

Naropa University

HLC ID 1955

STANDARD PATHWAY: Reaffirmation Review

Review Date: 4/14/2025

Mr. Charles Lief
President

Jamie Stanesa
HLC Liaison

Michael Dorner
Review Team Chair

Carla Connor
Federal Compliance Reviewer

Indre Cuckler
Team Member

Jennifer Heller
Team Member

Melissa Meeker
Team Member

Kristin Stehouwer
Team Member

Context and Nature of Review

Review Date

4/14/2025

Review Type:

Reaffirmation Review

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Naropa University, which observed its 50th anniversary in 2024, has grown into an institution where its mission of Buddhist-inspired contemplative education permeates the campus. Like many universities, it has changed as a result of the COVID-19 pandemic. Online enrollment continues to increase, with graduate enrollment larger than undergraduate enrollment. The average age of undergraduate students is 34. Many employees work remotely. A few recent years have been financially challenging, but the addition of a new CFO is helping the university steer a new financial course. A new president should replace the current president, who is retiring in June 2025. A significant change in the next few years will be the completion of the sale of the main campus and the consolidation of campus operations at a second campus, 3.5 miles to the east, within the city of Boulder. Initial reactions to the proposed sale were negative, but the campus community has come to embrace the move.

This visit was a Standard Pathway Year 10 Comprehensive Evaluation Visit.

Interactions with Constituencies

President

Vice President for Development, Enrollment, and Student Success

Special Advisor to the President (Legal and Risk Management)

Chief of Staff and Vice President of Mission, Culture, and Inclusive Community

Chief Financial Officer

Interim Chief Academic Officer and Vice President of Academic Affairs

Board of Trustees (14)

Deans (5)

Registrar

Faculty Forum (22)

Student Forum (20)

Staff Forum (17)

Open Forum for Criterion 1 (27)

Open Forum for Criterion 2 (40)

Open Forum for Criteria 3 and 4 (52)

Open Forum for Criterion 5 (60)

Enrollment team (5)

Program Optimization Workgroup (6)

Assessment Committee (11)

Additional Documents

There are no additional documents reviewed.

1 - Mission

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

1.A - Core Component 1.A

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

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Naropa University is a private, non-profit liberal arts university located in Boulder, CO. Originally founded based on Tibetan Buddhist principles as the Naropa Institute in 1974, its mission states: *"We commit to create a more just and regenerative world by nurturing student insight and awareness, courage, and compassion. Through contemplative pedagogy, critical thinking, and active engagement, we offer students the skills they need to authentically engage as effective, mindful leaders."*

Based on the inspection of the documents submitted in the assurance argument, the university's mission was developed through a suitable process based on the Board of Trustees minutes and meetings with the board during the visit.

The mission and related statements are current and published online and in the catalog, student handbook, faculty handbook, and marketing materials. The university truly lives its mission and the mission permeates all its operations. For example, in the meeting with faculty, the visiting team experienced the Naropa Bow and a Spontaneous Poetry practice. New faculty, staff, and new trustees receive orientation on the mission and value statements outlined in the faculty and employee handbooks and the board of trustees handbook. This information is also published on Naropa's Student Right to Know website.

The university's mission is grounded in contemplative education, blending academic study with mindfulness practices and awareness. The university's commitment to fostering intellectual and emotional growth is encapsulated in its belief that academic learning should integrate the whole person—mind, body, and spirit. While the university is founded in Buddhist tradition and values, it is a secular institution with currently fewer than 20 % of faculty and students identifying as Buddhist.

Based on the documents submitted in the assurance argument and a review of the university's website, the institution strives to create a transformative educational environment that encourages students to cultivate compassion, creativity, and critical thinking, preparing them for lives of leadership and service in a diverse and interconnected world. As staff, faculty, students, and administration discussed during the onsite visit, all disciplines at the university integrate a contemplative teaching and learning component. The institution also requires elements of mindfulness and compassion to be visible and measurable in most courses; such examples were provided in the Wisdom Traditions Learning Outcomes document. The JEDI-100 Integration Workshop document also outlines the objectives and training for faculty and staff in congruence with the mission and values.

As evidenced from the documents submitted in the assurance argument and conversations with various stakeholders during the onsite visit, the university's undergraduate and graduate programs aim to foster an understanding of the interconnection between individual actions and the larger global community, encouraging students to be active, ethical participants in their communities and the world. The institution mainly offers in-seat and online undergraduate and graduate degrees in Psychology and Mental Health Counseling. Several other undergraduate programs include: Art Therapy, Creative Writing and Literature, and Environmental Studies, Interdisciplinary Studies, and Yoga Studies.

The student population is mostly adult students with an average age of 34 for undergraduates. As the institution rapidly moved to offering online courses and programs due to COVID, another impetus was receiving the Title III Grant five years ago, which prompted even more rapid development of online programs. Currently, online students constitute about 50% of the student population.

The university offers support through library services, a writing center, and coursework to ensure the integrity of research and scholarly practice by faculty, staff, and students. Student support services also expanded to accommodate a growing online student population. The institution provides helpdesk support and student counseling services via an online platform, a writing center, Simple Syllabus, and Watermark course evaluations.

Even though the university is at a crossroads with a presidential search as well as with downsizing its physical campus space, based on interactions with various stakeholders during the onsite visit, it was apparent that the university is continuously committed to its mission. The university takes these changes seriously. For example, the university has established the Campus Transition Steering Committee, whose role is to develop goals and support the transition. The university also held a series of town halls for the online community and streamed live events online to make it accessible to online students.

The mission and its related statements are displayed on both campuses. The university's mission is well understood and integrated into institutional culture among all constituencies, as observed by the visiting team in open forums and meetings with leadership, students, staff, administration, faculty, and the board of trustees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

Based on a review of evidence documents and the onsite visit, the university is committed to the public good. The university located in Boulder, Colorado, has long been a key institution in the local community, with a deep commitment to serving and contributing to both the town and the broader region.

One of the core principles of the university is the cultivation of compassionate leaders who are committed to positive social change. The university encourages students to participate in service learning, volunteer projects, and internships that address social issues such as homelessness, mental health, and environmental sustainability. The university's students are substantially involved in service-learning as evidenced in the NSSE survey--service learning 91% compared to 60% of students in peer institutions, internship or field experience, 63% to 52%, and culminating senior experience, with 80% of students participating as compared to peer institutions at 52%.

The institution's educational responsibilities take primacy over other purposes as established by the University Board of Trustees Conflict of Interest Policy (2007) outlined in its manual.

The institution engages with its external constituencies and responds to their needs as its mission and capacity allow. As described in the assurance argument and confirmed during the onsite visit, the university engages the local community in several ways. For example, the Naropa Community Art Studio provides free sessions to marginalized populations and wellness-focused art experiences by partnering with the Boulder Community Health Pathway Program. The university's contemplative psychology program offers students opportunities to work with local populations through internships at mental health clinics, community organizations, and social service agencies. As evidenced in the Naropa Community Counseling Brochure and discussion in the open forum with staff and faculty on Criterion 1, Naropa's counseling clinic provides reduced-cost counseling services to the local community members who are in financial need.

In addition to direct service, the university's faculty and students are often involved in community-

based research projects that support the well-being of Boulder's residents. Through workshops, public lectures, and events, the university brings important conversations around mindfulness, mental health, sustainability, and social justice to the broader community, fostering dialogue and collaboration on critical issues facing Boulder and beyond. Examples that were provided in the argument and confirmed during the on-site visit include: Community Conversations on Race, Mindful U podcast (free of charge), Electric Black Earth (featuring underrepresented scholars), and a Café Contemplative.

