>.

¹³⁶ The CSU-Pueblo Assessment Web site is a secure site open for guest access only to those authorized by the provost.

How Assessment Data Is Reported

IR handles externally reported university-wide assessment information. Graduation rates along with other data are reported to the CCHE. Many departments also keep track of their graduates on an informal basis. The Department of Music is developing a newsletter to increase the contact with alumni, actively works on placing teachers, and follows up on alumni success at an annual state music educators' conference. The results of the MFTs given in various departments and other outcomes-assessment reports are shared with the faculty in each department, deans, and other administrative offices as appropriate. For example, in HSB, all graduating seniors take the MFT, and the results are reviewed each year by the faculty during fall Convocation. The Department of Chemistry reports results of its assessments and other data to the American Chemical Society. The Department of Engineering uses the Fundamentals of Engineering Exam as part of its assessment. The Department of Nursing uses an eight-year self-report and annually reports to National League of Nursing. All departments include information on graduation rates, pass rates on licensing exams, placement rates, and transfer rates in their five-year program review self-studies.

CSU-Pueblo seeks to assess all educational offerings, including off-campus courses. The Division of Continuing Education measures student learning at

CSU-Pueblo seeks to assess all educational offerings, including off-campus courses.

off-campus sites along with print-based correspondence courses for students who are unable to attend classroom based classes via special student evaluation questionnaires. The division also offers Senior-to-Sophomore-CORE (STS) dual-credit courses in area high schools, where student evaluations of courses/teaching are reviewed. The university compiles quantitative institutional research on grades that STS students earn once they have matriculated to the university.¹³⁷

Faculty Set Goals and Measure Outcomes

At the program and course levels, faculty across campus help define expected student-learning outcomes and create the strategies to determine whether those outcomes are achieved. Faculty also determine the specific types of assessments used in each of their classes. Both formative and summative assessment techniques employed program-wide by all but one or two undergraduate major and many minor programs are published in the catalog. Table 3.1 below summarizes the methods indicated in the 2006-07 Catalog as being used specifically to assess student learning. Some departments reported assessment activities not specified in the catalog. Those are indicated in the table by triangles. Other program-assessment activities also are specified in the catalog, such as monitoring curricula and syllabi to ensure that they comply with disciplinary standards and program goals. The university has initiated a thoroughgoing review of all programs' assessment plans and activities conducted through the assessment Web site. There programs post their plans and results.

After review teams provide criticism and suggestions, the plans are revised and new results are posted in the next cycle of what is intended to be an ongoing process aimed at achieving continuous improvement.

¹³⁷ See Senior to Sophomore Enrollee Records at CSU-Pueblo, at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

**Table 3.1:
Methods Used to Assess Student Learning**

Program	1	2	3	4	5	6	7	8	9	10	11	12
CEEPS												
Automotive Industry Management	●		●			●			●			
Engineering	●	●						●				
Engineering Technology							●					●
Athletic Training				●			●					
Exercise Science				●			●		●			
Health Promotion/Wellness				●			●		●			
Recreation				●			●		●			
Nursing				●		●	●	●			●	●
Teacher Education					●			●		▲	●	
CHASS												
Art		▲							●		●	
Chicano Studies		●							●			
English		●		●							●	
Foreign Languages		●		●			●				●	
History									●		●	
Liberal Studies					●			●	●	●	●	
Mass Communications				●	●				●		●	▲
Music							●		●			
Philosophy											●	
Political Science									●		●	
Psychology		▲						▲				
Social Work	▲	▲		▲	▲		▲				●	▲
Sociology								●			●	
CSM												
Biology		●						●			●	
Chemistry								●			●	
Mathematics								●			●	
Physics/Physical Science		●						●	●			
HSB												
Business Programs	▲	▲	▲	▲		▲		●				
Computer Information Systems	●										●	

Key:

- | | |
|---------------------------------------|---------------------------------------|
| 1. Advisory Board Input | 7. In-house Exit Exams |
| 2. Capstone Course/Project | 8. National Standardized Exams |
| 3. Enrollment/retention/grad. rates | 9. Portfolios |
| 4. Exit Questionnaires/Interviews | 10. Program Admission Exams |
| 5. Field Placement Supervisor Reports | 11. Recurrent Evaluations of Progress |
| 6. Graduate Placement Results | 12. Surveys of Graduates, Employers |

Some representative details about the assessment activities summarized in Table 3.1 follow: The weekly Performance Symposia in the Department of Music address national music standards through student critique and evaluation. Departments organize the process of assessment considering university priorities as established through communication from the administration and as they reflect the university mission and strategic plan. The assessments include entrance and exit exams, tests, research papers evaluated by assessment committees, peer reviews and critiques, journals, portfolios, seminars, and presentations. For example, all art majors are required to keep visual documentation of their three most successful projects from each art class. The professor from each class judges the work during that class, so that the final critique for that class is the presentation of work that already has been assessed several times. A final presentation (Art 410) for graduation is a formal portfolio review of all those successes from all those previous classes. Students who have not yet been successful in the previous classes are ineligible to sign up for Art 410. Other departments have retreats where curriculum and learning are discussed. Automotive Industry Management (AIM), the Department of Engineering, and the Hasan School of Business (HSB) work with advisory boards utilizing industry representatives from outside the university.

Results of these assessments are regularly used in curricular decisions. For example, the Department of Biology found its students were performing low in cellular biology on the MFT, so the department added a course to aid the students in that area. Scores continue to be monitored. Similarly, the English program's annual review of papers submitted in the capstone senior seminar revealed weakness in research methods and literary theory. As a result, the course in the latter subject became a universal English major requirement and the faculty agreed to assign research papers in all appropriate 300-level literature courses. Current concerns about the performance of incoming transfer students have prompted the history and political science programs to initiate specific course sections restricted for transfer students to identify any problems these students may be experiencing. HSB has committees that review syllabi to verify that goals and outcomes are clearly listed and that courses demonstrate the proper amount of coverage and rigor. The committee meets with faculty if they think the syllabi need improvements. The majority of departments on campus also have curriculum committees that address what strategies are needed.

Each department reviews its assessment effectiveness during the five-year program review process. In addition, the Art Department has its own assessment Web site that highlights senior capstone presentations. Psychology uses Student Academic Performance Outcomes as a basis to revise its curriculum. AIM evaluates student portfolios bi-annually. TEP follows the state's K-12 guidelines and meets each year to review the program statistics and all results from the PLACE and PRAXIS tests. All programs now are engaged in an annual cycle of assessment planning and review via the assessment Web site mentioned above.

Core Component 3b: The organization values and supports effective teaching.

Faculty Qualifications and Curricular Role

Most ranked faculty have appropriate terminal degrees; moreover, 66.5 percent have doctorates, according to the 2006 *Fact Book*.¹³⁸ Adjunct instructors, however, may be hired without terminal degrees, and experience in the field sometimes is counted as a qualification, particularly in departments such as AIM, Exercise, Health Promotion, and Recreation (EXHPR), Mass Communications, and Nursing. Most faculty are members of appropriate professional organizations in their fields, some in leadership roles, and many regularly attend appropriate regional and national conferences. Additional information about CSU-Pueblo faculty qualifications is included under Criterion Four.

In all departments, faculty determine the curricular content of their courses. Their decisions may be driven by the requirements of accrediting bodies or input from advisory boards, as for example in Computer Information Systems (CIS), Nursing, and Social Work. Other units (e.g., HSB) have curriculum committees that review the content of various courses. In some cases, there is a difference in how that works for core courses vs. upper-level elective courses. That is, core courses that prepare students for upper-level courses may be more controlled by the departmental faculty as a whole

than the upper-level courses. In all cases, faculty communicate with each other about content as well as pedagogical methods for teaching that content. Finally, each college has a curriculum committee, and the university has the Curriculum and Academic Programs Board (CAPB) that reviews and approves all curricular changes. Both the college committees and the university board are composed almost entirely of faculty, although administrators participate ex officio on the CAPB, along with a student representative.¹³⁹

The process is a little different for Continuing Education courses. In those cases, instructors, who are often adjuncts, may not have terminal degrees, but their qualifications and syllabi are reviewed by department chairs or program coordinators for initial employment and annual renewal in a process supervised by Continuing Education staff. Ongoing interaction between the faculty teaching Continuing Education courses and the departments where these courses reside, as well as the oversight of these courses and faculty by those departments, is expected but varies greatly across the university. More interaction and oversight may be needed in some departments. The STS-CORE Quality Task Force has been meeting for the past three years to promote closer oversight and collaboration between campus faculty and instructors in the high schools. Regular faculty members oversee the BSW program in Colorado Springs and often participate as instructors in the sociology/criminology major and business minor programs there.

Professional Development for Teaching in Varied Environments

Support of professional development in teaching varies from department to department. Travel money for professional development often is available. CIS uses

¹³⁸ See <http://www.colostate-pueblo.edu/ir/factbook/>.

¹³⁹ For the current membership of the CAPB, see <http://www.colostate-pueblo.edu/facultysenate/BoardsAndCommittees/SenateBoardsAndCommittees.asp>; for additional information about the board, see <http://www.colostate-pueblo.edu/capb/>, and under Core Component 4c below.

money from differential tuition to pay stipends to faculty who are obtaining certification in new specific areas. The Instructional Technology Center (ITC) provides support for using technology in teaching, offering workshops as well as individualized instruction for faculty on emerging technology that can be implemented into the academic curriculum to support a more technology-enriched learning environment.

The CHASS Teaching Committee supports monthly “Talking About Teaching” workshops, which are available to all faculty in the university. Typically about 15 individuals attend. CSM has a “Teaching Circle” that meets on alternate weeks. Approximately eight faculty members attend these discussion meetings.

Some faculty reported to the Self-Study Task Force perceiving a decline in on-campus university-sponsored faculty development opportunities apart from the ITC in recent years. The university has, however, generally sponsored at least one faculty-development activity during Convocation Week and speakers or workshops on other occasions, addressing such topics as writing for learning across the curriculum. In 2006, Dr. Brenda Allen of the University of Colorado at Denver Health Sciences Center led a workshop entitled “Difference Matters: Creating an Inclusive Learning Environment.” In 2005, Roger Bowen, General Secretary of the American Association of University Professors, presented “Academic Freedom and the

AAUP.” In 2004, Dr. Mark Taylor of Arkansas State University-Beebe discussed a matter of importance for all faculty, “Generation NeXt Comes to College.” In 2003, the provost conducted a workshop on enrollment management and advising. In 2002, a workshop on diversity was offered. Provost Barbara Montgomery recently supplied all faculty with copies of Ken Bain’s book *What the Best College Teachers Do* (Cambridge: Harvard University Press, 2004), which spurred discussion on campus. Bain then presented a series of well-attended workshops on campus over a two-day period in September, 2006.

The lack of a formal Faculty Development Center and a Faculty Development Coordinator, which both existed in the past but were discontinued for a number of reasons including financial constraints, has been mentioned by some faculty as a weakness at the institutional level. Support for such a center and position would send a stronger message that the university values professional development in teaching for faculty.

Evaluation and Recognition of Teaching

The university evaluates the teaching of faculty each year through the Annual Performance Review (APR) process. Faculty report about their activities, and then are rated by their department chairs. In addition, Student Perceptions of Teaching Questionnaires are administered in each course each semester, and the results are included in the APR review. The following passage from section 2.8.2.1.2 of the *Faculty Handbook* gives the official guidelines for evaluation of teaching, which are followed for the APR reviews and for promotion and tenure decisions:

The university evaluates the teaching of faculty each year through the Annual Performance Review process.

2.8.2.1.2 Evidence in the Category of Teaching or Librarianship

Assessment of performance in meeting basic responsibilities and in meeting performance expectations in the category of teaching or librarianship, may include use of such evidence listed below. Additional forms of evidence may be used by mutual consent of the faculty members and the Department Chair.

In no case should an individual faculty member's teaching be evaluated for tenure and promotion or annual performance review purposes solely on the basis of the self report of teaching and the student perceptions of teaching. Some additional means must be used, selected from the list below or from the unit standards.

- a. *self-report of activities linked to individual, department, and college goals;
- b. course syllabi evaluation (as reviewed by peers/colleagues and/or Department Chair);
- c. peer/colleague evaluations (required for Comprehensive Post Tenure Review);
- d. student perceptions of teaching and learning;
- e. student outcomes;
- f. professional development activities such as participation in course work, seminars, conferences, or workshops, which cover skills and knowledge of teaching, or skills in librarianship;
- g. peer, department chair, or supervisor observations.
- h. participation in department/college/university workshops which cover skills, knowledge and assessment of teaching effectiveness or skills in librarianship;
- i. record of examining and utilizing best practices for respective discipline (best practices to be determined by departmental criteria);
- j. record of examining and/or utilizing technologies to enhance the teaching and learning environment;

Note: Item marked with * must be addressed by all faculty. Evidence criteria are not rank ordered.¹⁴⁰

Grade distributions often are a part of the evaluation, as are teaching innovations, incorporation of scholarship into teaching, and mentoring of students in scholarly collaborations with faculty. Excellent performance in teaching contributes significantly to the APR rating, which, in turn, determines the faculty member's salary increase for the following contract year. With the exception of equity adjustments and promotion increments, all salary increases for faculty are merit-based. Tenure and promotion standards and the criteria for five-year post-tenure review mandate effective teaching, usually measured in several ways, including supervisor and peer reviews based on classroom observations.¹⁴¹

The university recognizes and celebrates effective teaching by choosing one faculty member as recipient of the annual University Award for Excellence in Teaching. Colleges also designate an Outstanding Faculty Member each year, and some departments provide their own awards.

On the university-wide survey given as part of this self-study, of all the questions about student learning and effective teaching, the question "CSU-Pueblo evaluates teaching well" scored lowest and had the greatest gap between importance and success.¹⁴² Apparently, this process is seen as very important, but some do not believe it is being done well. Despite the explicit prohibition against over-reliance on student perceptions in the heading to the *Faculty Handbook* section quoted above, many faculty see much of the assessment of teaching to be based on student questionnaires given at the end of the course. These surveys are not nationally normed and can be difficult to analyze in any meaningful way. According to the results of the HERI survey given during the fall of 2005, 56 percent of faculty believed that the student surveys accounted for a

¹⁴⁰ See <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

¹⁴¹ University standards for tenure, promotion, and post-tenure review are included in the Faculty Handbook, section 2.10. See <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

¹⁴² See <http://www.colostate-pueblo.edu/hlca/Surveys.asp>.

majority of their teaching APR score,¹⁴³ and 37 percent believed that it was somewhat important but did not contribute 50 percent of their teaching APR score. The results of the SWOT survey, however, indicate that faculty and students generally believe teaching is of high quality at the university and that student-faculty interactions are perceived to be a strength of the educational process.¹⁴⁴

Support for Improved Pedagogy

Course fees and the Student Technology Fee often are used to fund teaching innovations and improvements in teaching technology. In some cases, differential tuition is used for these improvements. In addition, the travel opportunities mentioned above indicate support, as well as on-site presentations and workshops. Blackboard allows faculty to interact electronically with students as well as support their learning more effectively, especially in large courses. For more information about the use of technology in teaching, see “High-Tech Learning Environments” under Core Component 3c. The Department of Music has a new technology lab that was provided because of the program’s need for this technology for accreditation. Departmental technology facilities benefit a number of other programs as well, including Art, CIS, English, Foreign Languages, Mass Communication, and Psychology.

Most departments report that faculty are developing and using innovative techniques, and that they are supported in those endeavors in various ways. For example,

some faculty have received released time for making innovations. Faculty in English and business are developing problem-based learning techniques using Internet resources. However, it is important to note that, in some cases, innovative practices lead to lowered student evaluations, at least initially, and it is not clear how that challenge is addressed in the different departments and colleges.

Core Component 3c: The organization creates effective learning environments

Using Assessment to Improve Support for Learning

As noted above, a wide variety of assessments are used to promote improvement in curriculum, pedagogy, instructional resources, and student services at CSU-Pueblo. The library reports using an extensive collection of quantitative assessment tools to drive its improvement process, as follows: “a bi-annual faculty/student satisfaction survey which measures respondents’ perceived quality of services and resources . . . assessment of our collections and services, such as circulation statistics, database usage statistics, building traffic counts, number of reference questions, etc. to determine the effectiveness of our services and to guide collection development.” In certain departments, such as Math and English, in which a large number of courses reflect general education requirements, faculty also rely on informal input from other departments to structure and modify their curricula.

The evaluation of assessment results and implementation of change in curriculum and other areas vary by department as well. In several departments, improvements are primarily an individual faculty responsibility occurring routinely through course-level evaluation. In most departments, there is a group process driven by discussion in

¹⁴³ <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

¹⁴⁴ <http://www.colostate-pueblo.edu/hlca/Surveys.asp>.

Criterion
Three

regular faculty meetings and/or special planning sessions. CIS specifically assesses student input regarding courses at mid-semester so as to initiate change prior to completion of the course. Faculty interaction in decision-making appears to occur in particular in relation to curriculum change and the development of instructional resources. Changes in pedagogy largely are the responsibility of individual instructors, while changes in student services are implemented by units such as the library or Student Academic Services.

The university can improve performance in this regard by further training faculty and staff in the use of objective assessment tools to make systematic adjustments in curriculum, pedagogy, instructional resources, and the types of student services provided.

economic, social, and residential diversity.” Also important in this regard are the creation of a positive learning environment, efforts to address different learning styles, experiential learning opportunities, guest speakers from the community, courses focused on diverse subcultures, flexible course schedules, and grant applications seeking support for both underrepresented groups and academically challenged learners. Another crucial piece to the success of diverse learners is the simple value of individual faculty providing additional support to challenged students outside of classes in the form of one-on-one assistance, advising, study groups, and online interaction. The SWOT analysis and the university-wide survey indicate that students and faculty alike consider small class sizes and quality student-faculty interaction both strengths of the university.¹⁴⁵

As a practical example, TEP’s approach to supporting diversity is as follows: “The Teacher Education Program provides individualized support plans for students. It provides workshops and study groups and keeps track of individual students’ success. The program establishes communities of support—using collaborative and cooperative learning. A very active Teacher Education Association helps build the communities of support.” More than 50 percent of teacher education students are active members. There also is a mentoring system for advising, and the program develops learning communities for students. Site coordinators are present in schools, the program has its own early alert system, and all assessment data sets are disaggregated by ethnicity, major, gender, and matriculation type.

The racial diversity in student make-up and active attempts to recruit underrepresented populations in both student body and faculty are clear in many departments. Nursing, for instance, has a 35 percent minority enrollment and 20 percent male enrollment, both of which are extremely high among nursing programs.

Departments recognize the need to provide support and encouragement for a diversity of learners.

Supporting Diverse Learners

In general, the majority of departments recognize the need to provide support and encouragement for a diversity of learners. These efforts include the provision of special learning resources to assist those with academic difficulties such as the Math Learning Center, the Writing Room, the Language Lab, the College Algebra Group Learning Program, the Business Tutoring Center, and Student Support Services. In addition, remedial courses, many and varied student services, and small class sizes are examples of student support. The President’s Leadership Program is committed to the “development of a student cohort that reflects the university’s diversity goals and standards, including gender, ethnic,

¹⁴⁵ See <http://www.colostate-pueblo.edu/hlca/Surveys.asp>.