Onsite meetings with students, faculty, staff, and alumni provided numerous examples of how Naropa lives its mission through service to its local community and the global world. It includes the Extended Campus CACE Offerings, the Joanna Macy Center for Resilience and Regeneration (JMCR), and various Sustainability and Environmental Initiatives, to mention just a few.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Rationale

The university adheres to its value of "*Foster lifelong learning, meaningful lives, and success for students and graduates.*" The university aims to enhance its reputation as a leader in contemplative education by continuously evolving its curriculum to reflect the changing needs of students and the broader world. This fact is underscored by the university's recent development of several online programs.

Based on a review of program descriptions and a sample of syllabi: ENV-100, COR-222, ENV-245E, PSYE-600, and PSYE-800, as well as discussions with students and faculty during the onsite visit, the university's curriculum emphasizes critical thinking, intercultural awareness, and ethical engagement with the world. Students are encouraged to explore social, political, environmental, and spiritual dimensions of contemporary issues as described by faculty during the onsite visit. In Psychology and Mental Health Counseling programs, for example, students analyze complex societal challenges and cultivate empathy and self-awareness, enabling them to act thoughtfully and responsibly in their communities. The Warrior's Examination practice is also one of the tools by which the university fosters critical thinking and dialogue in accordance with its Buddhist tradition.

Experiential learning is also central to the university. Courses often include community-based projects, service learning, and opportunities for civic engagement (e.g., in PSYE-800, PSYE-850, and others), in which students learn to collaborate across differences, understand systems of power and privilege, and advocate for social justice—skills that translate directly into active, informed participation in civic life. Co-curricular activities exist at the institution in a non-traditional sense. Because the student population is older, students do internships and volunteer work in the local community, as outlined in the assurance argument and shared by faculty and students during the onsite visit.

Most pertinent data about the university, such as accreditation, instructional facilities, student academic progress policy, financial assistance, health and safety, etc., are also published on the Student Right to Know page. The data that do exist on graduates' work placement are posted on

Naropa's Institutional Data site. The recently hired Director of Alumnx Relations will be responsible for collecting more complete data regarding graduates' work placement.

The university strives to create a welcoming, inclusive, and affirming environment for all students, faculty, and staff, regardless of their background, race, ethnicity, gender, or identity. The university's website describes the institution's commitment to *"Build a culture of belonging and challenge systems of oppression that undermine human dignity,"* and *"Cultivate capacity for authentic and trusting relationships and practice radical compassion."* Within the contemplative education tradition, academic programs incorporate topics related to cultural competency, anti-racism, and global awareness into their core learning outcomes, as evident from a review of sample syllabi and program descriptions on the website. The university also integrates conflict transformation tools that emphasize empathy and mutual understanding, as confirmed during the onsite visit in meetings with students, faculty, staff, and administration.

The university supports a range of student organizations and affinity groups that celebrate cultural heritage, promote advocacy, and provide spaces for underrepresented communities to gather and be heard, to mention a few: Somatic Arts Community, Naropa Internations, Naropa Tea Club, Students and Veterans of Naropa, Naropa Community Art Studio, and Naropa Secular Student Society.

Based on the review of the institutional level syllabus template (Simple Syllabus), inclusive and equitable treatment policies are outlined, covering the statements of inclusivity, nondiscrimination, ADA and Title IX accommodations, gender pronouns, and other needs. The university has policies and procedures related to non-discrimination and accommodations as outlined in the faculty, staff, and student handbooks. Based on the onsite visit, the campus is inclusive and accessible. For example, there are gender neutral bathrooms and lactation rooms on campuses. The building doors inside include braille print. Sustainability values were evident on the campus with recycling bins everywhere and various marketing and artistic flyers promoting sustainability. Nondiscriminatory hiring policies are also outlined on the university's website and in the faculty and employee handbooks.

Honoring diversity, inclusion, and justice is also evident on the Fostering Inclusion Learning Bites webpage. For example, under the employment webpage, the institution encourages faculty applicants to provide inclusive learning environment to students: *"We ask that applicants for all of our positions possess a willingness to co-create an inclusive community and actively participate in related professional development, including openness to feedback and on-going self-examination."* Meetings with core and adjunct faculty (traditional and online) during the onsite visit confirmed that the faculty are passionate and committed to inclusion.

On-site discussions with students revealed that they feel inclusive and welcomed on campus (20 students attended). The university regularly assesses campus climate through surveys and reflective practices, using data to improve the JEDI strategies. The campus climate survey revealed that 63% of students feel that all constituencies on campus experience a sense of belonging (2024 Campus Climate Survey).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

The university's mission is clearly communicated, understood, and infused into the university's culture, student body, academic programs, support services, facilities, and community engagement. The mission guides program development, teaching and learning, planning, resource allocations, and operations. The university engages in activities to support the public good, diversity, multiculturalism, and civic engagement as appropriate to its mission and its commitment to contemplative education in accordance with the Tibetan Buddhist tradition.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Rating

Met

Rationale

Through interviews in multiple open forum sessions, the team confirmed that Naropa University's process for developing its mission included stakeholders from across the university and that the board formally adopted the revised mission statement as described in the assurance argument. Multiple participants in the open forums described the value of the inclusive mission review and revision process. The participants were not able to describe what prompted the mission review in the 2020-2021 timeframe, or whether there will be regularly scheduled reviews of the mission in the future. The university may consider setting regular evaluation timeframes for its mission.

Naropa uses policies and processes to operate with integrity in its financial, academic, human resources and auxiliary functions. The team confirmed with the board that they review the financials on a regular basis and were conversant about recent audits, conducted by an external public accounting firm. Given the university's late filing of required financial statements by the U.S. Department of Education (DOE) in 2021 and 2022, the team asked the current CFO about what has been done to avoid a recurrence. There has been no recurrence of late filing since that time. The team learned from the CFO, that he has introduced processes and checklists to meet the financial filing requirements by the DOE that had been missed by his predecessor. Board members annually sign a conflict-of-interest disclosure and recuse themselves as necessary from decision-making.

The team affirmed that the institution operates with integrity in its academic functions through transparency in communications about academic programs, academic policies, and the academic catalog.

The university uses the board manual, employee handbook, and student handbook to ensure clarity of roles and expectations for the various groups including ethical behavior. The handbooks also include policies for grievances and complaints. In interviews with different constituencies, the team affirmed

the grievance and complaint processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

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

Rating

Met

Rationale

The team affirmed that Naropa University uses processes to ensure the accuracy of its representations pertaining to academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships. The team's review of the university's website affirmed representations pertaining to these elements including admissions criteria, costs, financial aid, licensure programs, and accreditation status. In interviews with staff, they described particular safeguards, such as verification of students' state of residence and requiring a written attestation each semester for students in the MA Clinical Mental Health Counseling programs that lead to professional licensure.

In the assurance argument and during the visit, the institution provided evidence to support its claims regarding its contributions to the educational experience through research, community engagement, experiential learning and its spiritual purpose. Students gave examples of community engagement and experiential learning pertaining to their programs of study such as practicums and service learning in the community all of which are grounded in the institution's mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Rationale

The team affirmed that the governing board is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity. This is done through active engagement of board members in board meetings and board committees and presence on campus (as appropriate).

In interviews, board members described onboarding processes for new members which include orientation and a mentoring process which they described as a buddy system between experienced and new board members. Board members described active involvement in board committees with all committees meeting at least monthly and the academic affairs committee meeting twice a month.