Apart from the Division of Continuing Education, CSU-Pueblo currently has little experience with distance education and delivery of academic support outside of traditional channels. However, TEP offers several online courses, and many departments offer Independent Study courses conducted by print correspondence and/or e-mail and Senior-to-Sophomore-CORE dual credit courses in area high schools through Continuing Education. In addition, there has been some experimentation with hybrid courses (part on-line, part face-to-face) by both CIS and Nursing. Faculty express concern about the success, or rather lack thereof, for on-campus students who have attempted distance learning, many of whom fail to complete courses for which they register. While not a true on-line course, many departments use the Blackboard Course Management Software and departmental Web sites to provide support and 24/7 access for students.¹⁴⁶ The Writing Room, the Business Tutoring Center, and the Math Learning Center provide additional student support outside of the classrooms and faculty offices. The Writing Room tutors¹⁴⁷ also can be consulted on line. Finally, the library makes its collection available through online catalogs and databases that can be accessed from on or off campus. This is an area in which

Blackboard Web sites provide support and 24/7 access for students.

the university has an opportunity to make further progress, particularly in light of the largely rural character of the southern Colorado region that it serves and the rapidly shifting nature of education, which is being shaped to some degree through innovative uses of technology.

The university's large contingent of international students receives special support tailored to their needs through the Office of International Programs. In collaboration with Continuing Education, the office provides a program in English as a Second Language for those students not meeting minimum TOEFL scores, the English Language Institute. International students receive scholarships to defray a portion of their tuition costs. The office also sponsors tutoring and assistance with housing and other practical issues as well as social events.¹⁴⁸ The English program offers a course for international students entitled Introduction to American Academic Discourse, which aims to smooth their adjustment to the mores and expectations in U.S. higher education, especially regarding academic writing and classroom interactions.

Advising for Student Success

The student advisement process is perceived as an area of strength for CSU-Pueblo academic programs, as epitomized by the following comment from one department chair: "The university clearly values the advisement process in support of the learning process. They have recently established a university task force, of which I am a part, to review and revamp the advising process." Many students also indicated this as a strength in their surveys, though some also mentioned it as a weakness, indicating that there is probably an uneven quality to the advising

¹⁴⁶ See below under "High-Tech Learning Environments" for further details.

¹⁴⁷ For information about the Writing Room and its On-line Writing Lab (OWL), see <http://www.colostate-pueblo.edu/owl/services.asp>; for the Math Learning Center, see <http://csm.colostate-pueblo.edu/math/learningcenter/>.

¹⁴⁸ For more information about the Office of International Programs, see <http://www.colostate-pueblo.edu/InternationalPrograms/>.

Criterion Three

88

process across the campus. Aware of the importance of academic advising to retention and student success, the university, as noted in the Introduction, has repeatedly undertaken initiatives to improve the advising process, recently moving from a centralized, “intrusive” advising system to a decentralized, program-based system, and finally returning to a partially centralized system for first-year and undeclared students. An Advising Task Force studied and reported on the issue.¹⁴⁹ Lead Advisors for each college have been appointed, and the new *Faculty Advising Handbook* has been published to assist faculty.¹⁵⁰

While the problem of advising overload is certainly an issue in some high-enrollment programs (e.g., Nursing and EXHPR), virtually all departments have advisement strategies designed to make the focus of advisement meetings more than simply course scheduling and allow faculty better to assist individual students in creating appropriate and individualized approaches to academic progress that take into account individual traits and special circumstances. These strategies include

- the development of advisement tracking plans (in many cases electronically) and sample four-year plans,
- increased numbers and length of meetings per semester,
- use of Lead Advisors and formal advisement training within departments,
- the allocation of students to advisors based on their specific course of study emphasis,
- creation of an advising

- handbook,
- faculty availability beyond office hours,
- providing remedial coursework,
- building progressive coursework in the major,
- encouraging the enrollment in internships,
- utilizing work portfolios,
- focusing on course readiness, and
- directing students to support services as warranted.

High-enrollment programs have developed effective advising techniques. For example, Nursing has worked to improve its advisement process as follows: “We have created a departmental advisor who does pre-admissions, essentially handling class scheduling. We also pre-schedule clinical settings for each student well in advance. This has allowed our faculty to use advising appointments to discuss topics more directly related to the teaching and learning process.” EXHPR has handled its overload by creating electronic advisement forms; handling advising in person, by phone, and via e-mail; assigning students to advisors by area of emphasis and constantly reminding students of upcoming requirements through the use of Blackboard and in-class announcements. HSB delegates advising to two professional advisors, supported by the department chair. Like most programs, HSB maintains individual files on all students to track advising. HSB also holds an “Advising Blitz” each semester, during which students meet with advisors to set their schedules for the next semester and discuss any other concerns.

In the MSANS program, “The director advises new students, and when students are more involved with one professor, those professors advise their students. However, students maintain contact with the director throughout the entire program. Students design their own course of study with the help and consultation of their major advisor.

¹⁴⁹ The Advising Task Force Report can be found at <http://www.colostate-pueblo.edu/reports/reports/>.

¹⁵⁰ See <http://www.colostate-pueblo.edu/sas/docs/FacultyAdvisingHandbook.pdf>.

The committee, department chair, dean, and director all sign off on that program.” Similar procedures are followed in the English MA program.

Campus-wide, the Records office is implementing a Degree Audit Reporting System (DARS). This program will enable students and advisors to track progress toward meeting graduation requirements more accurately, more efficiently, and on an ongoing basis from the beginning of their studies.

High-Tech Learning Environments

New technologies are used throughout the university to enhance learning. For example, most programs use the Blackboard course management software in addition to technology-equipped multimedia classrooms, which in the last year have been expanded from 32 to 60. Many of these classrooms are configured with a professor workstation with interactive display technology, video and data projector, electronic projection screen, and DVD/VCR combo players with audio amplifiers and speakers. A number of faculty use “clicker” technology to allow students to provide instant feedback, particularly in large lecture courses. Departmental labs (e.g., the Foreign Languages program’s multimedia lab, various science labs, Music’s multimedia lab, and the Mass Communications Department’s radio, newspaper, television, digital editing, and multimedia labs) provide access to discipline-specific hardware and software. Some departments (e.g.,

New technologies are used throughout the university to enhance learning.

Engineering and CIS) charge an additional technology fee to support computer labs and other specialized technology for their students. More advanced technologies also are being used. Nursing uses physiological simulators, computer simulators, and virtual reality helmets for the purpose of creating realistic learning and assessment situations. And finally, wireless Internet access is being implemented, with the Occhiato University Center receiving wireless in spring 2005, the Chemistry building in summer 2005, the library in fall 2005, the Technology building in spring 2006, and HSB in summer 2006, with an anticipated campus-wide implementation during the 2006-2007 academic year.

For the university in general, keeping pace with technological developments that support the educational process is critical to long-term success. A Student Technology Fee was implemented in recent years, and monies have been used to support campus IT infrastructure as well as program-specific technology projects related to specific course objectives.

Assessment of Learning Environments

As mentioned above, all programs undergo regular five-year reviews; during this process programs look at how well students are performing in terms of retention, success on nationally normed exams, and success beyond CSU-Pueblo in admission to graduate programs or employment. This review allows each program to consider if its facilities, strategies, and activities are succeeding. Advisory board reviews are another place where such analyses occur. In addition, the new online assessment program described earlier will make this a yearly process.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

Access to Resources

CSU-Pueblo provides access for faculty, students, staff, and members of the community to a variety of resources to support teaching and learning across the campus. These include laboratory and studio facilities, tutoring and advising centers, library print and online resources, smart classrooms, wireless capability, and both general and specialized computer labs. In general, facilities for teaching and learning are adequate and, in some cases, state of the art. Several programs find that the ability to teach in computerized classrooms is an advantage. Other programs, such as Biology, Business, CIS, Mass Communications, and Psychology, find that their access to technology-rich teaching laboratories helps support their curriculum. Mass Communications and Music have studio and production facilities that support teaching and learning. Library resources are available in both print and online formats to provide access both on and off campus. The library has assigned a liaison to each academic department and works with departmental faculty members to ensure that the library's collection supports the curriculum. Other online learning resources such as Blackboard, library electronic resources, and departmental and course-specific Web pages are available to students via the campus Web site (<http://www.colostate-pueblo.edu>) through the Faculty and Staff or TWOLF Student portals.

However, support for learning technology is not uniform across the campus. For example, faculty members from the Department of Art use Macintoshes to support their digital media computer lab, and some academic departments use different software packages to support their academic curricula. They report less than adequate support from an over-extended ITS. In total, there are more than 1,600 desktop computers on campus, 750 in 55 student labs—a ratio of 1 PC for every 5 students, which is substantially better than the national average. The campus boasts 60 multimedia classrooms, more than 400 printers, and 300+ software applications. These high levels have had a striking impact on how campus-wide technology can be supported given the limited funding, staffing, and resources of not only the academic departments but also of ITS. Due to the lack of available resources, student technology is funded through department operating budgets, student technology fees, student lab fees, grants, and periodic college technology funds. In the Department of Nursing, because of the fast growth of the program, the need for resources has outpaced the development of centralized funding sources. In spite of having adequate staffing to keep labs open, these rooms often are unavailable to students because they must be used as classrooms.

Campus learning and support centers that provide assistance to students include the Writing Room, Math Learning Center, Business Tutoring Center, First-Year Student Center, Student Support Services (SSS), Disability Services, and the library's reference desk and instructional services. While there is great need by CSU-Pueblo students for these services, they are in some cases underutilized. While there also is need for more specialized disciplinary tutoring, a wide array of tutoring services already is available, including SSS, the Math Learning Center, the Writing Room, and various college- or department-sponsored services.

The tutors in all of these programs are frequently peer tutors, working under professional supervision.¹⁵¹ The newly opened First-Year Student Center integrates services from several of these units in an attempt to improve support for first-year students.

SSS is funded by federal grants and is available to low-income, first-generation, or disabled students. To enroll with SSS, students must show academic need, which can be demonstrated by an ACT score of 18 or below, probationary status, a GPA below 2.0, a GED degree, or transfer from a two-year institution. SSS tries to provide tutoring in all subjects, depending on the semester and the availability of qualified tutors. The program also offers supplemental instruction in “challenge courses” such as basic anatomy and physiology, English composition, and chemistry classes. The primary focus of the program is retention. SSS gauges its success by tracking the retention, academic success, and graduation rates of its enrollees, which are reported to the granting agency. The report for 2004-2005 shows that the program met or exceeded all its performance objectives.¹⁵²

The Math Learning Center provides tutoring for all math classes and for all math-related questions, whether they pertain to a math class or not. The center is open to all CSU-Pueblo students. Requirements for tutors are that they must have completed Calculus and Analytic Geometry II with at least

a B, must have at least a 2.0 GPA, and must have excellent people skills, knowledge of graphic calculators, and a letter of recommendation from a member of the math faculty. Currently, the Math Learning Center measures its success by how heavily it is utilized, but also is looking into other assessment methods.¹⁵³

The Writing Room provides individualized tutoring in both the regular and satellite locations and in online sessions. The goal of the Writing Room is to help writers become more independent by teaching them about revising—including organization, development, and grammar. Tutors will help students with any academic assignments, creative writing, application letters, and essays, and any writing questions they have. The Writing Room tutors work with anyone looking for assistance in writing. International students are frequent clients. The Writing Room serves primarily CSU-Pueblo students, but also works with Senior-to-Sophomore-CORE District 60 students and anyone who submits writing to the Online Writing Lab. There is no restriction on major or ability level. As for measuring success, all tutors have an idea of what a successful session is, but the Writing Room does not collect or base reports on those responses. Tutors do keep track of every student using Writing Room services. Total numbers including time spent with a tutor are included in the annual report for Student Academic Services (SAS). The Writing Room staff cross-reference students working with other programs in SAS and various communities on campus. The staff has in the past done satisfaction surveys and grade evaluation of Writing Room clients, but a formal study, which would likely include a comparative analysis of writing samples, has not been undertaken, due to lack of resources.¹⁵⁴

The Writing Room provides individualized tutoring in both the regular and satellite locations and in online sessions

¹⁵¹ Details about the use and performance of these services can be found in “Report on Review of Student Academic Support Services,” in the Resource Room binder labeled “University Response to the Cardenas Report,” at tab 13.

¹⁵² See “Section IV: Project Performance Outcomes” table in the Student Support Services folder in the Resource Room.

¹⁵³ Information about the Math Learning Center can be found at <http://csm.colostate-pueblo.edu/math/learningcenter/>.

¹⁵⁴ Information about the Writing Room can be found at <http://www.colostate-pueblo.edu/owl/services.asp>.

Criterion Three

92

Various colleges or academic departments at CSU-Pueblo also provide tutoring services for courses in their respective disciplines. HSB currently provides tutoring for Accounting 201, Accounting 202, Economics 201, Economics 202, and the business statistics courses. The school has plans to make tutors available for all business classes starting in fall 2006. Success of the business tutoring program is measured by tracking grades of tutored students in the classes for which they receive tutoring. In CHASS, tutoring is provided at the department level by a few departments. Psychology has two teaching assistants who conduct optional weekly review sessions for students in several classes. The Department of History, Political Science, Philosophy, and Geography usually has one or two tutors funded with work-study money who help students with one-on-one tutoring in courses offered by the department. Similarly, the Spanish program usually has two work-study tutors who are native speakers, available to help students on a drop-in basis. Italian sometimes has a tutor, too, if a native speaker is available. The work-study tutors typically are available 15 hours a week. Beyond impressionistic observations from teachers (“The students who seek tutoring help do better and, in some cases, improve their performance”), in CHASS there is no assessment of the effects of tutoring on student performance, for the programs mentioned above.

Many academic departments across the campus, however, do evaluate the use of learning resources. In some cases, this process is driven by accreditation

requirements. For example, the Departments of Chemistry, Music, Engineering, and Business track availability and usage of library resources in order to provide information to their accrediting bodies. In other cases, evaluation is an ongoing part of the department’s activities. Several departments, including EXHPR, Nursing, and Teacher Education, evaluate the use of learning resources in various ways including student surveys and questionnaires, course evaluations, faculty self-evaluations and departmental faculty discussions, and formal research. The academic support units on campus such as ITS, the library, Student Academic Services, and the Math Learning Center also evaluate the effectiveness of their services by tracking usage of specific services offered, collecting demographic information and success rates for individual students, and by measuring satisfaction through surveys and interviews.¹⁵⁵

Institutional Support for Learning Resources

The creation of the ITC was a successful initiative and has provided much needed support and training for university faculty and staff in using technology effectively, due to the increased demand in integrating technology in the academic curriculum and learning environments. At the conclusion of its initial grant period, the university included a somewhat reduced version of the program in the regular budget to ensure its ongoing support. Because the university considers the ITC critical to the successful implementation and use of technology, additional funding will be sought to enhance and expand the center. Some individual departments support the use of technology both by sending faculty and staff to training off-campus and by bringing experts to campus to provide training. Some faculty members report unsatisfactory levels of technology support and slow response time to requests for support from ITS, which ITS attributes to the limited resources available and to high volume of new installations and

¹⁵⁵ See “Report on Review of Student Academic Support Services” and its attachments in the Resource Room binder labeled “University Response to the Cardenas Report,” at tab 13.

support requests which normally occur during the start of every semester as faculty return to the campus.

Currently, no centralized support mechanism exists for teaching students to use technology effectively. This important task is handled primarily within the departments. Some departments require their students to take course modules offered by CIS in using

various computer applications. Many departments also provide instruction for their own students in using discipline-specific applications. ITS provides student lab monitors for the two centrally supported labs and a central help desk to answer questions relating to hardware, software, and connectivity issues but does not have the staff or resources to provide application support for students. The library regularly instructs students and faculty in using instructional technology and online resources to conduct research and to access and evaluate information. In the future, the library plans to explore expanding its services to become more involved in supporting faculty and students in using technology to understand and manipulate information and to create and publish research.

The budget cuts of recent years that have resulted in lost faculty and staff positions across campus have included those in learning-support programs. Some of these positions are still vacant or have been abolished. In addition, many of the learning centers and laboratories

available for student use are not staffed adequately to accommodate availability and usability. For example, many computer and research labs rely solely on work-study students for staffing, which is restricting because departments are limited to the number of work-study students they can hire. Further considerations that contribute to lack of support through work-study and student workers are the limited availability these workers have and establishing realistic workload expectations of student employees.

Departments provide instruction in using discipline-specific applications.

Departments with grant positions such as Nursing and Teacher Education have been able to create new support positions and hire faculty and staff. The Library Task

Force reported in 2004 that the library is understaffed in comparison to its peers.¹⁵⁶ Several academic departments report large class size as evidence of inadequate faculty numbers.

Partnerships in Support of Student Learning

Internships and informal agreements with community organizations on an individual department basis enhance student learning. Students in business, chemistry, CIS, English, history, nursing, social work, and other programs have opportunities to work in the community through internships and placement in research positions. In addition, the Department of Nursing has extensive community partnerships resulting in approximately \$300,000 in funding for its program, including the complete funding for its graduate program. These partnerships also have been instrumental in increasing enrollment numbers from 30 to 90 students admitted yearly in Nursing. Forty percent of the total program budget is from grant dollars. The Department of Music has successful partnerships with the Pueblo Symphony, Pueblo Chorale, Pueblo Children’s Chorale, area high

¹⁵⁶ See <http://www.colostate-pueblo.edu/reports/reports/> for a link to the Library Task Force Report.

schools, the Sangre de Cristo Arts Center, the Southern Colorado Theatre Company, and other arts groups. The Department of Mass Communication coordinates with Rocky Mountain PBS and the Pueblo Community College program to run digital video media labs. As mentioned above, the CCHE has created a structure for all Colorado institutions of higher education that supports a common core of general education classes that will transfer to other institutions. This and articulation agreements with community colleges allow for a smooth transition to the university for students who have attended two-year colleges.¹⁵⁷

On-campus partnerships also offer opportunities to students. The FOCUS First-year Experience program, piloted for two years up to 2005-2006 and to be instituted campus-wide under a Title V grant in 2007-2008, is an illustration of developing partnerships among campus entities. With the First-Year Center in the library, students have access to many resources. In addition, English classes are paired with entry-level classes that are required for majors across campus. These classes are taught in conjunction with one another and share a one-hour lab time for instructors to work with students on joint projects. In the future, closer alliances between the library and SAS and the library and ITS will allow for more integrated support to enhance student success.

One area of potential on-campus partnerships that has not developed fully is team teaching. Additional possibilities for innovative team-teaching are inhibited by the university's sometimes inflexible faculty teaching-load structure and the state mandate for programs to teach their curriculum within a 120-credit-hour limit.

Budgeting for Improvement in Teaching and Learning

As frequently mentioned in this report, budget issues have been a major problem at the university in recent years. Most departments do not receive adequate funding to make optimal improvements in teaching and learning. Budget cuts over the last four years have resulted in lost faculty and staff positions across campus, but, as shown under Criteria One and Two, during the downsizing, every effort was made to preserve those positions and programs deemed central to the university's mission, that is, those directly affecting student learning. A more favorable state financial picture for higher education promises better opportunities for development over the next four to five years.

Besides staffing difficulties, support for travel for faculty to attend conferences and pedagogical workshops to learn ways to improve their teaching varies widely from department to department, with those programs benefiting from grant indirect costs or Senior-to-Sophomore CORE revenue able to support higher levels of professional development expenditures than others. In 2004-2005, all programs in CHASS benefited from a special allocation derived from the Capps Cappozolo Endowment for the Arts in support of professional development. A related problem concerns salary levels. Despite

¹⁵⁷ Information about the general education transfer agreement, gtPathways, and the articulation agreements for transfer from community colleges to universities in Colorado can be found at <http://www.state.co.us/cche/academic/transfer/index.html>.

Further details about university partnerships are provided below under Criteria 4 and 5.

recent increases, faculty salaries in a number of programs are not competitive, and positions in several programs that were cut or vacated in the past have not been successfully filled, thus limiting class offerings and availability. The Department of Chemistry and the Department of Mathematics and Physics complain that large class sizes show effective teaching is not a budgetary priority. This is particularly important given the comments from the SWOT analysis where students and faculty indicated that small class size was one of the most important strengths of the university.¹⁵⁸

The few departments that have experienced growth recently, such as Nursing and Teacher Education, have been supported by outside dollars, including both grants and private funding. Programs with growing enrollments but little outside funding have seen generally increasing class sizes.

Conclusion

Learning goals and projected student outcomes are clearly articulated for each undergraduate or graduate department or program. Assessments of student achievements are available to each individual student and to university departments and programs.

Performance and pass rates are analyzed. There are opportunities to identify strengths and weaknesses. If students perform poorly in a content area, assessments help to inform changes in curriculum. Finally, program reviews, university strategic plans and oversight committees, and accreditation reports evaluate assessment strengths and weaknesses. The university values and supports effective teaching by making teaching a key component of faculty performance reviews, recognizing outstanding teachers with annual awards, and supplying professional development and technological support for innovative pedagogy.

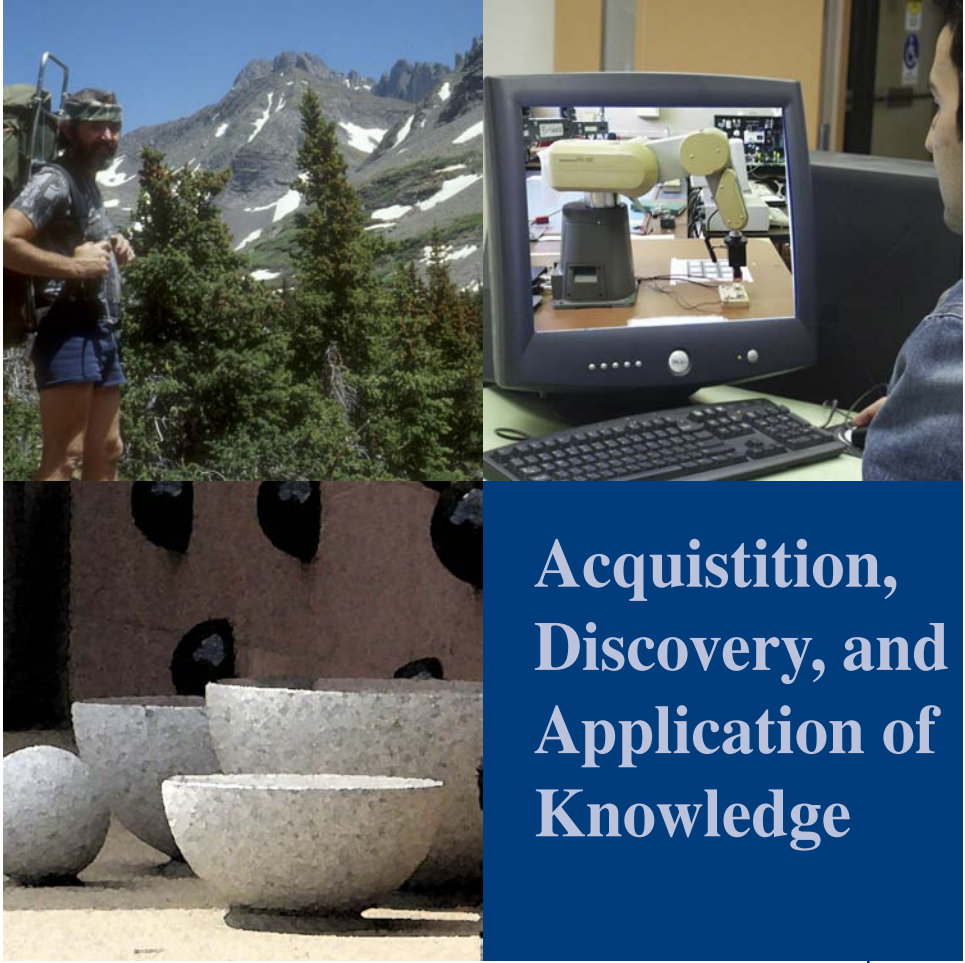
The majority of departments clearly value and support a diversity of learners and staff. Many are making active attempts to create a learning environment that allows learners from a variety of backgrounds and academic skill levels to succeed, often by virtue of the faculty's willingness to interact with students one on one outside the classroom as well as inside it. A major strength of the CSU-Pueblo academic program lies in the ability to provide individualized, timely, and effective advisement focused on successful academic progress, career preparation, and the progressive development of academic abilities. The university offers varied and valuable services to support student learning, from face-to-face tutoring to advanced technologies, within the limits of available staff and budgetary resources.

¹⁵⁸ See <http://www.colostate-pueblo.edu/hlca/Surveys.asp>.

Recommendations for the Future

- Supervision of instruction provided through Continuing Education should be increased in those departments where it is not currently adequate.
- The university should continue to bolster initiatives aimed at the creation of an optimal learning environment for its diverse student population.
- The already effective advisement process should continue to receive support and be further refined and individualized.
- The university should consider reinstating the discontinued faculty development center and coordinator and taking other possible steps toward increasing support for improved pedagogy and faculty development.
- The ongoing efforts to expand and improve assessment of student learning and program performance should be continued.
- Because of the character of some segments of its service area, the university should explore ways to increase opportunities and support for off-campus learners.
- As resources become available, increased support should be provided for learning technologies, and there should be closer collaboration among the library, ITS, and the various student academic support services.

Criterion
Four



**Acquisition,
Discovery, and
Application of
Knowledge**

Criterion Four: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Colorado State University-Pueblo is committed in every way to a sustained life of learning for all its members and for those who benefit from the institution. This vital commitment to the acquisition, discovery, and application of knowledge is shared by a faculty and staff dedicated to providing the best university education possible—a commitment also shared by the students and citizens the institution serves, both on campus and in the broader community. A dedication to all aspects of learning is clearly articulated in the university’s mission, strategic vision, and planning documents, and remains a constant and permanent feature of the CSU-Pueblo experience. All members of the university community can pursue various opportunities for research and learning and participate in many conferences and academic discussions each semester. These opportunities directly develop and reinforce lifelong learning, curiosity, analysis, and global awareness for the community CSU-Pueblo serves.

Undergraduate and graduate students at CSU-Pueblo are involved in the active pursuit of knowledge

in a variety of venues both in and out of the classroom, as individuals, in student teams, and in joint ventures with faculty. These include research projects, travel opportunities, internships, and a number of community service programs. Research and learning projects or other educational experiences directly contribute to producing lifelong learners who know how to seek, discover, and apply knowledge. CSU-Pueblo’s faculty and staff serve as excellent role models for these students as they pursue ongoing scholarly and professional development, research in all disciplines, multiple creative and artistic endeavors, and involvement in the regional community.

CSU-Pueblo is committed to a sustained life of learning for all its members.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

The university’s board, administration, faculty, staff, and students are dedicated to creating and maintaining a lifelong learning environment in all aspects of the CSU-Pueblo experience. This is accomplished through numerous opportunities to pursue research and scholarship, study and travel abroad, professional development, internships, and a broad range of extracurricular programs both on and off campus. Employees enjoy various

opportunities for professional development, including reduced tuition for courses and degree programs at CSU-Pueblo. The institution provides incentives for faculty sabbaticals, travel, teaching and research fellowships, conference attendance, and sharing of research in a variety of venues. Outstanding accomplishments in the pursuit of knowledge and creativity are recognized by annual campus-wide and college-specific awards for scholarly and creative activity. In addition, as detailed under Criterion Five, the institution provides the entire southeastern Colorado region with a host of opportunities to attend presentations, speeches, panels, exhibitions, and concerts in an extensive array of academic, cultural, musical, and artistic gatherings.

The University’s Strategic Plan and Mission Statements Support the Acquisition, Discovery, and Application of Knowledge

The 2006-2011 Strategic Plan specifies the university’s projected support of scholarly and creative activity and the importance of pursuit of broad knowledge, setting goals of enhancing support for scholarship by faculty, staff, and students, and expanding support for professional development of faculty and staff.¹⁵⁹

The university’s mission statements appear and are discussed on pages 12-13 of the *2006-2007 Catalog*¹⁶⁰ and in Chapter 1. The university’s commitment to scholarly and creative activity is

evident there. For example, “research” is featured along with “teaching” and “service” as an area in which the university seeks to set “the standard for regional comprehensive universities” (12). In discussing the learning outcomes sought for students, the catalog asserts, “Students graduate with the knowledge necessary to enter their professions and with the learning skills (e.g., problem solving, critical thinking, research, and communication) required to keep current in those professions into the future” (12).¹⁶¹

The University Is Committed to the Development of Scholarship, Inquiry, and Creativity

CSU-Pueblo demonstrates an institutional commitment to supporting academic and creative inquiry in many ways. This is evidenced in policies, programs, activities, organizations, and time and funds dedicated to the pursuit of knowledge. The institution provides faculty, staff, and students multiple opportunities to pursue personal development, research, or creative inquiry as a result of both official university policies and dynamic in-place arrangements. These are evident in all academic disciplines and in all facets of campus life.

Faculty and Staff

Sabbaticals

CSU-Pueblo promotes and expects the use of sabbaticals to pursue professional and scholarly development. Specific policies and expectations are clearly outlined in various documents, including the *Faculty Handbook*, where Sections 2.8.2, 2.8.3, and 2.11 detail sabbatical and educational leave policies and procedures.¹⁶² Over the past seven years, CSU-Pueblo faculty have been awarded 60 sabbaticals, 29 of which were for a full academic year.

¹⁵⁹ See <http://www.colostate-pueblo.edu/StrategicPlan/>.

¹⁶⁰ See <http://www.colostate-pueblo.edu/catalog/>.

¹⁶¹ A complete account of the mission statements is provided under Criterion One.

¹⁶² The Faculty Handbook is at <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

Tenure and Promotion

The university’s standards for tenure and promotion provide incentives for faculty research, scholarship, and creative activity. These policies also are outlined in the *Faculty Handbook* (Sections 2.9 and 2.10) and discussed further under Core Component 4b that follows.

Assistance in Obtaining Grants or Funds

The university has committed funding through grants and other means to encourage and support faculty research and inquiry and professional development of staff. The CSU-Pueblo Office of Research and Sponsored Programs (ORSP) takes the lead in pursuing grants and research projects for the campus.¹⁶³ The part-time director and an administrative assistant guide and support faculty and staff in the preparation of grant proposals seeking to enhance and expand research and learning opportunities for many of its constituents. An important role of this office is providing information about learning and research opportunities. The ORSP provides technical and expert assistance with the planning, application, post-award, implementation, compliance, and reporting phases of grants and program solicitations. The ORSP also tracks grant activities and awards and reports them to the Board of Governors. In addition, the ORSP organizes teleconferences with national funding agencies to assist in their mission of supporting scholarship on campus. During

The ORSP provides assistance with all phases of grants and program solicitations.

the 2005-2006 academic year, OSRP sponsored teleconferences on National Science Foundation (NSF) Curriculum and Laboratory Improvement, National Institutes of Health Academic Research Enhancement Award, and NSF Research Experiences for Undergraduates program grants. During the summer of 2005, the ORSP director and the campus hosted the Council of Undergraduate Research Grantwriting Workshop. There are several other examples of university-sponsored programs to help faculty, staff, and students obtain research grants and resources. For example, in 2005, CSU-Pueblo opened the Nanotechnology Resource Center for teaching and research in nanotechnology science and engineering. The College of Science and Mathematics (CSM) contributes to faculty research through its Seed Grant

Program, most recently providing \$25,000 to five faculty research projects. During 2004-2005, CSU-Pueblo won more than \$3,400,000 in grants and contracts, including \$400,000 to the Western

Forensics Law Enforcement Education and Training Center for improving its analytical capabilities and services.¹⁶⁴

CSU-Pueblo faculty often collaborate with colleagues from other universities to seek research funding. In the spring of 2005, for example, faculty from CSM worked with their counterparts at CSU in Fort Collins and the University of Northern Colorado to develop and submit two major grant proposals to the National Science Foundation for almost \$2 million. Currently, there are several other grant applications filed in collaboration with CSU in Fort Collins pending. Other institutions partnering with the university in this manner have been the Colorado University Health Sciences Center, area community colleges, and Pueblo school districts 60 and 70.

¹⁶³ For details about the ORSP, see <http://www.colostate-pueblo.edu/grants/>.

¹⁶⁴ For information about this center, see <http://partners.colostate-pueblo.edu/wfletc/>.

Criterion
Four

Support for Travel

Faculty receive support for travel to conferences and collections, with special consideration given to those who have active roles as participants in scholarly conferences. Support often is provided for students who attend scholarly conferences under the sponsorship of faculty members.¹⁶⁵

University Hosting of Academic Conferences

Hosting of academic conferences is vital in the pursuit of knowledge and creative activity. Some examples of CSU-Pueblo-hosted conferences over the last few years include the Southern Colorado Policy Issues Forum on “The Future of Iraq,” sponsored by the political science program;¹⁶⁶ the Hasan School of Business (HSB) Lecture Series; the College of Humanities and Social Sciences’ (CHASS) “Democratic Experience” and “Immigration” lecture series; the Physics Seminar Series; the 5th Latin American Literatures and Cultures Conference sponsored by the Spanish program,¹⁶⁷ and various musical and fine arts exhibitions and competitions discussed under

Criterion 5. One of the most widely recognized conferences is the annual meeting of the Society for the Interdisciplinary Study of Social Imagery (SISSI), sponsored by the Department of Sociology and Anthropology, which draws participants from

across the U.S. and abroad.¹⁶⁸

All of these venues are open and advertised to the greater southern Colorado community.

Students

CSU-Pueblo provides many opportunities for students to pursue both independent research and cooperative research with faculty. There are options in the curriculum for independent study within the schedule of classes as well as laboratory and topic-specific courses. These classes require research to complete a major thesis or paper.

Some of these research projects are taken by the students to national and international conferences and competitions such as the American Society of Mechanical Engineers (ASME) international competition, the annual SISSI Conference mentioned above, the Model United Nations regional and national competitions, the annual United States Air Force Academy Assembly Conference, the National Undergraduate Literature Conference, the National Conference of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), the Southern Colorado Writing Marathon, the annual seven-state region musical composition competition, the annual CHASS Student Literatures and Cultures Conference, the Western Regional Bioethics Conference, and conferences and meetings of the American Chemical Society.

Several special topics classes help students prepare for and engage in these national or regional conferences or competitions. Courses in recent semesters include Model United Nations, Globalization, and the Mechanical Engineering Technology “Senior Design” class, the “Gateway to Space” class, a new “Nanotechnology” course, “Digital Signal Processing,” and other discipline-specific senior seminars. Students in the sociology program regularly participate in seminars that help them prepare presentations for the annual SISSI conference.

The annual meeting of the Society for the Interdisciplinary Study of Social Imagery draws participants from across the U.S. and abroad.

¹⁶⁵ Support for travel for faculty professional development is also discussed under Criterion Three.

¹⁶⁶ See <http://www.colostate-pueblo.edu/news/releases06/037.htm>.

¹⁶⁷ See <http://www.colostate-pueblo.edu/news/releases06/023.htm>.

¹⁶⁸ See <http://chass.colostate-pueblo.edu/sissi/>.

The university also sponsors a broad range of internship opportunities for students. These include both paid and unpaid positions bringing vital knowledge, experience, and practice to those who participate in them.

- Students with interests in politics and community service serve as interns with state legislators, the district attorney, local courts, or social welfare agencies.
- Students with interests in the arts and humanities are afforded opportunities to work with such organizations as the Sangre de Cristo Arts Center, the Southeastern Colorado Heritage Center, the Bessemer Historical Society, or the Rosemount Museum.
- Computer Information Systems students regularly participate in a “Senior Professional Project” class that undertakes projects (e.g., Web site design) for local organizations.
- Students in business and economics have the opportunity to develop regional surveys and undertake data analysis.
- Students in business regularly conduct business plans for area companies and nonprofit organizations.
- Students in the President’s Leadership Program serve as interns in a variety of non-profit and for-profit organizations and conduct service projects each year.
- CSU-Pueblo mass communication interns can regularly be found at the Pueblo

Chieftain, local media outlets, and involved in public relations/marketing ventures.

- Art students annually take on design projects for local non-profit organizations.
- Social Work majors are required to volunteer 45 hours in a social service agency in a sophomore-level course, and seniors must complete a supervised internship of 448 hours in an approved agency to receive the degree. Placements include public, private, and non-profit social service agencies such as prisons, departments of social services, school systems, nursing homes, St. Mary Corwin and Parkview hospitals, drug and alcohol treatment centers, and child welfare agencies in Pueblo, Colorado Springs, and surrounding areas.
- Students in the Exercise Science, Health Promotion, and Recreation (EXHPR) Department obtain internships in a wide variety of locations, including the Olympic Training Center, the Air Force Academy, the YMCA, the High Intensity Training Center, the Pueblo City/County Health Department, the Pueblo Reservoir, Parkview Medical Center, and St. Mary Corwin Medical Center.
- In recent years, biology majors have interned at area hospitals, veterinary clinics, the Mayo Clinic, the Bureau of Land Management, and the University of Colorado Health Science Center.
- Chemistry majors have been placed in internships at Air Products Chemical, Goodrich Aerospace, Pueblo Chemical Depot, EarthTech, Colorado Bureau of Investigations (CBI), St. Mary Corwin Hospital, Western Forensic Law Enforcement Training Center, Colorado Springs Crime Lab, and the Denver Crime Lab.¹⁶⁹

The university also sponsors a broad range of internship opportunities for students.

¹⁶⁹ Student internships also are discussed under Criteria Three and Five.

In the 2006-2011 Strategic Plan, the university pledges to expand internship opportunities for students. In support of this initiative, in 2006-2007 the university created a new full-time position in the Career Center with specific responsibility for finding and coordinating internship positions for CSU-Pueblo students.

CSU-Pueblo maintains study-abroad programs to encourage international travel and global exposure for students. The French and Italian programs regularly offer students the opportunity to travel to France or Italy both to improve their linguistic skills and to experience the culture first hand. Students who minor in Italian enjoy special scholarships that fund summer travel opportunities. The English program sponsors annual summer study trips to the British Isles. The university has established

cooperative agreements with Tibiscus University in Romania, the University of Ostrava in the Czech Republic, and the Universität des Saarlandes in Germany. Recently completed arrangements with Ningxia and Weifang Universities in China and Rostov State University in Russia have opened further possibilities for international experiences through student exchanges as well as employment possibilities for CSU-Pueblo graduates.¹⁷⁰

The institution is dedicated to promoting academic honor societies, which indicate the commitment of both students and faculty to excellence in scholarship and academics. Examples of active chapters on campus include Sigma Tau Delta (English), Psi Chi (psychology), Phi Alpha Zeta Delta (social work), Pi Sigma Alpha (political science), Sigma Delta Pi (Spanish), Beta Beta Beta (biology), and Beta Gamma Sigma (business). Since 1996, CSU-Pueblo has initiated more than 400 students into Phi Kappa Phi, the national honor society:

Table 4.1

Phi Kappa Phi Honor Society initiates by year

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	Total
Students	44	48	30	37	32	53	40	22	28	34	38	406
Faculty	4	4	4	4	4	2	3	0	1			26

¹⁷⁰ A list of foreign universities with which CSU-Pueblo has exchange agreements can be found at <http://www.colostate-pueblo.edu/InternationalPrograms/exchangeprograms/Exchange.asp>.