The board reviews the relevant interests of the institution's internal and external constituencies during its decision-making processes which is aided by voting members from the faculty and the student body. The faculty member is voted into the board position from the Cauldron (faculty senate) and the student member is selected by the Student Union of Naropa. Board members described participating in campus events. Board meetings typically include time on campus for board members to interact with students, faculty, and staff. Further, board members participated in the town hall to discuss the sale of the Arapahoe Campus which is an emotionally charged issue for many constituents. Students mentioned the benefits of the town hall pertaining to the campus sale in that they had a better understanding of why the decision was made and expressed appreciation for having had a chance to discuss the decision and voice their perspectives with the administration and board members.

The governing board preserves its independence from undue influence with expectations clearly outlined in the Board of Trustees Manual. The university requires annual conflict disclosures of

board members and that they adhere to the Buddhist-inspired View of Right Action, in alignment with Naropa's mission.

Consistent with documentation in the assurance argument such as the bylaws and board manual, the team found through interviews with the board, faculty, and staff that the board delegates day-to-day management to the administration and expects the faculty to oversee academic matters.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Rationale

Naropa University is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning, a commitment grounded in its mission and its Buddhist-inspired tradition. The faculty handbook outlines the university's adoption of the 1940 joint statement on academic freedom by the American Association of University Professors and the Association of American Colleges. In forums, faculty expressed that they can exercise academic freedom. For example, faculty members described that not only do they have freedom in how they teach but that there is a mandate for them to innovate and experiment to deliver learning pedagogically in various modalities. Numerous students expressed appreciation for their academic freedom and that they can fully express themselves at Naropa University.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Rationale

The team affirmed that Naropa University's policies, procedures, and practices call for responsible acquisition, discovery, and application of knowledge by its faculty, staff and students. The team learned that the Institutional Review Board (IRB), comprised of four members of faculty and staff, meets weekly to review proposed research. The IRB complies with federal standards and there is an IRB webpage to communicate processes and requirements.

The university provides support services through library instruction, writing support and coursework to ensure the integrity of research and scholarly practice by faculty, staff and students. The undergraduate curriculum includes a required capstone course that requires research and for students to apply an ethical framework to their scholarly work. Similarly, graduate programs include ethical decision-making models, research support and guidance on ethical research.

The university communicates its academic honesty policy primarily through the student handbook and Community Code of Conduct. Deans gave an example of a current issue pertaining to a student using artificial intelligence and how they are following the university's policy to address the issue. The academic honesty violation is being addressed with the student in a way consistent with the institution's culture and values in that the staff addressing the issue are seeking to understand what led the student to use artificial intelligence in the first place rather than submit original work.

By using authentic assessment, the faculty create opportunities for students to share their learning as part of their individual journeys and hence in many instances avoid the possibility of academic integrity violations. Many final exams are called Warrior Exams (drawn from the Shambhala Buddhist tradition) and are used throughout the curriculum. These oral exams involve the instructor and student engaging in spontaneous dialogue about the student's individualized learning. Faculty members have devised ways to replicate aspects of the Warrior Exams in the online environment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

Through its review of the assurance argument and associated documents as well as interviews and forums with staff, faculty, students, and trustees the team has found that Naropa University meets Criterion 2 and acts with integrity and its conduct is ethical and responsible.

The team explored the institution's late financial filings with the US Department of Education and found that the current CFO (hired subsequent to the late filings) has systematically addressed this issue by implementing procedures and checklists and has filed on time for 2023 and 2024.

The team affirmed Naropa's adherence to appropriate research practices and support, including its Institutional Review Board. The university follows its policies and procedures for governance and has an engaged Board of Trustees that delegates operational management to the administration.

Consistent with its mission and ethos, Naropa creates and expects an environment of academic freedom and freedom of expression for its faculty, staff and students.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

Based on the sample syllabi provided and verified during interviews with faculty and students, it is apparent that Naropa programs are current and expectations of student performance are appropriate to the undergraduate and graduate levels. This is further demonstrated by the programmatic accreditations of the MA in Clinical Mental Health Counseling (CMHC) with a Transpersonal Art-Based Counseling accreditation by the American Art Therapy Association, MA CMHC with a Dance/Movement Therapy concentration by the American Dance Therapy Association, and the Center for Contemplative Chaplaincy by the Association for Clinical Pastoral Education. Programs are reviewed on a three to five-year rotation, depending on whether the program has outside accreditation. Programs with outside accreditation are evaluated based on the schedule set by the accrediting body.

The university articulates and differentiates learning goals for its undergraduate and graduate programs. This is based on statements by faculty during the interview process and sample syllabi provided within the argument. Students shared during their interviews that expectations are made clear. Programmatic goals are found in each program's 'What You'll Learn' section on the website. Course learning outcomes are identified within the course syllabi.

Through the use of the Learning Management System, Canvas, the university demonstrates consistent program quality and learning goals across all delivery modes. Faculty expressed through the process of developing online courses/programs that face-to-face classroom instruction and experiences have been enhanced. Course shells are developed for all courses which contributes to consistency across sections. The Educational Technology department is working on a consistent

course interaction process. The Simple Syllabi platform is used for the creation of all course syllabi. Faculty and Academic Affairs review and approve each syllabus before each semester based on shared governance practices. The use of this platform has supported consistency across all modalities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

Naropa's general education program is appropriate to the mission, educational offerings and degree levels. The mission states, "We commit to create a more just and regenerative world by nurturing student insight and awareness, courage, and compassion. Through contemplative pedagogy, critical thinking, and active engagement, we offer students the skills they need to authentically engage as effective mindful leaders." The six key areas of the core curriculum that tie directly to the mission are contemplative inquiry and practice, social justice and anti-racism, sustainability and ecological regeneration, artistic expression and creative practice, leadership and service, and research and communication. The mission and general education program are clearly represented and documented on the university website and within the course catalog. The campus community embraces and brings to life the mission in their work and how they do it with mindfulness, compassion, and caring for others. This was evident in every stakeholder interview session with trustees, faculty, leadership, and students.

The general education program is grounded in a framework based on six key factors identified in the paragraph above. The catalog change and curriculum proposal process is clearly outlined within the Academic Affairs Manual. Undergraduate faculty clearly articulated the importance placed on the general education and how it supports and provides a foundation for the knowledge gained in the major-specific courses and curriculum. Students acknowledge the importance of being open to inquiry and of being of service to others, which directly supports and demonstrates knowledge and acceptance of the key factors of the general education curriculum.

The contemplative education recognizes human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world. The university is mindful of current governmental policies, yet stands firm on its values to be an accepting community. Multiple students commented on the acceptance they felt throughout the admission process, and were expecting something to change where they would not feel as welcomed. That has not happened, and the students are thankful for the ability to celebrate one another's differences. Welcoming differences is an underlying attitude that students appreciate. They noted how opinions outside Naropa views are welcomed, and the presence of 'radical vulnerability' is embraced. Social justice and anti-racism courses are a part of the undergraduate general education curriculum, and graduate programs require courses focused on diversity and inclusivity.

Faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission. Undergraduate and graduate programs require capstones and/or thesis options demonstrating mastery of knowledge and creative expression. Many courses require 'Warrior Exams' where students debate one another or their faculty on a given topic or knowledge gathered during the course. One student expressed how this process has given her the confidence for public speaking, where she was once very introverted and timid. It is not something she felt she would ever accomplish had it not been for this experience. The Capstone Festival allows undergraduate students to showcase their scholarly and creative works. A number of programs offer internship opportunities as identified in the Career and Life Internship Directory. Faculty can apply for release to conduct research, writing, creative expression, or professional development. This is a separate benefit from the sabbatical leave process. After the approved release, the faculty are invited to share during monthly academic council meetings. Highlights are featured in a newsletter and on the website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

Naropa strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves. Diversity among faculty and staff appeared representative of the diversity of students through observation during the individual open forum session of faculty, staff, and students. The university is monitoring the policy provided by the US Department of Education. Diversity-related minimum qualifications are identified on job descriptions for advertised open positions and are viewable on the university website. The Office of Mission, Culture, and Inclusive Community provides training for constituents across campus based on restorative justice, equity, diversity, and inclusivity (JEDI)-informed practices. As discussed during the conversations with the Board of Trustees, Title IX training is required of all faculty, staff, students, administration, and board members.