CSU-Pueblo supports a multitude of extracurricular activities and organizations that sponsor scholarly and creative activities, including funding of student conferences such as History Day, Math Day, Chemistry Day, the Young Women’s Real World Conference, the annual CHASS Literatures and Cultures Student Conference mentioned above, the annual Evening of Women’s Poetry, the Presidential Leadership Program Conferences, and the CSM Research Symposium. In addition, the annual Hirsch Lecture series has featured 16 prominent lecturers since its inception in 1990:

- Stewart Udall, former U.S. Secretary of the Interior
- Tatiana Yankelevich, daughter of Andrei Sakarov
- James Burke, host of the PBS television series Connections
- Michael Josephson, founder of the Michael Josephson Institute for Ethics
- James Humes, author, actor, statesman
- Nelly Toll, Holocaust survivor
- Ken Mattingly, astronaut
- Fred Hausheer, Alan Huang, and George Michaels, supercomputing pioneers
- David Carrasco, Princeton professor of American Religion
- Adam Werbach, former president of the Sierra Club

- James Randi, leading investigator and demystifier of paranormal and pseudoscientific claims
- Ann McGee-Cooper, recognized leader in the emerging field of brain engineering
- Franklin Chang Diaz, astronaut
- Patch Adams, physician and nationally known speaker on wellness, laughter, humor, and life
- Greg Moser, counterterrorism and homeland defense
- National Public Radio’s Clay Jenkinson as Thomas Jefferson

Many of the more than 50 university-sponsored clubs are involved in research, scholarly, or creative activity. Clubs such as the Political Science Club, the Past Masters History Club, the Institute of Electrical and Electronic Engineers, the ASME Club, the Chemistry Club, the English Club, and the Psychology Club all pursue the acquisition and discovery of knowledge relevant to their disciplines.

The University Is Dedicated to Increasing the Community’s Knowledge and Learning

CSU-Pueblo values its commitment to Pueblo and the southeastern Colorado region. Consequently, the university strives to serve the broader community by providing opportunities to experience from and contribute to the university’s life of learning. This is done through a variety of cooperative means.

The Students in Free Enterprise (SIFE) organization, for example, is quite active. Projects accomplished in 2005-2006 include

- a Pueblo Apprentice project to develop business ideas for land in downtown Pueblo, in which 38 proposals resulted in 11 prizes totaling \$13,000;
- five consulting projects with local small businesses;
- an annual Stock Market Challenge, involving 130 participants competing to achieve the best portfolio;
- the fourth successful Kids 'n Clay Art Auction for third graders from two local schools, which resulted in a one-month online auction that benefited the schools involved; and
- an Ethics Bowl, where teams competed to analyze and advise ethical cases.

Other university programs bringing learning opportunities to the community include the following:

- Co-Sponsored presentations, partnered research (e.g., El Pueblo Museum), and panels (e.g., Infozone Museum presentations/panels)
- Various public appearances and speeches by faculty, administration and staff
- Musical concerts open to the public
- Artistic showings open to the public
- Regional media reports or articles using faculty research/expertise
- Faculty participation as external reviewers or ombudsmen in other institutions or organizations' self-studies for program and curriculum reviews

More details on these and other instances of university engagement with the community are provided under Criterion Five.

Other Indicators of Dedication to a Life of Learning at CSU-Pueblo

Personal Faculty Commitment

The CSU-Pueblo faculty clearly are personally committed to the pursuit of knowledge and learning as they work on their individual research, scholarship, or other activities. An important indicator of this commitment is the personal expenditures the faculty make in order to accomplish this work, even at a time of public resource constraints. In a survey of 63 CSU-Pueblo faculty members taken as part of the research for this self-study report, 41 percent reported spending up to \$500 of their own money during the previous calendar year on research expenses; 26 percent between \$500 and \$1,000; and 18 percent between \$1,000 and \$5,000. Of 28 various non-faculty university staff surveyed, 64 percent reported personal spending on research. Faculty devote time as well as money to scholarship. Sixty-six percent of respondents to the HERI survey at CSU-Pueblo reported spending 1-8 hours per week working on research and scholarly writing, a larger percentage than the average for all four-year institutions. Nearly 20 percent reported spending more time, while only 13.1 percent reported spending no time, less than the overall average. A similar pattern marked the responses to a question about time spent on creative work or performance, with CSU-Pueblo faculty reporting more creative activity than the average for all four-year institutions.¹⁷¹ The sheer volume of faculty research and activities speaks for itself: as survey of faculty CVs by members of the self-study

¹⁷¹ The HERI survey report is at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>

Task Force revealed that over three recent academic years, for example, CSU-Pueblo faculty published more than 160 articles and chapters in books, professional journals, and conference proceedings, wrote, co-wrote, or edited 24 books and conference proceedings, published dozens of poems and works of fiction, and had their artistic works displayed or performed not just in Colorado but throughout the U.S. and abroad.¹⁷²

CSU-Pueblo faculty are widely recognized in broader disciplinary communities for their work; several serve as editors for professional print and on-line journals and conference proceedings. Furthermore, their expertise is recognized in the local community, where they have published more than 40 articles and essays in local newspapers and magazines as well as having served as consultants on a dozen different projects since 2003.

CSU-Pueblo faculty are widely recognized in broader disciplinary communities

The University Library Aids in the Life of Learning

The university library is a full supporter of faculty, staff, and student pursuit of knowledge and is an integral component of academic excellence and scholarship on campus. The library supports lifelong learning for the campus and the community through its paper and electronic book, periodical, and document holdings, accessible Web site, electronic search capacity, interlibrary loan service, faculty and student training programs, computer lab, and subscriptions to global, and electronic databases such as SciFinder Scholar. These services

allow students, faculty, and staff quickly and efficiently to locate and obtain information from global sources. A professional library staff member has been assigned as liaison to each department to ensure the acquisition of appropriate resources for each discipline. Rich and ever-expanding online resources provide researchers with full-text access to a vast array of scholarly and scientific publications, research databases, and technical information. The efficient interlibrary loan service can be accessed electronically, and a collaborative agreement with the Morgan Library at Colorado State University in Fort Collins provides CSU-Pueblo library patrons with 24-hour delivery access to its major research collections. Reference librarians provide in-class and online tutorials for students in all fields on how to use the library’s resources in their own research, notably for all first-year students in their English composition courses.

Instructional Technology Focus

As discussed under Criterion Three, CSU-Pueblo is a leading advocate of increasing use of technology in both

teaching and learning. There are dedicated facilities, resources, and databases that have made a tremendous difference in the university’s learning environment. More than 1,600 personal computers are in use on campus, including more than 750 in 55 student computer labs, a ratio of 1 PC for every 5 students, which is much better than the national average of 1:15 and the state average of 1:13. There are 60 multimedia high-tech classrooms that provide instructional support and in excess of 400 printers on campus, and 300+ software applications, making CSU-Pueblo one of the “most wired” campuses in the state of Colorado.¹⁷³

¹⁷² A CD-ROM containing the CVs surveyed is available in the Resource Room. A list of faculty publications and other productions during 2005 compiled by the library can be viewed at <http://library.colostate-pueblo.edu/auth05.pdf>.

¹⁷³ Further information about technological resources for student learning is provided under Criterion Three.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Promoting Research and Scholarship as Foundations for Educational Programs

Research and scholarship are essential to the vitality of all academic programs at the university. Consequently, faculty, staff, and administration must maintain currency in their disciplines. As mentioned above, evidence of the importance of these activities is found in the faculty standards for tenure and promotion, faculty and student awards, the composition of the general education and specific degree programs, and in the research grants, publications, presentations, creative works, and collaborations that involve all members of the university community and external partners. The participation of students in scholarly activities is an essential component of their education. These activities provide students with the requisite knowledge and skills that are required by the competitive, fast-paced, and technologically demanding modern workplace.

The University's Standards Require Faculty Scholarship

The *Faculty Handbook*¹⁷⁴ outlines the expectation of demonstrated achievement in scholarship for

attainment of rank and tenure (Sections 2.10.1.1 and 2.10.2.4) according to standards defined by each college. Evidence for the importance of faculty research and scholarship is provided by college standards for tenure and promotion. Handbook Section 2.7.2.2, Scholarly Activities, states: "Faculty members have the basic responsibility to engage in scholarly activities in accordance with the accepted professional practices of their academic disciplines."

Faculty submit development plans annually, outlining professional development priorities in the areas of teaching, scholarship, and service in support of their academic units (Section 2.8.1). These plans may be used by academic programs to adjust faculty workloads, sabbatical leaves, and other activities that routinely enhance faculty scholarship. Annual reviews of faculty performance factor in scholarly productivity in faculty evaluations and merit pay decisions. Faculty research expectations as defined in the Faculty Handbook (Sections 2.9.2.2 and 2.9.2.5.2) include inquiry, application of research in curriculum development, and dissemination of research. Each college has an annual performance review system that rates faculty according to their performance in the areas of teaching, research and scholarly or creative activities, and service.

The University Supports Scholarship That Enhances Educational Programs

Many mechanisms support scholarship and integration of scholarship into the curriculum. These include funding for research and instructional equipment purchases and maintenance; professional travel; professional development and training; internal grants, conferences, and exchanges; seminar programs and colloquia; and sabbaticals.

¹⁷⁴ See <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

Office of Research and Sponsored Programs

The ORSP, discussed above, facilitates the acquisition of grants in support of educational programs, such as the FOCUS First-Year Experience program, the Southern Colorado Writing Project, and a number of grants for Teacher Education, Student Support Services, and many others. During the summer of 2005, the ORSP director and the campus hosted the Council of Undergraduate Research Grantwriting Workshop. For university faculty and staff, personnel from the Office of the Vice President of Finance and Administration also provided training on grant management procedures.

Internal Support for Scholarly Activities

Indirect or finance-and-administration (F&A) costs recovered from grants help support research and educational activities. F&A funds have been used for internal grant programs and faculty travel. Institutional Faculty Scholarly and Creative Activities Grants (FSCAG) formerly were supported on campus, but the program has been discontinued in recent years due to budget constraints. Many of these awards included funds for students assisting faculty with research. In CSM, the dean has supported research and scholarship by establishing internal

grants, undergraduate summer research, and faculty professional travel programs. The competitive mini-grant program provides funds for pilot research projects by CSM faculty who will be expected to solicit additional funding from external grants. A total of more than \$53,300 has been awarded to 12 CSM faculty from 2004 to 2006. The CSM summer undergraduate research program provides students with a \$2,000 salary to support their participation in faculty-mentored research projects for eight weeks during the summer. At the end of the summer, students present their research at a college-sponsored research symposium. Faculty receive a \$1,000 stipend and \$500 for supplies per student to support their participation in this program. The number of undergraduate CSM enrollments in research during the academic year increased from 24 to 42 between 2004-2005 and 2005-2006. The total awards for 2005 and 2006 combined were \$43,000. The majority of the students from this program continue to participate in research after the summer, and 37 percent presented at national and regional meetings in 2005-2006. In addition, previous research experience funded by the CSM program provides easier entrée for students to highly competitive research, graduate, and professional programs.

Scope of Research and Scholarly Activities at the University

CSU-Pueblo faculty and administrators actively engage in grant-writing activities to support a broad spectrum of scholarship and learning at the institution. Grants and contracts data for 2003-2006 are included in the table found below:

Table 4.2: 2003-2006 Record of Grants and Contracts at CSU-Pueblo

Fiscal Year*	Requested \$	Awarded \$	Grants/Contracts Submitted	Grants/Contracts Awarded (%)	Grants/Contracts Pending (%)	Faculty/Staff submitting Total (diff) (faculty, staff)	Diff. Funders: Total (federal, state & local, private)
2003-04	16,078,079	3,485,114	74	37 (50)	0 (0)	32, 38 (6)	34 (16,5,13)
2004-05	30,680,775	3,279,993	76	32 (42)	0 (0)	46 (33, 13)	29 (11, 3, 15)
2005-06**	35,173,460	5,432,957	76	31 (41)	18 (24)	56 (42,14)	29 (9, 6, 14)

* Data prior to 2003 were compiled on a calendar timeline rather than a fiscal year (7/1/xx – 6/30/xx)

** Data are incomplete for 2005-2006 because of several pending proposals.

Criterion
Four

In 2003-2006, major grants and contracts have been funded by a panoply of national and local agencies and several of these are highlighted below. As examples, awards have been received from

1. the Department of Justice to fund the Western Forensic Law Enforcement Training Center equipment and personnel;
2. the U.S. Department of Education to fund TRiO programs for student support services (SSS), Upward Bound, the Southern Colorado Equal Opportunities Center, and the GEAR-UP Programs and Teacher Education’s Southeast Colorado American History Project;
3. St. Mary Corwin Hospital to support the Master of Science in Nursing program;
4. the U.S. Department of Energy to the Engineering Department to fund development of fuel from local waste sources;
5. the Packard Foundation to pilot the FOCUS First-Year Experience Program, to fund the Healy Center for Business and Economic Studies, and to fund the Y-Neighborhood Community Building project;
6. the Daniels Fund for a program of outreach to prepare disadvantaged high school students for college;
7. the National Endowment for the Humanities via the National Writing Project to support the Southern Colorado Writing Project;

8. the National Institutes of Health Minority Biomedical Research Support (MBRS) and National Cancer Institute Programs to support faculty and minority participation in biomedical research at CSU-Pueblo and cancer education for Hispanics in Colorado;
9. the National Science Foundation to fund the Colorado Alliance for Minority Programs (COAMP) and a Nanotechnology in Undergraduate Education program;
10. the Colorado Department of Education “No Child Left Behind” initiative to support programs in the Teacher Education Department;
11. the Colorado Department of Public Health and Environment to the Exercise Science and Human Performance program to promote healthy solutions and lifestyles; and
12. Great Outdoors Colorado for the improvement of athletic fields and facilities.

In addition, numerous local foundations and corporations have made awards to the Music Department to support the Colorado Music Fest. These and other examples of grants and contracts attest to a high level of grant-writing activity by faculty and staff in support of scholarship, learning, and service to the surrounding community.

Research and Scholarship in the Classroom

At CSU-Pueblo, research, scholarship, and creative activities are fully integrated into the classroom. Early on, students are introduced to scholarship and research through a myriad of activities including class projects, internships, literature searches, and laboratory research projects. In courses, projects, performances, and publications sponsored by the English,

foreign languages, music, and art programs, students receive training and practice in creative work. Faculty scholarship enhances the curriculum by introducing students to the latest developments and techniques in their respective disciplines. The university’s general education curriculum emphasizes lifelong learning. Throughout the curriculum, faculty engage students in activities that result in presentations, publications, creative works, travel grants, or other achievements that are nationally and regionally recognized.

Research, scholarship, and creative activities are fully integrated into the classroom.

Undergraduate Degree Programs

Students are engaged in research and inquiry-based activities throughout their undergraduate curriculum. All degree programs have inquiry-based and advanced training components to provide students with the breadth and depth of experiences and practice necessary to compete in the ever-changing global marketplace. These include capstone courses such as special projects, cooperative educational placements, research, studio series, field

experience, clinical rotations, seminars, senior project seminars, scientific literature reviews, internships, practica, workshops, intensive study abroad, synthesis, and field

placement. More than 90 percent of the degree programs surveyed in preparing this report require one or more of these types of courses for degree completion. In addition, courses in many of the disciplines emphasize the global or diverse aspects of disciplines as exemplified by the following course titles:

- Understanding Human Diversity (General Education)
- Sexism and Racism in America (Psychology)
- Health in the Chicano Community (Social Work)
- Third World Feminisms (Women’s Studies)
- Survey of Ethnic Literature (English)
- Borderlands (History)
- Health Care Issues (Nursing)
- Global Communications (Mass Communications)

A sample of 78 course syllabi from various colleges indicates that all required one or more projects resulting in student presentations of research, cases, or journal articles. Student learning also is the primary focus of the programs delivered by the university’s Experiential Learning Center (ELC).

General Education

The general education requirements have been designed to meet both state and university objectives and reflect a commitment by the university to produce graduates that have a breadth and scope of knowledge in both general studies and their designated major field to succeed in a complex, modern world while engendering a discipline of lifelong learning. The university catalog states that the general education curriculum will create “lifelong learners who have developed the intellectual and ethical foundations necessary for an understanding of and respect for humanity as well as the knowledge and skills necessary to adapt to the demands of a rapidly changing society.”¹⁷⁵ The natural and physical sciences component includes two laboratory courses, and the written communication courses stress the presentation of arguments based on research. For more information about the general education program, see Criterion Three.

¹⁷⁵ See <http://www.colostate-pueblo.edu/catalog/2006-2007/AcademicPolicies.htm#GenEdReqs>.

The university's transformation to CSU-Pueblo has resulted in the implementation of new programs in cooperation with CSU in Fort Collins. New CSU consortium programs have been instituted in English (MA) and Biology (Pre-Nutrition/Dietetics). In addition, the establishment of the Western Forensics Law Enforcement Training Center (WFLETC) has received an enthusiastic response from students interested in forensic science careers and from law enforcement agencies in the region. WFLETC was established largely due to Congressional designations in response to homeland security concerns. There are two experts on staff, while the forensics curriculum is supported by the chemistry faculty. Consequently, the Chemistry Department has seen dramatic increases in majors (from 51 majors in 2001 to 99 in 2005-2006) due to its recently instituted Forensic Science Emphasis major and minor programs. WFLETC personnel provide evidence-testing services and on- and off-campus training programs for law enforcement professionals.¹⁷⁶

Students also participate in activities that foster academic, personal, and professional development through community outreach and linkages. Notable examples are found in degree programs such as business, social work, EXHPR, chemistry, biology, and nursing, where students have conducted activities that benefit the community. Student outreach efforts include health fairs, diabetes studies, science and math fairs, tutoring in K-12 schools, conferences, hospital

labs and clinics, crime labs, house and garden shows, the state fair, dance and music performances, community art projects, and internships involving grant writing, editing and publishing, and numerous other activities. Students are valued members of university advisory boards, and student input factored heavily in the design of the new 2006-2011 CSU-Pueblo Strategic Plan.

Graduate Degree Programs

CSU-Pueblo graduate programs aim to develop students to become leaders in their communities and professions. Graduate students are engaged in a myriad of research activities leading to the successful completion of degrees in applied and natural sciences (with emphasis areas in biological sciences, biochemistry, and chemistry), business administration, English (with CSU in Fort Collins), industrial systems and engineering, and nursing. Masters' programs at the university are tailored to non-traditional students, working students, and international students. CSU-Pueblo graduate programs provide additional mechanisms for the completion of advanced degrees through evening or weekend courses, and the thesis, internship, and non-internship degree options. The list of graduate programs is found in the current university catalog and on the Web site.¹⁷⁷

Student and Faculty Assessment

Two major instruments have been used to determine student and faculty assessment of the university's curriculum, support, and scholarship practices. Student satisfaction was assessed by the National Survey of Student Engagement (NSSE). Faculty satisfaction was assessed by the HERI survey report administered during the 2004-2005 AY. Results of these instruments are discussed in subsequent paragraphs.

The 2005 NSSE Benchmark Report for the university indicates that slightly more first-year CSU-Pueblo students regard

¹⁷⁶ Information about the Center can be found at <http://partners.colostate-pueblo.edu/wfletc/>.

¹⁷⁷ See <http://www.colostate-pueblo.edu/info/AcademicPrograms.asp> and <http://www.colostate-pueblo.edu/catalog/>.

their curriculum as challenging than their peers at comparable institutions. This perception grows, as more seniors rated CSU-Pueblo curriculum challenging (57.9 percent) than at all other surveyed institutions (51.4 percent). More seniors viewed the university’s educational experiences as enriching (by 17 percent) than first-year students. Seniors regarded student-faculty interactions more positively than entering students, and the university scored higher on this benchmark than all other surveyed institutions for both student levels.¹⁷⁸

The faculty and administration assess the relevance of the curriculum.