As documented in the argument and evidence provided, the student-to-faculty ratio of 10:1 signifies sufficient numbers of faculty to carry out the classroom roles of faculty and the ability of faculty to support student performance. During the faculty open forum, they expressed a commitment to taking the time to mentor and support student learning and growth toward professional success above and beyond their teaching responsibilities. Faculty are directly involved in the oversight and development of curriculum and standards of student performance as outlined in the Academic Affairs Policy

Manual and the Catalog and Curriculum Change documents.

During the open forum for Criteria 3 and 4, a department chair provided the process for establishing academic credentials for instructional staff, hiring process, verification of qualifications, and the additional step of assessing an understanding of the candidate's awareness of the university's values and mission. This further demonstrates the university-wide commitment to mission. Faculty qualifications and documentation of content knowledge expertise are demonstrated in the evidence provided in the Faculty Credentialing Report.

The university has a recently revised process to evaluate faculty on a regular basis. As discussed during the open forum for Criteria 3 and 4, faculty had been concerned over the former process, which was multiple pages in length and documented in the Faculty Handbook. The faculty are quite optimistic about the revised process that has a foundation in developing a peer mentor relationship among faculty. The former process seemed to have faculty opting not to participate, which left them longing for feedback and evaluation on their performance. During the Criteria 3 and 4 open forum, one faculty member stated that they longed for challenging feedback and were eager for the new process. The mentoring process will include multiple meetings throughout the year and not just an annual review. The university may want to outline the revised process and consider development of an established timeline that schedules evaluation of all faculty on a regular basis that is provided in both the Faculty Handbook and Academic Affairs Policy Manual.

The university provides a number of professional development opportunities to faculty to ensure they are current in their discipline and adept in their teaching role. The Center for the Advancement of Contemplative Education, the Division of Mission, Culture and Inclusive Community, and the Office of Educational Technology were all identified during open forums as providing support and training to faculty on a variety of topics that support faculty technology and skills of working with individuals of varying backgrounds. Faculty expressed a desire for additional professional development in pedagogy. Faculty appreciate the recent opportunity to apply for release time to conduct research, present at conferences, or engage in other creative endeavors. During the meeting with the Deans, they acknowledged that nine faculty members received this release for the first year. An example of this process is outlined in the Faculty Research and Creative Work document provided in the evidence. Faculty also acknowledged during open forums the continuing appreciation for the ability to apply for a sabbatical to conduct research. The sabbatical leave policy is provided in evidence.

The Core Faculty Employment Agreement, Faculty Handbook, and sample syllabi represent clear evidence of the expectation of faculty availability to student inquiry during stated office hours. Faculty during the open forum discussion emphasized their willingness and joy in serving students in a mentoring capacity.

Evidence provided verifies the ongoing training and professional development available to staff members providing student support services. Job descriptions verify the desire to hire highly qualified individuals to serve in these positions. The Office of Mission, Culture, and Inclusive Community provides training to the greater campus community on justice, equity, diversity, and inclusion. Every student support office provided documentation and demonstration of available training on topics appropriate to their area of service. During interview and open forum sessions, the knowledge and expertise of the student service staff were evident to the team. This was verified by student testimonies during their open session, celebrating the level of support and care they receive from staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Naropa provides significant student support services suited to the needs of both face-to-face and online student populations. These departments and committees include the Office of Student Success Services, CARE team, IRB, Office of Career and Life Development, Office of Mission, Culture and Inclusive Community, and Office of Campus and Residential Life. Orientation to the university is available in multiple modalities to accommodate the needs of the students' schedules. Academic Coaches work remotely and are available in every US time zone to meet in real time as student needs arise. The Student Handbook provides a comprehensive list of the support services available to students, along with descriptions and contact information.

The majority of students are transfer students. The Office of Admission, Registrar, and Academic Advisors, along with faculty, work collectively to evaluate prior coursework, consult with the student, and develop a personalized plan for program completion. The customized plan addresses the academic weaknesses the student may have, and students are directed to the curriculum to address this area during academic advising. This process was described during the individual interviews and open forum sessions. This process demonstrates that the institution provides for learning support and preparatory instruction to address the academic needs of its students. Evidence of the Academic Coaching Program is provided in the evidence. The Writing Center was mentioned as a critical support available to students in the open forum for Criteria 3 and 4, the student open forum, and the faculty open forum. The valuable services provided by the Writing Center are identified on the website. As described in the argument, COR-110 is a course that meets students at their current writing ability and expands the critical thinking process to enhance academic readiness.

As previously mentioned, the university provides Academic Advisors who are available in every US time zone to provide real-time support to students in the time zone in which the student resides. Students remain with the same advisor from orientation to graduation. Faculty support the advising process by providing content-specific and professional mentoring to students. Evidence of the success

of this process was discussed during the student and faculty open forums. Faculty expressed how much they enjoy following students through their expansion and application of knowledge.

The university provides the infrastructure and resources to students and instructors that support effective teaching and learning. During multiple open forums, faculty raved about the support they receive from Educational Technology. It was also mentioned during an interview session that a centralized help desk and technology assistance is available in multiple modalities. The faculty voiced some concern about the classroom technology available once the campuses are consolidated. The leadership may want the transition team to evaluate the technology available in the classrooms at the Nalanda Campus to be certain they are equipped with updated technology to facilitate hybrid instruction. Many courses link the face-to-face and online learners during synchronous class sessions. A faculty member shared that the IRB process is effective. He submitted a research proposal that was denied due to using Zoom during interviews, which would not protect student identity. His revised proposal was for individual interviews and was approved. He provided a further example of students learning about self-plagiarism through the reporting process for academic integrity/honesty reporting via Maxiant, a record and conduct management system. The university takes time through the academic integrity review process to understand what caused the student to be dishonest and provide counsel. This is a further example of the mission in action. The use of graduate assistants in the library is growing. Librarians voiced concern over the transition to one campus and the reduction in staff over the years, and whether they will be able to appropriately serve the students. The art faculty is concerned about low enrollment in their programs and whether facility space will be allocated to them once the move to one location occurs. These are additional areas the university may want to consider during transition team conversations and meetings. Meditation rooms are available on both campuses, and instruction is available to the entire community. This is a unique attribute in providing support and is another commitment to the mission and contemplative learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The team reviewed the evidence, conducted interviews, and facilitated open forums that support the finding that Naropa provides quality education in all programs and in all modalities, therefore meeting the requirements of Criterion 3. Appropriate processes for the development of learning outcomes appear to be in place to carry the commitment to providing quality educational programs long into the future. The community clearly lives its mission and commitment to contemplative learning through instruction, research, and community expression. The leadership team demonstrates a commitment to staffing programs and services to support the academic and personal needs of the student population. Appropriate resources are made available to faculty and students to support the expansion of knowledge and creative expression. As the university sells its main campus to consolidate into another, the transition team will need to give consideration to some of the concerns with respect to space and resources expressed by various constituents concerning consolidation to a single campus.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

The *Faculty Policy and Procedures Handbook* (July 2024) asserts, and faculty confirmed during meetings, that faculty hold primary responsibility for the quality of educational programs at Naropa exercising this responsibility by overseeing processes for establishing and reviewing qualifications, by serving as curriculum gatekeepers through committee work, and by executing review of Assessment Plans and Reports and program review documents on a regular cycle.

The current system for program review was established in Fall 2023; however, as noted in the argument and confirmed during interviews, reviews conducted before this time also resulted in changes in curriculum and pedagogy:

- The Environmental Studies program made curriculum revisions and launched an online

component after its last review.

- The Art Therapy program also launched an online component.
- The Creative Writing program modified its curricular map to adjust prerequisites and added topical classes that matched student interest.

The process of program review remains firmly in the hands of faculty. Deans and program leadership provide pedagogical and discipline-specific guidance; however, the Program Optimization Workgroup (POW) oversees the process. POW's mission is to "administer processes within Academic Affairs for program quality and effectiveness, strategic resource allocation, and new program development" (*Handbook* 108).

At the on-site interview, the POW group spoke enthusiastically about its responsibilities related to program review: the *Program Review Response Form* (included in the assurance argument) and the scoring rubric programs use; the process of completing the review and the form, the Program Health Dashboard (rendered in PowerBI and available on internal drives for faculty and staff and in print by request). The POW group produced its first *Annual Report* (Spring 2024) describing findings from the reviews, methodology, and recommendations for program health and viability.

The current process is exemplary and thorough; however, it is not clear what the plans are for ongoing support. An institutional investment in POW (e.g., in the form of course release or stipend) would demonstrate such a commitment. Also helpful would be a clear distinction between academic review for growth and development of best practices on the one hand, and review for potential program closures on the other (the former being a quality-improvement exercise and the latter a financial analysis). As noted during the discussion, student credit hour production may play a larger role in program viability than is reflected in the current formula, which emphasizes the number of enrolled majors. The institution would benefit from some discussion among faculty and administrators about the purpose(s) of and going plans for its program review efforts.

The POW should continue to document its processes and to project back to the University community what it has learned. The argument undersells the incredible amount of activity and thoughtfulness of the process. (Note: The original argument contained at least one incomplete review draft, whose fully executed version was provided on site and then uploaded to the addendum.) Future visiting teams may wish to investigate the degree to which this process matures in the intervening years.

The Registrar confirmed during the on-site interview that the university follows usual and customary procedures for establishing course prerequisites and accepting transfer credit. Credit evaluation is primarily the responsibility of a full-time evaluation specialist on the team. The Registrar affirmed his role as executor of decisions the faculty takes and approves through normal institutional governance processes. He likewise stands ready to execute articulation agreements, the first of which is currently under development, and to implement any future policies related to awarding credit for prior learning. (The university is just beginning to consider such agreements. Any official/approved agreements should follow standards given in the Department of Education's guidance on the publication of Consumer Information [<https://fsapartners.ed.gov/knowledge-center/fsa-handbook/fsa-assessments/consumer-information>].)

The university maintains program accreditation designations with three associations:

- The art therapy program is in initial accreditation (review due before 2030) through the Commission on Accreditation of Allied Health Education Programs (CAATE);
- The dance therapy program is accredited by the American Dance Therapy Association

(ADTA);

- The Center for Contemplative Chaplaincy is accredited through 2029 (report due in 2026) by the ACPE: Standard for Spiritual Care & Education

In addition, the institution is determining its course of action for attaining accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The collection of post-graduation survey data is ongoing at the university, but analysis of the results is still maturing. The team did not find evidence of a formal process for disaggregating the results for academic programs, a likely priority for the incoming alumni relations director.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Rationale

The purposes of the assessment program at Naropa are outlined in the document called *Program Learning Outcomes Assessment* and were articulated during the open faculty session:

- Conduct an authentic and critically reflective assessment of student learning
- Create an action plan that facilitates continuous improvement of each area and that is incorporated into the university's larger strategic planning process.
- Ensure that external accreditation requirements are met.

As noted in the argument and confirmed on site, Curriculum and Assessment Committees manage the process of collecting and reviewing assessment plans and annual reports, while responsibility for assessment rests firmly with the faculty. Deans and program leaders liaise with the appropriate committee and assign responsibility for individual reporting components.

A review of various program reports showed that programs generally select one or two learning outcomes for formal review each year and then assign completion of the assessment tasks to faculty who teach the relevant courses. Examples of this were included in the argument and verified with assessment committee members onsite. For instance, the creative writing program assessment occurred in WRI-441 Women Writers (spring 2025) and WRI-449E Embodied Poetics (fall 2024), with instructors analyzing student artifacts aligned with particular program outcomes.

Faculty members spoke comfortably and at length about assessment strategies and practices at the university, some driven by program accreditation goals and others that emerged from internal collaboration activities at workshops and meetings. They clearly view assessment as a core part of their work. Individual faculty members described changes at the course and program level that had been driven by assessment activities and showed how assessment activities in their courses linked from Course Learning Outcome to Program Learning Outcome and, where appropriate, to department goals. The document includes an assessment timeline and instructions for "Reporting Assessment Activities and Results" and the "Use of Results for Program Improvement."

Two examples were given during the faculty session:

- Faculty in the interdisciplinary studies program described the formulation of a one-credit-hour Integration Studio course after assessment activities pointed to a gap in students' understanding of disciplinary frameworks. The Studio was implemented to occur just before the Capstone course. (This was the first year of the new course; subsequent assessment reports will describe the results.)
- Faculty in the wisdom traditions area addressed a gap discovered through exit surveys and program meetings (called community gatherings) related to students' ability to demonstrate inter-spiritual understanding. They enhanced offerings in this area and aligned theoretical coursework to the Capstone.

Program Learning Outcomes (PLOs) are approved as part of the course approval process and included in the master syllabus. This process ensures standardization and is also an important method of communicating the intended outcomes to students. (Note: While the assurance argument states that PLOs were listed in the *Catalog* and on the website, the Team did not find them in the *Catalog*, and a review of a random sample of program websites showed uneven coverage.)

A Title III grant has supported several recent developments in the execution of the assessment program. Faculty reported that some of the work will be transitioned to the office of the Senior Director of Accreditation, Assessment, and Program Initiatives. The prospect of CACREP accreditation will require greater attention to plans and strategies that align with the KPIs designated by the agency.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

Activities related to improving student retention reflect ambitious and achievable goals, and are notable for their attention to students from under-represented groups. Individualized attention and mentoring are built into the ethos of the university. Academic and student affairs leaders spoke about the importance of relationships as the cornerstone of their work. Students responded enthusiastically and without hesitation to questions about knowing where and how to access resources, get help, address roadblocks, and resolve problems. They specifically mentioned information technology services personnel as helpful and responsive.

Collecting and analyzing graduation and post-graduation data takes place mainly at the institutional level, with some work from individual programs. Faculty and administrators both acknowledged a need to do more in this area. During on-site interviews, many expressed confidence that much of this work would be enhanced and consolidated in a new alumni affairs position.

As noted in the argument, the small student-to-faculty ratio (10 to 1) is vital in ensuring that students receive the attention and mentoring they value. Students also benefit from a caring staff (many of whom are Naropa graduates) who stand ready to intervene and help students with minor setbacks or major disruptions. Members of the CARE team described the various challenges students have faced in recent years and spoke compellingly about interventions and assistance: the CARE team, the risk-management rubrics, advising reports, hosted events, class demonstrations, and even the use of chatbots for regular check-ins. The university is notable for the investment of both human and fiscal resources in student development and care rooted in the institutional mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

The argument asserts and interviews confirmed that the university's sound practices in both assessment and program review are both faculty-driven and meaningful. Examples of data-driven changes in curriculum and academic services were readily available. Systems for the regular review of course and program pre-requisites and potential opportunities for transfer credit are managed by the programs and implemented by the registrar. The staff manages a broad portfolio of student support services that students recognize as distinctive and purposeful. Faculty and staff demonstrated commitment to a mission-driven framework for monitoring and addressing issues related to retention and persistence.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Rating

Met

Rationale

Naropa has a strong commitment to shared governance. The board of trustees includes a student trustee and a faculty trustee who serve on committees and each has a vote. The board sets the university's direction, mission, and goals while delegating operations to the President and administration.