The 2004-2005 HERI survey results indicate that 52.4 percent of faculty engage in scholarship that addresses community needs and approximately 70 percent of faculty are involved in research or teaching that has a direct impact on the local community. A similar percentage of faculty reported that students also are engaged in scholarship and volunteer work that affects the community. The commitment of faculty to student academic and personal development is reflected by the importance the university’s faculty versus their peers place on goals for undergraduates that relate to students’ personal and professional development. Faculty responses reflect the increased expectations and rigor due to the mission and name change, but faculty work satisfaction levels have declined somewhat since these changes.¹⁷⁹

Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The faculty and administration of CSU-Pueblo are cognizant of the need to assess the relevance of the curriculum to the life of students after they complete their degrees. As the premier institution of higher education for southeastern Colorado, CSU-Pueblo offers the primary pathway for most individuals in its service area to prepare themselves with the knowledge and skills necessary to achieve the goals to which they aspire. The effort to ensure that the curricula meet these needs has led CSU-Pueblo, both at the university and departmental levels, to develop a number of formal and informal programs that seek to identify the current and expected future states of academic instruction outside the university, along with current and expected future practices in society at large. The goal of these programs is to identify needed changes to the curriculum so that it meets the needs of students who will live and work in the global, diverse, and technological society of the future.

Program Review Process

CSU-Pueblo has a formal process of reviewing every academic program on campus on a five-year cycle. Programs that undergo external accreditation may have their schedules adjusted to coordinate both reviews. The program review process is conducted through the Curriculum and Academic Programs Board (CAPB). The stated purpose of the board is “to recommend to the Faculty Senate on matters of Charter School, undergraduate, and graduate curriculum, program development and review, and policies and procedures regarding curriculum and academic programs.”¹⁸⁰ The Program Review policy states that “Program Review is the formal means by which academic programs assess

¹⁷⁸ The report is available in the Resource Room.

¹⁷⁹ The report may be viewed at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

¹⁸⁰ See <http://www.colostate-pueblo.edu/capb/>.

Criterion Four

114

their quality, effectiveness, integrity and continued viability in an effort to improve productivity and student learning.” In order effectively to complete this assessment, the CAPB has established two broad goals for the process. The first goal is:

to promote continuous improvement in program performance. The self-study process (the centerpiece of the program review) is directed toward helping programs achieve a deeper understanding of improvement needs and then allowing them an opportunity to clearly articulate specific improvement initiatives that will strengthen the program’s viability and further enhance student learning. The program review process is also designed to highlight and capture noteworthy program improvement processes, procedures, systems or initiatives that can be shared with the entire University community promoting even greater overall achievement.¹⁸¹

To complement the goal of continuous improvement at the program level, the second goal is:

to achieve an institutional understanding of the capacity of the academic program under review to achieve its objectives, those of the college in which it is located, and those of the University. As such, program reviews are designed to examine the degree to which academic degree programs at CSU-Pueblo meet accountability requirements and needs.

Each program review report includes a discussion of how the program addresses the needs of its various constituencies—external, university, students—and also a discussion of program sustainability.

The program review process has been developed over many years and specifically defines the procedures to be performed and the products to be produced. Each program undergoing a review is required to conduct a thorough self investigation. This investigation looks at every aspect of what a program does, how it accomplishes its tasks, who performs the duties, its strengths and weaknesses, and its performance in various measures over the review period relative to other programs and the university as a whole. After the program completes its self-study, an independent external reviewer is engaged to review the study, come to campus for an on-site visit and verification of the information in the report, and issue an assessment of the program and its viability, recommending any needed improvements. The reviewer is selected by the program and must be approved by the provost. After the reviewer’s report has been received, a seminar panel is convened to review the entire process. This panel’s purpose is to take a high-level look at the outcomes of the program review in the context of the university’s strategic plan and the plan’s criteria for decision-making and prioritization. The panel evaluates the self-study and the external reviewer’s report. After the panel meets, the college dean, as co-chair and in consultation with the panel, issues a final report and action plan to address concerns and needs identified throughout the process. CAPB’s role is to certify that all required procedures were followed and to validate the final report. After thoroughly reviewing the presented evidence, CAPB makes a recommendation to the Faculty Senate to either continue or discontinue the program. The senate reviews the CAPB action and makes a

¹⁸¹ <http://www.colostate-pueblo.edu/capb/Documents/Policies/Program%20Review%20Policy%20Memo.doc> (1).

¹⁸² <http://www.colostate-pueblo.edu/capb/Documents/Policies/Program%20Review%20Policy%20Memo.doc> (2).

recommendation to the provost, who in turn recommends to the president, who reports to the Board of Governors. The board has final authority in terms of any program discontinuance. Further, the board has asked that each program review in the future include a report on the implementation of the specific action plan (i.e., “mandated outcomes”) that was implemented after the previous program review.

Curriculum Review Process

CSU-Pueblo has a formal process for reviewing every change to academic programs, both at the course and program level. This process is performed by the curriculum committees of each college and reviewed by the CAPB. These procedures provide a mechanism for adapting programs and curricula to the needs of students in the ever-changing society, culture, and economy while ensuring academic integrity and avoiding redundancy across the curriculum.

CSU-Pueblo has a formal process for reviewing every change to academic programs.

Course-level changes are prepared by the departments using a multi-purpose form designed for this purpose, the CAPB I,¹⁸³ which accommodates less significant changes, significant changes, and new course additions. Less significant changes are those to course descriptions, pre-requisites, co-requisites, and terms offered. Significant changes are those to course number, title, credits, and grading scheme. New course additions require all the information above, plus discussion of sufficiency of instructional support (library, facilities, technology, and instructor), fit with strategic plan

requirements (quality, centrality to mission, need and demand, external mandates), and impact on other courses or departments. New course additions also require a sample syllabus.

Program-level changes are prepared by departments using the CAPB II form. This also is a multi-purpose form used to delete courses no longer taught and make changes or additions to programs. Changes include admission requirements, graduation requirements, options or minors, name, and content. New program or degree offerings are also proposed using this form.

Once the departments complete their forms, they are submitted to their college curriculum committee. These

committees are charged with ensuring that the forms are complete and that any required justifications are adequate. If approved, the materials are forwarded to the CAPB.

The CAPB reviews all submitted course and program changes. The board uses the following criteria in its evaluation:

- Adequacy of rationale
- Impact on degree program(s)
- Alignment with strategic and/or accountability plans
- Curricular relevance
- Appropriateness for upper- or lower-division offering
- Staffing, facilities, and other resource impacts
- Completeness and correctness of proposal package

Once the board has completed reviewing each proposed change, a vote is taken either to approve, approve pending corrections, table for later review, or disapprove the proposal. The CAPB’s recommendations on major program changes then follow the same path as program review decisions, to the Faculty Senate, provost, president, and Board of Governors.

¹⁸³ CAPB forms may be viewed at <http://www.colostate-pueblo.edu/capb/Documents/Forms/Forms.htm>.

The curriculum review process provides assurance that all programs across the university are thoroughly evaluating the impacts of changes they want to make and are meeting agreed upon standards and external mandates.

External Constituencies Are Involved in Evaluation of Curricula

External constituencies are consulted in a variety of ways, as indicated by the following table.

Table 4.3: Links to External Constituencies by Program

Programs	Advisory Board	Exit Survey	Alumni Survey	Field Training	Internship	Cooperative Education
College of Education, Engineering, and Professional Studies						
Automotive Industry Management	✓				✓	
Civil Engineering Technology	✓		✓		✓	✓
Engineering	✓	✓	✓	✓	✓	✓
Exercise Science, Health Promotion, & Recreation	✓	✓	✓	✓	✓	
Nursing	✓	✓	✓	✓	✓	
Teacher Education	✓	✓	✓	✓	✓	
College of Humanities and Social Sciences						
Art		✓	✓	✓	✓	✓
History		✓	✓		✓	
Political Science		✓	✓		✓	
English		✓	✓		✓	
Foreign Language		✓				
Mass Communications		✓	✓	✓	✓	
Music	✓			✓		
Psychology						
Social Work	✓	✓	✓	✓	✓	
Sociology		✓		✓	✓	
Women's Studies	✓	✓	✓			✓
College of Science and Mathematics						
Biology				✓	✓	✓
Chemistry	✓	✓	✓	✓	✓	
Mathematics		✓	✓		✓	
Physics						
Hasan School of Business						
Accounting	✓	✓			✓	
Computer Information Systems	✓	✓		✓	✓	✓
Economics	✓	✓			✓	
Finance	✓	✓			✓	
Management	✓	✓			✓	
Marketing	✓	✓			✓	

Advisory Boards

Many programs at CSU-Pueblo have established outside advisory boards. These boards are made of individuals representing the constituencies most directly affected by the students of the particular program. They are primarily professionals working in the field and/or industries that hire the graduates. The purpose of these boards is to bring their professional knowledge of the current state of the art in their area of expertise, use it to review the program offerings, and to make recommendations for modifications and improvements. HSB has a Board of Advisors, established 1997-1998, consisting of about 15 local business leaders who meet with the dean quarterly. Members from areas including real estate, insurance, banking, and construction advise the school on everything from internships and projects to curriculum and assessment of the program from a real-world business perspective. Additional advisory boards are noted in Table 4.3.

Exit and Alumni Surveys

CSU-Pueblo values the opinions of its graduates. As a consequence, exit and alumni surveys are administered to graduates and graduating students to ascertain their perceptions of the value, both from an economic and a personal viewpoint, of the education they received from CSU-Pueblo. HSB has a senior-level undergraduate course that assesses undergraduate competence levels using the Major Field Test, to assess student self-reported levels of competence using in-house surveys focused on the school's curriculum and program

objectives, to assess student satisfaction with the business program using the AACSB/EBI undergraduate business exit survey, and to prepare students for the real world of business, including information for resumes and Web pages. Table 4.3 identifies programs that utilize exit surveys. The university also surveys graduating seniors at the graduation fair and retains contact with alumni through an active alumni association.¹⁸⁴

CSU-Pueblo values the opinions of its graduates.

Field Training, Internships, and Cooperative Education

Experience in the student's field of study prior to graduation is an excellent preparation for working after graduation. It exposes the student to the realities of the workplace, which often are not apparent to one just studying about the workplace. It also helps give students confidence in the knowledge that they are prepared to function professionally and effectively in their chosen field. As mentioned above, many CSU-Pueblo programs provide students this kind of experience. A number of professional programs (e.g., social work, nursing, teacher education) require field training as part of their graduation requirements. Others offer the option of internships and/or cooperative education for those students interested in broadening their classroom training to include on-the-job experience. Many departments maintain e-mail lists of their students to distribute notices of available opportunities students may pursue. Many students arrange their own positions, subject to departmental approval. Table 4.3 identifies the programs that include field training as part of their curriculum and those that offer internships and cooperative education opportunities to enhance their students' learning experience.

¹⁸⁴ Graduation and alumni survey results may be accessed at <http://www.colostate-pueblo.edu/ir/surveys/>.

Faculty Off-Campus Professional Activities

Most CSU-Pueblo faculty are involved in off-campus activities that expose them to other viewpoints on providing quality educational experiences to their students. These activities fall into many different types, each of which expands the range of experience faculty may draw upon to enhance student learning.

Table 4 shows a sample of the activities that faculty across the university engage in off campus.

Table 4.4

Name	Department	Activity
George Dallam	EXHPR	Olympic Training Coach
Jane Fraser	Engineering	Editor, The Engineering Economist
Leticia Steffen	Mass Communications	Society of Professional Journalists
Sandra Bonetti	Chemistry	American Chemical Society
Mark Gose	Political Science	External Reviewer, Air Force Academy
Wolfgang Sauer	Civil Engineering Technology	Consulting
Eric Kartchner	Foreign Language	Oral Tester, American Council on the Teaching of Foreign Language
Ruth DePalma	Nursing	State of Colorado Public Health/Academic Collaborative
Ron Darby	Automotive Industry Management	North American Council of Automotive Teachers
Arlene Reilly-Sandoval	Social Work	Contract training for foster care, Department of Human Services Caseworkers and Cultural Diversity
Christine Rochester	EXHPR	Teacher Training, Board of Cooperative Education Services
Jen Mullen	Mass Communications	Chair, KTSC-RMPBS Advisory Board for Southern Colorado
Carol Loats	History	Conference Committee, Young Women's Real World Conference
Bill Sheidley	English	External Reviewer, University of Colorado at Colorado Springs
Charles Suscheck	CIS	Contract Trainer, Software Process Design
Ronald Applbaum	HSB-Management	Editorial Board, Jr. Intercultural Communication Research; Journal Reviewer, Communication Education; Board of Advisors, World
Scott Eriksen	HSB-Accounting	Teaching in International Executive MBA program for Instituto de Empresa Business School
Geri B Wink	HSB-Accounting	Secretary, Southeast Chapter of Colorado Society of CPAs
Kevin Duncan	HSB-Economics	Advisory Board, Colorado Nonprofit Association, Regional economic consulting

More information about faculty engagement with the community is contained in the spreadsheet entitled "Activity Matrix Combined 2004" available on the assessment Web site¹⁸⁵ and is included under Criterion Five.

¹⁸⁵See <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

In sum, thorough procedures for program assessment are in place. Programs are reviewed on a regular basis. Advisory boards, internships, exit surveys, and alumni surveys are the rule rather than the exception, and significant field-training opportunities and cooperative education programs exist for students. In these and other ways, the university assesses the usefulness of its curricula for students who will go out into the world to ensure that they will be able to perform successfully in a global economy as well as in southern Colorado’s diverse environment.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Research Ethics Policies and Supervision

Research compliance efforts are directed by the ORSP. Separate committees are set up in accordance with federal policy mandates and procedures. Each of the three institutional committees functions separately with both on-campus faculty members and external members of the community appropriate to the various areas. The committees are

- the Human Subjects Institutional Review Board (IRB);
- the Institutional Animal Care and Use Committee (IACUC); and
- the Institutional Biosafety Committee.

The last committee deals with issues such as chemical, biological, and radiological hazards as necessary. The university health and

safety officer is a key member of the second and third committees. All committees meet periodically throughout the year and on demand when grant submissions require it. The committee membership and policies and procedures are available on the ORSP Web site¹⁸⁶ and are periodically reviewed and updated. Appointments to the committees are made by the president with input from the director of the ORSP. The role of these committees is to foster the responsible conduct of research and to assist investigators to understand their responsibilities in compliance issues and the steps necessary to gain compliance. All scholarly work falling within the areas of responsibility of these institutional review committees, whether funded externally or not, is subject to the university policies and procedures.

All research proposals must be internally approved before submission, and any protocols involving the areas under the jurisdiction of the institutional review boards must be approved before submission (preferably) or certainly before funding decisions are made.

The university, following federal mandate, has a policy for investigations of scientific misconduct and annually reports appropriately to the Office of Research Integrity (ORI - HHS).

The ethical and responsible conduct of research is incorporated into a number of classes such as Applied Natural Science 510, Scientific Information Systems. These issues are also addressed within courses including research in other disciplines, such as the English composition sequence, where fair and responsible use of research materials and the issue of plagiarism are central concerns. The university’s policies on plagiarism are set forth in the Standards of Conduct in the Student Life section of the catalog (items 13 and 14) and the

The role of these committees is to foster the responsible conduct of research.

¹⁸⁶ See <http://www.colostate-pueblo.edu/grants/>.

Academic Dishonesty paragraph in the Academic Policies section of the catalog.¹⁸⁷ Section 2.5.2 of the *Faculty Handbook* deals with Professional Ethics and discusses academic honesty. Intellectual Property policies and procedures are set forth in great detail in Section 2.6. Appendix B outlines policies regarding fair use of material in copyright, and Appendix D provides the form the university uses to determine and resolve potential conflicts of interest for faculty.¹⁸⁸

Integrity and Oversight of Student Engagement Activities

Students in internships and field placements are monitored and advised by faculty members in their disciplines. Student teachers, for example, work with a Teacher Education Program coordinator who ensures that their supervising teachers and placement schools comply with the student-teaching agreements. Interns from the English program work with a faculty supervisor under a contract outlining the terms of the internship in such a way as to define it as a learning experience, not just free labor for the placement organization. Students doing field placements in the Department of Social Work are visited on site repeatedly by the faculty supervisor, whose role is to ascertain that all parties are meeting their agreed-upon responsibilities.

Most student activities fall under the direction of the Division of Student Life, which includes the following departments:

- The Student Life Office
- The Counseling Center
- The Student Health Center

- The Experiential Learning Center (ELC)
- Intramurals
- Residence Life and Housing
- The Multicultural Center
- The Student Activities Office
- Special Events Center
- Non-Traditional Student Services Center
- Veteran’s Upward Bound (VUB)
- Mass GEAR-Up (through 2005-2006)
- Student Support Services (SSS)
- Upward Bound
- Southern Colorado Educational Opportunity Center (SCEOC)
- Associated Students’ Government (ASG)
- Campus Judicial

The Division of Student Life is committed to the total education of each student. This commitment is reflected in an effort to provide an environment that focuses on the importance of individual development, respect for others, and the recognition of the campus as a number of interdependent communities. In fulfilling this commitment, the division abides by the following principles:

- The academic mission of the university is pre-eminent.
- Each student is unique.
- Feelings affect thinking and learning.
- Each person has worth and dignity.
- Personal circumstances affect learning.
- Student involvement enhances learning.
- Students are responsible for their own lives.
- Students are helped by community and friends.
- Bigotry cannot be tolerated.
- The freedom to doubt and question must be guaranteed.

The various parts of the division implement these values in a responsible manner. All unit programming objectives seek to develop and enhance student learning in accordance with those values espoused by American College Personnel Association (ACPA) position known as the Student Learning Imperative.¹⁸⁹ For

¹⁸⁷ 2006-2007 Catalog, 36, 38, <http://www.colostate-pueblo.edu/catalog/>.

¹⁸⁸ See <http://www.colostate-pueblo.edu/facultysenate/FacultyHandbook/>.

¹⁸⁹ See <http://www.acpa.nche.edu/sli/sli.htm>.

example, the programs of the ELC are based on staff knowledge and use of that knowledge to keep participants safe and feeling cared for in environments of safe recreation. The SCEOC program complies with federal and state regulations. The Student Activities Board, Special Events Committee, and Nontraditional Student Services members program events that are sensitive to student needs and backgrounds while maintaining academic freedom to expose students to new ideas that may differ from their own. Events and performers come with a knowledge grounded in research and not based solely on personal opinion.

Students are provided with the following rights at the university:

- **Access to Facilities and Supportive Services.** Students shall have the right of unrestricted access to the facilities of the university that are open to the public.
- **Protection Against Improper Disclosure.** Students shall be protected against illegal disclosure of information identified as falling under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. & 1232g; 34 CFR part 99).
- **Freedom of Association.** Students are free to organize and join associations to promote their common interests. University facilities and services shall be available to organizations recognized by the university in accordance with established procedures.
- **Political View Point.** CSU-Pueblo is committed to valuing and respecting diversity,

including respect for diverse political viewpoints. If any members of the campus community feel that they have been treated differently because of their political perspectives, they may contact the Dean of Student Life and Development.

- **Governance.** CSU-Pueblo shall maintain clearly defined procedures for the consideration of student views in the formulation or review of university policies governing academic and student affairs with the understanding that the final decision-making authority is vested the CSU System Board of Governors.

In these and other ways, CSU-Pueblo seeks to ensure that all its members acquire, discover, and apply knowledge ethically and responsibly.

Conclusion

A dedication to the acquisition, discovery, and application of knowledge is intrinsic to the university’s mission and promotes rich and varied learning experiences for students, faculty, staff, administrators, and the community. Appropriate, high-quality scholarly or creative work is required of all faculty and students, and support for research and scholarly or creative activities is available as resource levels permit. The CSU-Pueblo faculty are highly productive of research, scholarship, and creative work, and their contributions are celebrated on campus and recognized nationally and internationally in their respective disciplines. Research, scholarship, and creative activities inform educational programs and are fully integrated into the classroom experience. The university regularly assesses the currency and usefulness of its programs and curricula for students in today’s global, diverse, and technological society. Finally, CSU-Pueblo has effective procedures for ensuring integrity and responsibility in research by faculty and students.

Recommendations for the Future

- Pursuant to goals set in the new strategic plan, the university should enhance support for research by faculty, staff, and students.
- Also pursuant to the new strategic plan, the university should augment the professional development opportunities provided for faculty and staff and expand even further the array of internships and practica available to students.
- A plan should be developed to support faculty scholarly and creative activities campus-wide, as resources become available.
- The advancements made by the library in support of scholarship by all members of the university community should be reinforced by continued updates to the collections, both physical and electronic, and support for research should be a key factor in designing the remodel of the Library Building.
- In accordance with the its new role, mission, and strategic plan, the university should ensure that all colleges and programs have established clear expectations for the acquisition, discovery, and application of knowledge by faculty, staff, and students appropriate to a regional comprehensive Master's I institution and should support efforts to meet those expectations.
- Procedures for assessing the achievements of faculty, staff, and students in the acquisition, discovery, and application of knowledge should be included in each unit's new outcomes-assessment plan.

Criterion
Five



Engagement
and
Service

Criterion Five: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

As shown in Chapter 1, service to all segments of the regional community has always been central to the institution’s mission and identity. As a part of the Colorado State University System, Colorado State University-Pueblo serves the common good through its commitment to educate students and constituents, support worthwhile research, and disseminate useful information to the public. CSU-Pueblo serves its constituencies in diverse ways, ranging from the multifaceted offerings of its fine and performing arts programming to innovative research that positively affects human health. Outreach efforts are driven by its mission, core values, and a dedication to understanding changing social, demographic, economic, and technological factors that affect the university and its constituents.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

CSU-Pueblo places a high value on its relationships with internal and external constituencies. In adhering to its goal of serving as a “major regional educational resource for economic growth, cultural enrichment, and social development

to enhance quality of life,”¹⁹⁰ responsiveness is a vital component. Organizational units maintain a variety of formal and informal relationships with the university’s constituencies.

Understanding Needs and Interests

In pursuing engagement with constituencies, the university has developed several methods of outreach. Feedback is sought from a variety of sources including, but not limited to, accrediting agencies, advisory boards, alumni, and supervisors of student interns.¹⁹¹ Members of these organizations are employers, peers, and experts in their respective fields. The university uses their input to adjust programs’ goals, curricula, course content, and technology.

CSU-Pueblo, as a whole, is diligent in its approach to service and engagement. The majority of departments and units have an eye towards benefiting external constituents. The campus seeks to improve the coordination of the feedback collection process and the dissemination of results and outcomes to reduce fragmentation of effort. Because the university is part of an ever-changing world, political, social, and natural events occur that require a response. In some cases, existing mechanisms are not equipped to respond in a timely and comprehensive manner, so additional steps are taken to facilitate appropriate action by the university. These may include ad hoc committees, surveys, campus or public meetings, and other means to gain a better understanding of the issue at hand.

¹⁹⁰ As stated in the university’s Institutional Role definition, <http://www.colostate-pueblo.edu/About/MissionStatement.htm>.

¹⁹¹ See above under Core Component 4a for examples of student internship placements.

Serving the Community

By understanding the needs and expectations of its external constituents, CSU-Pueblo strives to meet its goals and improve its service as a resource for economic growth, cultural enrichment, and social development. This effort can lead to changes or innovations in daily operations. For instance, during the devastation of Hurricane Katrina, CSU-Pueblo stepped forward to assist five displaced students in the fall of 2005, offering four of them a tuition-free semester, book awards, extra grant monies, and furniture and clothing donations. One additional student needed just one semester of a counseling internship, which was readily provided. Via this assistance, these students' lives could be returned to a semblance of normalcy. Similar initiatives were undertaken by many institutions of higher education throughout the United States, but CSU-Pueblo's remote location from the Gulf Coast states did not diminish its efforts to offer assistance to students and their families. Three of the four fall 2005 students continued their enrollment at CSU-Pueblo, bringing others along with them.

As an educational institution, CSU-Pueblo's success is linked to that of the local school districts. To that end, the university is an active member of the Pueblo Educational

Consortium, collaborating with Pueblo Community College, the Latino Chamber of Commerce, the Greater Pueblo

Chamber of Commerce, the Pueblo Economic Development Corporation, and Pueblo city and county school districts 60 and 70 on matters concerning education and economic development. In fostering the focus of Pueblo's youth on the higher education experience, the Mass GEAR-UP program (Gaining Early Awareness and Readiness for Undergraduate Programs) assisted middle- and high-school children in thinking early about the opportunities associated with a college degree. Services afforded by the program included tutoring services in math, reading, writing, and study skills; scholarship exploration assistance; parent/student educational workshops; professional mentoring; college visits; and individual educational planning. The program drew on the assistance and involvement of nearby educational entities, as well as local businesses and organizations.¹⁹² Similar assistance is provided to first-generation, low-income, and disabled adults, to help them gain access to higher education, via the Southern Colorado Educational Opportunity Center (SCEOC).¹⁹³ As outlined earlier in this report, the Division of Continuing Education operates a number of satellite campuses and several other educational outreach and support programs that offer opportunities for degree- and non-degree seeking participants, including high school students in the dual-credit Senior-to-Sophomore CORE Program and students of all sorts taking courses by correspondence.¹⁹⁴ Other methods of outreach assistance include cooperative education assignments, the On-Line Writing Lab,¹⁹⁵ the Upward Bound program,¹⁹⁶ and the university's hosting of various educational forums. Also, as a community resource for economic development, the university offers support, consultation in various areas of expertise, and venues for meetings to the local chambers of commerce and city and county organizations.

CSU-Pueblo's success is linked to that of the local school districts.

¹⁹² For information about the GEAR-UP program, see <http://partners.colostate-pueblo.edu/gearup/>. Funding for the program ended after 2005-2006.

¹⁹³ For information about the Southern Colorado Educational Opportunity Center, see <http://partners.colostate-pueblo.edu/sceoc/>.

¹⁹⁴ For the programs of the Division of Continuing Education, see <http://coned.colostate-pueblo.edu/>.

¹⁹⁵ See <http://www.colostate-pueblo.edu/owl/>.

¹⁹⁶ See <http://partners.colostate-pueblo.edu/upwardbound/>.

To promote cultural enrichment and social development in the region, the university offers an array of opportunities that benefit its external and internal constituents. These activities include the annual Fourth of July celebration, testing service options, visual and performing arts events, athletic and recreational workshops or camps, library services, and the realization of numerous benefits via various community service initiatives delivered by student clubs and organizations to the greater Pueblo community. One illustration of community involvement is the annual Corporate Cup event.

The university participates in and plays host to more than 2,000 local participants representing 25-30 area organizations competing in various sports and fitness activities.

To promote cultural enrichment and social development, the university offers an array of opportunities that benefit its external and internal constituents.

Administrative and support units also assist in providing service to the campus and community. Various internal and external audits and inspections are performed to ensure everything from proper procedures with respect to travel reimbursements to the safe use of chemicals in the pottery studio. For example, the athletic training curriculum undergoes external audits to maintain its accreditation. Employees belong to professional organizations and attend meetings, conferences, and workshops to maintain and improve their knowledge, skill sets, techniques, and tools required to preserve and enhance a standard of excellence.

Attention to Diversity

An example of CSU-Pueblo’s responding to external constituents’ feelings and desires occurred in the fall of 1995 when the university changed its mascot. This issue was addressed by the Multicultural Council, an advisory board comprised of on- and off-campus individuals. After conducting research with members of pertinent organizations in southern Colorado, the council advocated the position taken by local Native Americans and recommended that the university replace the Indian mascot with the Thunderwolf, a fictitious creature intended not to be offensive to any organization or ethnic group. The Multicultural Council continues actively to address issues of diversity and cultural responsibility,

involving many community members of various ethnic and professional backgrounds.

As shown under Criterion Four, to promote engagement with their external constituencies, many

academic units maintain advisory boards to assist with goal development and strategies for success. These boards represent local and regional employers, government, industry experts, and peers. Many programs solicit input from students and student campus organizations as well, both informally and as part of their formal outcomes assessment activities.¹⁹⁷

Another example of responsiveness to the interests of a diverse community involves the preparation of the recent Cardenas Report, mentioned above under Criterion One and discussed in detail below under Core Component 5c, whereby individuals within the local community of Hispanic descent were brought together, on an ad hoc basis, to discuss CSU-Pueblo’s service to

¹⁹⁷ Program outcomes assessment activities are outlined in the catalog under each program (<http://www.colostate-pueblo.edu/catalog/>) and on the Assessment Web site. More details about advisory boards and assessment practices is available above under Criteria Three and Four.

Criterion
Five

the Latino community. Results of the discussions indicated concerns surrounding the institution’s support of Hispanic students. As a consequence, the university has recognized that renewed efforts must be made to address the concerns of this constituency, and doing so has been made a specific goal in the new strategic plan.¹⁹⁸

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

Capacity and commitment to engage the university’s various constituencies have historically been embedded in the university’s mission. As the only four-year public institution in its primary service area, the university recognizes that its constituencies expect it to provide a full array of educational and cultural activities and services not available from other sources. The university’s capacity to provide these services appears clearly in its history of doing so. Services emerge as new needs are identified, and other services are discontinued when they are no longer necessary. A comprehensive list of activities designed to engage all constituencies was developed as part of this self-study.¹⁹⁹

Engagement in the region is one of the institution’s fundamental purposes and provides students

...cooperative agreements are in place with a number of institutions overseas...

with opportunities for leadership development, career preparation, and public service. The university is committed to community and regional involvement, addressing the economic, social, cultural, and educational development concerns in the state of Colorado. The following paragraphs highlight some of the many ways in which the university meets its commitments to the community and its various constituencies.

Cultural Events and Sports

Pursuant to its mission to help to fill the educational, social, recreational, and entertainment needs of the region, the university offers programming that attracts people of all age levels, ethnicities, and with varied artistic, cultural, musical, and recreational interests.

With nearly five percent of the university’s student population from foreign countries, sharing those cultures while helping to make the international students feel more at home is the goal of annual events like “One Kite, One Sky”²⁰⁰ and the International Food and Cultural Extravaganza.²⁰¹ Also on the international front, the university regularly hosts contingents from other countries, both to exchange information on their respective higher education systems and to nurture relationships for prospective students. As mentioned above under Criterion Four, cooperative agreements are in place with a number of institutions overseas, including Ningxia University and Weifang University in China, Rostov State University in Russia, Ostrova University in the Czech Republic, Tibiscus University in Romania, and a

number of others in Asia, Latin America, and Europe.²⁰²

¹⁹⁸ See <http://www.colostate-pueblo.edu/StrategicPlan/>.

¹⁹⁹ See List of Outreach Activities at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

²⁰⁰ For details, see <http://www.colostate-pueblo.edu/news/releases04/106.htm>.

²⁰¹ See <http://www.colostate-pueblo.edu/news/releases05/031.htm>.

²⁰² For a complete list of exchange agreements with foreign universities and links to those institutions, see <http://www.colostate-pueblo.edu/InternationalPrograms/ExchangePrograms/Exchange.asp>.

The annual Ludlow Massacre Memorial Labor Fest is a prime example of the university paying tribute and attention to the history of the region. This event typically highlights a component of labor history, such as the United Farm Workers or the steel industry, and educates participants through film presentations, panel discussions, experts, and music.²⁰³

In the thriving area of the visual and performing arts, the Department of Art schedules numerous exhibits throughout the year, including traveling shows and displays of student work in the university's Fine Art Gallery.²⁰⁴ Some 20,000 people usually attend the annual July 4th Extravaganza, which includes entertainment and an hour-long fireworks show courtesy of the Sertoma Club. The Capps Cappozolo Center for the Visual and Performing Arts also hosts the Pueblo Symphony season, the Pueblo Choral Society, a Chamber Orchestra among other student ensembles, and the Veronika String Quartet. The Hoag Recital Hall offers an excellent venue for most of these concerts as well as for visiting professional performers. Audiences include the patrons from the campus and the surrounding community.

The Creative Writing Program based in the Department of English and Foreign Languages hosts several visiting writers each year whose readings and workshops are open to the public. The students who produce the annual literary magazine *The Hungry Eye* read from their work at events both on and off campus to which all are invited,²⁰⁵ and the annual Women's

Poetry Contest and Evening of Women's Poetry receives submissions from university students, K-12 students, and community members. Winners are selected by a notable visiting poet (Lorna Dee Cervantes in 2006), and selected contributions are published in the annual volumes of the Southern Colorado Women's Poetry series.

The Student Activities Board also sponsors major entertainment events, including hypnotists, casino nights, comedians, and musical performances ranging from Battle of the Bands, which encourages local talent, to a spring concert, which has typically brought a regional crowd to hear big-name artists like Nellie or Grammy-winner Kanye West.

The university also strives to engage the public in addressing controversial issues, such as immigration, transgender surgery, or the energy crisis. Recent lecturers have run the gamut from former CEO of Unocal Dick Stegemeier, and Winston Churchill's grandson to Clay Jenkinson of National Public Radio's *Thomas Jefferson Hour*. A 2005 series on immigration sparked the emotions of many and featured Congressman Tom Tancredo and state legislators Terrance Carroll and Andrew Romanoff as well as a panel of individuals who work with immigrants on a daily basis. A list of speakers in the Hirsch Lecture Series is given under Criterion Four.

As a member of the NCAA Division II Rocky Mountain Athletic Conference, the university competes in 12 intercollegiate sports: baseball, tennis, golf, basketball, and soccer for men and softball, volleyball, basketball, tennis, cross country, golf, and soccer for women. University facilities also are home to a semi-pro baseball team (the Pueblo Chieftains), a summer softball league, and the high-school class 1A regional and state basketball championships. As mentioned above, the

²⁰³ See <http://www.colostate-pueblo.edu/news/releases06/038.htm>.

²⁰⁴ For information about the gallery, see <http://chass.colostate-pueblo.edu/art/index8.htm>.

²⁰⁵ The Hungry Eye Web site is <http://studentclubs.colostate-pueblo.edu/hungryeye/>.

university is a major sponsor of the YMCA Corporate Cup, the largest corporate athletic event in Pueblo, drawing participants from 25 local companies. The university hosts the first weekend of competition, including a 5K run, parade, executive challenge, and swimming, providing free breakfast to all participants. In the spring, the X-Challenge tempts athletes in the state to run, bike, climb, swing, and paddle in a co-ed extreme competition. Campus and community members also take advantage of the adventures offered by the Experiential Learning Center, whose trips provide maximum access to the outdoors, be it canyon, desert, or mountain orienteering, ice climbing, or other biking, hiking, and skiing experiences.²⁰⁶ A recently expanded outdoor adventure course, located at the eastern edge of the campus, is available to community members and groups.

Teaching and Learning Activities

The Division of Continuing Education acts as the lead educational outreach organization of the university. The division provides credit and non-credit courses, Independent Study and External Degree Completion programs to geographic areas and students with learning needs that are not readily met by traditional, on-campus program offerings. The External Degree Completion program has been offered since 1994.²⁰⁷ Continuing Education offers for-credit and non-credit courses and workshops to meet the needs of licensed professionals

in the community such as those in education and medical fields. On-campus programs also contribute to this effort, for example through the Teacher Education Program's Linguistically Diverse Learners endorsement program, the English MA program, the Southern Colorado Writing Project (discussed below), and the Master of Science in Nursing program.

CSU-Pueblo is actively involved in assisting the Bessemer Historical Society (BHS) to preserve the archives of the Colorado Fuel & Iron Company and to educate the public about the historical significance of this collection. Initially, the university and BHS were co-recipients of a federal grant that allowed the project to begin. Since that time, the university has supported BHS by providing student interns to work on the collection, by partnering library faculty members with BHS archivists to plan for the management of the collection, and by co-sponsoring educational events benefiting BHS. Finally, the university maintains one permanent seat on the BHS Board of Directors.

Since its inception in 2002, the Western Forensic Law Enforcement Training Center has quickly earned a reputation as an international trainer of law enforcement and forensic science personnel in explosives and fire debris analysis. It is one of few facilities in the nation that blend this training with a working crime lab that interfaces with a campus-based forensic science educational program.²⁰⁸

University faculty share their time and expertise for local, regional, national, and even international projects. Hasan School of Business (HSB) faculty have produced economic impact studies for the Colorado State Fair as well as the local non-profit community. In addition, the Healy

²⁰⁶ For details about the Experiential Learning Center, see <http://www.colostate-pueblo.edu/elc/>.

²⁰⁷ Continuing Education is discussed in greater detail above under Criteria Two and Three. See also <http://coned.colostate-pueblo.edu/>.

²⁰⁸ See <http://partners.colostate-pueblo.edu/wfletc/>. More information about the center is provided above under Criterion Four.

Center, which was funded for one year through a Packard Foundation grant, provided assistance on many economic development activities in 2005.

University faculty share their time and expertise for local, regional, national, and even international projects.

Physics Professor Bill Brown is helping to develop the Auger Cosmic Ray Project, which aims to build an observatory in eastern Colorado to measure cosmic rays in the Northern Hemisphere. Russ Meyer, Interim Provost and Dean of the College of Humanities and Social Sciences (CHASS), is involved with the American Democracy Project as well as University Partnerships for Education and Citizenship (UPEC), an initiative of the Alliance of Universities for Democracy (AUDEM), which is dedicated to improving education in the nations of the former Soviet bloc.

The university works with the local school districts and supports and trains their teachers through programs like the Southern Colorado Writing Project (SCWP) and the Southeast Colorado History Project (SCHP). The SCWP, an affiliate of the National Writing Project, funded in part by the National Endowment for the Humanities, holds annual Summer Institutes for K-16 teachers of writing from all curricular areas who are trained as Teacher Consultants, qualified to participate in in-service workshop programs offered in local schools. The SCWP also sponsors community programs such as the Writing Marathon, done in collaboration with the Pueblo City-County Library.²⁰⁹ The

SCHP, funded by the U.S. Department of Education, is a coalition of school districts, CSU-Pueblo, and a network of regional historical agencies and foundations. The main goal of the project is

to prepare K-12 teachers as historians and instructors of American history. The teachers participate in graduate history classes taught by CSU-Pueblo faculty, explore regional history museums, archives, and historical sites, and engage in day-long seminars and workshops with prominent historians.

In response to a strong community need, particularly from teachers in the school districts and at the community colleges in the area, the university inaugurated an evening MA program in English in spring 2005, in partnership with CSU in Fort Collins.

Recruitment and Retention Programs

Throughout the year, the university hosts programs and events that primarily serve prospective students in hopes of introducing them to the CSU-Pueblo campus and academic programs. Many academic departments sponsor competitions that bring hundreds of high school students to campus, notably History Day, Math Day, and the Design and Engineering competition. The Annual Southern Colorado High School Honor Choir and Orchestra, sponsored by the Department of Music, selects the best high school student musicians from throughout southern Colorado to perform in a full orchestral instrumentation under the direction of professional mentors.

Opportunities for advanced education are featured at the annual Graduate School Fair organized by the Career Center,²¹⁰ a free service to undergraduate students, alumni, employees, and anyone interested in furthering their education.

²⁰⁹ Information about the SCWP can be found at <http://www.scwponline.org/>.

²¹⁰ The many services provided by the Career Center are outlined at <http://www.colostate-pueblo.edu/careercenter/>.

Recent examples of the university’s efforts to address the future educational needs of targeted populations include the Young Women’s Real World Conference, the Pueblo Youth Futures Fair, Soy Unica, and Chicanos for Change, all one-day events that helped college and high school students develop a vision and action plans for their futures. The Summer Bridges Program helps minority students interested in biomedical careers make the transition from a community college to a four-year institution.

Community Relations

Because of its location on a hill on the northeast edge of Pueblo, the university believes strongly that it must bridge that geographical obstacle and a perceived gap between town and gown by sponsoring numerous events that benefit community organizations or the community at large.

State health department reports show alarming statistics for the health and well-being of Pueblo County residents, including rates for suicide, teen pregnancy, diabetes, obesity, tobacco use, and substance abuse that are higher than national and state-wide averages. As a result, many university partnerships and offerings attempt to address these critical health issues. The student organization TLC (Tackling Life’s Choices) has used the annual Great American Smokeout as an occasion to offer resources to help students and community members walk away from tobacco and run toward a

Many university partnerships and offerings attempt to address critical health issues.

healthier lifestyle, while Greek sororities have sponsored alcohol-awareness days. In partnership with several local groups, the university sponsors the diabetes outreach project, which allows individuals to identify behaviors that could reduce their risk for or even eliminate the development of the disease. Nursing students team with Channel 9 in Denver to provide health screenings and education at its annual health fair. Student interns in nursing, social work, recreational therapy, and psychology have served at the Colorado Mental Health Institute at Pueblo. In 2006, the university partnered with St. Mary Corwin Medical Center to bring the Body Worlds 2 traveling exhibit from Denver Museum for Nature and Science to offer the community a first-hand look at the comparative anatomy of healthy versus diseased organs.

The CSU-Pueblo Alumni Association nurtures connections to graduates through events, a scholarship program, student-alumni discount program, partnerships with local businesses, an on-line newsletter, and a glossy, full-color alumni magazine, *Communiqué*.²¹¹

The university’s more than 120 student-athletes make it a point to be visible in the community through community service activities such as a toy collection, Optimist basketball shootouts, and waiting tables at the annual United Way breakfast, during which all tips go back to this community organization. The university has co-sponsored special athletic events with civic groups such as the Rotary Club and the Lions Club.

Student organizations also respond to community needs. The Teacher Education Club conducts an annual book drive that places more than 2,500 books in the hands of school

²¹¹ For more information about Alumni Association activities, see <http://alumni.colostate-pueblo.edu/>.

children at high-need elementary and K-8 schools in Districts 60 and 70. A spring mud volleyball tournament raises funds for backpacks and school supplies for these same groups of needy children. The Veteran’s Fraternity and the Psychology Club teamed up to coordinate a Hurricane Relief Drive in 2005-2006 for victims of Hurricane Katrina.

The Department of Mass Communications and Center for New Media is the only program in the state to offer hands-on experiences through an on-campus public television station, a radio station, and a student newspaper. These media outlets also provide a service to the community through communication links with the campus and further the practical experiences of students.

The university’s observatory at the Pueblo Greenway and Nature Center offers the community a chance to participate in superior astronomical learning experiences due to the favorable light conditions away from the city.

On the economic development front, the university collaborates with the Greater Pueblo Chamber of Commerce, the Latino Chamber of Commerce, and Action 22, a 22-county consortium. The Latino Chamber recently constructed its Latino Lifetime Achievement Wall in the Occhiato University Center to act as an inspiration to students and used the Chicano mural created by university students (see under Criterion One) as the annual lithograph it presents to all of its members. HSB offered grant writing and project assistance through its

Healy Center for Economic Development. The Students in Free Enterprise club initiated an apprentice program with area developers in order to provide seed money for aspiring entrepreneurs as well as generate ideas for future growth in the community by submitting projects that utilized a five-acre parcel of land, which currently houses a large warehouse building.²¹²

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

CSU-Pueblo serves a wide range of constituencies, including students from the region and around the world, the local educational community, area businesses, social agencies, and the society at large. Evidence from the surveys and SWOT analyses frequently referenced in this report,²¹³ together with general impressions derived from conversations and interactions with the community by faculty, staff, and administration, indicates that the university is for the most part responding well to the needs of those it serves, to the extent that it has the requisite fiscal and personnel resources. For example, when made aware of difficulties experienced by community college transfer students coming to the university, the university negotiated articulation agreements guaranteeing the acceptance of designated community college courses to meet university requirements and is currently engaged in further discussions with the community colleges and area high schools to equalize standards and expectations. Similarly, because of its location remote from the major research universities in Colorado, Pueblo needs graduate study opportunities in many fields. While the university has only a limited capacity to provide such programs, the recent addition of master’s programs in nursing and English has been greatly appreciated by the area’s medical and educational communities.

²¹² Further information on these and related activities is included above under Criterion 4.

²¹³ See <http://www.colostate-pueblo.edu/hlca/Surveys.asp>.

Not all constituencies, however, are fully satisfied with the university's responses to their needs and interests, due in part to mutual misunderstandings that the university is working hard to overcome. The ensuing discussion of this core component, then, will largely concentrate on this area of concern, specifically as it relates to the university's important Latino constituency.

Some Disconnects and Disappointments

Over the last 10 years, the university has experienced repeated changes in top administration. With each new president or leadership team, different relationships, commitments, and goals were established, but sometimes the commitments to previous relationships were neglected. Further, the university's recent name change and new identity have caused concern in some quarters, especially with regard to some of the commitments made in reference to this new identity, such as increasing the number of graduate programs. Although, as previously mentioned, programs have been added in English and nursing, programs in social work, educational leadership, and counseling have been discontinued. The MSW program offered in collaboration with CSU in Fort Collins was in existence for over a decade but had to be terminated because inadequate funding made it impossible to comply with the terms of the agreement between the two institutions. Several other programs

that benefited the community have been discontinued for various reasons, including the Nature Center, Black Studies, and wrestling. Programs of special interest to the Latino community, however, such as Spanish and Chicano Studies, are being redesigned and strengthened, thanks in part to the support of the students, faculty, community, and Board of Governors.

During the past seven years, the university was recognized as a Hispanic Serving Institution (HSI). To be designated an HSI, an institution must have at least 25 percent of its students identifying as Hispanic, of whom half must be low-income. These numbers hovered close to the minimum, e.g., 25.6 percent in 1998 and 25.4 percent in 2005. HSIs receive favorable treatment and increased opportunities in some federal grant competitions.²¹⁴

Some Hispanic-identified students, aware of the value of the HSI designation to the university, have tried to use it for leverage. At one point, several students were protesting the university's response to a complaint filed by a student against a faculty member for making statements in class perceived by some as racist. Some of these students advocated changing their reported ethnic identity status from "Hispanic" to "Other" so the university would fall below the minimum percentage of Hispanic enrollment needed to maintain its HSI designation. Student statements expressed their frustrations and disappointment with the administration's handling of this case, as well as their feelings of a lack of appreciation and support from the institution. The university followed its established policies for investigating a personnel issue, including confidentiality, which seems to have added to the complaining students' frustrations.

²¹⁴ See "Grants/Proposals for which Minority (HSI) status was a key component, 2001-2004 (March)," "Sample of Grants Received from CSU-Pueblo for which HSI Designation Influenced Eligibility for the Grant Competition," and "HSI Specific Grants" in the Resource Room binder labeled "University Response to the Cardenas Report," among the documents at tab 16. Also see "Grant Projects Benefiting Hispanic Students" at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>

It is important to note that the vast majority of students from the class in question who were interviewed did not express frustration and did not support the accusation of racism.

To explore and address these concerns, an outside consultant was hired by CSU System Chancellor Larry Penley and a report was submitted to the administration. The visit of the consultant, Dr. Raul Cardenas, was hosted and chaired by Pueblo State Senator Abel Tapia. On August 18, 2005, Dr. Cardenas met with six Hispanic community political leaders and members of the university administration. Later on the same day approximately 45 business leaders from the area and members from the Pueblo Latino Chamber of Commerce met with the consultant. “The Report of Visit with Hispanic Leaders regarding Colorado State University-Pueblo” (often referred to as the Cardenas Report) submitted to the chancellor deals with issues raised by the members of the Pueblo Hispanic community who were interviewed about the failure of CSU-Pueblo “to recognize the educational needs of their community in university programs, services and staffing.”²¹⁵ The report addresses several areas pertaining to students, community, and institutional environment and identifies issues noted by the respondents.

Members of the university faculty and administration were asked not to speak at the consultant’s afternoon meeting with the community members, but they had previously attempted to supply the leaders of that group with documentation of the university’s considerable record, evident throughout this self-study report, of efforts to reach out to the Latino community and to support Latino students on campus. This information was not mentioned in the meetings, calling into question the accuracy or completeness of the perceptions reflected in the consultant’s document.²¹⁶ After this meeting with the Hispanic leaders, university administrators also presented this information to the consultant, but he declined to review it, confining himself to recording perceptions, not facts. The university responded by issuing an internal memo from President Applbaum to other administrators and a similar one from the president to the chancellor outlining steps to be taken with regard to the consultant’s recommendation and by preparing an internal document that offered rejoinders to assertions made in the consultant’s report and in the press and proposed future steps aimed at addressing the concerns expressed.²¹⁷

Steps taken by the wider university community in response to the report include the following. The Multicultural Council, which is composed of members of both the campus and the community, undertook an extensive process of communication with relevant campus units to determine what was being done regarding the issues raised

²¹⁵ See “Report of Visit with Hispanic Leaders Regarding Colorado State University-Pueblo,” a copy of which is available in the Resource Room. It also is included in the Resource Room binder labeled “University Response to the Cardenas Report,” at tab 1.

²¹⁶ An account of the university’s prior record of outreach and service to the Hispanic community, an analysis of the Cardenas Report rebutting many of its claims, a discussion of action steps taken by the university in response to the report, and a collection of relevant documents that give evidence of the factual record ignored by the consultant and his informants may be found in Barbara Montgomery, “CSU-Pueblo Actions Related to the Concerns and Recommendations Contained in the Cardenas Report: Informal Account with Formal Supporting Documents Attached” (June 30, 2006), available in the Resource Room together with supporting documents in the binder labeled “University Response to the Cardenas Report.” The summary document is on line at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.

²¹⁷ See memos from President Ronald L. Applbaum dated October 21 and 26, 2005 and “Fact vs. Fiction,” available in the Resource Room

Criterion
Five

136

Senators determined that an ongoing global response aimed at achieving a clearly inclusive culture on campus was most appropriate.

in the consultant’s document and to explore possible new initiatives. The document was discussed at great length in the Faculty Senate during 2005-2006. Senators determined that an ongoing global response aimed at achieving a clearly inclusive culture on campus was most appropriate. Also, members of the CHASS Teaching Committee developed a program featuring a guest speaker on “Inclusive Teaching” for presentation to the entire campus during Convocation Week in August 2006. The university’s diversity plan adopted in May 2005 had already mapped objectives and strategies, and the new strategic plan adopted summer 2006 makes promoting diversity a major goal.²¹⁸ Numerous other initiatives promoting diversity and service to the Hispanic

community are mentioned above under Core Components 1b and 2a.

Collaborative Ventures

The university has been awarded several federal grants for the purpose of attracting and retaining low-income, first generation, and/or minority students. The Student Support Services and High School Upward Bound programs have been on campus for many years, while Veterans Upward Bound is a recent addition. Each of these programs is associated or affiliated with the National Council of Educational Opportunity Associations and Association of Special Programs in Region Eight (ASPIRE) and state organizations as well. These organizations provide annual training and professional development opportunities, and support leadership development

opportunities for members. The university’s support programs also work hand-in-hand with Pueblo Community College’s TRIO programs to recruit, retain, and support students through their educational experience. The university continues to face challenges in retaining minority students, so more efforts in this area are clearly necessary.

The university has a longstanding relationship with several local organizations that support scholarship development, business opportunities, internships, work-study placement, mentoring opportunities, and assistance student services and retention activities. Included in this group are the Pueblo Hispanic Education Foundation, the Pueblo African American Concerns Organization, the Latino Chamber of Commerce, the Greater Pueblo Chamber of Commerce, Pueblo Economic Development Corporation, and the Hispanic Leadership Opportunity Program. Student services and academic departments have collaborated with a number of businesses and organizations in the city that participate in career fairs and/or provide internships and other opportunities for students.

The university also has been fortunate to have developed relationships with a number of very generous donors, who have made significant contributions to the Hasan School of Business, Athletics, and several other university activities and programs.

A substantial number of the university’s faculty and staff members serve or have volunteered to serve as consultants in the community in a variety of areas, including business, art, athletics, science, computer information systems, education, engineering, exercise science and health promotion, financial services, history, language, leadership, mass communication, nursing, residence life and housing, social work, student counseling, health, and

²¹⁸ For the diversity plan, see <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>; for the strategic plan, see <http://www.colostate-pueblo.edu/StrategicPlan/>.

development. The commitment from these individuals includes conducting seminars and writing editorials in such areas as leadership development, interpersonal communication, team building, politics, domestic violence, economic, environmental health, Chicano history, and learning styles. In CY 2003, 77 faculty and administrators in Academic Affairs reported engaging in a total of 195 distinct community outreach and service activities.²¹⁹

Beyond these partnerships with community organizations and business, further efforts need to be made to expand the university's connections with the minority community. Additional funds and programming should be directed to areas that support the underrepresented student population and areas within the university that will benefit these students. Access to internships and work experience for minority students should be developed, as well as full-time job placement. It must also be noted that some of these partnerships are new and took an extended period to develop and serve students consistently. There is still much to do to expand on the work that has been done thus far.

Responsiveness to Students

The university provides a number of opportunities for students to get involved and also to develop their leadership skills. These programs include the President's Leadership Program, Associated Students' Government (ASG), student clubs and organizations, the Leadership

Education and Development Program (LEAD), the FOCUS First-year Experience program, and the Experiential Learning Center. The President's Leadership Program develops leadership skills and intercultural competence, social consciousness, and civic responsibility. ASG provides students with the opportunity to participate in the governance of the university and promote the quality of student life and the general welfare of the student body. Students who participate in the LEAD program can volunteer in the community or assist in the residence hall to develop student life activities. FOCUS provides retention activities and strives to connect first-year students to peer groups, academic departments, and the university in general.

Although the leadership of the ASG has recently included a number of Hispanic students, minority students could still be better represented in these programs as well as among the staff directing the activities and recruitment of the programs. Additional recruitment and outreach in areas that will attract qualified minority candidates are needed.

Recruitment Efforts

Academic Affairs is focusing on being more successful in the recruitment and retention of underrepresented students. Academic Affairs has taken the lead in developing the 2003-2007 Enrollment Management Plan and annual status reports for efforts being directed toward minority student recruitment and retention.²²⁰ For example, the following goals were set by the university under the leadership of the Admissions office and reviewed by Provost Montgomery in an Enrollment Management Plan Tracking document of 15 December 2005:

²¹⁹ See "Catalog of Academic Affairs Community Outreach/Service Activities, Calendar Year 2003," in the Resource Room binder labeled "University Response to the Cardenas Report," at tab 18.

²²⁰ The Enrollment Management Plan is available at <http://www.colostate-pueblo.edu/reports/reports/>. An updated plan for 2005-2008 is included in the Resource Room binder labeled "University Response to the Cardenas Report," at tab 6.

Criterion
Five

- *By 2008,... improve student access for Hispanic and minority students.*
- *Identify new recruitment markets and specific recruitment strategies to aggressively recruit Hispanic and minority students....*
- *Increase contacts in Pueblo, San Luis, and Arkansas valley schools.*
- *Aggressively test targeted markets in Denver, California, New Mexico, and Texas.*
- *Participate in the National Hispanic College Fair, Orange County, CA.*
- *Strengthen relationships with high schools and community colleges with large Hispanic and minority student enrollments through strategic activities.*

Similar goals to increase the diversity of applicants, to improve the retention of underrepresented students, and to increase graduation rates are also embodied in the university's Diversity Plan of May 2005.²²¹

The Office of Admissions and Records has expanded the recruitment of first-generation students and students from community colleges and increased recruitment efforts in New Mexico, California, and the Denver area.²²² The university has taken steps to improve course transferability,

further develop articulation agreements with two-year schools, and encourage dual admissions and dual enrollment at these institutions. Transfer and articulation agreements already are established for state institutions in Colorado, as mandated by the CCHE and displayed on the CCHE Web site.²²³ Finally, the university plans to develop strong academic and student support programs that will work beyond the first-year experience. It is anticipated that these changes will encourage a larger number of Hispanic and underrepresented students to select CSU-Pueblo for their higher education experience.

Responsiveness to Staff

The university seeks to employ an appropriately diverse population in faculty, administrative or professional, and state classified positions. Additional recruitment and selection efforts are needed in order to better represent the local community. To this end, the university has expanded its advertising of positions through academic department referrals and professional journals, increased recruitment activities by Human Resources, improved selection procedures, and is developing an expanded database in the Affirmative Action/Diversity Office. To involve the community in the hiring process, the Director of Affirmative Action/Diversity extends invitations to many community organizations to participate in the final interview sessions for candidates seeking employment at the university.

The State Classified employee group remains the most diverse, including a significant number of minorities in the clerical, facilities, and trade classifications, with women making up a majority of the administrative support positions. The university encourages these employees to participate in the tuition assistance program.

²²¹ This document is included in the Resource Room binder labeled "University Response to the Cardenas Report," at tab 21 and may also be accessed at <http://www.colostate-pueblo.edu/hlca/DocumentsReferenced.asp>.
²²² See "Summary of 2004-2005 Recruitment Outcomes Analysis and 2005-2006 Recruitment Plan, November 23, 2005" and "Status of Enrollment Management Goals—Major Directional Changes in Recruitment Strategies, Spring 2006," both in the Resource Room binder labeled "University Response to the Cardenas Report," at tabs 7 and 8.
²²³ See <http://www.state.co.us/cche/academic/transfer/index.html>.

Other professional development opportunities are offered as well. These efforts are necessary in order to increase the number of minority supervisors and managers.

Core Component 5d. Internal and external constituencies value the services the organization provides.

CSU-Pueblo is committed to providing all of its constituents with services they find valuable. From facilities, food service, fun, and entertainment to academics, arts, and athletics, the university serves both its external constituents and the campus community of students, faculty, and staff members.

CSU-Pueblo Is Valued by Its Constituents

The university’s constituents demonstrate that they value its services in a number of ways. Attendance is strong for concerts and guest speakers. For example, the huge extravaganza of music and fireworks celebrating the 4th of July mentioned above, brings large numbers of community members to campus each year. Summer athletic camps attract more than 2,000 young people to learn and develop skills in a number of different areas.²²⁴ The Corporate Cup builds spirit and pride in the community; thousands participate annually. The Student Activities Board programming committee’s presentation of the Second City Comedy Theater and Maya Angelou drew large numbers from the campus and surrounding community.²²⁵ HSB

brings in national experts and often fills the auditorium with students and community members. Division II Athletic Events both on and off campus and the Women’s Basketball Team’s recent RMAC Tournament championship have brought both excitement and enthusiasm for the Thunderwolves athletic program.

Using the services of the university’s top quality banquet and conference facility, the Occhiato University Center, the indoor and outdoor sports complexes, and the classrooms and technology, community members see the CSU-Pueblo campus as a major resource. Not only its facilities but also its personnel attract the interest of the community. Many faculty and staff members are asked to sit on major corporate boards for both profit and non-profit organizations, to serve as speakers for events, to share insights on political events and local and national news, and to lead community initiatives.

The university has received many small and large tokens of appreciation from alumni, community leaders, and philanthropists. In the past five years, a total of \$11,585,308 has been raised through contributions and fundraising efforts. Financial support for the university from its constituents has been stable during the recent period of declining state funding.²²⁶

Employers each year are on the waiting list to attend the Annual Career Fair held the first Wednesday in March, which allows employers and students who are searching for part-time, full-time, and internship opportunities a chance to connect.²²⁷ In addition to the Career Fair, employers participate in the on-campus recruiting program, give classroom presentations, and

Community members see the CSU-Pueblo campus as a major resource.

²²⁴ Information about summer camps offered by the Athletics Department is available at <http://twolves.colostate-pueblo.edu/summercamps.asp>; for information about music camps, see http://chass.colostate-pueblo.edu/music/cmf_camps.htm.
²²⁵ On Second City, see <http://www.colostate-pueblo.edu/news/releases06/016.htm>; on Maya Angelou, see <http://www.colostate-pueblo.edu/news/releases03/105.htm>.
²²⁶ More details about the Foundation are included under Criterion Two.
²²⁷ For information about the Career Fair, see <http://www.colostate-pueblo.edu/news/releases06/027.htm>.

network with campus professionals to solicit applications from CSU-Pueblo students for positions within their organizations. Representatives from school districts from throughout Colorado and other states as well attend the annual Teacher Education Fair on campus, seeking to recruit graduates of the CSU-Pueblo Teacher Education Program.²²⁸

Constituents demonstrate that they value the university's services by making referrals in many ways, from sending people to the Conference Director to book special events that they know will be put on with great care and attention to detail, to linking contacts at the university with prospective students who may have heard great things about CSU-Pueblo and want to enroll in the university. For example, in a survey of entering students taken summer and fall 2003, 24 percent said they learned about the university from friends and 21.6 percent from family members.²²⁹

Evaluation of Services

Feedback is collected in a number of ways to help evaluate the university's efforts and to provide insights into areas for improvement. For example, the Dean's Advisory Board in HSB meets regularly to give ideas, suggestions, address issues and ways to improve the school. Evaluations are done on all conferences on campus that are used as a guide for improvement. Special events like the Dining Etiquette Program, which involves

200 students and community members each fall, are evaluated by the participants to see if the activity is useful. Surveys have been sent out to the community to clarify ideas and perceptions about the university that are used to address issues and concerns, including those conducted in conjunction with this self-study and with the development of the new strategic plan. The university mandates student evaluations of teaching in every course both fall and spring semesters and surveys graduating seniors about their experiences every year. Periodic surveys of alumni and surveys of students taken by individual programs as part of their outcomes assessment activities add further information useful to the university in determining the needs and views of the constituents it serves.²³⁰ Finally, the procedures for instituting new degree programs regularly include market surveys to determine the level of interest in the community. Such surveys indicated the need for the recently instituted graduate programs in nursing and English.²³¹ The university has learned a great deal from the feedback that has been received in a number of ways and has developed new initiatives out of the information gained.

Conclusion

CSU-Pueblo is well aware that it cannot exist, let alone thrive, in a vacuum. The university places great importance on being responsive to the greater community, and continues to establish a variety of links and feedback mechanisms to improve student opportunities for success, before and after graduation, and to maintain a leadership role in the community in order to enhance economic and social growth and development. The university has historically demonstrated an extensive commitment

²²⁸ For information about the Teacher Education Fair, see <http://www.colostate-pueblo.edu/news/releases06/054.htm>.

²²⁹ This survey may be accessed at <http://www.colostate-pueblo.edu/ir/surveys/>.

²³⁰ More information about outcomes assessment activities is provided above in the Introduction and under Criterion Three.

²³¹ Results of some of these surveys can be found at <http://www.colostate-pueblo.edu/ir/surveys/>. Others are available in the Career Center office in the Occhiato University Center.

to engage with its constituencies. The capacity to fulfill, continue, or expand initiatives has fluctuated with changes in funding, administrative vision, institutional identity, and student, staff, and faculty demographics. CSU-Pueblo’s array of engagement initiatives, contracts, and activities is currently extensive. The challenge that the university faces going forward is to balance the essential priorities of the institution with the available internal and external resources. In the future, CSU-Pueblo will continue to be a valuable resource to its constituencies, provided that the administrative vision supplies clear direction and adequate resources. The university has made considerable efforts to strengthen its connections with and responsiveness to its many and diverse constituencies, and it serves them well, within the limits imposed by its size and resources. Although these efforts have not always been fully understood or appreciated by some, the university has mounted a constructive response to criticism and continues to seek better relations with all members of the communities it serves. CSU-Pueblo is a valued entity in southern Colorado. From both physical and human capital to service, recreation, education, and entertainment, the university’s constituents value what the university provides, and the university makes every effort to determine and meet the constituents’ needs and preferences.

Recommendations for the Future

- The university should devote appropriate budgetary resources as they become available to engagement with and service to its constituencies.
- Current initiatives designed to improve communication with the Latino community should be continued and enhanced.
- Better coordination among the various channels through which constituent feedback reaches the university should be achieved.
- Minority students should be encouraged to participate in leadership roles in student organizations.
- Strategies to recruit and retain a diverse student and employee population at the university should be reviewed and augmented as needed.
- Academic and general student support programs should be extended beyond the first year in order to ensure ongoing student success.

Conclusion



Comprehensiveness and Integrity of the Self-Study Process

In preparation for a 10-year comprehensive review for re-accreditation as a public bachelor’s and master’s degree granting university by the Higher Learning Commission of the North Central Association of Colleges and Schools, CSU-Pueblo has engaged in a thorough self-examination that involved all segments of the university community. The Self-Study Task Force that researched and drafted this report included more than 60 members representing faculty, staff, and administration. In their research, they consulted with an even broader array of informed individuals across campus and in the community. The Task Force explored university documents, reports, and statistics; administered surveys and SWOT questionnaires to students, faculty, staff, and community members; and drew on the information simultaneously being developed by the Strategic Planning Committee. The draft report was submitted to all university constituencies for review and revised in accord with their valid suggestions. The self-study process flowed naturally from the university’s longstanding commitment to peer review and self-examination also manifest in its established practices of regular program reviews, assessment of student learning and faculty and staff accomplishments, and periodic strategic planning. The integrity of the information embodied in this report is guaranteed both by the extensive reviews to which the draft has been subjected and by the detailed documentation of evidence provided in the footnotes, appendices, and materials on file in the Resource Room. The self-study not only has demonstrated that the university meets the criteria for accreditation but also has produced five sets of concrete recommendations for future actions to be taken by the university in its quest for continuous improvement in meeting the needs of its constituents. These are listed at the end of each foregoing chapter.

Progress in Addressing Previously Identified Challenges

As shown in the Introduction, CSU-Pueblo submitted a required interim report on its progress in developing assessments of student learning that was accepted by the Commission. Further progress in this area is outlined in Chapters Three and Four, which indicate a broad, university-wide commitment to a culture of assessment embodied in an extensive array of program quality and outcomes assessment techniques set forth in the catalog and continually undergoing review and development on the assessment Web site. Progress in meeting the non-binding recommendations of the previous review team is also detailed in the Introduction, where it is shown that the university has taken effective steps to comply with the recommendations and address the problems they identified in such areas as the quality of Senior-to-Sophomore instructors, the previous over-extension of the provost’s span of control, student academic advising, and services for minority and international students. Efforts are ongoing in several areas, as indicated in this report.

Fulfillment of the Criteria for Accreditation

Chapters One through Five of this self-study report provide detailed evidence of the ways in which CSU-Pueblo meets the criteria, showing specific examples of performance under each core component. Although further improvements are possible, of course, as indicated in the recommendations for the future listed in each chapter, the information given here demonstrates that the institution is fully compliant with all the requirements for accreditation.

The self-study not only has demonstrated that the university meets the criteria for accreditation but also has produced five sets of concrete recommendations for future actions.

The university understands that lifelong learning is necessary and desirable in today's ever-changing world.

A Future-Oriented University

Chapter Two explores in great detail the many ways in which CSU-Pueblo plans for the future and seeks to implement its plans in concrete ways, including strategic planning, rapid response to emerging challenges, focused task-force reports recommending actions in specific areas, and newly improved budgeting processes. Chapter One outlines the university's mission statements and shows how they are publicized and implemented. The remainder of the report supplies ample evidence of how the mission shapes university planning, curriculum development, support for teaching, learning, and scholarship, and engagement with the community. This report chronicles numerous examples of ways the university explores and reacts to social and economic changes, stays in touch with constituencies, monitors advances in disciplinary fields and pedagogical techniques, and recognizes the needs of its students and the surrounding community. As an institution whose mission includes the goal of providing career-oriented programs, CSU-Pueblo has a particular stake in the future of its students, and, as shown above, makes every effort to prepare them for the global, diverse, and technological society in which they will live and then to monitor their successes. Finally, the university takes pride in its implementation of advanced technologies for teaching, research, and administration, examples of which are provided throughout this report.

A Learning-Focused Organization

Effective teaching and student learning are the top priorities at CSU-Pueblo, where improved assessment techniques and extensive support services directly contribute to student success. Because these goals are best met when faculty and staff are current and productive in their disciplines, CSU-Pueblo supports and requires research and scholarly or creative activity by faculty, including the scholarship of teaching, and professional development for staff. Outstanding achievements are recognized with merit raises and awards. Because the university understands that lifelong learning is necessary and desirable in today's ever-changing world, its career-oriented programs are firmly grounded in the liberal arts and sciences. There, students gain the intellectual background and critical thinking skills needed to master new information and solve new problems, skills practiced and thus modeled by university faculty and staff. Through exercises such as the current self-study process as well as ongoing internal communication, open forums such as the Faculty Senate, and periodic program and performance reviews and broad-based assessment techniques, CSU-Pueblo also continuously learns about itself and applies what it learns to improve its performance in serving its constituents.

A Connected Institution

From its inception, CSU-Pueblo has defined its goals in terms of service to the students and community of Pueblo and the surrounding area. Chapter Five identifies some of the many ways in which the university engages with its external constituents, collaborates with other organizations, and promotes a culture of service on the part of faculty, staff, and students. CSU-Pueblo is fully integrated with the region's society, and contributes richly to the cultural and economic life of the surrounding community, even as it draws on the knowledge and support of its community partners, alumni, and friends. As the flagship educational institution in its service area, CSU-Pueblo pursues ever greater engagement with local schools and community colleges to promote smooth and effective articulation for students

entering the university and for graduates taking up careers in teaching and related fields. As mentioned in the previous paragraph, CSU-Pueblo's organizational culture and internal processes support frank and complete communication within the institution as well.

A Distinctive University

CSU-Pueblo is distinguished by its long history of serving the educational, cultural, and economic needs of its community, and it has been shaped in many ways by the unique nature, history, and demographic composition of Pueblo and southern Colorado. Respondents to the self-study survey questionnaire confirmed the university's reputation as a student-centered, welcoming institution with an accessible and well-qualified faculty and staff dedicated to serving students' needs as their top priority. The university's relationship with its partner in the CSU system, the large, research-oriented, land-grant university Colorado State in Fort Collins, enables CSU-Pueblo to provide opportunities and resources beyond what would be typical for a small regional comprehensive institution of 4,000 students. As the foregoing chapters have demonstrated, CSU-Pueblo has a clear and public mission, makes great efforts to celebrate and promote diversity, is accountable to its governing authorities (the CSU System Board of Governors and the Colorado Commission on Higher Education) and to the public. The university seeks an ever clearer understanding of itself so that it can continue its history of continuously changing and growing in pursuit of excellence.

Appendix A
HLC Accreditation Self-Study Task Force
Colorado State University-Pueblo

STEERING COMMITTEE

Co-Chairs:

William Sheidley, Professor and Chair, Department of English and Foreign Languages
 Hector Carrasco,* Dean, College of Education, Engineering, and Professional Studies
 Renee Drabier,* Associate Provost and Chief Technology Officer

*Carrasco replaced Drabier in October 2005 when she left the university.

Members:

Janna McLean, Associate Professor and Chair, Department of Biology
 Ken Nufer,* Director of Human Resources
 Roy Sonnema, Professor and Chair, Department of Art
 Jana Stotler,* University Controller
 Jeff Stuyt, Associate Professor, Exercise Science and Health Promotion
 Charles Zeis, Professor of Business
 Russ Meyer, Dean, College of Humanities and Social Sciences, and Interim Provost**

*Nufer replaced Stotler in February 2006 when she left the university.

**Meyer substituted for Zeis during his absence in June 2006 and continued ex officio, becoming interim provost July 1, 2006.

Consultant:

Lin Chang, Director, Institutional Research and Analysis

Administrative Assistant and Resource Manager:

Shirley Snow, Administrative Assistant II, Provost's Office

AREA COMMITTEES

Criterion 1: Mission and Integrity

Roy Sonnema, Chair
 John Borton, Professor of Computer Information Systems
 Laura Brandt, Director of Alumni Relations
 Ian Brennan, Associate Professor of Business
 Colette Carter, Assistant Professor of Political Science
 Lorna Davis, Assistant Director, Budgets
 Carol Foust, Professor and Chair, Exercise Science and Health Promotion
 Michelle Fraser-Mills, Director of Business Financial Services
 Joseph Marshall, Director of Admissions and Records
 Barbara Montgomery, Provost and Vice President for Academic Affairs*
 Jennifer Mullen, Professor and Chair of Mass Communications and Center for New Media
 Jack Seilheimer, Professor of Biology
 Cynthia Taylor, Associate Professor of English

*Resigned from the committee, February 2006.

Criterion 2: Preparing for the Future

Jana Stotler, Chair (through February 2006)
 Ken Nufer, Chair (after February 2006)
 Craig Cason, Director of Facilities Management
 Paul Chacon, Professor and Chair of Mathematics
 Lin Chang, Director of Institutional Research and Analysis
 Sandra Lundahl, Scholarship Funds Manager
 Victoria Marquesen, Associate Dean for Teacher Education
 Timothy McGettigan, Associate Professor of Sociology
 Kenneth Nufer, Director of Human Resources
 Scott Shrode, Executive Director of University Development and the CSU-Pueblo Foundation
 (through May 2006)

Criterion 3: Student Learning and Effective Teaching

Janna McLean, Chair
 George Dallam, Associate Professor of Exercise Science and Health Promotion
 Samuel Ebersole, Professor of Mass Communications
 Jane Fraser, Professor and Chair, Department of Engineering
 Rhonda Gonzales, Dean and Associate Professor of Library Services
 Victoria Hansen, Professor of Art
 Keli Hibbert, Writing Room Coordinator
 James Malm, Dean of Continuing Education
 Ted Taylor, Assistant Professor of English
 Tamara Watkins, Lecturer in Mathematics

Criterion 4: Acquisition, Discovery, and Application of Knowledge

Charles Zeis, Chair
 Gayle Abrahamson, Associate Professor of Library Services
 Sandra Bonetti, Professor of Chemistry
 Melvin Druelinger, Professor of Chemistry and Director of Research and Sponsored Programs
 Mark Gose, Assistant Professor of Political Science
 Sharon Hatton-Montoya, Director of Student Academic Services
 Richard Huff, Associate Professor of Computer Information Systems
 Nebojsa Jaksic, Associate Professor and Graduate Coordinator of Engineering
 Aaron Kennedy, Director of Residence Life and Housing and Interim Dean of Student Life
 Bruce Lundberg, Professor of Mathematics
 Russell Meyer, Dean, College of Humanities and Social Sciences
 Marcello Pratarelli, Professor of Psychology
 Roy Stanley, Head Soccer Coach

Criterion 5: Engagement and Service

Jeff Stuyt, Chair
 Judy Baca, Associate Professor of Social Work
 Ronald Dehn, Community College Recruiter, Office of Admissions
 Carl Melin, Associate Director of Transfer Admissions
 Kathryn McHugh, Associate Director of Development Services, CSU-Pueblo Foundation
 (through June, 2006)
 Tony Montoya, Director of Affirmative Action and Campus Diversity
 Scott Robertshaw, Director of the Experiential Learning Center
 Marcie Reynolds, Assistant Director of Athletics
 Lia Sissom, Special Assistant to Chairs and Dean, Hasan School of Business
 Annette Williams, Associate Director, International Programs
 Cora Zaletel, Executive Director of External Affairs

Appendix B NCA Self-Study and Site Visit Timeline

Development of Self-Study Report:

- March 2005.....Self-Study Steering Committee members meet to discuss criteria and plan for Fall 2005
- April 8-12, 2005CSU-Pueblo delegation of 9 to NCA Annual Meeting (Chicago)
- Summer 2005.....Steering Committee meets regularly to plan Self-Study
- August 2005.....Convocation: announcement to campus of the accreditation project.
- September 2005Task Force Plenary Meeting; teams for each criterion area begin research for draft reports
- Nov. 2005-Feb. 2006Surveys administered to all constituencies
- January 2006.....Teams begin drafting chapters
- February 2006Task Force Plenary Meeting on progress
- Mar. 31-Apr. 2, 2006Delegation to Annual Meeting in Chicago
- April 2006.....Editing draft of Self-Study begins
- August 2006.....Campus discussion of report
- October 2006Revisions completed
- November 2006Self-Study Report approved by President and finalized
- December 2006Final copies of report printed and bound
- December 15, 2006.....Self-Study Report sent to Site Team (Required 6-8 weeks before visit)

Site Visit:

- Feb. 26-28, 2007NCA Site Team 3 day Visit
- Mid-April 2007.....Site Visit Team Draft Report received
- April 30, 2007.....CSU-Pueblo response to any “errors of fact” in the Draft Report
- Mid-May, 2007Final Report from HLC (9 weeks after Site Visit)
- Late May, 2007Institutional response and choice in decision making process (within 2 weeks)
- Early-mid June, 2007.....Send materials and response to next reviewers (if required)
- Sep.-Dec., 2007HLC final decision (Aug., Oct., Dec. if Reader’s Panel; Sep. if Review Committee)
- Oct.-Dec., 2007.....Institutional review and planning based on self-study and team report.

Appendix C

Statement of Affiliation Status

Higher Learning Commission of the North Central Association of Colleges and Schools

Colorado State University-Pueblo
2200 Bonforte Boulevard
Pueblo, CO 81001-4901

<http://www.colostate-pueblo.edu>

Chief Executive Officer: Mr. Joseph A. Garcia, President

Name change notes: Pueblo Junior College to Southern Colorado State College (1963) to University of Southern Colorado (1975) to Colorado State University-Pueblo (2003)

Current Accreditation Status: Accredited

Accreditation Date(s): (1951- .)
Commission Participation: PEAQ PARTICIPANT

Last Comprehensive Evaluation: 1996 - 1997
Next Comprehensive Evaluation: 2006 - 2007
Last Action: 02/20/2006

Legal Status: Public
Degrees Awarded (details below): B, M

Stipulations on Affiliation Status:
None

Approval of New Degree Sites:
Prior Commission approval required.

Approval of Distance Education Degrees:
Prior Commission approval required for distance education programs other than the bachelor's degree programs in Social Science, Sociology, and Sociology/Criminology offered through correspondence.

Reports Required:
None

Other Visits Scheduled:
None

Enrollment Headcount (last updated: 06/09/2006)

	Full-Time	Part-Time
Undergraduate:	3298	1791
Graduate:	83	698
Post-baccalaureate First Professional:	0	

Other Headcounts (last updated: 06/09/2006)

Non-Credit headcount:	0
Dual enrollment (high school) programs:	1051

Degree Programs (last updated: 06/09/2006)

	Programs Offered	Degrees Awarded in Last Reported Year
Associate Degrees	0	0
Bachelors Degrees	26	722
Masters Degrees	4	41
Specialist Degrees	0	0
First Prof. Degrees	0	0
Doctoral Degrees	0	0

Certificate Programs (last updated: 06/09/2006)

	Programs Offered	Certificates Awarded in Last Reported Year
Pre-Associate Certificates	0	0
Other Undergraduate Certificate	0	0
Post Baccalaureate Certificates	0	0

Off-Campus Activities (last updated: 06/09/2006)

Click here for definitions...

In-State: Campuses: None

Sites: Colorado Springs (Colorado Springs Citadel Center) ;

Colorado Springs (Fort Carson) ; Colorado Springs (Peterson Air Force Base)

Course Locations: None

Out-of-State: Campuses: None

Sites: None

Course Locations: None

Out-of-U.S.: Campuses: None

Sites: None

Course Locations: None

Distance Learning (last updated: 06/09/2006)

BS Social Science (Correspondence)

BS Sociology (Correspondence)

BS Sociology/Criminology (Correspondence)



2200 Bonforte Blvd. • Pueblo, CO 81001
(719) 549-2100