The faculty senate, the Cauldron, meets three times monthly during the academic year as the executive faculty decision-making body to discuss and review academic policies and make recommendations on the institutional budget. The Academic Council, consisting of all ranked faculty, meets monthly and votes on policies and new degree proposals. Faculty members participate on the committees that search for the new president and other administrators.

Students engage through the Student Union of Naropa, committees, and the student elected to serve as a university trustee. Staff members participate through the Staff Executive Council, although it is not a decision-making body. The president attends the meetings of the above-mentioned groups.

The university uses its Office of Institutional Research to gather and analyze data on enrollment, retention, and graduation. With undergraduate students having an average age of 34 and 78% of incoming students coming as transfer students, the university attempts to meet the needs of this diverse group through data analysis of enrollment data, student surveys, and surveys from outside

organizations. The university uses data for enrollment projections and to determine tuition rates.

Recognizing its limited resources on campus, the university has engaged a management consulting firm, Mindstream, to review the university structure and operations and conduct an academic program analysis. The university is awaiting the report from Mindstream to use in decisions about adjusting academic programs. After the pandemic, the university began offering more courses online and less residually. The board of trustees receives reports to use in its decision-making. Faculty members expressed appreciation for the Ellucian Colleague SAAS tool as part of its ongoing program review process with its unified technology framework.

Faculty members work with others at the university to establish academic requirements, policies, and processes. The Cauldron oversees ten committees on which core faculty members participate. These committees are part of the multi-step approval process for new curricula and programs. After review by the appropriate committees, the Cauldron, Chief Academic Officer, President, and Board of Trustees all approve proposals. The evidence provided included the proposal to change the MA in Clinical Mental Health Counseling.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met With Concerns

Rationale

Recognizing the importance of having qualified staff members to carry out its mission, the university focuses on hiring and retaining staff members. As a small institution, the university decided to outsource its payroll and human resources functions to Questco, a professional employer organization that helps the university comply with employment laws nationwide as the number of remote employees grows. A new Employee Development Review process allows staff members to assess their performance against university metrics and then review their assessment with supervisors collaboratively to determine goals and areas for improvement. The university supports its commitment to the professional development of its staff members with a budget of \$62,385 and training events on campus.

Currently, the university has two campuses, with its main campus in an established neighborhood in Boulder and a newer campus about 3.5 miles to the east, which the university purchased about twenty years ago. The university has agreed to sell the main campus to a developer for \$24 million, consisting of two transactions of \$8 million at the closing and \$16 million after vacating the campus within two years of the closing. The growth of online programs has resulted in fewer students coming to campus, allowing the university to review its physical resource needs. The university has established a campus transition committee with broad campus representation. During the visit, discussions revealed much initial hesitation about the move, but acceptance has grown among employees and students. The sale of the main campus came about due to its age and location in a floodplain and not due to financial exigency.

An IT assessment by Mindstream in the fall of 2024 identified the IT function as "managed" or stable. The university has strengthened its IT operations using the Canvas Learning Management System, Doctums technology to enhance the use of the Colleague planning system, the cloud-based Microsoft solutions software, the Simple Syllabus online platform, and Smartsheet technology for project management and workflow automation. These changes have helped the university as the number of remote and hybrid employees and online students increases.

A key priority that pervades the university is a focus on contemplative learning reflected in the establishment of the Center for the Advancement of Contemplative Education, which focuses on contemplative pedagogy and compassion training and provides tools to enhance each course syllabus so that Western scholarship and Eastern world wisdom traditions come together. To help faculty new to contemplative education, the university created the Contemplative Resource Hub, which provides guidance in creating contemplative courses. The university is using external consultants to review its academic programs and to analyze its limited brand recognition and its need to support non-traditional students.

In 2021, the university established the Executive Leadership Council, a group of administrators, deans, and faculty members who create and implement institutional initiatives. The council evaluated previous strategic plans and created the BIG 5, the university's five key strategic priorities. The university currently does not have a strategic plan. Discussions during the visit identified that the university decided to pause on creating a new strategic plan due to the expected change in presidential leadership and the upcoming campus move.

Like many small, private universities, Naropa has faced its share of financial challenges with the pandemic, operating primarily on fluctuating tuition revenues and year-end operating deficits. In 2023, the university hired a new CFO who has provided strong leadership in a campus operation that was weak, as evidenced by late filings of audited statements with the federal Department of Education for fiscal years 2022 and 2023. A 2024 letter from the department informed the university that the department had recalculated the Composite Score for 2023 at a lower value, 0.5, compared to the university's calculation at 1.2 due to differing interpretations about some of its refinanced debt and whether it qualified as pre-implementation debt. The university worked with a consultant familiar with the Composite Score and replied to the Department of Education, defending its calculation. The university is awaiting the department's response.

For the 2024-25 fiscal year, the university began using BudgetPak, a software program designed to provide budget managers access to data about enrollment headcount, monthly revenue and expense reports, budget status reports, and variance analysis. Discussions during the visit indicated broad acceptance and satisfaction with the new tool. The CFO has also begun using a multi-year budget planning model as the university identifies new challenges and projections for the upcoming four years as it works on long-range planning.

The plan to sell the main campus for \$24 million will significantly increase the university's cash resource base. The Campus Transition Committee will work to guide the university as it determines space usage at the second campus or as online arrangements increase. The sale consists of two transactions, with the first providing \$8 million to the university. After the university vacates the campus, it will receive \$16 million. The goal is for both parts of the sale to occur by 2028. Discussions during the visit revealed that the university will use some of the proceeds to pay off long-term debt.

Financially, the university is at a time of significant transitions with improved financial leadership, determining how operations will be on campus or online, and the sale of the main campus. From 2018 through 2024, each year's change in unrestricted net assets and cash flow from operations were negative but improving through the six years. The visiting team believes the university has the financial leadership that will focus on budgeting and cash flow to continue the methodical improvement of its financial position and would like the university to report how the finances continue to improve with an Interim Monitoring Report in December 2027.

Interim Monitoring (if applicable)

The purpose of the interim report is for the university to show how its financial position has continued to strengthen since the visit in April 2025.

The university should provide the audited financial statements for 2023 through 2027.

The university should prepare a report detailing its financial activity in the following areas:

Provide an update on the sale of the main campus

Provide the projected costs for the move, renovations at the new location, and the plans to spend the proceeds from the sale.

For the following items, the university should show an analysis of the fiscal years 2023 through 2027:

The enrollment trends on the undergraduate and graduate levels, along with the associated tuition revenues

The change in net assets without board restrictions

The cash flow from operations in the statement of cash flows

The year-end line of credit balances and long-term debt balances, along with the debt covenant requirements being met or unmet

The federal Composite Score

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

The university begins allocating resources through its budget planning, linking budget planning worksheets with the university's mission and individual department operational and learning objectives. The recent acquisition of BudgetPak has helped the university follow budget activity to determine that allocations align with strategic priorities. The Division of Mission, Culture, and Inclusive Community focuses on human resources to integrate the university's mission through the student experience and the campus community in an environment that fosters inclusivity and cultural awareness. The team witnessed and heard about this division's success in several discussions during the visit. As the university continues its growth in online education, it has obtained a federal Title III grant to develop its infrastructure for online programs.

During the visit, discussions helped the team see the university's active learning assessment program. Adding to the assessment program, the university introduced budget planning worksheets in 2023-24 with instructions to connect budget requests to academic assessment and data analysis. Changes to annual assessment forms in the same year included using data-driven decision-making throughout the year. The university will continue to address academic assessment to improve the linkage with budgeting. Assessment of retention data has led to changes in the Office of Student Success and the application for the Title III grant. The development of the CACREP (Council for Accreditation of Counseling and Related Educational Programs) assessment plan increased the use of technology to analyze student achievement data against key performance indicators.

The university has developed a culture in which the planning process engages the Board of Trustees, the Executive Leadership Council, the Academic Council, the Cauldron, and the Student Union of Naropa. The university has identified five key priorities, the BIG 5, which include establishing the

university as the leading institution in contemplative education, creating a sustainable enrollment and retention strategy, developing and supporting an academically recognized faculty, delivering a robust financial and operational portfolio, and building an inspired people culture rooted in the principles of justice, equity, diversity, and inclusion. The university is working to operationalize these priorities through subgroups of the Executive Leadership Council.

The university is planning for its future, well aware of its current capacity related to external factors. The new budgeting process, the multi-year budget planning model, and the financial scenario modeling address the academic, financial, and operational planning. These tools help with a larger graduate enrollment than undergraduate enrollment, and online enrollment continues to grow while residential enrollment decreases. Planning the undergraduate program is different at the university compared to others, as the average age of students is 34. Some online programs now have a low-residency format in which the courses are online and the students attend nine-day residential retreats. Planning for greater acceptance of degrees in other states for licensure has prompted the university to seek accreditation from CACREP, which could increase online enrollment.

Planning for the sale of the main campus and the move to the second campus will require much effort, which the university has begun with its transition committee. The move reflects the need for less physical space as education moves more to the online environment, and frees the university from using resources to operate an aging facility, and instead applies resources towards technological operations. This move reflects good planning for the future of education that continues to move away from physical space to online learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

Structurally, the university is firmly committed to shared governance with engagement by the board, faculty, staff, and students. Decisions use data from programs such as Ellucian Colleague SAAS, the Office of Institutional Research, and outside entities such as Mindstream. The faculty is active in setting academic requirements.

Available resources include staff who are qualified and trained in their areas. Technological resources support the growing online programs well. The plan to sell the main campus and consolidate operations at a second existing campus within three to four years allows the university to review and adjust its campus operations as its online enrollment continues to grow. Financially, the university struggled with its operating results and reporting through FY 21-22, but enrollments and operating results have been improving in recent years. The team recommends an Interim Monitoring Report due in December 2027, so that the university can report the outcome of the campus sale and how its finances have continued to improve.

The university has developed effective planning processes. The budget planning process and assessment are now linked, and people responsible for budgets are more engaged with systematically linking their budgets with the university's mission. The university has established five strategic goals, while a specific strategic plan is on hold pending the selection of a new president. Recognizing the changing environment of higher education, the university has increased its online programs while planning to reduce its physical presence by selling its aging main campus and consolidating its operations at an existing second campus.

FC - Federal Compliance

Rating

Not Met

Federal Compliance Filing Form

- Naropa_University_FedCompFiling_2025_Final

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion:

The institution meets HLC's requirements.

Rationale:

Naropa University's Credit to Clock Hour Policy, posted in the university catalog, is based upon the Carnegie Unit Credit Hour definition - one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work. The hour is calculated as 50 minutes. There are two 15-week semesters, fall and spring. The summer semester is 13 weeks and is used primarily by graduate programs. A comparable amount of work is required of other delivery formats, such as internships, practica, and laboratory work, to name a few.

The university's Yoga programming program materials were reviewed, including the degree requirements. Syllabi were reviewed for consistency with the credit hour policy. These syllabi were from the Yoga Teacher Training Certificate, the BA Yoga program, the MA Yoga Studies program, and the Yoga minor. Also reviewed were syllabi for three courses (CNSM651, ART340, and REL600 Practicum), which offered the same course in multiple modalities. Modalities reviewed were low residential, residential, and online. Findings showed that all course syllabi content was consistent with the course-to-credit-hour policy.

Processes are in place to ensure compliance with the credit-to-clock-hour policy. The Registrar sets the Academic Calendar with the calculation of weeks. The Registrar initiates course schedules, and the academic chairs, directors, and deans review and edit them. The schedules then undergo a three-draft process to confirm the information on the schedule, ensuring all information is accurate and consistent with the credit-to-clock hour policy.

Tuition, fees, and the refund policy are posted on the university website.

2. INSTITUTIONAL Mechanisms for Handling Student Complaints

Conclusion:

The institution meets HLC's requirements.

Rationale:

The university has policies in place for the submission and resolution of student complaints and grievances, and uses a web-based reporting form submitted to the Dean of Students, with the policy/procedure available to the student at the top of the form. The policy differentiates a complaint from a grievance and then further subdivides a grievance into academic and nonacademic grievances—the policy states who will address each concern type and when the student can expect a response. A student or students submitting a complaint or grievance completes the electronic form with identifying information and a full description of the complaint or grievance. The form allows documents and electronic media to be uploaded to support the statements being made. Once the form is completed, it is submitted for processing.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion:

The institution meets HLC's requirements.

Rationale:

The university publicly displays its transfer policy on its website. The policy provides the criteria used to evaluate the transfer of courses for Naropa credit. Recently, the university has accepted the Colorado Transfer Courses into its core curriculum. The university provides a free transcript review as a preliminary indication of what courses may transfer into the student's proposed program of study. There is a Frequently Asked Questions page on its website where students can receive answers to their most common questions. Credits can be earned through AP and IB exams, DANTES, and CLEP. Life experience is not accepted for college credit. During the site visit, the team identified that the university has two articulation agreements and is working on a web presence for these two articulations, including the courses involved and what courses will transfer. The Registrar's office and the articulating institution share this information with interested students.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion

The institution meets HLC's requirements.

Rationale:

The university has a unique 6-digit student identification number specific to a student and not to be shared. For signing into the learning management system, student identification is secured through a

username and password and a multi-factor authentication (MFA) code sent by email or text to the student. During the on-site visit, the faculty indicated that software that pops up during an exam is used, requiring the students to take a short video of themselves taking the test. The software Turnitin is also used to ensure academic integrity. Policies are in place to ensure secure data storage to protect student information. There is no additional cost associated with distance delivery.

5. PROTECTION OF STUDENT PRIVACY

Conclusion:

The institution meets HLC's requirements.

Rationale:

The university has a detailed privacy policy provided on the university website. The policy is 14 sections long and includes information on the nature of the student data, including personal data, who has access to student data, how the data is used, how the student can change their data, and who the student can contact with questions on the policy, along with other detailed information. Specifically, regarding educational records, the university has a detailed website addressing student information protected by the Family Educational Rights and Privacy Act (FERPA). This website addresses definitions, annual notifications, directory information, correction of educational records, custodians/locations/types of educational records, and disclosure policies around educational records. All employees, including student employees, undergo a background check. As part of the onboarding process, all employees who will work with student information are trained in the FERPA and HIPAA regulations. All third party contactors and employees who will work with student information sign a confidentiality statement.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other.):

The institution does not meet HLC's requirements.

Rationale:

The university posts data on student outcomes on the university website. The data includes admission data by program, segmented by student demographic information. Retention data, fall to fall, and by year within the program (first year, sophomore, etc.) are provided. Graduate program graduation rates are provided for each graduate program by year. Also, a table showing the six-year graduate rates for undergraduate and graduate programs is provided. Specifically for the MA Clinical Mental Health Counseling - Transpersonal Contemplative Art-Based Counseling program, which is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), retention and employment data are provided for AY 22-23 and AY 23-24. All data are clearly labeled, and tables can be clearly understood without technical language.

While the university provides data on campus activities, it also has limited data about students after they are no longer enrolled. The university provides some employment and placement data for

students but does not provide salary or continuing education data. The website also does not provide data on state licensure exam pass rates in Colorado or other states. Without these data, the team determined that the university does not meet this requirement.

7. STANDING WITH STATE AND OTHER ACCREDITORS

Conclusion:

The institution meets HLC's requirements.

Rationale:

The Colorado Department of Higher Education approves the university. This was confirmed on the Colorado Department of Higher Education website, and an attached letter confirms state approval. The university accreditation website contains the Higher Learning Commission seal, the most recent team report, and the 2019 Assurance Argument. Confirmation of programmatic accreditation was obtained through visiting the programmatic accreditor websites, including the Accreditation Council for Art Therapy Education (ACATE), Association for Clinical Pastoral Education (ACPE), American Dance Therapy Association (ADTA), and the Commission on Accreditation of Allied Health Education Programs (CAAHEP). ADTA accreditation renewal was postponed for the Clinical Mental Health Counseling: Somatic Counseling, Dance/Movement Therapy MA program due to a concern regarding the faculty. ADTA has considered the university's response to their concerns and has approved the renewal of the accreditation.

8. RECRUITING, ADMISSIONS AND RELATED ENROLLMENT PRACTICES

Conclusion:

The institution meets HLC's requirements.

Rationale:

The university has a Code of Ethics/Code of Conduct that all employees are to abide by, which is documented in the Employee Handbook. A copy was also attached to the filing. Employees working in Financial Aid also abide by the Statement of Ethical Principles and Code of Conduct of the National Association of Student Financial Aid Administrators. Employees receive mandatory training in Title IX and JEDI (justice, equity, diversity, and inclusion). Student Financial Services employees receive online training modules and webinars and attend conferences. Admissions Counselors attend ADM 101: Admission Counselor Training and ADM 102: CRM Recruit Basics. Educational materials were attached to the filing and found to be compliant.

APPENDIX A: TITLE IV PROGRAM RESPONSIBILITIES

Complete this section **only if** the institution has submitted an Appendix A. Review any negative actions taken against the institution since HLC's last Federal Compliance review and identify any

implications for the institution's current compliance with the Criteria for Accreditation or other HLC requirements. Provide a detailed rationale for any Core Components identified as Met with Concerns or Not Met.

Rationale:

The university reports two encounters with the Department of Education. The first involved a late financial audit submission requiring the university to provide a letter of credit. The sources of the challenge in meeting the audit submission deadline were identified, and corrective action was taken. All subsequent audit submissions have been on time.

The second encounter with the Department of Education during the accreditation period involves a composite score. In December 2024, the university received a letter from the Department of Education regarding its 2023 Composite Score of .5. The university calculated the Composite Score at 1.2. An external accounting firm confirmed the calculation, and the university submitted a request to the Department of Education for review of the .5 score, considering additional information and evidence. At the time of the Federal Compliance Filing, this issue remains under the Department of Education review. In considering Core Component 5B, the team has classified it as met with concerns. One of the items impacting this classification is the low Composite Score.

MANDATORY REPORTING: FRAUD, ABUSE OR FAILING TO MEET TITLE IV RESPONSIBILITIES

Federal regulations require HLC to notify the U.S. Department of Education related to the following item. Do not skip this section.

In the course of the peer review team's evaluation of this institution, have the reviewers encountered any reason to believe that (i) the institution is failing to meet its Title IV, Higher Education Act program responsibilities (if the institution participates in Title IV, HEA programs) or (ii) that the institution may be engaged in fraud or abuse?

Answer :

No

Rationale (If the team responded "Yes," explain the reasons for concern in detail. Otherwise, leave this section blank.):

Interim Monitoring (if applicable)

For the publication of student outcome data, the university should update its website to include data about graduates regarding employment, salaries, continuing education, and state licensure exam pass rates.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met With Concerns
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Not Met

Review Summary

Interim Report(s) Required

Due Date
12/1/2027

Report Focus
The purpose of the interim report is for the university to show how its financial position has continued to strengthen since the visit in April 2025.

The university should provide the audited financial statements for 2023 through 2027.

The university should prepare a report detailing its financial activity in the following areas:

- Provide an update on the sale of the main campus
 - Provide the projected costs for the move, renovations at the new location, and the plans to spend the proceeds from the sale.
 - For the following items, the university should show an analysis of the fiscal years 2023 through 2027:
 - The enrollment trends on the undergraduate and graduate levels, along with the associated tuition revenues
 - The change in net assets without board restrictions
 - The cash flow from operations in the statement of cash flows
 - The year-end line of credit balances and long-term debt balances, along with the debt covenant requirements being met or unmet
 - The federal Composite Score
-

Due Date
6/1/2026

Report Focus
For the publication of student outcome data in federal compliance, the university should update its website to include data about graduates regarding employment, salaries, continuing education, and state licensure exam pass rates.

Conclusion

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Limited to Standard

Federal Compliance

Not Met

INTERNAL

Institutional Status and Requirements (ISR) Worksheet

Review Details

Institution: Naropa University, Colorado

Type of Review: Standard Pathway - Comprehensive Evaluation Visit

Description:

Review Dates: 04/14/2025 - 04/15/2025

☐ No Change in Institutional Status and Requirements

Accreditation Status

Status: Accredited

✓ No Change

☐ Recommended Change:

Degrees Awarded: Bachelors, Masters

✓ No Change

☐ Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2014 - 2015

Year of Next Reaffirmation of Accreditation: 2024 - 2025

☐ No Change

✓ Recommended Change:

Year of Last Reaffirmation of Accreditation: 2024 - 2025

Year of Next Reaffirmation of Accreditation: 2034 - 2035

Accreditation Stipulations

General:

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

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

☒ No Change

☐ Recommended Change:

Additional Locations:

Prior HLC approval required.

☒ No Change

☐ Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

☒ No Change

☐ Recommended Change:

Competency-Based Education:

☒ No Change

☐ Recommended Change:

Pell-Eligible Prison Education Program:

☒ No Change

☐ Recommended Change:

Accreditation Events

Pathway for Reaffirmation of Accreditation: Standard Pathway

☒ No Change

☐ Recommended Change:

Upcoming Reviews:

No Upcoming Reviews

✓ No Change

☐ Recommended Change:

Upcoming Branch Campus or Additional Location Reviews:

No Upcoming Reviews

✓ No Change

☐ Recommended Change:

Monitoring

Upcoming Monitoring Reviews:

No Upcoming Reviews

☐ No Change

✓ Recommended Change:

Interim report, due 6/1/2026, on Federal Compliance requirements for public Information (conveying information to the public with regard to student outcomes, FDCR.A.10.070

Interim report, due 12/1/2027, on resource base (5.B)

Institutional Data

Academic Programs Offered:

Undergraduate Programs		
Associate Degrees:	0	✓ No Change <input type="checkbox"/> Recommended Change:
Baccalaureate Degrees:	9	✓ No Change <input type="checkbox"/> Recommended Change:
Graduate Programs		

Master's Degrees:	6	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Specialist Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Doctoral Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Certificate Programs		
Certificates:	1	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:

Contractual Arrangements:

30.9999 Multi-/Interdisciplinary Studies, Other - Bachelor - BA Completion Program in Interdisciplinary Studies - Coopersmith Career Consulting

☒ No Change
☐ Recommended Change:

Off-Campus Activities

Branch Campuses:

No Branch Campuses

☒ No Change
☐ Recommended Change:

Additional Locations:

Nalanda Campus, 6287 Arapahoe Ave, Boulder, Colorado 80303 United States

☒ No Change
☐ Recommended Change: