

## Preface

### The Self-Study Process and Report

This self-study report has been drafted explicitly for the purpose of reaffirmation of accreditation of Colorado State University (CSU) by the Higher Learning Commission (HLC) and presents a snapshot of the institution at a specific time (Fall 2011 through Spring 2013). Since the last site visit (2004), CSU has experienced declining state resources and changing of presidents in the midst of a rapidly changing environment for higher education. In the face of these challenges, **CSU has maintained a strong commitment to provide high quality programs and services by conscientiously evaluating priorities and efficiencies to become a stronger institution.**

#### The Process

This self-study report focuses primarily on evaluating how well CSU meets the HLC accreditation criteria and documenting supportive patterns of evidence. This exercise provided an opportunity to evaluate the effectiveness of institutional policies, procedures and practices; and to identify strengths, concerns, and challenges that must be addressed before becoming crises or missed opportunities.

The strategic planning and subsequent budgeting process have matured over the past decade to serve the University's **needs with annual updates and periodic major reviews every three years.** This process has provided the framework for decision-making at CSU, resulting in a continuous series of incremental changes in the pursuit of excellence. Therefore, the self-study process was designed to rely heavily upon existing processes and organizational structures to document and evaluate the effectiveness of administrative policies and procedures that guide decision-making.

The self-study process for collecting evidence and analyzing institutional performance was purposefully designed to fit within continuous quality improvement structures and processes (including benchmarking as appropriate) that are already in place and to be consistent with the strategic planning processes. Therefore, the Strategic Planning Area Review Committees (SPARCs) were chosen as the major self-study units. Each SPARC is assigned specific goals within the *Strategic Plan*. In 2011, as the self-study began, the SPARCs were charged to **refresh the *Strategic Plan* by recommending modifications, including additional goals, strategies, and metrics for improving institutional performance and benchmarking accomplishments in addition to the annual *review* of institutional accomplishments in fulfillment of the *Strategic Plan*.** The SPARCs' broad membership includes representation from most campus constituent groups and key administrative leadership. All members of the President's Cabinet served on one or more SPARC. Each SPARC also includes one or more of the college deans and representatives from the Faculty Council's Committee on Strategic and Financial Planning, the Administrative Professional Council, and the Classified Personnel Council.

At the start of the self-study process, the components and sub-components of the HLC criteria were cross-matched with goals and objectives of the *Strategic Plan* and assigned to the respective SPARC(s) with responsibility for oversight of the topic. Evidence was expected to be identified for each component to assess accomplishments. The following materials served as foundational information resources used in drafting the SPARCs reports: the departmental program reviews, administrative and academic support unit reviews, specialized accreditation reviews, assessments of program objectives, Institutional Research data and reports, and **strategic planning activities that evaluate the effectiveness of programs to guide resource allocation and other administrative decisions.** Analysis of the evidence led to an assessment of **the adequacy of institutional performance and achievement that was characterized as follows:** weaknesses/challenges, accomplishments/progress, and strengths/successes to be celebrated (**sometimes labeled** in SPARC reports as red, yellow, or green progress). Strategic and/or budgetary plans and changes were recommended for improving institutional performance.

The SPARCs are expected to identify strengths as well as targets for improvement since a major **goal of the process is continued institutional improvement.** Patterns of evidence are sought that demonstrate how effectively CSU meets the HLC criteria by documenting accomplishments, focusing on the past 2-4 years, and noting new opportunities within CSU's mission for future activities and accomplishments. Activities in progress or planned are included to keep a future-oriented emphasis in the self-study report. As appropriate, the self-study shows how the

institution has changed or is changing as a result of the self-study findings.

In summary, the SPARCs structure and process was chosen because it fulfills many of the attributes of an effective self-study process as described in the HLC Handbook of Accreditation:

- Fits the distinctive nature of the organization.
- Ensures effective evaluation of the whole organization.
- Promises to have an impact on the organization beyond the Commission visit.
- Engages multiple constituencies of the organization.
- Builds naturally on existing and ongoing self-evaluation processes.
- Has strong presidential and board support.
- Draws on the expertise and credibility of recognized leaders throughout the organization.
- Maintains regular and effective communication links with organizational constituencies.
- Produces evidence to show that the Commission's **Criteria for Accreditation are met.**

The self-study has been drafted from the SPARC reports and other institutional documents into a comprehensive and cohesive report that incorporates discussion and guidance from the coordinating committee and feedback from constituents. The report is organized to summarize the information necessary for the evaluation visit, the review process, and Commission action.

### **Participants in the self-study process (Spring 2013)**

#### **Self-Study Leadership Team**

**Coordinator:**

\*Robert Jones, Professor, Department of Microbiology, Immunology and Pathology, College of Veterinary Medicine and Biomedical Sciences

**Committee members:**

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Farrah Bustamante, Classified Personnel Council

Pattie Cowell, Associate Dean, College of Liberal Arts

Torsten Eckstein, Chair, Special and Temporary Faculty Committee

Tim Gallagher, Chair, Faculty Council

Tom Gorell, Associate Provost

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Lorie Smith, Director, Organizational Development and University Initiatives

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Robin Brown (Co-Chair), Vice President for Enrollment and Access  
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### **Outreach and Engagement SPARC (Goals 19-27)**

Tom Milligan (Chair), Vice President for External Relations  
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Lori Bates, Classified Personnel Council  
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Courtney Butler, Administrative Professional Council  
Hank Gardner, Associate Vice President for Research  
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### **Infrastructure and Information Technology SPARC (Goals 28-34)**

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Lynn Johnson (Co-Chair), Associate Vice President for Finance  
Ron Sega (Co-Chair), Vice President for Energy and the Environment  
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## **Organization of the self-study report**

The **Introduction** section provides a brief history of past accreditation activities, significant achievements during the past 10 years, and a summary of actions taken in response to the 2004 site visit report.

The **Criteria for Accreditation** section contains the five HLC criteria as major headers and each component of the criteria as secondary headers. An introduction is provided for each of the criteria and then evidence is provided under each core component to provide assurance that CSU fulfills the expectations of the component. The argument for each component is constructed using the HLC sub-components and a few additional institutional topics as sub-headings. Finally, a summary is provided for each criterion that indicates how well CSU fulfills the criterion, along with examples of institutional strengths, challenges, and plans for enhancement drawn from the body of the self-study and the *Strategic Plan*.

The **Federal Compliance** section documents that CSU meets or exceeds the minimum requirements of HLC's Federal Compliance policies.

The **Application** section is CSU's formal application for affirmation of accreditation and other institutional attributes incorporated into its Statement of Affiliation Status. This report demonstrates that CSU operates at a level of excellence that meets or exceeds all requirements for accreditation.

The self-study report and virtual resource room were organized and managed using the Accreditation module of Compliance Assist®.

## Introduction

### Accreditation History

Colorado State University was first accredited by the North Central Association (NCA) in 1925 and has continued to be accredited since that time. Accreditation at the doctoral degree granting level was attained in 1974. The regular 10-year Evaluation Team visit in 1984 produced two outcomes. The University was recommended for continued accreditation with a focused visit three or four years later. The 1984 visit was almost simultaneous with the arrival of a new president, and the Evaluation Team wondered how the institution would address two areas of concern: high administrative turnover at the upper echelons, and the ability of the institution to sustain quality education with the resources available. By the time the focused visit occurred in 1988, the University had successfully addressed the concerns of the 1984 team. In 1994, the NCA Commission extended accreditation to 2005 and scheduled the next comprehensive evaluation visit in 2004.

The 2004 Evaluation Team found that the past 10 years had been a time of significant overall achievement by CSU. The Evaluation Team concluded that CSU met or exceeded the **expectations for continued accreditation with the exception of the library**. A progress report on the library was required and accepted by HLC in 2006 (discussed in more detail below). In addition, CSU was granted unrestricted general authority to offer distance degree programs via television, videotape, interactive video, and online courses. In 2008, CSU received approval to offer online master's degree programs through a contractual relationship with CSU-Global Campus. In June 2011, CSU-Global Campus was granted initial accreditation by HLC and has assumed full responsibility for the online master's degrees that it offers.

In addition, CSU has received HLC approval for additional extended (off-campus) sites as they have been added. Several institutional changes were approved in 2012. The Institutional Actions Council (IAC) of HLC approved CSU for participation in the Commission's Notification Program for additional locations. The IAC also approved the consortial arrangement between CSU and CSU-Pueblo for the purpose of offering the Masters of Arts in English program, and approved the consortial relationship with 12 universities in the Great Plains Interactive Distance Education Alliance (GP-IDEA) for the purpose of offering the Merchandising and Dietetics master's programs.

### Highlights of the past 10 years

The University has long been a leader in recognizing the rapidly changing global environment and has a commitment to excellence in education in all its instructional, research, and outreach programs. CSU continues to make education and training accessible to deserving applicants from all classes and groups, and it maintains a wide range of research, extension, and public service programs in response to the needs of the people of Colorado, the nation, and the world. The following highlights are provided as examples to illustrate some significant accomplishments and institutional changes to address the challenges of improving the quality of institutional performance during the past 10 years. These and many other accomplishments will be discussed in greater detail as evidence of institutional effectiveness in the subsequent chapters.

- Dr. Anthony A. Frank became the **14th President** of CSU on June 24, 2009. He had served as Interim President of CSU since November 2008, after having served the University for more than 16 years including four years as Provost/Senior Vice President. Although his administration has faced some of the most severe reductions in state support in the history of the University, maintaining the quality of educational programs and student support has been the top priority.
- Several Presidential **Cabinet-level changes** were made to improve the efficiency and effectiveness of institutional administration. The Office of Vice President for University Operations was created from the merger of administrative services and financial services. An Office for Policy and Compliance and the Office for Contracting Services were created within this division. The Office of Vice President for Diversity was formed to elevate the importance of campus diversity and establish an identity separate from the Office of Equal Opportunity, which was placed within University Operations, along with the newly-created Office for Employee Assistance Programs and Ombuds. The Office of Vice President for Engagement was created to consolidate all engagement and economic development

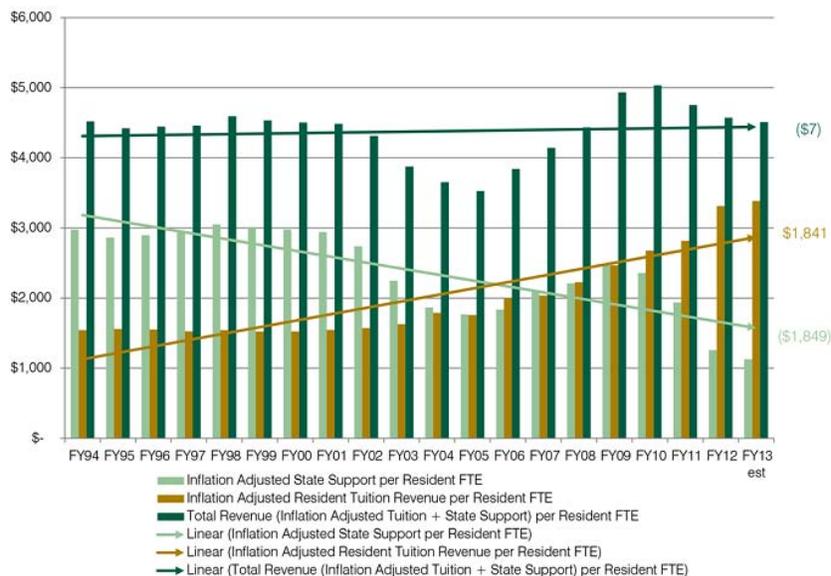
activities in one office, including the Office of Extension. The Agricultural Experiment Station was assigned to the College of Agricultural Sciences, and the Colorado State Forest Service was assigned to the Warner College of Natural Resources. The Vice President for Enrollment and Access was appointed to provide focused leadership for the processes of student recruitment, application, admission, and enrollment. The Office of Vice President for External Relations was added to oversee Marketing, Public Relations, Communications and Creative Services, and Web Communications. The Office of Vice President for Energy and the Environment was created to acknowledge the University's leadership in clean energy and sustainability research and its interest to take that research to market. The positions of Vice President for Information Technology and the Dean of University Libraries were merged to efficiently and centrally integrate all aspects of information management and delivery.

- In 2006, the University established a **strategic planning** process that was designed to be transparent, inclusive, and capable of transforming aspirations for the institution into a reasonable path forward. The process includes an annual opportunity to assess how well the institution is performing, identify emerging concerns, and prepare for new initiatives and opportunities. It was also designed to evolve as the institution evolves through triennial revisions, acknowledging the many factors that can influence institutional direction and priorities. Progress in accomplishing the *Strategic Plan* goals and prioritization of strategies are assessed annually and revised (refreshed) every three years to inform the budgeting process.
- Providing **opportunity and access** has consistently been a strongly held value. Through the Commitment to Colorado and improved services to prospective students through development of exemplary programs in the Access Center and the Transfer Center, CSU remains the school of choice in Colorado, enrolling more Colorado high-school graduates than any other campus in the state. The Fall 2012 freshman class is the largest, the most diverse, and the most academically qualified in CSU history based on test scores and GPAs. CSU was the first western public university to join the common application and has implemented paperless processes for holistic application reviews. CSU has experienced five consecutive years of record enrollment.
- Excellence in the core mission of **academics** has consistently been central to all administrative decisions. An institutional improvement initiative culminated in the April 2006 publication of *A Plan for Excellence: Enhancing Undergraduate Education and Student Success*. Pursuit of this plan has yielded significant improvements in student success as described in detail in Component 4.C. External recognition is evidenced by the "Outstanding Retention Program - 4-Year College/University" award by the Educational Policy Institute, and by relocation of the Reinvention Center to the CSU campus (described in Component 5.D.2). The Institute for Learning and Teaching (TILT) was established and has become integrated into campus operations. Many other examples of continuous growth in the quality and scope of academic programs are described throughout this report.
- CSU has worked to become a **student-centered** institution through effective collaborations and strong relationships between the Office of Vice President for Student Affairs and other divisions. Some of the model programs implemented include Resident Learning Communities, CSU Healthnet, and cultural centers. Examples of effective collaborations include participation in the Student Affairs in Higher Education M.S. program, joint participation in the PRISM assessment program, and creation of a joint appointment position for the Associate Vice President for Student Affairs and Special Advisor to the Provost for Retention. The Public Safety Team has been organized with a strong emphasis on crisis risk assessment and prevention strategies in addition to the expected crisis response and recovery activities.
- A strong **research, artistry and scholarship** culture is derived from the land-grant heritage of CSU. Programs of Research and Scholarly Excellence and Superclusters bring faculty members together (often self-assembling around a problem) to engage in interdisciplinary science for a specific purpose. This strong research environment has attracted and retained top candidates for faculty, graduate student, and postdoctoral positions, supported development of problem-solving technologies and new knowledge, and provided strong teachers with cutting-edge knowledge and experiences to enrich curriculum content. Through the Office for Undergraduate Research and Artistry, CSU is now in a position to guarantee a mentored research experience to all incoming undergraduates in their home disciplines.
- Under the leadership of the recently established Office of the Vice President for **Diversity**, efforts have increased to shape and maintain a campus climate designed to welcome,

encourage, and embrace differences so all community members are recognized, affirmed, and valued. The 2012 Employee Climate Survey found minimal differences in the assessment of climate by different groups and most employees responded favorably. The university diversity plan was incorporated into the *Strategic Plan* to gain greater visibility and broader ownership/commitment. Many new programs have been developed and existing programs have been revitalized to reach out to prospective and current students, thus creating a microcosm of diversity on campus that reflects the diversity of society and the world in which students live. Internationally focused activities supporting teaching, learning, research and engagement have contributed to an increased global perspective. A few examples of these activities include the Global Social and Sustainable Enterprise MBA concentration for international entrepreneurs, international partnerships with universities and governmental agencies throughout China and elsewhere, and partnering with INTO to increase foreign undergraduate student enrollment.

- CSU has successfully provided leadership in **sustainability, energy, and environment** at the local, state, national, and global levels. A Clean Energy Supercluster was created in 2008 to facilitate the application of clean energy research in the marketplace and the Center for the New Energy Economy was created in 2010. The School of Global Environmental Sustainability was established in 2008 to develop the next generation of workers for the growing “green” workforce. The Department of Ecosystem Science and Sustainability was formed in 2011 as the only program in Colorado that focuses exclusively on the scholarship and discovery of this subject. CSU committed to long term climate neutrality by becoming a signatory to the American College and University President’s Climate Commitment in 2008. CSU placed among the top 5% in the nation among hundreds of colleges and universities in RecycleMania. These and many other efforts were highlighted in The Association for the Advancement of Sustainability in Higher Education’s (AASHE) Sustainability Tracking, Assessment and Rating System (STARS) in 2011. CSU achieved the highest institutional score in 2011 on this comprehensive evaluation of sustainability.
- The recent state and national economic crisis has shifted most of the **cost of education** to the student. Twenty years ago, two-thirds of the cost of a CSU education was paid for by the state (see chart below). Today, that ratio has flipped — individual students and their families pay for two-thirds of the cost, with the state paying one-third. As a result, resident undergraduate tuition increased 136% between 2003-04 and 2012-13, while nonresident undergraduate tuition increased 69% during this same period. The University has worked diligently to control its costs while staying focused on academic excellence. Today, CSU educates a student for about the same cost, in inflation-adjusted dollars, as it did 20 years ago.

Inflation Adjusted Revenue Trends per Resident



- From FY09-FY12, CSU invested over **\$670 million** in major **capital construction** using the following sources of revenue: student facility fee (24%), CSU central funds (24%), auxiliary funds (37%), state capital appropriations (8%), donor funds (6%), and grants (1%). A total of **981,117 sq.ft. of space was constructed or renovated, allocated as follows: athletics (86,950), auxiliary (74,486), education (372,936), research (105,854), and other (340,891)**. Through CSU's *Climate Action Plan*, a series of short-term, medium-term, and long-term strategies have been implemented to enable CSU facilities and operations to be a model institution for sustainability, master planning, and campus beautification leading to climate neutrality. CSU has already installed more than 5,500 kW of photovoltaic panels, including one of the largest solar plants on a university campus.
- Many **information technology** advances have been made that uniquely improved institutional performance through replacement of all major systems in **only a 7-year period**. CSU was the first institution to go live with Quali Financial System (July 1, 2009) which improved software and support services. The Student Information System (Banner) upgrade was completed in 2007, which phased out use of SSN's for identification, provided outstanding access for students, alumni, and applicants to all their important records and resources via RAMweb, and provided the first automated wait-list for class section demand at a major university. Academic Computing and Network Services was integrated as a department under the Libraries, achieving economies of scale, enhancing library IT services, and consolidating IT help and library help/reference desks into one desk that significantly increased support services. A central longitudinal data warehouse was created (using eThorty, Oracle Discoverer and ODBC calls for access) with a new data management model that included partitioning of data and data governance. As of 2012, all general assignment classrooms were upgraded to "smart" classroom standards. Academic Analytics was added in 2012 and Quali Coeus Research Management System is expected to go online in Fall 2013 as an information management system to support the research mission of CSU.
- In 2005, CSU launched the **\$500 million Campaign** for CSU to enhance its means to provide access to all of Colorado's students, maintain its standing as a top research university, and prepare students for lifetimes of service. The Campaign resulted in a 47 percent increase in private gift fundraising last year, counter to the national trend for the second consecutive year. To date, the campaign has funded 418 new scholarships and 14 new faculty positions. A renewed focus on alumni, 90-97% of whom report a good to great experience while attending CSU, has moved alumni engagement from the bottom quartile to the top quartile compared to peers, first in the Mountain West Conference, and first among all institutions of higher education in Colorado. When the Campaign closed on June 30, 2012, \$537.3 million had been donated.
- On September 15, 2011, President Frank challenged the campus to prepare to celebrate CSU's 150th birthday (2020) by achieving an **80% six-year graduation rate** (equal to the top of our peer group) — and a 60% four-year rate. In Fall 2012, he added the challenge of increasing enrollment to 35,000 students and preparing to potentially be defunded by the State of Colorado.
- Among many **national recognitions**, CSU once again ranked in the prestigious Top Tier (rank of 134) among public and private national universities and 67th among public universities in *U.S. News and World Report's* "Best Colleges" (2014 edition). Other recognitions in the *U.S. News and World Report* include:
  - The Professional Veterinary Medicine program is currently ranked third in the nation by *U.S. News and World Report* and is also ranked third in the country in federal research dollars among colleges of veterinary medicine.
  - The College of Engineering's Undergraduate Program is ranked 64th (among institutions offering doctorates) in the nation.
  - The Undergraduate Program in the College of Business is ranked 107th (among institutions offering doctorates) in the nation.
  - In "Best Graduate School Rankings," the following CSU graduate programs were recognized:
    - Biological Sciences - 82nd
    - Chemistry - 45th
    - Computer Science - 79th
    - Earth Science - 69th

- Mathematics - 76th
- Occupational Therapy - 6th
- Physics - 70th
- Psychology - 101st
- Social Work - 60th
- Sociology - 84th
- Statistics - 40th
- **Best Engineering Schools** - 67th
  - Biological/Agricultural Engineering - 23rd
  - Chemical Engineering - 60th
  - Civil Engineering - 35th
  - Electrical Engineering - 67th
  - Environmental/Environmental Health Engineering - 34th
  - Mechanical Engineering - 62nd
- In the 2011 edition, the magazine even singled CSU out - along with Brown, Duke, Harvard, and Cornell - as one of a handful of schools that had done an outstanding job of infusing writing across the curriculum.
- When asked to rate national universities, guidance counselors from the *U.S. News and World Report's* "America's Best High Schools" ranked CSU 121st out of 281 institutions nationwide.
- *The Princeton Review* regards CSU as one of "The Best 377 Colleges" for 2012 and named the University a "Best Western College."
- In August 2012, CSU was named one of the best higher-education values in *Forbes'* list of America's Top 650 Colleges and was listed in the 2013 Fiske Guide to Colleges, standing out among U.S. universities for academic quality.
- *Business Week* ranked CSU as one of the top undergraduate business programs in the country (94th out of 124) for 2012.
- The College of Business has been recognized for its outstanding leadership in integrating social, environmental and ethical issues into its Global Social and Sustainable Enterprise (GSSE) MBA program. The Aspen Institute's 2011-2012 edition of "Beyond Grey Pinstripes," an independent, biennial survey and global ranking of business schools, ranked the GSSE program at CSU number 27 on its list of the Top 100 MBA Programs in the world.
- In 2013, CSU ranked second in the United States for international student satisfaction, in rankings released by International Student Barometer based on surveys of international undergraduate, graduate, and doctoral students at 180 universities in 15 countries.

## Response to the 2004 Review

The 2004 HLC Evaluation Visit Team identified several challenges facing CSU and recommended institutional attention to those issues.

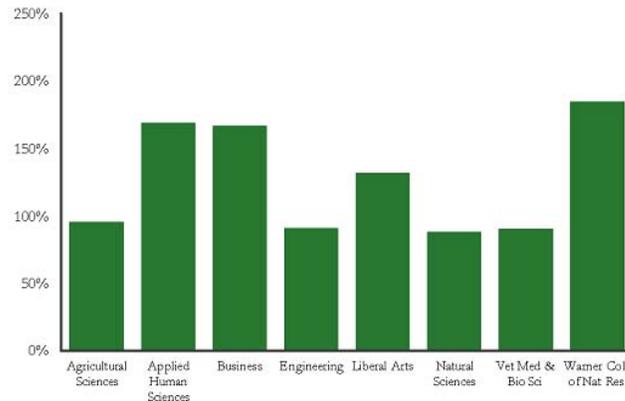
### RESEARCH

**Challenge:** In the area of research activities, the team noted, "Only 7% of the faculty account for approximately 50% of the extramural funding," and "some faculty in disciplines without access to external funding report less institutional support."

**Response:** In the most recent report from the National Science Foundation for FY11, CSU ranks sixth in the nation among public research universities without a medical school for research expenditures and second among the Board peer institutions without a medical school. On a per-faculty basis, the NSF study ranks CSU third in federally funded research expenditures among Board peer institutions. The apparent concentrated generation of funding by only 7% of the faculty may be an artifact of data collection systems that attribute grant activity to a single principal investigator. The current funding trend tends to reward centers, team projects, and interdisciplinary groups which include many faculty participants. As reported in *The Chronicle of Higher Education* (March 24, 2011), there is a national trend for the top 20 percent of professors at research universities to account for half to two-thirds of their department's productivity on measures such as grants, journal articles, citations, and awards. We have recently licensed Academic Analytics and Quali Coeus Research Management System to use as tools to improve assessment and analysis of faculty productivity and to inform planning and budgeting to support these activities. The following chart shows that research proposal generating activity increased in all colleges over the past 10 years which reflects individual faculty efforts to fulfill the

research mission of CSU.

Ten-Year Percent Change in Competitive Research Proposals Submitted by College



Source: *Fact Book 2012-13*, p. 254

Discretionary institutional support for research has traditionally come from two sources: indirect cost recovery (Facilities and Administrative Costs) and salary savings. A portion of indirect funds are distributed back to the units that generate them to support infrastructure and enhance the productivity of successful programs. During the recent lean budget years, there has been very limited salary savings discretion for institutional support of research. See Component 3.B.5 for additional discussion of research productivity.

## RESOURCES

**Challenge:** The team noted, "While CSU has a balanced budget, finances continue to represent a major institutional challenge."

**Response:** Like most institutions of higher education, CSU was adversely challenged by the recent economic recession. To counter its effects, more effort was exerted to enhance strategic planning, increase accountability and transparency, review and reprioritize new initiatives, increase operational efficiencies, and to steadfastly maintain the quality of academic programs. CSU educates a student for approximately the same in inflation-adjusted dollars as it did 20 years ago. Quite simply, the University has done a good job of controlling its operating costs while staying focused on academic excellence. What has changed is that 20 years ago, two-thirds of the cost of a CSU education was paid for by the state with taxpayer support (see discussion and chart above).

- CSU has budgeted in excess of \$17.5 million in new financial aid in FYs 2011 through 2013 to help lower-income families and such commitments will continue to grow each year.
- CSU's total annual tuition and fees for resident undergraduates of \$8,648 in FY13 is 10% less than the average annual tuition and fees of its peer group.
- With budget cuts in the early part of the decade, and state funding now accounting for only 10% of CSU's revenue (including fee for service revenue, the College Opportunity Fund, and state capital appropriations), tuition has increased to help the University keep pace with mandatory costs and to maintain the quality of the educational experience.

**Challenge:** The team noted, "Based on observations of compensation patterns, it appears that salary levels for extension and outreach administrative professionals are not commensurate with areas such as teaching and research."

**Response:** During the recent economically challenging times, including a three-year period without salary increases, CSU has not been able to advance these salaries and has experienced some regression in the competitive status of compensation for all employee groups. Since the 2004 review, there has been a 14% net loss of income for Extension. Budget requests have

been made, but funds were not available, primarily because state appropriations were reduced and the institution chose not to divert new sources of revenue from tuition to non-academic programs.

**Challenge:** The team noted, "The percentage of tenure/tenure-track faculty from under-represented groups has increased by only 2% over the past 10 years, whereas faculty increased by only 5% over the same period."

**Response:** During the past 10 years, the number of tenure-track faculty increased by only 4% while the number of minority faculty amongst tenure-track faculty increased by 4.5%. Although the University desired to increase the diversity of the faculty more, limited overall opportunities to hire new faculty (budget reductions and hiring freeze) limited progress in hiring more numbers of ethnically diverse faculty. More information about diversity of employees can be found in Component 1.C.2 and the high priority for increasing the diversity of the faculty in FY14 is noted in the conclusions for Criterion Five.

### **BUDGETING & OPERATIONS (EFFICIENCY)**

**Challenge:** The team noted, "It is not clear to the Evaluation Team that academic programs and services form the fundamental basis for budget allocations and priorities of resources."

**Response:** The quality of academic programs has been the over-arching consideration in budget reductions for four years. Budget allocations and reductions are primarily incremental changes of the annual budget basis. With reduced state revenues for the past four years, it has been necessary to make incremental reductions in most programs. Selected academic programs and institutional services were identified as priorities and exempted from reductions (examples include: AUCC, utilities, self-funded auxiliaries and enterprises, etc.). As new revenue streams have been developed through differential tuition charges and entrepreneurial initiatives (Summer session, new graduate programs, distance education offerings, IT consolidation, etc.), the revenue has largely been budgeted to the responsible unit or program.

Academic colleges receive the largest share of University funding at CSU each year even though the money often is first allocated through an administrative office. For example, all of the funding for start-ups that goes to the Vice President for Research is spent within the colleges. The following examples from operating budgets are VP division line items that clearly and directly benefit students and the academic mission of the University:

- Financial aid.
- New faculty positions and new faculty startup costs.
- Efforts to enhance diversity.
- The new School of Global Environmental Sustainability and other cross-disciplinary programs that do not fall into one specific college budget.
- Information technology that benefits students.
- Enrollment, access, and success programs targeted specifically at students.
- Graduate Assistant tuition and stipends.
- Background checks, environmental health and safety, risk management, and insurance.
- Funding resources for students with disabilities.

**Challenge:** The team noted, "Due to highly decentralized operations across campus and a variety of technology funding streams, efficiencies of scale-both in human and technical resources have not achieved optimal coordination."

**Response:** CSU has actively sought to increase efficiencies in the management and delivery of information and technology services to the campus. The merging of the Libraries and the Academic Computing and Network Services units under a single administrator, the Vice President for Information Technology/Dean of Libraries, served as a significant step in increasing collaboration and consolidation of operations. The Office of Institutional Research was transferred to this area as well. The recent years of lean budgets have also forced critical review of IT operations to improve efficiencies. In January 2011, the Provost/EVP charged an IT Consolidation Committee with developing a framework to discuss IT consolidation opportunities. This report, utilizing data collected by the campus and external consultants in Spring 2010, was organized into seven individual IT Consolidation Opportunities, each including analyses of

campus benefits, approximate annual cost savings, approximate implementation costs, IT security risks, staffing changes, innovation, and risks/constraints. Actions were identified where significant campus benefit and cost savings could be achieved through simplification and where certain IT services could be made consistent through consolidation. We are proceeding with server virtualization/consolidation in the main data center, identity and access management (IAM) initiative, centralized purchasing (with possible strategic business alliance for desktop and laptop computers), network consolidation, central unified messaging (digital communication for all services – telephony), and transition of unit email services (to Exchange and possibly to gmail). (See Component 5.A.1 for additional evidence).

**Challenge:** The team noted “There appears to be a lack of uniform central administrative policies and procedures for operating guidelines especially in the area of finance.”

**Response:** In 2010, the University recognized a need for consolidated oversight of policies and compliance, and established the Office of Policy and Compliance (OPC). The OPC is responsible for researching, drafting, and facilitating the approval process for a wide range of University policy documents. In addition, the OPC works with administrative and academic departments to review compliance issues and foster business practices that comply with applicable laws, rules and regulations across many administrative and academic areas. The Director of Policy and Compliance reports to the Vice President for University Operations. (See Components 2.A and 5.A.5 for additional discussion).

**Challenge:** The team noted, “The compliance officer reports to the athletic director, which may give the appearance of compromising the integrity of the compliance process in intercollegiate athletics.”

**Response:** The reporting route was modified in 2004 to provide direct access to the President by the Compliance Director. This reporting option has been maintained throughout changes of personnel, both in the Department of Athletics and Office of President, with the most recent confirmation of direct access to the President in December 2012.

**Challenge:** The team noted, “The dual development and foundation reporting structure may compromise the independent non-for-profit status of the foundation.”

**Response:** The Division of University Advancement has a separate and independent reporting structure from either the Colorado State University Foundation (CSUF) or the Colorado State University Research Foundation (CSURF). University Advancement reports to the Office of the President, and ultimately to the Board. There are no dual or cross reporting lines between Advancement and CSUF or CSURF. Both CSUF and CSURF are separate non-profit corporations organized under the laws of the State of Colorado, and both are governed by their respective Board of Directors. The University and the Office of the General Counsel of the Colorado State University System, as well as CSURF and CSUF and their outside attorneys, regularly monitor the activities between the parties to ensure they remain independent in order to preserve the non-profit status of CSUF and CSURF.

## **ACADEMIC PROGRAM QUALITY**

**Challenge:** The team noted, “The expansion in class sizes, decrease in hiring tenure-track faculty, deferred maintenance, increased ratio of students to faculty, and increases in administrative professional appointments demonstrate the significance of the state budget shortfall and need for effective enrollment management at CSU.”

**Challenge:** The team noted, “Student credit hours have increased approximately 12% since the last review while student-to-tenure/tenure-track faculty ratio has increased from 21 to 1; to 26 to 1. As a result, less than one-half of the student credit hours are produced by tenure/tenure-track faculty.”

**Response:** As evidenced in the *Strategic Plan* and annual accountability reports, maintaining and advancing the quality of academic programs is the highest priority of the institution. Unfortunately, the reality of multiple years of budget reduction forced a hiring freeze in the face of increasing enrollment demand by students. As a result, CSU adapted, consistent with national trends, by hiring contingent (adjunct) faculty. Other efforts to maintain the quality of academic

programs in the face of resource challenges are described in detail throughout this report: enrollment management Goals 4 and 5 in *Strategic Plan* (see Component 5.C), The Institute for Learning and Teaching (see Component 3.D.4), development of a new business model with differential tuition to offset program expenses (see Component 5.A.1 and Federal Compliance section a), and more attention to the working environment for contingent faculty (including appointment of an ad hoc study committee, pay and appointment adjustments, implementation of policy changes such as continuing appointments, etc. described in Component 5.B.1). Some examples of the outcomes are as follows:

- Class size: The percentage of sections with fewer than 20 students has decreased from 39% to 33% over the past 10-year period (2002-2011). Percentage of sections with 50 or more students has increased from 18% to 19% over the same period (*Fact Book 2012-13*, p. 91). The average class size for undergraduate lower-level lectures was 62, and for upper-level lectures it was 40, which ranked CSU midway amongst peers (*Fact Book 2012-13*, p. 94).
- Hiring tenure-track faculty: Due to the interaction of reduced revenue and reduced faculty attrition over the past 10-year period, the trend has been toward fewer tenure-track hires each year and limited increases in the number of tenure-track faculty. The total number of tenure-track faculty in FY13 was 1,008, a 7% increase over the 945 present in FY04. Hiring numbers increased to 53 in FY12 and are projected to grow in the next few years with the return of increasing budgets (*Fact Book 2012-13*, p. 118 and 141).
- Deferred maintenance: In FY11 and FY12, the State of Colorado did not appropriate any controlled maintenance funding to CSU so the problem of deferred maintenance has continued to be a growing challenge. Current strategies and budgeting for controlled maintenance are discussed in Component 5.A.1. (*Fact Book 2012-13*, p. 229).
- Student:faculty ratio: During the past 10-year period (FY03 to FY12), the S:F ratio has increased from 17.7 to 18.6 (Note that these ratios are not comparable with those used in the previous self-study due to changes in reporting definitions). This ratio is comparable to the Board's peer group (range 16 to 21) (*Fact Book 2012-13*, p. 75-76).
- Student credit hour (SCH) production: The percentage of undergraduate credit hours taught by tenure-track faculty has declined from 47% in FY03 to a low of 41% in FY12 (range of 41 to 48% per year) (*Fact Book 2012-13*, p. 98). During this 10-year period, total SCH increased by 8% (*Fact Book 2012-13*, p. 68), class sized decreased, and tenure-track faculty numbers remained static, while the number of contingent faculty (in special appointments) increased 109%. These data suggest that some tenure-track faculty are being assigned the larger class sections and are carrying heavier teaching loads with more sections of courses to generate more SCHs per faculty member. This tactic, in response to reduced revenue and continued limitations on hiring more tenure-track faculty, continues to challenge our ability to address issues related to the non-classroom contributions by faculty. Hiring more tenure-track faculty is identified as a high priority in the *Strategic Plan*.

**Challenge:** The team noted, "Recognizing the recent reconfiguration, assessment of general education seems to lack clear academic priorities in the strategic planning statement."

**Response:** The *Strategic Plan* has evolved to include "Goal 7: Undergraduate Learning Outcomes" and "Goal 13: Graduate Student Success Outcomes" as evidence of our commitment to assessment of learning outcomes for incorporation of assessment data into planning and budgeting decisions in alignment with our mission. Many other components of the *Strategic Plan* also reference learning assessment either as direct initiatives (such as a commitment to using the National Survey of Student Engagement (NSSE) or indirectly, using learning outcomes assessment data as the metric for evaluating the effectiveness of several initiatives, especially those related to the Student Success Initiatives. Furthermore, the institutional commitment to assessment of general education is evidenced by two cycles of Collegiate Learning Assessment (CLA) administration and three cycles of NSSE administration since the 2004 review.

## LIBRARIES

**Challenge:** HLC required a progress report on the CSU Libraries to be delivered in 2006.

In the 2004 HLC accreditation visit, three issues were identified for CSU Libraries. A report detailing the steps taken to resolve those issues was submitted and accepted by the HLC in April, 2006. The issues and CSU's response to those issues were:

1. Inadequate Collections Budget – in its response, CSU Libraries indicated that it had conducted a detailed and comprehensive survey of its collections in 11 of its most important graduate areas, focusing on monographs, journals, and databases. The result of that analysis indicated that the collections were adequate, but inflationary costs were not being met. CSU indicated it was integrating CSU Libraries inflationary costs into its budgets. In addition, CSU Libraries was still recovering from the 1997 flood that devastated its collections by purchasing volumes lost or damaged. Finally, CSU Libraries hired an archivist, and has greatly expanded its archives and special collections activities, now one of the strongest in the region.
2. Inadequate Space – In its response, CSU Libraries indicated that it added numerous seats, accomplished via an interior redesign. Also, CSU Libraries cited an intention to participate in the high-density PASCAL storage activity at the Anschutz Medical Center in Aurora.
3. Eroded Purchasing Power – CSU indicated it would join several large library purchasing consortia, including the Colorado Alliance of Research Libraries (the 'Alliance' or CARL) and the Greater Western Library Association to participate in large, joint purchases.

**Response:** The current status of these issues follows:

1. Collections - Beginning in FY04, CSU Libraries began receiving base budget increases for **inflationary costs of materials purchases. The strategy was to preserve and protect existing journal subscriptions and add new journal subscriptions when feasible.** In FY03, CSU Libraries' materials budget was \$4.92 million, providing access to approximately 2,000 journal titles. In FY13, CSU Libraries' materials budget is \$6.67 million, providing access to approximately 25,000 journal titles. The dramatic increase in journal access has occurred by **leveraging access to electronic versions in cooperation with other library systems.** CSU Libraries even received partial inflation for its materials budgets in the very tough budget years of FY11 and FY12. Full inflationary funding has been restored in FY13, and is expected to continue.
2. Space – After a detailed analysis, CSU Libraries opted not to participate in PASCAL, due to high recurring costs estimated at \$0.5 million annually. Instead, CSU Libraries identified a better, less costly solution by 1) significantly expanding its off-site storage space at the Lake Street Book Depository, and 2) implementing compact shelving both there and in Morgan Library. These strategies have provided space for an additional 200,000 volumes to be housed. This strategy was accomplished as part of a \$6.8 million renovation of Morgan Library that freed up space on the third floor for the learning commons. Subsequently, the Study Cube, a new 24-hour study space providing an addition of approximately 300 seats, was added to the north side of the library, and a Library Annex was added in the newly constructed Behavioral Sciences Building, providing additional seating for several hundred students, with staff support provided collaboratively by CSU Libraries and the Center for Advising and Student Achievement.
3. Eroded Purchasing Power – **CSU joined several large library purchasing consortia, including CARL and Greater Western Library Alliance. These arrangements have greatly expanded access to content, and reduced inflationary cost increases. Also, CSU Libraries has very progressively adopted new purchasing strategies of demand-driven acquisition, and has purchased additional access to electronic books, greatly expanding access to hundreds of thousands of additional titles via its agreements with Electronic Books Library Ebrary, Springer, and other platforms and publishers.**

In summary, a great deal of additional progress has occurred since CSU Libraries' response to the HLC issues was accepted by the HLC in 2006. There has been a series of ongoing **assessments and initiatives for the continuous improvement of the Libraries since filing the Progress Report.** For example, the Library-IT Task Force 2009 and the Library 2020 Task Force assumed that the CSU Libraries are fundamental to the management of information, conducting research, and enhancing education and outreach and that there are strategies that can and should be pursued in this regard. The Library-IT Task Force was assembled with the specific charge to evaluate the current structure, policies, and strategies of the Libraries. The Library 2020 Task Force concluded that **CSU Libraries is already doing an excellent job, and offered recommendations that center around a user-oriented approach and continuous improvement, expecting CSU Libraries to assume a leadership position in Library practices, and provide substantial benefit to the University.** A more detailed discussion of the Libraries performance and ongoing improvements is provided in Component 3.D.6.



## Criterion One. Mission

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

#### **Assurance Evidence**

Colorado State University is one of three public institutions of higher education governed by the Colorado State University System Board of Governors (Board). The Board has adopted the following mission:

"The Colorado State University System exists to support, enhance, and protect the unique missions of its constituent institutions and to encourage collaboration that benefits students and Colorado."

CSU is the public, land-grant university of the State. Its mission is clearly articulated in Colorado statutes as follows:

"a comprehensive graduate research university with selective admission standards offering a comprehensive array of baccalaureate, master's, and doctoral degree programs. Consistent with the tradition of land grant universities, Colorado state university has exclusive authority to offer graduate and undergraduate programs in agriculture, forestry, natural resources, and veterinary medicine." (Colorado Revised Statutes sec. 23-31-101).

In addition, there are four agencies of the State assigned to CSU in the State statutes: Colorado Agricultural Experiment Station, CSU Extension, Colorado State Forest Service, and the Colorado Water Institute. These agencies broaden CSU's mission and commitment to the public good with additional areas of specific focus.

CSU's mission and vision are regularly reviewed, both internally and externally, to distinguish it from other universities in the State, to refine stated purposes consistent with the mission, and to establish short-term goals and budget priorities. In April 2005, the Board adopted the following strategic mission statement for the University:

"Inspired by its land-grant heritage, Colorado State University is committed to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of Colorado, the United States, and the world."

## 1.A - The institution's mission is broadly understood within the institution and guides its operations.

### Assurance Evidence

#### 1. The mission statement is developed through a process suited to the nature and culture of the institution and adopted by the governing board.

The statutory mission of CSU serves as the guiding foundation for further discussion and interpretation of the institution's mission. Through these discussions and crafting of the *Strategic Plan* (discussed in Criterion 5), precision and vision have been added to the institution's understanding of its mission:

- CSU's mission maintains the original values of the Morrill Act;
- All qualified students have equal access to excellence in undergraduate education;
- Research and scholarship, in concert with educational activities, support economic development and cultural improvements available to all people;
- As a land-grant university of the 21st century, we are evolving to operate in a global context and serve as stewards for the well-being of the world's population; and
- Above all, the University stands for progress in the democratic tradition by adapting the land-grant philosophy to present and future challenges and needs.

The process of crafting a shorter strategic mission statement typically occurs through collaboration between the Board and a newly appointed President, in consultation with faculty and student leadership. The mission statement was last revised when Dr. Penley was appointed; Dr. Frank and the Board chose not to revise the strategic mission statement when he was appointed. The mission interpretation is also modified through negotiations with the Colorado Department of Higher Education as the institution's role and mission are further defined in its [performance contract](#) with the State.

#### 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

CSU offers a broad array of contemporary academic degree programs composed of Bachelor's degrees in 72 fields, Master's and Professional degrees in 77 fields, Doctoral degrees in 44 fields, and the professional Doctor of Veterinary Medicine degree (see [Official List of Colleges, Departments, Majors, Minors, and Degrees](#)). The academic programs of CSU are offered by 53 academic departments, the Office of the Provost, the Graduate School, and interdepartmental programs within the following eight colleges:

- Agricultural Sciences
- Business
- Engineering
- Health and Human Sciences (formerly Applied Human Sciences)
- Liberal Arts
- Natural Resources
- Natural Sciences
- Veterinary Medicine and Biomedical Sciences

There is ongoing consideration of the addition, discontinuation, or modification of programs (and possible reorganization of the responsible academic unit) to assure alignment with our institutional mission (see Component 3.A) and continuous improvement (see Component 4.A). As a result of the continuous efforts to improve academic programs consistent with the evolving application of the mission and efforts to remain relevant to a rapidly changing world, hundreds of curricular course changes (range of 500-1100 requests for change/year) and an average of four new academic degree programs are approved each year.

The Division of Student Affairs fosters a campus community that supports students in the development of their unique potential, inspiring them to be active learners, successful graduates, and engaged global citizens. The Division provides a variety of programs and services designed to foster student success (both academically and personally) as reviewed in Component 3.D. The scope, effectiveness and improvement of these programs and services are detailed under the following strategic goals related to "Teaching and Learning" in the [Annual](#)

### Reports of the Division of Student Affairs:

- Assure excellence in academic programs:
  - Access and Success: Improve the access, retention, and graduation rates for all students, especially those from groups underserved by higher education.
  - Learning Outcomes: Evaluate and assess student learning as a critical measure of teaching quality.
- Create distinctive undergraduate experiences:
  - Active and Experiential Learning: Incorporate opportunities for active and experiential learning in all programs.
- Expose students to diverse cultures:
  - Campus Diversity: Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study, and learn; foster learning across differences and a focus on equity for all students.
- Integrate academic and co-curricular experiences:
  - Learning Communities: Develop residentially based learning communities that capitalize on our strength as a destination campus.
  - Student Engagement: Increase student participation in a broad array of leadership, civic involvement, intercollegiate and intramural athletics, and cultural opportunities.
  - Student Well-Being: Nurture student health, safety and well-being.
  - Assessment Systems: Provide the Board, campus, and public with transparent measures of accountability.
- Provide quality venues and related services that support learning.

The enrollment profile of CSU students is consistent with our mission and within the range of peer institutions as evidenced in the detailed data compiled in the *Fact Book* (p. 9-112). In Colorado, admissions standards for public institutions of higher education are defined in a tiered system ranging from open to highly selective standards. CSU has been assigned selective admissions standards, which establish that most students admitted should have a 101 index or above (a figure calculated by a sliding-scale combination of GPA or class rank with the highest ACT or SAT score). The 101 index is not absolute, in that CSU can still deny admission to an applicant at or above 101 if the student does not show sufficient readiness. Alternately, CSU can admit students below 101 who show the needed potential for success provided that (a) the number of such students does not exceed 20% as part of a state-wide aggregation of all baccalaureate institutions, and (b) that CSU's offers of admission to students below 91 do not account for more than 1% of all offers of admission for the cohort. The history of index scores for new freshman is illustrated in the *Fact Book* (p. 27).

For the Fall 2012 term (unless otherwise noted), some of the major characteristics of the student profile were as follows:

- Total university headcount enrollment (includes non-resident instruction students): 30,647
- Total resident instruction headcount enrollment: 26,769
- **Number of new freshmen: 4,544**
- The average entering freshman ranks in the 74th percentile, brings a 3.59 GPA, and has an ACT composite score of 24.7 or an SAT combined score of 1,142
- Percent of student population who are ethnic minorities: 16
- **Percent of undergraduate students who are Pell Grant recipients: 23**
- **Percent of undergraduate students who are first-generation students: 26**
- Percent of undergraduate student population who are women: 51
- **Percent of undergraduate students who are Colorado residents: 81**
- Total student credit hour production for the academic year 2011-12: 680,952.5
- Total student full-time equivalent (FTE) for the academic year 2011-12: 22,698.4
- Number of degrees awarded in 2011-12: 6,615

The *Strategic Plan* (Strategy 3.6) includes evaluation of the CSU 2020 proposal to increase student enrollment by 8,000 students for a total campus enrollment of approximately 35,000 students. The increase is proposed to include an additional 3,000 Colorado residents, 3,000 domestic non-residents, and 2,000 international students, including increases in graduate student enrollment (discussed in Component 5.C.4).

### 3. The institution's planning and budgeting priorities align with and support the

**mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)**

**Planning priorities.**

Our *Strategic Plan* demonstrates that CSU has clearly stated purposes, in alignment with the mission, that provide Colorado residents and students access to an excellent, comprehensive graduate research university that is student-centered and committed to excellence in undergraduate and graduate education. The key objectives of the *Strategic Plan* are as follows (the planning process is described in Component 5.C):

- Teaching and Learning
  - This objective encompasses goals targeted at assuring excellence in academic programs, creating distinctive undergraduate experiences, enhancing the quality and role of graduate education, exposing students to diverse cultures, and integrating academic and co-curricular experiences.
- Research and Discovery
  - The focus of this objective is to foster excellence in research, scholarship, and creative artistry; improve discovery capabilities; and focus research in key areas of institutional strength and societal and global needs.
- Outreach and Engagement
  - This objective reflects the University's commitment to engage citizens through community involvement, prepare and empower learners outside the campus environment, and foster excellence in intercollegiate athletics.
- Sustainability, Accountability, Infrastructure
  - This objective includes a broad set of goals focused on bolstering the University's resource base, financial stability, and public support—including fundraising and marketing, building necessary infrastructures, nurturing human capital, and promoting fiscal stability.
- Diversity
  - While the institution's commitment to diversity is embodied within all of its key objectives, this final objective focuses on specific goals related to promoting an environment that encourages excellence, access, and inclusion.

In 2006, CSU embarked on a major quality enhancement initiative in response to its vision and mission to "set the standard for higher education." A retention working group was tasked with evaluating the current status of student retention and graduation rates and developing strategic recommendations for improvement. The resulting report, *A Plan for Excellence: Enhancing Undergraduate Education and Student Success*, and its recommendations have subsequently become known as the **Student Success Initiatives (SSI)**. The report concluded that undergraduate student retention and graduation rates are critical measures of the quality of a university's educational experience. As such, they require the University's focus, creativity, and human and material resources. Significant increases in retention and graduation rates are viewed as the product of a network of coordinated, systematic strategies aligned in support of a high quality educational experience. No single program or collection of unconnected strategies will produce meaningful change.

The proposed SSI plan had three interrelated parts; three "pillars" supporting institutional excellence:

1. Create opportunities for exceptional educational experiences across the breadth of the University.  
An exceptional academic experience is one characterized by a wealth of opportunities to combine intellectual challenge and growth with personal enrichment and development.
2. Create a community-wide culture of high expectations for student involvement and success.  
If the first pillar is the availability of exceptional educational experiences across the University, the second pillar is a culture of high expectations for intellectual and personal engagement. This element of the plan requires a significant change in campus culture. It calls for the creation of a community – including students, faculty, and staff – committed to the achievement of student potential; an environment in which each student we admit takes advantage of the rich opportunities the University community provides; and one in which students expect, and are expected, to graduate as soon as possible after the completion of their fourth year.
3. Require data-driven planning and administration.

An organizational system designed to produce excellence in educational opportunity and foster high expectations for student engagement and success requires that we be able to identify what works and what doesn't. A powerful and nimble data analytic capacity is one of the most important forces for renewal and innovation. Data systems provide the **informational currency for measuring progress, focusing discussion, and propelling change.**

Setting the standard requires that all three parts of the plan are achieved. A connected set of strategies compose the infrastructural support for each of the pillars. Together, these strategies form the comprehensive action plan for increased retention to graduation.

The report recommended that planning and implementation processes for retention improvement be set in motion before the end of the Spring 2006 semester, so that actions to improve student retention and educational quality proceed without delay. Despite experiencing budget reductions in subsequent years, CSU has steadfastly maintained its commitment to the SSI as the central quality initiative and has made significant, although slower than desired, progress in implementing the recommendations.

Readers of this self-study will discover repeated references to SSI as evidence of focused, **continuous improvement in institutional planning and performance.** This central theme illustrates that our planning and budgeting priorities are true to our mission. In Fall 2011, **President Tony Frank pushed the challenge further in his [Fall Address](#)** for even better retention and graduation success rates. He set the goals of achieving 60% 4-year graduation and 80% 6-year graduation success. In Fall 2012, **a second working group was [charged](#)** to review progress and define the next installment of SSI, thus continuing the culture of the institution being singularly focused on a major quality enhancement initiative in support of its mission. One of the anticipated tactical changes is an increased emphasis on departmental initiatives to supplement the all-university initiatives that have been implemented.

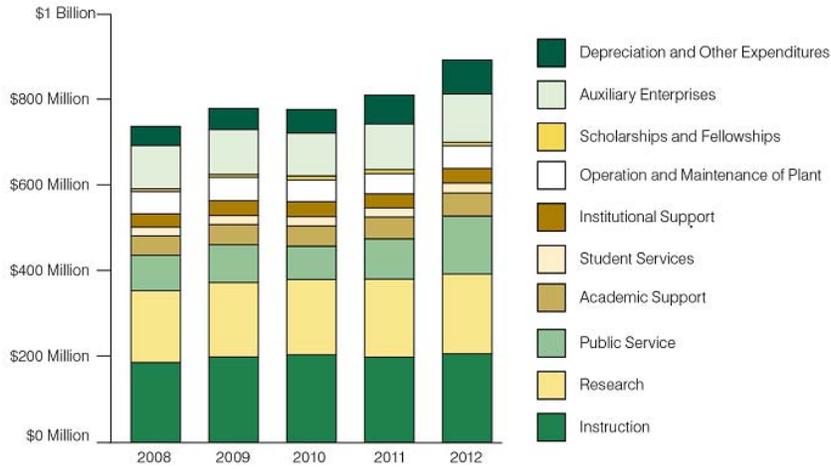
### **Budgeting priorities.**

CSU utilizes the revenues it receives to support the education, research, and public service missions of the institution (see annual *Financial Accountability Report* for additional detail). These expenditures are tracked by functional categories, which designate the primary purpose for which the expenditure occurred. As the University has grown over the past five years, there have been increases in all functional expense categories. Over this period, the University's total operating expenses have increased from \$618.5 million to \$765.1 million, an overall increase of **24% from FY06 to FY10.** Consistent with our mission, the majority of expenses are allocated to instruction, research, and public service. Academic colleges receive the largest share of university funding at CSU each year, even though the money often is first allocated through an administrative office. For example, all of the funding for start-ups that goes to the Vice President for Research is spent within the colleges. The following examples from operating budgets are VP division line items that clearly and directly benefit students and the academic mission of the University:

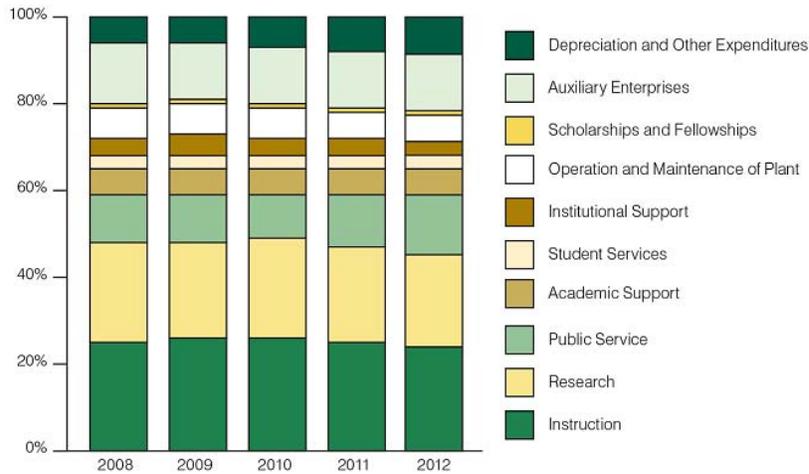
- Financial aid.
- New faculty positions and new faculty startup costs.
- Efforts to enhance diversity.
- The new School for Global Environmental Sustainability and other cross-disciplinary programs that do not fall into one specific college budget.
- Information technology that benefits students.
- Enrollment, access, and success programs targeted specifically at students.
- Graduate Assistant tuition and stipends.
- Background checks, environmental health and safety, risk management, and insurance.
- **Funding resources for students with disabilities.**

Although the expenditure base is growing as demonstrated in the chart "Expenditures by Amount" below, the distribution among expenditure categories has remained relatively constant between 2008 and 2012, as shown in the chart "Expenditures by Percentage."

### EXPENDITURES BY AMOUNT



### EXPENDITURES BY PERCENTAGE



Source: *Financial Accountability FY2012*, p. 15

The planning and budgeting processes and priorities are discussed in greater detail throughout Criterion Five, particularly in Component 5.C.

#### 4. Employees of the institution understand the mission and contribute to its fulfillment.

An [Employee Climate Survey](#) conducted in FY12 reported that the vast majority of employees feel that their jobs are important to the mission of the University and their work is valuable. More than 2,300 employees, representing all categories, provided a response to these items with a mean score of 4.5 (1-5 Likert scale) indicating substantial agreement. Less than 3% of the respondents indicated that they did not recognize how their jobs contributed to the mission. New employees are officially welcomed to the CSU campus community and enjoy a half day of **presentations and information to help them be successful at CSU**. This orientation features a description of the mission of the University and a clear assurance that the employee's position is critical to the University's success.

#### Sources

- [CSU 2020 BOG Retreat Presentation May 2013 \(Page 21\)](#)
- [CSU Performance Contract with CDHE](#)
- [Employee Climate Survey 2012 \(Page 3\)](#)
- [Fact Book 2012-13 \(Page 10\)](#)
- [Fact Book 2012-13 \(Page 27\)](#)
- [Financial Accountability Report FY2011](#)
- [Financial Accountability Report FY2012](#)
- [Financial Accountability Report FY2012 \(Page 9\)](#)
- [Official List of Colleges, Departments, Majors, Minors, and Degrees - Fall 2012](#)
- [Plan for Excellence 2006](#)
- [President's Fall 2011 Address](#)
- [Strategic Plan 2012 \(Page 4\)](#)
- [Strategic Plan 2012 \(Page 8\)](#)
- [Student Affairs Annual Report 2012](#)
- [Student Success Initiative 2012-13 Charge](#)

## 1.B - The mission is articulated publicly.

### Assurance Evidence

**1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.**

CSU's Vision, Mission and Values Statement is prominently publicized on the institutional website and in major publications such as the *General Catalog*. It can readily be accessed by constituents using the A-Z web index, or websites of the [Office of the President, Accountability, and the CSU System](#).

**2. The mission document or documents are current and explain the extent of 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.**

CSU's Vision, Mission and Values Statement was formally reaffirmed in 2006 by the Board, and it was reviewed in 2010 and 2012 as part of the refreshing of the University's *Strategic Plan*. The *Strategic Plan* outlines the institution's major priorities within the mission. It includes a regular schedule for periodic updates of the *Strategic Plan* to reflect new priorities, new environments, new opportunities, and new ideas. Consistent with the University's mission statement, sections of the *Strategic Plan* are devoted to teaching and learning, research and discovery, and service and outreach. From this university-level outline, administrative divisions, colleges, departments and specialized units are encouraged to develop more detailed courses of action in unit plans that, collectively, constitute the University's strategic plan and fulfillment of the various aspects of our mission.

**3. The mission document or documents identify the nature and scope of the higher education programs and services the institution provides and whom these activities serve.**

The statutory mission of CSU explicitly states that it is expected to deliver a "comprehensive array of baccalaureate, master's, and doctoral degree programs." The nature and scope of this university-level statement of educational mission is elaborated as the Colleges, Departments and other academic units articulate their missions and craft unit strategic plans within each of the various disciplines.

### Sources

-  1. 1 - The University: Values, Mission, Goals
-  Accountability
-  Administration
-  CSU System Mission

## 1.C - The institution understands the relationship between its mission and the diversity of society.

### Assurance Evidence

The University's commitment to diversity is longstanding and reflects the essential function a diverse community, spanning international boundaries, plays in the furtherance of its role and mission as a land-grant institution. CSU embraces the ways the land-grant mission can be used to provide access to new audiences seeking to gain the opportunities afforded by higher education. The benefits derived from an educational environment that includes individuals reflective of our society cannot be overstated. It is only in such an environment that individuals come together to prepare themselves most effectively for their roles in a global society.

Therefore, a major section of the *Strategic Plan* (Area 5, Goals 35-37) addresses diversity with the objective that CSU is committed to enhancing its diversity through the inclusion of individuals reflective of the broadest possible range of characteristics, as defined below. Many other goals of the *Strategic Plan*, such as Goal 4: Assuring Undergraduate Access, Diversity, and Internationalization, also emphasize actions to enhance the diversity of the University. The University strives to foster for its members recognition of their role in a global community with greater understanding of their own and other cultures and perspectives.

As further evidence of the University's commitment to diversity, it established the new position of Vice President for Diversity in Spring 2010. The position provides leadership and coordination for new and existing efforts to increase campus diversity and to increase the success of underrepresented students. The Diversity SPARC report provides additional details of internal performance assessment, prioritizes program initiatives and provides rationale for supporting budget requests.

#### 1. The institution addresses its role in a multicultural society.

A new, more inclusive definition of diversity was developed during the *Strategic Plan* refresh in 2011, acknowledging that all the various dimensions of diversity are important. This revised definition includes age, culture, different ideas and perspectives, disability, ethnicity, first generation status, familial status, gender identity and expression, geographic background, marital status, national origin, race, religious and spiritual beliefs, sex, sexual orientation, socioeconomic status, and veteran status. This definition includes a number of categories previously excluded, thereby acknowledging that it is unacceptable to leave out groups simply because it may be more difficult to assess whether or not the University is responding positively to their individual needs. Providing language that promotes a climate of inclusion was a high priority.

The Diversity SPARC adopted a definition of campus climate that helped to guide the *Strategic Plan* refresh and review discussions. Every individual on campus, regardless of rank, employment or student status contributes to campus climate and to how the institution is viewed as a place to work or study. Everyone also contributes to the creation of community and, by their actions, helps to define our campus as one where each individual is valued and affirmed. Implementing programs and procedures that help us learn about and evaluate our institution's campus climate for faculty, staff, and students is crucial. Identifying those issues that contribute to a negative campus climate are the highest priority.

The *CSU Internationalization Plan* drafted in 2006 provides additional focus and elaboration of specific initiatives to provide a systematic approach that will benefit the entire institution's internationalization efforts. The senior administration, including the President, Provost, the Vice Provosts, the Vice Presidents, and the deans of the eight Colleges, have been strong supporters of international initiatives. The President has been the driving force behind these efforts, and the *Strategic Plan* is explicit in setting out benchmarks for internationalization. In 2008, CSU won a Senator Paul Simon Spotlight Award for its programs linking research and internationalization as described in the *NAFSA: Association of International Educators 2008 report* for its outstanding accomplishments in comprehensive strategic planning for internationalization.

CSU has focused the past several years on increasing the number of international students on

campus, and upgrading numerous programs and facilities to better accommodate additional students. CSU's international recruitment efforts, particularly in China, have been enhanced to let more prospective students know about CSU's outstanding research and educational opportunities. The new INTO partnership is also designed to increase enrollment. CSU's effort to forge global partnerships has been key to increasing the number of students from China coming to Fort Collins. CSU has working agreements with five major Chinese universities – East China Normal University, Northwest Agriculture and Forestry University, Hunan University, China Agricultural University, and Beijing Normal University – and has sought out additional partnerships around the world. CSU has also boosted its efforts to encourage education abroad experiences for domestic students. Last year, CSU showed a 12 percent increase in participation, with nearly 750 students studying abroad for credit and 400 more participating in non-credit programs. In recognition of these achievements, CSU will receive the Senator Paul Simon Award for Campus Internationalization in November, 2013 at the annual NAFSA reception in Washington, D.C. This is CSU's second significant NAFSA award in recent years.

## **2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.**

We find that the University continues to demonstrate support for diversity efforts through effective programming, celebrations, and recognitions of diversity, and through the introduction of new activities aimed to assimilate underrepresented populations. The extent to which these activities positively influence the lives of University faculty, staff and students has not been comprehensively evaluated. However, an [Employee Climate Survey](#) was completed in 2012 to begin the process of more accurately assessing our progress. Results will provide a baseline for continuous quality improvement and serve as a way for us to learn about ourselves and as a catalyst for both formal and informal campus discussions.

### **Campus Climate**

- CSU complies in all respects with appropriate accessibility guidelines, regulations, and best practices. The University continues to implement legal standards for disabled people's accessibility.
- Faculty, staff, and students have demonstrated progress toward enhanced understanding and appreciation of cultural and other differences. In Fall 2011, a segment of Ram Welcome: Experience CSU, included speaker Juana Bordas, who addressed concepts of diversity in an hour-long keynote speech. This was followed by having all new students participate in small group discussions related to her talk. Students who attended Preview also learned information regarding the historical contributions of Native Americans to the area now occupied by the University. The 2011 Diversity Symposium, The Challenge of Civility, offered 36 sessions to its 1,747 participants. Participation increased by 12% compared to the previous year despite offering 5 fewer sessions. In Fall 2013, participation in the annual Diversity Symposium continued to grow, engaging 2,035 participants.
- Continuous improvement has been noted in the teaching, learning, and work environment. The [2012 Employee Climate Survey](#) provided specific information regarding employees' work environment. Results from the College Senior Survey, administered in Spring 2010, show that 57.6% of respondents believe their "ability to get along with people of different races/cultures" was stronger or much stronger upon leaving the University compared with when they first entered. See Component 3.B.4 for more information on educational programs espousing diverse cultures.
- Research, scholarship, and artistry illuminate major issues relating to a global society. A University [Diversity website](#) was launched in 2012 that includes a section for faculty and students to showcase their research and scholarly activities. Although a complete inventory of work being done is not currently available, it is expected that awareness of the website will encourage faculty and students to provide additional content.
- Continuous improvement has been made in outreach and service activities to diverse communities. Two annual receptions for multicultural staff and faculty were hosted starting in 2012, one by the President in the spring and the other by the Provost at the end of fall semester. The Rams for Diversity program was held at the University's Denver Center, and the agenda focused on student retention. Alumni were asked to identify activities they felt contributed to their success at the University. *Somos* CSU, the Hispanic Alumni interest group, continued to host alumni activities, and in November the creation of a CSU Black Alumni group received unanimous approval from the Alumni Association Board. In March

2011, the Provost and other University staff met with representatives from the Ute Mountain Ute and the Southern Ute tribes in Durango, Colorado, as part of the President's Community Tours. The President's Multicultural Student Advisory Committee was resurrected and includes representatives from the Culture and Resource Centers, International Programs, Ethnic Studies, ASCSU, and Athletics. Additionally, the Multicultural Staff and Faculty Network was re-established.

- Continuous improvement has been accomplished in engagement activities that are reflective of our 21st century land-grant mission. The University introduced the Commitment to Colorado program beginning in Fall 2010 (details in Component 3.D.1). This program makes available a "high-quality, affordable higher education" to a broader segment of the state's population through strategic packaging of financial aid resources. Implemented in 2011, the Native American Legacy Award recognizes the original residents of Colorado and reduces the financial burden for students who enroll at CSU. Eligible students transferring from tribal colleges and universities benefit from this program as well. Other programs that work directly with prospective first-generation college students, low income families, and/or racially and ethnically diverse communities continue a history of success. These include pre-collegiate programs such as Upward Bound, Talent Search, and Educational Opportunity Programs in three different counties. The Dream Project, Reach Out, and the Alliance Partnership have all experienced great success working with students and communities. Collaborations with the Daniels Fund, the Denver Scholarship Foundation, and Gear Up also help to solidify our relationship with programs aimed at serving underrepresented populations. Students from the Skinner Neighborhood Center are involved with a residential program that featured sessions from the Colleges of Veterinary Medicine and Biomedical Sciences, Agricultural Sciences, Warner College of Natural Resources and the Department of Atmospheric Sciences. The University also hosts the College Horizons Program that brings college-bound Native American students on campus for a week-long residential experience. The LDZ Leadership Program for Latino/Hispanic students and the Black Issues Forum continue to be successful experiences for college-bound students.
- Continuous advancements are evident in the level of engagement of the university community in dialogue and action around the diversity of thought, expression, ideology, and culture with the goal of promoting a welcoming and respectful community and workplace. The High School Diversity Conference was enhanced this year to focus on the development of leadership skills for participants. Programs, intended for all campus employees, community members, and students, have become a tradition at CSU through celebration of Martin Luther King Day, Hispanic Heritage Month, Asian Fest, Native American Heritage Month, Black History Month, Holocaust Awareness Week, Cesar Chavez Day, GLBTQ History Month, and International Programs activities.
- The teaching, learning and work environment is "universally accessible." The interpretation of this metric is that the University represents a welcoming atmosphere for all who work and study here. The student surveys reveal that they feel increasingly "Welcome at CSU" and they feel as though they belong to the campus community (5.34 in the 2011 survey compared to 5.30 in 2009). The President's Commission on Women and Gender Equity completed a survey that revealed lower levels of dissatisfaction with the number of women in positions of leadership (28% in 2010 compared to 56% in 1996) as well as the level of fairness between genders when setting salaries, granting raises, and evaluating performance (38% in 2010 compared to 41% in 1996). There was improvement in virtually all measures compared to 1996 levels. A new initiative to continue improvements of the campus environment for women is described in Component 5.A.4.
- An enhanced appreciation and understanding of cultural and other differences among faculty, staff, and students has been observed. The Employee Climate Survey and a survey administered to students reveal that they generally agree with the following statements as the mean scores have improved from 2009 to 2011. [Likert scale of 1-7: Strongly disagree = 1, Neutral =4, Strongly agree = 7].

Student Responses	2009	2011
CSU provides an environment for the free and open expression of ideas, opinions and beliefs	5.56	5.72
I would recommend CSU to siblings or friends as a good place to go to college	5.88	5.97
An environment that includes people different from me improves my quality of education	5.87	5.88
Overall, I am satisfied with my experience at CSU	5.82	5.84

Diversity of employees (*Fact Book 2012-13*, p. 115-196):

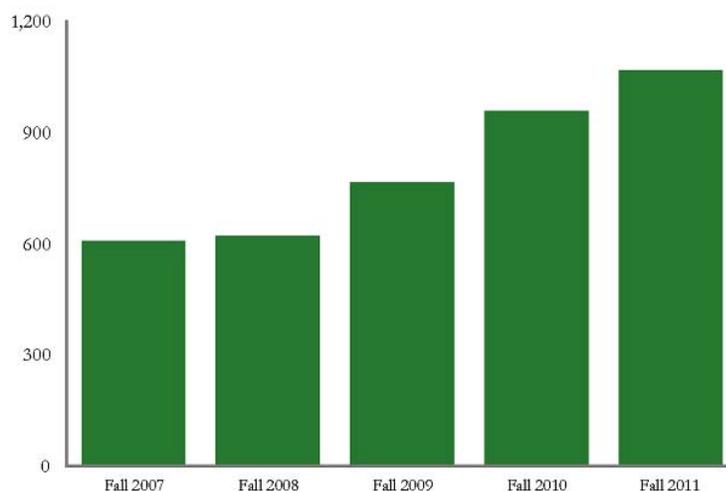
- In Fall 2012, 14.5% of faculty identified as ethnic minorities, up from Fall 2009, when 12.2% were of minority status. Women faculty as a percent of tenure-track faculty was 34.7%. Minority faculty as a percent of new hires remained consistent at 17% in FY11 and FY12, although the total number of minority faculty hires was small. For women faculty hires as a percentage of new hires, the range was from 44% to 61% during the past three years (51% in FY12).
- In Fall 2012, 13.8% of 1,541 administrative professional staff (excluding research associates) were of minority status compared to 10.61% two years earlier.
- In Fall 2012, 18.7% of 1,910 State Classified personnel identified as minority status. Although this represented an increase in percentage from 17.2% of 2,035 two years previously, the absolute number of minorities only increased from 351 to 357. The percentage of women State Classified employees is currently 59%.

### Student Diversity

CSU is committed to efforts to increase enrollment, retention, and graduation of underserved students through the Performance Contract established with the Colorado Department of Higher Education. Note: "For the purpose of this Performance Contract, 'underserved students' shall be defined to include students who are: (a) low-income (would satisfy income requirements for a Federal Pell Grant); (b) members of an ethnic or racial minority group; (c) males; and (d) such other classes or types of students determined by CSUS as necessary to achieve a diverse student body." Retention and graduation success of diverse groups of students are discussed in Component 4.C.

In the analyses below, receipt of the Pell Grant is used as a proxy measure of **low income**. CSU has successfully increased the proportion of the entering cohort who are from low-income households.

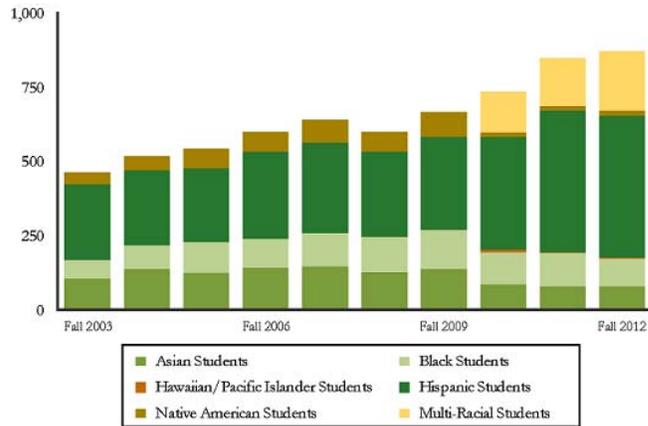
Number of Pell Grant Recipients in the Entering Cohort Over the Last Five Fall Terms



Through the Fall 2008 cohort, enrollment of first-time, full-time students awarded the Pell Grant in the students' first semester was relatively stable. Over the subsequent three years, however, the proportion of students receiving Pell Grants has risen substantially, from 14.4% in the Fall 2008 cohort to 22.8% in the Fall 2011 cohort. A factor that is likely contributing to this increase is the "Commitment to Colorado," a financial aid program developed by the University to encourage access by students from low- and moderate-income families.

Enrollment of students from **underrepresented ethnic or racial groups** increased substantially over the last four fall cohorts. The proportion of students from underrepresented ethnic or racial groups has increased from 12.2% in the Fall 2003 cohort to 19.2% in the most recent Fall 2012 cohort.

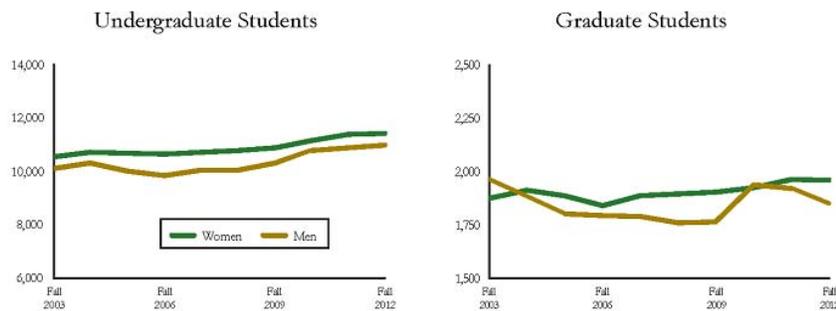
## History of Ethnicity of Minority Entering Freshmen



Source: *Fact Book 2012-13*, p. 26

Consistent with national **gender** trends, females have been enrolling at the University at higher rates than males. For new freshmen, the difference has ranged eight to 15 percentage points during the past decade. For the Fall 2012 cohort of new freshmen, the difference was 12 percentage points.

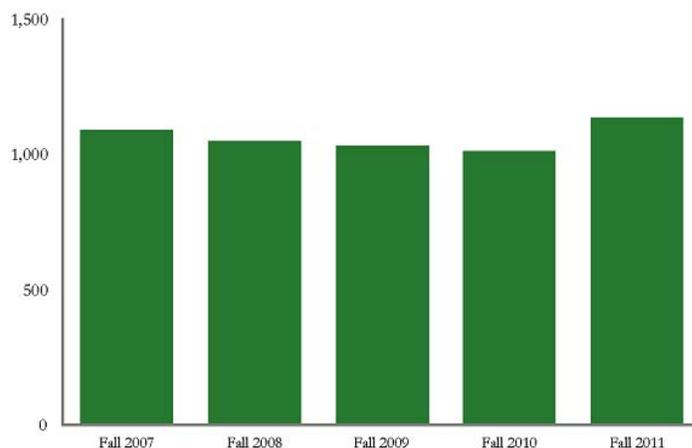
## Students by Gender



Source: *Fact Book 2012-13*, p. 21, 52

National data show that students who are **first generation** -- that is, those whose parents did not attain bachelor's degrees -- enroll, persist, and graduate at rates far lower than those of other students. Students from first-generation backgrounds compose close to a quarter of the new freshman cohort.

Number of First-Generation Students in the Entering Cohort Over the Last Five Fall Terms



A variety of efforts to promote the success of underserved students have been undertaken as highlighted below:

- The significance of first-generation status was confirmed by a University study demonstrating that, even when controlling for a variety of other factors, first-generation students were far less likely to graduate. A number of programs, including the First Generation Award Program, are already in place. In addition, the Orientation and Transitions unit of the Center for Advising and Student Achievement initiated a session within its new student orientation programs for parents of first-generation college students. The sessions provide parents with information and strategies for supporting their students in their first experiences at the University.
- The Academic Advancement Center provides a variety of academic support services to increase the success of students from first-generation and low-income backgrounds, and students with disabilities. The program consistently reports that its participants are retained and graduated at rates higher than the average for the University. The Academic Advancement Center submitted a proposal for another five years of funding through the Federal TRIO Programs (Student Support Services competition) and in 2012 was awarded a new grant for more than \$2 million over a five-year period. The program serves 275 students.
- The University has promoted the expansion of learning community strategies by augmenting the infrastructure for learning community coordination as well as the provision of support for new and continuing programs. Recent assessment confirmed that learning community programs are successful in retaining their participants at rates higher than the University average. In particular, the data showed that students from underrepresented ethnic/racial groups and first-generation students who participated in learning community programs in their first year were retained at higher rates than similar students who did not participate. Students of color in the Key Communities, in particular, were retained to the second year at a rate 10 percentage points higher than nonparticipants, and through six years at a rate nine percentage points higher.
- A number of University efforts to develop college aspirations and readiness among middle and high school students have been gathered under a new organization within the Enrollment and Access Division, identified as the Access Center. This organization includes such programs as the Federal TRIO Programs (Upward Bound, Educational Talent Search, Educational Opportunity Center), the Bridge Scholarship Program, the Alliance Partnership, the Reach Out – CSU Program, and the Dream Project. The new organization gives greater visibility to these programs, promotes greater coordination among them, and consolidates infrastructure for programs serving middle and high school students from underrepresented backgrounds.
- The Office of Alumni Relations, in cooperation with other University departments and the Office of the Vice President for Diversity, has initiated a “Rams for Diversity” program. The program has attracted a significant number of diverse University alumni, and facilitated the involvement of those alumni in campus activities designed to recruit and retain underrepresented students.

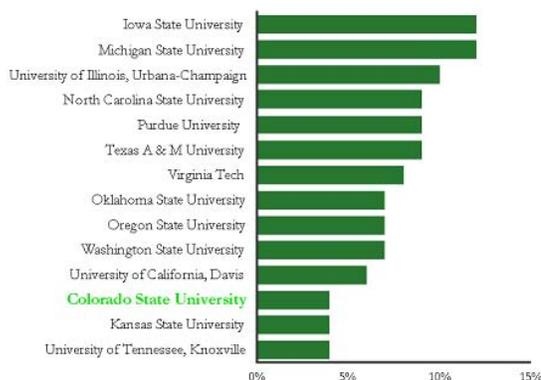
- The Transition Coordinating Committee has been established to increase the coordination and connection among activities and programs aimed at recruiting and enrolling students and those designed to retain and graduate students. The committee has concentrated its early efforts on the enhancement of support for students in those scholarship and award programs that have high proportions of underrepresented student participants.
- In Fall 2010, the University announced the "Commitment to Colorado," a program through which students from low- and moderate-income backgrounds are assured financial support for tuition at the University. The program was implemented in the 2011-2012 academic year, and provides encouragement and substantive support for students and families of limited financial means to attend and succeed in higher education at one of the state's premier research universities.

In summary, the University has continued its focus on the recruitment, retention, and graduation of students from underrepresented backgrounds, consistent with its land-grant mission and *Strategic Plan*. Enrollment of students from underrepresented ethnic/racial backgrounds and students from low-income backgrounds has increased significantly in the last two years. The commitment to not just enroll students, but to retain and graduate them, is evident in the comprehensive set of strategies and programs implemented the last several years and the new initiatives being planned.

### International student enrollment

CSU's history of international engagement goes back decades. In the early 1960s, a team of CSU researchers conducted a feasibility study that helped lead to the creation of the Peace Corps. In recent years, CSU has seen several programs garner international acclaim, including a partnership between CSU, Coca-Cola and four Chinese universities to send promising college students from China to study and conduct research on sustainable water usage at CSU.

Board of Governors' Peer Comparison  
International Students as a Percent of All Students - Fall 2011



Source: *Fact Book 2012-13*, p. 57-60

In Fall 2010, international students made up 4 percent of CSU's student body (1,140 students). For the past three years, most of the increase (more than 100 additional international undergraduate students) was from China. However, even with this progress, CSU lagged behind peers for enrollment of international students.

### INTO Colorado State University

In February 2012, CSU and INTO University Partnerships announced a joint program to further increase international student enrollment and enhance the cultural diversity of the campus experience for all students. Beginning in August 2012, INTO is using its extensive network to help enroll, as of this writing in March 2013, 439 additional students in the INTO-CSU program from key international markets. Enrollment is forecast to reach about 1,000 additional students within five years.

INTO and CSU support the success of international students at CSU with a new, on-campus international study center and the use of innovative study programs – called "Pathway"

programs – that help foreign students adapt to an American university environment. Undergraduate and graduate Pathway programs are taught by University instructors and provide international students with a combination of academic coursework and English language training. These Pathways prepare international students to transition to standard undergraduate and graduate degree programs at CSU.

To address the learning support and instructional needs of international students whose English language skills are insufficient to provide for academic success, the University has transitioned its Intensive English Program into a larger language and student support center: INTO Colorado State University. This joint venture program with INTO University Partnerships develops English language curricula for three audiences:

1. Pathway students whose English is strong enough that they can handle regular academic course work if given some English support,
2. Academic English students whose English needs improvement before they move into regular course work, and
3. General English students who seek English language training but do not plan to seek a university degree.

In addition to several levels of English language curricula, the INTO CSU Center provides support for arrival and housing, a living-learning community, orientation, co-curricular activities, advising, tutoring, a conversation partner program, and a Learning Resource Center. Class sizes are small (12-16) and student progress is carefully monitored. The INTO CSU partnership prides itself on the fact that CSU retains complete control over all curricula offered (including Academic English and General English), in association with Pathways and the INTO CSU Center. All academic managers and all faculty employed in the INTO Center are CSU employees and report directly to the CSU Department of English and, through that department, the CSU College of Liberal Arts. CSU also maintains thorough control over admissions to the Center's programs, ensuring that CSU standards of excellence are maintained.

## Sources

-  CSU Internationalization Plan 2006
-  Diversity at CSU
-  Diversity SPARC 2012
-  Diversity SPARC 2012 (Page 3)
-  Employee Climate Survey 2012
-  Fact Book 2012-13 (Page 115)
-  Fact Book 2012-13 (Page 21)
-  Fact Book 2012-13 (Page 26)
-  Fact Book 2012-13 (Page 60)
-  INTO Colorado State University 2013-14 brochure
-  NAFSA 2008 Spotlight Award (Page 67)
-  Strategic Plan 2012 (Page 29)
-  Strategic Plan 2012 (Page 8)

## 1.D - The institution's mission demonstrates commitment to the public good.

### Assurance Evidence

#### 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

The mission statement of CSU makes a clear declaration that it serves "for the benefit of the citizens of Colorado, the United States and the world" in the broad array of its activities. In the goals and objectives of the *Strategic Plan*, the major areas of activity to serve the public are identified and prioritized, and performance is annually evaluated as initiatives are sustained and improved. Strategic planning [Area 3: Outreach and Engagement \(Goals 19-28\)](#) and [Goal 16](#) (enhancing quality of life and economic development) have been crafted to guide CSU as it applies intellectual and academic resources to social, economic, and community development needs. Outcomes of these actions and decisions are summarized in the [Outreach and Engagement SPARC report](#) and the [Research and Discovery SPARC report \(Goal 16\)](#). Selected examples are described in Component 1.D.3 and throughout other parts of the self-study.

#### 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 (Identical component as 5.A.2).

CSU is a state (public) institution (Colo. constitution Art. VIII, sec. 5). It is governed by the Board of Governors of the Colorado State University System and is a non-profit, state governmental entity. CSU does not generate financial returns for other entities (other than the CSU System office, to support the operations of the Board). Contributions or support (other than membership dues) to other organizations or operations that are not a part of the University's mission must be approved by the Board.

#### 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

CSU engages with its external constituencies to learn about their problems and needs for expert assistance so the institution can serve the public good in addition to educating enrolled students. All academic units as well as the Office of Engagement have a role in fulfilling the engagement mission of the University. Two of the most comprehensive reports that summarize the value of some of these services are the [Annual Research Reports](#) and the economic impact report: [Created to Serve: Colorado State University's Impact on the State's Economy](#) which was published in January 2009; an abbreviated update of this report, "[A 2012 Snapshot of Economic Impact](#)," was completed by CSU economics faculty. CSU is one of the leading public research universities in the United States with research expenditures of \$375.9 million from externally funded contracts, grants and governmental sources in FY12 which illustrates engagement with external constituencies to serve their needs. In addition, the University contributes to the public good through substantial non-funded scholarship and artistry that enhances the quality of life for all people. The economic impact report describes the substantial economic contributions Colorado State University makes to the state economy.

Among the significant findings in the 2009 and 2012 economic impact reports are the following points:

- CSU and its 99,000 Colorado-based alumni account for more than \$5.2 billion in personal income taxes and state sales taxes, along with an additional \$202 million in local sales and property taxes.
- At the state level, these earnings generate more than \$365 million in income tax revenue and \$50.2 million in sales tax revenue.
- In Colorado, increasing the percentage of workers with a 4-year college degree by only one percentage point (about 5,372 new college workers) increases the average earnings of all college educated workers by \$481 per year. But workers without a 4-year degree also benefit from such an increase – the same 1 percentage point increase in college educated workers increases the average earnings for high-school-only graduates by \$250 per year.
- CSU generates more than \$300 million in annual research expenditures, which translate to

innovation that drives research and technology advances for Colorado business.

- CSU supports 13,140 jobs through direct employment and related spending in the state of Colorado.
- CSU research results in a two-tenths of 1 percent (0.2%) increase in overall productivity for firms in Colorado, which equates to \$79.7 million annually.
- Annual student spending in Fort Collins alone is estimated at \$168 million, supporting 628 non-University jobs in the city. The total CSU effect on local Fort Collins tax revenue is \$12.9 million. (Tax revenue consists of sales, property, use, and other taxes.)
- A four-year college degree significantly reduces the likelihood a Coloradan is unemployed.

Simply put, CSU is one of the state's most important economic growth engines and a cornerstone of Colorado's economic future.

Some examples of engagement through Extension and outreach include:

- CSU Extension has offices in 60 of 64 Colorado counties and delivers community development and university-based information and education, including 4-H and Master Gardener programs, in all counties.
- The 17 district offices of the Colorado State Forest Service provide forest landowners with information and technical assistance on forest management, wildfire protection, urban and community forestry, and conservation education.
- The Colorado Agricultural Experiment Station conducts site-specific research on agriculture and related issues through its eight research centers.
- Through online education and classrooms along the Front Range, CSU OnlinePlus from the Division of Continuing Education provides access to degrees and non-credit professional development that delivers the University's academic excellence in flexible formats for working professionals.
- The Colorado Water Institute focuses academic water expertise on the evolving water conditions faced by Colorado citizens.
- **The 2011 county commissioner survey data indicates that counties feel CSU Extension is increasingly responsive to their needs and interests.** A high response rate of 85% (50 of 59 counties surveyed) and extensive comments make these survey data a rich source for evaluation and planning (Median Responses scale 1-5):
  - Quality of CSU Extension programs and services you receive: 2010: 3.80, 2011: 3.96
  - Value of the services you receive: 2010: 3.64 2011: 3.72
  - Responsiveness and services level of your county office 2010: 3.62, 2011: 3.93
  - Overall satisfaction with the services your citizens receive 2010: 3.81, 2011: 3.94
- CSU Extension made excellent progress in actively seeking partnerships between Colorado State and counties, municipalities, schools, small business, and other organizations. These efforts have included reaching out to diverse and previously underserved populations. CSU Extension has new collaborations with Colorado agencies including OEDIT and the Governor's Office. Promotion of [Extension en Espanol](#) on the front page of the Extension website provides resources for increasing Spanish-language audiences. Extension en Espanol is a set of resources developing by member Extension state programs. Materials are translated into other languages as needed.
- CSU Extension has established agreements with Colleges and counties that enable Extension staff to address area, regional, and state expertise. Within the colleges, CSU Extension developed working team relationships, including an agricultural cluster team and a micro-finance team. County offices have been co-branded to increase partnership recognition.
- CSU Extension [Impact Reports and Success Stories](#) show measurable economic, social, and environmental outcomes of Extension programs.

Each year, CSU engages with K-14 schools and their students as illustrated by the following examples:

- Enhanced teacher-training programs on and off campus with a focus in the areas of science, math and technology and global perspectives.
- The Alliance Partnership Program was introduced in selected Colorado high schools in 2007 and enrolled students were offered the Alliance Partnership Award for the first time that fall semester. Enrollment of students from these 10 high schools has increased from 49 (2007) to 77 for Fall 2011. This represents a 57.14% increase.
- The CSU STEM Center worked with the NOYCE project (a 5-year, \$1.2 million NSF project)

to implement and assess a summer STEM camp for students from the Alliance Project Schools. During Summer 2011, the Center assisted in the addition of a new program called "Culture of Care," a program that helped prepare future STEM teachers for work in high needs schools. The Center also designed and implemented assessment tools for evaluating this summer program.

- In its first year, the CSU STEM Center was included in more than \$2.3 million in submitted proposals. To date, one project supported by the Center has been funded for \$286,950.
- A partnership between the CSU STEM Center and a community STEM group in Summit County resulted in the submission of a joint proposal for \$150,000. CSU visits to Summit County have further developed that partnership, and plans are now in place for a 2012 faculty professional development project to be jointly sponsored by the CSU STEM Center and CSU Extension.
- CSU STEM Center staff has been actively creating professional development outreach programs. During fall 2011, two sessions were held for interested faculty. Additionally, a session on innovation in physics education was held for the Physics department. During the upcoming January Professional Development Institute, the Center will present two sessions on STEM curriculum evaluation and innovation.

The **Division of Continuing Education (DCE)** offers noncredit courses as well as courses for academic credit. The noncredit courses are offered for personal and professional development. A few examples of popular noncredit courses that also offer a certificate of completion and Continuing Education Units (CEUs) are Project Management (142 registrations in FY2012) and Regulatory Affairs (117 registrations in FY2012) certificates for professional development and many Osher grant-supported courses for personal development (1,296 registrations in FY2012). Because these courses are primarily face-to-face, they serve primarily northern Colorado residents. DCE had 703 registrations during FY2012 in online professional development noncredit courses. Of these 1,570 registrations, 302 (19%) were from Colorado, 986 (63%) were from out of state, and 266 (17%) were from out of country. The other 16 did not declare a residence.

Through DCE, the Osher Lifelong Learning Institute is a unique learning community for adults aged 50 and better. Osher offers the very best in continuing education with no prerequisites, no tests, no stress, and no degree requirements. In partnership with the Bernard Osher Foundation, Osher at CSU was established in 2006, as one of 119 such institutes nationwide. Designed to challenge and inform, courses are small, engaging, interactive and very affordable. Total course enrollments in 2012 were 690.

The **Colorado Agricultural Experiment Station (CAES)** continues to have significant impact through transfer of new technologies and methods developed through its research programs to the agricultural industries of Colorado. For example:

- 63% of Colorado wheat is grown from CSU cultivars with an annual value greater than \$44 million.
- 59% of Colorado potatoes are grown from CSU cultivars with an annual value greater than \$15 million.
- Pest management techniques adopted from CAES have resulted in Colorado onion crop yield improvement by 10% with an annual value of \$5 million.

Through the **Warner College of Natural Resources** utilizing 11 outreach centers and the **Colorado State Forest Service**, CSU engages in regional, national, and international natural resource stewardship in many ways such as the following examples:

- The **Environmental Learning Center** encourages sustainable use of natural resources and the environment in K-12 and other community events through participation by 2,621 K-12 students, 212 scout groups, and 471 other community events during FY10.
- Colorado State Forest Service facilitates stewardship of Colorado's forest resources by treating (e.g., thinning, wildfire risk reduction) 22,000 acres assisting 8,500 landowners in the creation of fire-wise communities in FY10. The **Colorado Forest Restoration Institute** serves as a bridging organization among researchers, land managers, and communities dedicated to advancing knowledge and practice of forest restoration and wildfire hazard reduction in the central Rocky Mountain region.
- The **Center for Collaborative Conservation** manages research-for-action projects in

Colorado, the western states, and around the world, e.g., Mongolia and East Africa.

- The **Center for Environmental Management of Military Lands** is a leading provider of research and sustainable management of natural and cultural resources across the US at more than 40 military installations, Department of Defense headquarters and field agencies. In 2013, CEMML secured a cooperative agreement to provide project-based environmental restoration, natural and cultural resource management, and geospatial data collection and management for the U.S. Air Force. This agreement will generate more than \$10 million in new business for CEMML, expanding its operations by 33 percent.

All academic units, ranging from departments to colleges, are engaged with external constituencies through application of specialized knowledge and often through organizational structures collectively known as Centers, Institutes, and Other Special Units (CIOSUs). Many of the CIOSUs have strong research programs that inform outreach efforts. The following examples are presented as illustrations of the varied nature of outreach programs in addition to applied research, such as those that stimulate learning excitement to those that provide clinical services:

- The **Little Shop of Physics**, a unique, traveling, hands-on science outreach program, was developed as a program in which K-12 students are the scientists rather than watching someone "do" science. The Little Shop of Physics has grown to a rotating collection of more than 75 science experiments, presented by a large and enthusiastic crew of undergraduate students who have traveled the region, the nation, and the world, bringing a remarkable hands-on science experience to nearly 200,000 children.
- The College of Veterinary Medicine and Biomedical Sciences operates the **Veterinary Diagnostic Laboratories** on campus with branch laboratories in Grand Junction on the Western Slope and in Rocky Ford in the southeastern part of the state. Each year the laboratories conduct more than 300,000 tests on samples submitted from Colorado and 10 regional states, and serve as part of the National Animal Health Laboratory Network. The campus diagnostic laboratory has a national reputation for excellence in a number of areas, notably as the leader in testing for Chronic Wasting Disease (first discovered in Colorado). The **James L. Voss Veterinary Teaching Hospital (VTH)** is a full-service referral veterinary medical center that provides an outstanding example of the synergy of teaching, research, and outreach. Clients come from across the nation to benefit from the high quality of animal health care and special services. Each year, more than 32,000 animal patients are attended in the VTH, which contributes to the education of approximately 135 graduates from the DVM program each year.
- The annual **Math-Science-Tech Day** has been bringing diverse students to CSU for the past 21 years.

The mission of the Alumni Association is to engage alumni in the life of the University through lifelong relationships, communications, and involvement. With more than 45 Ram Networks around the nation, alumni can engage with one another and the University in their local communities. The Alumni Association has successfully engaged many more alumni in recent years, reaching record levels of membership: 6,698 members in FY11 with a goal of achieving 7,600 members in FY13. Membership in the Alumni Association is a gift to the University and helps the Alumni Association with outreach, communications, and engagement opportunities.

In summary, the University is successfully engaged with its external constituents through dynamic, future-oriented outreach programs and service activities that take advantage of available technology and cutting-edge knowledge. The areas of institutionalized outreach traditionally found at major land-grant universities in the West are actively engaged, both in fulfilling their historic missions and translating those missions into today's rapidly changing economic, technological, demographic, and cultural context. In addition, there has been a significant expansion in outreach activities beyond those historic areas of emphasis. Increasingly, outreach activities include interdisciplinary efforts and involve partnerships that provide increased access, services, and opportunities to diverse and disadvantaged populations throughout the University's sphere of influence. Outreach is successfully integrated with student learning (described in Component 3.E) and research activities (described in Component 3.B.5), demonstrating a pervasive synergy among the University's research, educational, and outreach missions.

## Sources

-  Annual Research Report FY 2011
-  Annual Research Report FY 2102
-  Created to Serve (Economic Impact Report 2009)
-  CSU Extension website
-  Economic Impact Snapshot 2012
-  Extension en Espanol
-  Math-Science -Tech Day
-  Outreach and Engagement SPARC 2012
-  Research and Discovery SPARC 2012 (Page 8)
-  Strategic Plan 2012 (Page 19)
-  Strategic Plan 2012 (Page 21)

## Criterion One Conclusion

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

#### **Assurance Evidence**

In sum, the evidence demonstrates that CSU has clearly stated purposes that provide Colorado residents and students access to an excellent, comprehensive graduate research university that is student-centered and committed to excellence in undergraduate and graduate education. True to our land-grant heritage and our values of civic responsibility and public access, CSU applies intellectual and academic resources to social, economic, and community development in Colorado, the nation, and the world. Our faculty and staff engage in applied research and teaching and share their knowledge with others in keeping with our aim of setting the standard as a 21st century land-grant institution. CSU also engages citizens through its athletic programs and through its marketing, fundraising, and alumni outreach efforts.

#### **Strengths**

The *Strategic Plan* outlines the institution's major priorities and the university-level outcomes against which the SPARCs measure our performance in alignment with the mission. The six January 2013 SPARCs reports provide detailed assessments of the institution's performance in response to the 37 goals. In nearly all cases, as indicated by the performance metrics, we are making continuous improvements. Major accomplishments that have been achieved in recent years to fulfill our mission are summarized as follows (many of these are discussed in detail in subsequent sections of the self-study):

- Curricular and co-curricular enhancements through the Student Success Initiatives (SSI) that have improved the quality of education and students' success in achieving an education.
- Continued growth of excellent research programs with outstanding levels of funding.
- Expanded outreach and engagement programs that provide excellent service to the public, enhancing quality of life for all.
- Institutional resilience through economically challenging years to sustain and improve programs, including significantly increased private support.
- Improved access to higher education as a broad public service and a core part of the land-grant mission, with steadily increased diversity awareness and accomplishments.

#### **Challenges**

The major challenge for continued fulfillment of the institution's mission and improvement of programs can simply be summarized as sustaining and growing the resource base in the face of declining-to-disappearing state appropriations. Major ramifications of this challenge include:

- Controlling the students' cost of education to facilitate access and enhance diversity.
- Evolving enrollment management operations to facilitate recruitment, enrollment, retention, progression, and graduation of a diverse student population.
- Procuring adequate resources for continuous improvement of academic programs and operational infrastructure, including hiring additional faculty and support staff, controlled maintenance, and capital development.

#### **Plans for enhancement**

The University's three-year strategic planning cycle is designed to assure wide-based campus input into annual institutional budgets and priorities. It includes a regular schedule for triennial updates of the *Strategic Plan* to reflect new priorities, new environments, new opportunities, and new ideas that contribute to fulfillment of the mission. Currently, we are building and evaluating the feasibility of a planning framework commonly referred to as CSU 2020, which models various budget scenarios and the corresponding need to build infrastructure capacity and grow enrollment to provide a balanced resource basis to sustain the institution in the face of forecast declines in state appropriations. The Diversity SPARC recommended that the position of VP for Diversity be funded as a full-time position rather than half-time to enhance the capacity of the office to advance diversity initiatives and increase the awareness of the institution's commitment to diversity efforts (implemented in the FY14 budget). The 2012 Employee Climate Survey is intended to be a baseline assessment for evaluating diversity

progress as measured in future surveys.

## Criterion Two. Integrity: Ethical and Responsible Conduct

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

### Assurance Evidence

Colorado State University is committed to conducting its affairs transparently, ethically and in compliance with all laws, regulations, and University policies. All members of the University community are expected to share in this responsibility and to help prevent, detect, and address violations. The following values have been established in the *Strategic Plan* to support our operating practices:

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

### Sources

 [Strategic Plan 2012 \(Page 2\)](#)

## **2.A - The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.**

### **Assurance Evidence**

#### **Compliance activities**

The **Office of Policy and Compliance** (OPC) was established in 2010 in response to a recognized need for a centralized policy library containing current and accurate statements of official policy; a consistent business practice for adopting and changing university policies; and an open, transparent policy development method that embraces and reflects the shared governance model of the University. The OPC is responsible for researching, drafting, and facilitating the approval process for a wide range of University policy and procedures documents affecting employees, students and the larger university community. In addition, the OPC provides resources to assist departments in reviewing and understanding compliance issues and to help foster business practices that comply with applicable laws, rules and regulations across many administrative and academic areas. The Director of Policy and Compliance reports to the Vice President for University Operations. The OPC maintains the policy library as an online resource to the institutional community.

In addition to the OPC, there are collaborative compliance functions in many other areas of the institution, including (for example) the Research Integrity and Compliance Review Office (RICRO), the Office of Risk Management and Insurance, the Compliance Office of the Department of Athletics, the Office of Equal Opportunity (OEO), and the Department of Internal Audit of the CSU System.

Consistent with its commitment to integrity as revealed through ethical and civically responsible behavior, the University established the Compliance Reporting Hotline in August, 2010, for employees, students, and constituents to report issues, in good faith, regarding compliance with laws, regulations, and substantive University policies, as well as other types of complaints and issues. Subsequently this program was expanded to operate at the System level and to provide the same review process for all of the System's institutions. This reporting mechanism allows people to report issues anonymously if they wish to do so. The issues reported are first reviewed by the appropriate CSU System officials (Director of Internal Audit and Office of the General Counsel) to determine if further investigation and actions are warranted. University officials can then be brought into the review process to directly address the problem or concern. The University takes every allegation of illegal or unethical conduct seriously. Further discussion of the Reporting Hotline activity is included in the Federal Compliance section under Policy 4.0 (b).

The **Office of Equal Opportunity** (OEO) supports CSU's commitment to promote human and intellectual diversity by fostering an inclusive environment for all members of the University community. OEO ensures the University's obligations of equal access and equal opportunity in education and employment for all faculty, staff, and students through the application and implementation of policies, procedures and practices that are equitable, transparent and understood by members of the University community. In 2010, OEO was established as a compliance-focused administrative unit separate from the responsibilities of the Vice President for Diversity. Since the reorganization, OEO has made notable progress in the following activities:

- Enhanced collection and creation of affirmative action utilization and impact ratio analyses data.
- Improved search processes by creating a manual and online tools to guide processes.
- Expanded search process training to include search committee members and support staff in addition to search chairs and EO coordinators to make the process more transparent.
- Updated disability determination and reasonable accommodations practices for better ADA compliance and provided improved disclosure of reasonable accommodations for employees.
- In support of Title IX compliance, added a deputy Title IX coordinator to implement a

- defined structure responding to **student sexual harassment and sexual violence** concerns.
- Launched a program of employee **exit interviews** to enhance the exit survey process.
- Improved awareness communications to constituents through brochures and websites, such as **How to File a Complaint** and **Sexual Harassment Awareness and Prevention**.
- All CSU employees are required to take and pass a Sexual Harassment training module.

Efforts are underway to further enhance access and opportunities for employment through the proposed acquisition of an online application tool for more efficient recruitment, submission of applications, and processing of personnel data to improve searches and the administrative procedures of HR and OEO. OEO has also established a goal to review and update discrimination and harassment policies.

Monitoring of financial integrity is described in Component 5.A.5.

### **Ethics and Conduct**

Expectations for ethical conduct are also reflected in the *Academic Faculty and Administrative Professional Manual*, sections D.3.3, D.3.4, D.3.5, D.3.6, D.3.7, D.6, D.7.19, and D.9, among others. A comprehensive and effective Conflict of Interest policy is incorporated in section D.7.6, and a Conflict of Interest Committee exists to review actual and apparent conflicts that are self-reported or reported by others, review conflict management plans, and make recommendations to the Provost/EVP for resolving conflicts. All employees in positions of trust, or who have access to sensitive data, financial records, sponsored programs funds, and business decision-making are required to update their financial disclosures annually to help assure that conflicts of interest are identified and acted upon in a timely manner with management plans implemented when appropriate.

State Classified personnel are governed by the **Colorado Department of Personnel Board Rules and Administrative Procedures**, which includes guidance on employee responsibilities and ethical behavior.

Many academic and administrative departments have their own ethical codes. For example, the Department of Computer Science's Code of Ethics reflects responsibilities of students, faculty and staff in addition to those enumerated in other University policies. The Purchasing Department has a Code of Ethics governing purchasing agents' responsibilities to the institution, the vendor community, and the people of the State of Colorado. Student government (ASCSU) has adopted a Code of Ethics of its own, prohibiting abuse of any student government position or office. These are just a few examples of locally imposed ethical codes and standards observed at the University.

Students are governed by a comprehensive **Student Conduct Code** that applies to:

- All persons taking courses at the University, either full-time or part-time, pursuing undergraduate, graduate, professional, or continuing education;
- Those students who withdrew after allegedly violating the Student Conduct Code;
- Those who are not officially enrolled for a particular term but who have a continuing relationship with the University;
- Those who have been notified of their acceptance for admission;
- Persons who are living in University-owned or -operated housing though not enrolled in this institution;
- All CSU students enrolled through University programs who are studying abroad or at other remote locations, including the Denver campuses; and
- All recognized student organizations and clubs with any number of persons who officially have complied with formal requirements for registration/recognition as a University student organization or sport club.

### **Athletics**

CSU has established high standards for academic performance and integrity in all athletic programs. CSU Intercollegiate Athletics continues to support outstanding academic progress by student-athletes in compliance with all policies and procedures of the National Collegiate Athletic Association (NCAA):

- **The Intercollegiate Athletics Compliance Office**, which reports to the Office of the President,

is responsible for ensuring that all individuals who represent the institution's athletic programming comply with the rules and regulations set forth by CSU, the Mountain West Conference and the NCAA.

- CSU's graduation rate among student-athletes is 69%, as compared to a rate of 63% for the general student population.
- CSU has led the Mountain West in graduation rates for five consecutive years (Air Force does not report graduation rates). The average rate for the Mountain West is 62% for both student-athletes and the student body.
- CSU's football graduation rates for student-athletes (78%) ranks 21st nationally among Division I/FBS Division institutions. CSU is believed to be the only institution in the country to require 100% of its players to participate in community service three times during each academic year.
- All 16 CSU sport programs had an Academic Performance Rate (a measurement used by the NCAA) above 925. Five of these 16 sport programs had a perfect APR score of 1,000.
- CSU has never been sanctioned by the NCAA for a major violation.
- **The President meets annually with the Department of Athletics coaches to discuss the importance of ethical and responsible conduct, as well as being available to receive direct reports from the compliance officer.**
- Recently, the Division of Student Affairs has become more engaged in providing student support services to the student-athletes through joint sharing of responsibilities rather than the Department of Athletics providing sole oversight.
- The position of Senior Associate Athletic Director for Diversity and Inclusion was created in 2013 to implement a comprehensive program focused on the transition, adjustment, and retention of student-athletes at CSU.
- The University adopted a new [Fan Code of Conduct](#) in 2013, designed to ensure a safe, respectful, and high-quality experience for all fans attending CSU athletics events.
- Athletics has included a provision in coaching contracts that makes all coaching bonuses contingent on players making satisfactory academic progress and teams receiving no major violations of NCAA rules.

The CSU Sport Clubs program consists of 29 programs that allow more than 1,100 student athletes to be involved in competitive activities. Sport Clubs at CSU are student-run organizations that are funded through student fees, dues, and club fundraising. The Sport Clubs program allows students to participate in sport activities beyond the scope of the Intramural Sports program. These programs compete with other colleges and universities, travel, and play in national events.

The philosophy of Sport Clubs includes providing opportunities for sport clubs to challenge other schools and represent CSU while promoting an educational component of leadership development. Students are involved in fundraising, event planning, coaching selection, and budgeting/financial management of the club. The Sport Club area has a requirement that all students are full-time students and maintain a 2.0 cumulative GPA to participate. Each of the sports belongs to different governing bodies that have individual requirements. If the governing body has a policy that exceeds the CSU policy, then that policy takes precedent.

## Sources

-  [Academic Faculty and Administrative Professional Manual 2011-12 \(Page 59\)](#)
-  [Accommodations for Employees with Disabilities brochure](#)
-  [Athletics Compliance Office](#)
-  [CO Personnel Board Rules and Procedures 2011](#)
-  [Exit Interviews flyer](#)
-  [Final Report on the Fan Experience \(Page 9\)](#)
-  [How to File a Complaint brochure](#)
-  [Office of Equal Opportunity](#)
-  [Office of Policy and Compliance](#)
-  [Sexual Harassment Awareness and Prevention brochure](#)
-  [Student Conduct Code](#)
-  [Student Sexual Harassment and Sexual Violence Awareness brochure](#)

## 2.B - The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Assurance Evidence

During the past several years, CSU has affirmatively renewed its commitment to conducting its affairs transparently through increased accountability and disclosure. This culture is evidenced by the following examples:

- Development of the [Accountability at Colorado State University](#) website, which includes information on fiscal accountability, financial data, financial transparency, budget, research, faculty and staff, and students.
- Annual publication of the [Financial Accountability Report](#) since 2008.
- Enhanced web access to [Institutional Research](#) data and fact publications, including the *Fact Book*, IPEDS Data Feedback Reports, the Common Data Set, student success (retention and graduation rates), degrees awarded, roster of faculty (includes credentials), and other ad hoc data reports.
- CSU's commitment to accountability involves an open, public campus planning and budgeting process described in Component 5.A.5.
- All relationships with special (program) accreditors and the Higher Learning Commission are publicly disclosed on the [Accreditation](#) website and listed in detail in the Federal Compliance section 4.0(i).
- The Division of External Relations oversees Marketing, Public Relations, Communications and Creative Services, and Web Communications. External Relations provides central marketing, media and community relations, events, design, photography, Web, TV and video services for a variety of university clients and has responsibility for ensuring the integrity of communications via these services as described in the Federal Compliance 4.0 (g) section.
- CSU participates in the [Voluntary System of Accountability \(VSA\)](#) - a project specifically created to provide greater accountability through accessible, transparent, and comparable information on public 4-year institutions of higher education. Participation in the VSA is voluntary; however, CSU is one of more than 300 institutions that elected to join the VSA project and publish their information on the College Portrait website.
- CSU complies with the Colorado Public (Open) Records Act (C.R.S. 24-72 201 et seq.), making all public records open for inspection by any person at reasonable times, except as otherwise provided by law.
- Board meetings are open to the public, and each meeting includes an opportunity for public comment to the Board.
- The *General Catalog*, the *Graduate and Professional Bulletin*, and nearly all other publications prepared for students and prospective students are updated annually and are readily available publicly in electronic format on the web without restriction by registration or login.
- All costs of attendance (COA) are clearly disclosed on the [Student Financial Services](#) website, including a required net price calculator.
- A new [tuition and fees calculator](#) is provided online (beginning in the summer of 2011) to help students, prospective students, and families better plan and budget for their CSU education. This new web tool allows students to estimate tuition and fees costs for different credit loads and different academic programs. The calculator also explains the different charges that might appear on a student's tuition bill and provides links to those program areas that are funded through various fees, so that students can see how their funds are spent in support of their education.
- The [Division of Enrollment and Access](#), which includes the offices of Admissions, Student Financial Services, the Access Center, and the Registrar, holds accuracy, accountability, and transparency as core values guiding all their activities. CSU fully supports the U.S. Department of Veterans Affairs' [Principles of Excellence](#) guidelines for educational institutions receiving Federal funding. Schools that agree to participate will:
  - Provide students with a personalized form covering the total cost of an education program;
  - Provide educational plans for all Military and Veteran education beneficiaries;

- End fraudulent and aggressive recruiting techniques and misrepresentation;
- Provide accommodations for Service Members and Reservists absent due to service requirements;
- Designate a Point of Contact for academic and financial advising;
- Ensure accreditation of all new programs prior to enrolling students; and
- **Align institutional refund policies with those under Title IV.**

In addition, CSU maintains full compliance with all federal requirements for complete and accurate disclosure of information to constituents as described in the Federal Compliance section in response to HLC Policies 4.0 (f), (g), (h) and (i).

The **2012 NSSE results** provide evidence that CSU presents itself clearly and completely to students. Ratings in the Supportive Campus Environment (SCE) section have been continuously improving through the series of NSSE administrations, with statistically significant improvements noted in the latest survey. CSU first-year students have a higher mean for the SCE benchmark compared to first-year students at peer institutions, and CSU seniors have an equivalent mean for the SCE benchmark compared to seniors at peer institutions (see NSSE p. 17).

## Sources

-  [Accountability](#)
-  [Accreditation](#)
-  [Enrollment and Access](#)
-  [Financial Accountability Report FY2012](#)
-  [GI Bill Principles of Excellence](#)
-  [Institutional Research](#)
-  [NSSE Final Results, CSU 2012 \(Page 11\)](#)
-  [Student Financial Services](#)
-  [Tuition and Fees Calculator](#)
-  [Voluntary System of Accountability](#)

## **2.C - The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.**

### **Assurance Evidence**

The Board of Governors of the Colorado State University System (CSUS) has responsibility for three independent institutions: Colorado State University (CSU); Colorado State University-Pueblo (CSU-P); and Colorado State University-Global Campus (CSU-GC). CSU is the flagship institution within the system and comprises the majority of the activity as evidenced by accounting for approximately 90% of both the operating revenue and expenditures of the system. Each of these institutions is independently accredited by HLC. The Board has nine voting members, appointed by the Governor and confirmed by the Colorado Senate, and six advisory members (non-voting). The advisory members include one faculty member and one student from each of the three institutions who are selected by their constituents.

The Board functions with the following five standing committees: Executive; Evaluation; Academic and Student Affairs (prior to June 2012, these were two separate committees); Audit and Finance (prior to June 2012, Audit and Finance were also two separate committees); and Real Estate/Facilities. Advisory members serve on the latter three committees. Most matters that come before the Board have been received and reviewed by one of these standing committees. The meetings of the standing committees are scheduled so that all board members, not just committee members, have the option to attend.

The Board meets six times a year. The typical schedule for four of the meetings includes Committee meetings followed by the Board meeting with an agenda that includes: Public comment; Board chair's agenda; Faculty and Student representative reports; Strategic plan updates; President's reports and campus updates; Committee reports and resolutions; and Consent agenda—minutes of the committee meetings and action items from the campuses. Two meetings focus on board development and the future of each campus. Special Board and Executive Committee meetings are often convened via teleconference.

### **1. The governing board's deliberations reflect priorities to preserve and enhance the institution.**

The CSUS has a Strategic Plan with four primary goals:

1. Student success and satisfaction,
2. Financial sustainability,
3. Expanding statewide presence, and
4. Building a stronger Colorado.

CSU provides reports and data to the Board and the Chancellor utilizing the performance metrics that contribute to the CSUS Strategic Plan. In addition, the President's and faculty and student representatives' reports include information relevant to CSU's *Strategic Plan* objectives. Progress is reviewed and discussed through Meeting Reports as well as at an annual review of the *Strategic Plan*. At the June retreat, the President presents longer-term plans for access, growth, development, and quality consistent with the University's land-grant mission and its goals. The Board has a policy to review CSU's peer institution list every five years, and this was done most recently in 2011 with minor changes.

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

Board meetings are open to the public, and the Board often receives input from internal and external constituents. Actions of the Board that reflect such inputs have included formation of the Academic Affairs Committee, which reviews new degree program proposals, faculty and student affairs issues, and other matters prior to consideration by the full Board. The degree program proposals include student, faculty, resource, and state impact factors relevant to the Board's decision and recommendation to the Colorado Commission on Higher Education (CCHE). Other actions include annual approval of a calendar of internal audits determined by criteria based on relevance, impact, and risk; proposals for facilities; and real estate actions

that consider the campus community as well as alumni, organizations, and communities that may be impacted in the short- and long-term by proposals and programs.

**3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.**

The Board's Bylaws include [Article IX, Conflict of Interest](#), which is more fully described in the *Board of Governors' Policy Manual*. Article IX expressly states that "although members of the board may have allegiances to and associations with a particular System Institution and/or community, as well as other outside interests, their paramount fiduciary obligation is to serve the best interest of the Board and the System."

**4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.**

The Board recently approved an annual schedule of reports and actions to receive. This schedule includes whether the item is to be accepted or approved, thus serving as a useful tool for identifying their role in oversight versus day-to-day management issues, which are delegated to the administration and/or recognized as consistent with shared governance. A partial list of the campus actions that are reported to the Board and accepted include learning outcomes and grades; faculty retention, promotion and tenure, workloads, and salaries; student admissions, financial aid, retention, diversity, and graduation; off-campus programming; athletics; program reviews and accreditation schedules; and budget and audit updates. Action items and decisions related to major gifts and honorary degree awards are initiated on campus and then reported to the Board. Because the Board has authority for awarding all degrees, honorary degree awards must be approved by the Board. A recent Board action delegated approval authority to the President for sabbatical leaves and revisions, emeritus appointments, and leave without pay requests, with annual reports to be received by the Board.

Prior to submission to the Board, academic matters are considered and acted upon by the Faculty Council in consultation with administration and legal counsel. These include, but are not limited to: curriculum (new programs and program name changes), tenure and promotion policies, faculty status, teaching and learning policies, and calendar. Items that involve changes to the *Academic Faculty and Administrative Professional Manual* or new programs go forward for action by the Board. Board action is also required to adopt changes to: the *Student Conduct Code*, student fee plans, tuition proposals, budget, bond plans, capital construction plans (master plan, 5-year list, and 2-year cash funded projects), the President's contract and evaluation (with input from the campus), and the *Strategic Plan*.

Minutes of Board meetings are provided as exhibits to illustrate the operations of the Board through discussions and official actions, as explained above.

## Sources

1. [Approved Minutes of Feb 9 and Mar 1, 2012 Meetings](#)
2. [Approved Minutes of May 1, 10, and 25, 2012 Meetings](#)
3. [Approved Minutes of June 21, 2012 Meeting](#)
4. [Approved Minutes of Aug 2 and Aug 30, 2012 Meetings](#)
5. [Approved Minutes of Oct 4, 2012 Meeting](#)
6. [Approved Minutes of Dec 6, 2012 Meeting](#)
7. [Approved Minutes of Feb 4, 2013 Meeting](#)
8. [Approved Minutes of May 2, 2013 Meeting](#)
- [CSU System Bylaws \(Page 5\)](#)

## 2.D - The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Assurance Evidence

"As an academic community, Colorado State University embraces certain foundational principles that guide our behaviors. Foremost among these is academic freedom for the faculty, a longstanding cornerstone of public higher education in our country. Academic freedom is the freedom of the faculty to discuss all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, to speak or write on matters of public concern as well as on matters related to professional duties and the functioning of the University. These freedoms come with responsibilities; faculty are expected to follow professional standards for discourse and publication, to indicate when speaking on matters of public interest that they are not speaking on behalf of the institution, and to conduct themselves in a civil and professional manner consistent with the normal functioning of the University." *Preface, Academic Faculty and Administrative Professional Manual*, as updated December, 2011.

CSU considers freedom of expression and inquiry essential to a student's educational development. Thus, the University recognizes the right of all University members to engage in discussion; to exchange thought and opinion; and to speak, write, or print freely on any subject in accordance with the guarantees of the Federal and State constitutions. This broad principle is the cornerstone of education in a democracy. CSU is committed to valuing and respecting diversity including respect for diverse political, philosophical, and cultural viewpoints.

This commitment is explicitly disclosed and reaffirmed in several documents:

- [Freedom of Expression and Inquiry Policy](#) adopted 2007.
- [Student Conduct Code, Preamble, p. 2.](#)
- *Academic Faculty and Administrative Professional Manual* – Preface updated in 2011 to emphasize the principles of academic freedom and shared governance and [Section E.8 Academic Freedom as approved by the Board.](#)
- *General Catalog, Section 1.6, page 1:* Freedom of Expression and Inquiry.
- Reaffirmation of institutional [commitment to academic freedom](#) by Presidential proclamation in 2004.

The University's commitment to free exchange of ideas is also illustrated through the Monfort Lecture Series, which targets speakers of international distinction. Monfort Lecture speakers who have a variety of viewpoints and beliefs are selected to help stimulate conversation and academic discussions regarding important issues of the day. Past speakers in the series include George F. Will, Pulitzer Prize winner and Washington Post columnist; Condoleezza Rice, 66th U.S. Secretary of State; United Nations Messenger of Peace, Jane Goodall, DBE; Mikhail Gorbachev, former Soviet leader; Madeleine Albright, first female U.S. Secretary of State; Nobel Laureate Desmond Tutu; and the late General H. Norman Schwarzkopf. The annual Diversity Symposium includes a keynote speaker of national prominence, such as Sherman Alexie, Michele Norris, and Ray Suarez. When available, campus facilities have been used for campaign activities by many local and state politicians, and in 2012, for a campaign appearance by President Barack Obama.

### Sources

- [1. 6 - Policies and Guiding Principles](#)
- [Academic Faculty and Administrative Professional Manual 2011-12 \(Page 1\)](#)
- [Academic Faculty and Administrative Professional Manual 2011-12 \(Page 95\)](#)
- [Academic Freedom MOU](#)
- [Freedom of Expression and Inquiry Policy](#)
- [Student Conduct Code \(Page 2\)](#)

## 2.E - The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

### Assurance Evidence

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

CSU has a long-standing reputation for ethical conduct of research in all areas and takes pride in the quality and quantity of research performed on its campuses. The [Research Integrity and Compliance Review Office \(RICRO\)](#) provides assistance to researchers, staff, and the faculty oversight committees in maintaining an ethical environment for activities in the following research and teaching areas:

- Protection of animal subjects - Institutional Animal Care and Use Committee (IACUC).
- Protection of human participants - Institutional Review Board (IRB).
- Responsible use of biohazardous agents and rDNA - Institutional Biosafety Committee (IBC).

CSU is committed to upholding the highest standards of ethical conduct in research through oversight and review of potential cases of [research misconduct](#) and extensive training programs on [Responsible Conduct in Research \(RCR\)](#). Graduate students, postdoctoral fellows and undergraduate students engaged in research, within the scope of the above-mentioned research review committees, are required to receive formal training in nine core areas: (1) ethics and social responsibility in research, (2) conflict of interest, (3) the use of animal/human subjects and safe laboratory practices, (4) mentor/mentee responsibilities, (5) collaborative research, (6) data acquisition, management, sharing and ownership, (7) research misconduct, (8) responsible authorship, publication and peer review, and (9) financial management and responsibilities. The training content is designed to be appropriate for the educational and responsibility level of the trainee and the discipline.

All trainees engaged in research and scholarly inquiry, within the scope of the above-mentioned research review committees at the undergraduate, graduate, or postdoctoral level, are required to take the CSU online RCR Training Course. In addition, face-to-face training is strongly encouraged and may be required for trainees as part of their formal or informal training experience. CSU has a variety of mechanisms for providing such training, including formal courses such as GRAD 544 (Ethical Conduct of Research) and Department of Philosophy courses (such as PL 666), undergraduate research program-specific RCR courses/workshops (such as a National Science Foundation Research Experiences for Undergraduates RCR course or an Office of Undergraduate Research and Artistry RCR program), departmental/college RCR courses approved by the Provost to meet these requirements, and individualized mentoring from the trainee's faculty advisor or other designated member of a department/program.

The Drug Review Committee (DRC) was transitioned from RICRO to Environmental Health Services (EHS) in early 2011. The DRC was no longer required because principal investigators are already receiving approval from IACUC, the IBC, IRB or another review committee, or the controlled substances are being used by licensed veterinarians or physicians. In place of formal review of protocols, an informational database is maintained by EHS.

CSU subscribes to [iThenticate®](#), the anti-plagiarism software that is currently used by NSF, which claims to be the "world's largest comparison of scholarly and professional content." This software is a tool available for CSU faculty, through the Libraries, to check their own draft proposals and manuscripts prior to submission, as a means to guard themselves against potential future claims of plagiarism or self-plagiarism.

Promoting the responsible conduct of research and scholarly activity is the responsibility of all members of the campus community. At CSU, training in this area is overseen by the Office of the Provost, and compliance with federal regulations regarding ethics training is overseen by the Office of the Vice President for Research.

As part of its efforts to maintain the integrity of research and scholarly activity, the institution has policies requiring disclosure of potential conflict of commitment and interest (Academic

Faculty and Administrative Professional Manual, [Section D.7.6](#)). As a part of the annual faculty and administrative professional evaluations, [The Annual Role and Responsibility Survey](#) and consequent Conflict of Interest/Conflict of Commitment assessment are completed. Special requirements applicable to conflicts of interest for principal investigators in [Public Health Service-funded programs](#) are also in place as required by recently-adopted regulations.

## **2. Students are offered guidance in the ethical use of information resources.**

CSU expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution and to assume responsibility for their actions; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people.

The All-University Core Curriculum requires 3 credits of intermediate writing (fulfilled by CO 150 College Composition) and 3 credits of advanced writing (fulfilled by various upper level options). As part of the learning objectives of each of these courses, the issues of academic integrity and plagiarism avoidance are emphasized.

The Learning and Teaching Institute (TILT) contributes to the ongoing University-wide effort to cultivate a culture of academic integrity through its [Academic Integrity Program](#). Its director works closely with faculty, staff, organizations and partners campus-wide on a variety of projects related to academic integrity. These projects include Academic Integrity Week, held each fall, workshops for students and faculty, individual consultation with students and faculty, and the development of print and Web-based resources supporting academic integrity. The program director, working in collaboration with other members of the campus community, also conducts assessment of campus behaviors and attitudes about academic integrity.

SafeAssign (a plagiarism detection application) is available to all instructors through the Blackboard course management system. SafeAssign can be set up by instructors so students can submit drafts of their papers for review and correct errors before submitting the final copy. In this way, it contributes to student learning and prevention of plagiarism. The effectiveness of plagiarism-detection programs has been the subject of much debate on campus, and they are inconsistently used. Generally, these programs are not used in composition courses because the nature of the assignments typically makes it more difficult to plagiarize (and easier to detect when it happens). However, instructors often use them if they suspect a problem and need to assemble evidence of academic misconduct. Plagiarism seems to take place most often under curricular conditions that allow it and less frequently in courses that design assignments appropriately to limit it. Recently, more effort has been placed on helping instructors learn how to avoid setting up opportunities in courses for plagiarism and how to [teach the importance of academic integrity](#), rather than trying to catch each offender. Instructors in some disciplines may regularly use other software to detect plagiarism, such as Computer Science's use of a Measure Of Software Similarity (MOSS), a free program developed at Stanford to detect plagiarism in computer code assignments.

## **3. The institution has and enforces policies on academic honesty and integrity.**

Institutional policies on academic integrity are published in the *General Catalog* ([Academic Integrity – Section 1.6 pages 7-11](#)) and enforced through the *Student Conduct Code*.

To encourage compliance with the academic integrity policy, in 2011 a student honor pledge was adopted. The idea of promoting an honor pledge as a way to encourage student academic integrity started with the Associated Students of CSU (ASCSU) in 2006. A bill supporting an honor pledge was passed by ASCSU in 2010 and adopted by Faculty Council on May 3, 2011. The policy was subsequently approved by the Board on June 20, 2011, and can be found in [Section I.5 of the Academic Faculty and Administrative Professional Manual](#).

The office of [Conflict Resolution and Student Conduct Services](#) (CRSCS) is responsible for hearing cases of alleged violations of the academic integrity policies that cannot be resolved between the instructor and student. Additional details and evaluations of the operations of CRSCS are provided in section b of Federal Compliance. Examples of their activities in FY11 include the following:

- CRSCS successfully implemented the first Academic Integrity Day as part of National

Character Counts Week. 225 students were engaged in workshops that explored the tenants of academic integrity.

- CRSCS provided 81 outreach programs and presentations throughout campus, serving 3,571 participants.
- CRSCS received 174 conflict resolution cases resulting in 438 collateral contacts with students, staff, faculty, and community members.
- 100 percent of the participants who participated in restorative justice sessions agreed that the discussion helped to repair the harms caused by the incident.

Under Goal 5: Undergraduate Curricula and Advising of the *Strategic Plan*, the University's commitment to guiding students in ethical uses of information is specifically noted in [Strategy 5.1: Information literacy, including ethical uses of information, to be incorporated across the curriculum.](#)

## Sources

-  1. 6 - Policies and Guiding Principles (Page 7)
-  Academic Faculty and Administrative Professional Manual 2011-12 (Page 146)
-  Academic Faculty and Administrative Professional Manual 2011-12 (Page 68)
-  Academic Integrity Program
-  Annual Role and Responsibility Survey
-  Annual Role and Responsibility Survey PHS 2013
-  Conflict Resolution and Student Conduct Services
-  Encouraging Academic Integrity
-  iThenticate
-  Research and Scholarly Ethics
-  Research Integrity & Compliance Review Office
-  Research Misconduct Administrative Procedures
-  Strategic Plan 2012 (Page 9)

## Criterion Two Conclusion

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

#### Assurance Evidence

The evidence provided in this section demonstrates that CSU is committed to conducting its affairs transparently, ethically and in compliance with all laws, regulations, and University policies in fulfillment of the criterion and its components. Additional evidence supporting this criterion can be found in the Federal Compliance section of the report which demonstrates CSU's compliance with Federal regulations and HLC policies.

#### Strengths

- CSU has established an Office of Policy and Compliance and the Compliance Reporting Hotline to emphasize the importance of compliance with laws, regulations, and substantive University policies.
- CSU is committed to conducting its affairs transparently though increased accountability and disclosure.
- CSU is committed to the free exchange of ideas by all constituents, the principles of academic freedom in instruction, and upholds the highest standards of ethical conduct in research and academic integrity for the ethical use of information.

#### Challenges

The major challenge seems to be maintaining awareness of and compliance with the changing external environment (laws, regulations, policies, etc.) and public expectations for disclosure. Internally, vigilance must be maintained in reinforcing the institutional commitment to the values identified in the introduction by every administrator, employee, and student.

#### Plans for enhancement

Because the institution recognizes that ethical and responsible conduct requires more than a one-time act, these values are incorporated into the *Strategic Plan* in many ways so that they will remain in the focus of ongoing and future initiatives. Some examples include the following:

- Goal 5: Undergraduate Curricula and Advising includes Strategy 5.1: Information literacy, including ethical uses of information, will be incorporated across the curriculum.
- Goal 28: Intercollegiate Athletics includes the strategy (28.1) of continuing to promote integrity, ethical conduct, and academic achievement by student-athletes.
- Goal 30: Marketing/Brand Management includes strengthening relationships within the campus community via consistent and credible communication.
- Goal 32: To Establish and Consistently Maintain Systems and Business Processes that Meet and Support Campus Demands and Maintain Security, Flexibility, and Efficiency includes Strategy 32.4: Provide business processes that are secure, efficient, and user-friendly, as evidenced through support, adopt, and communicate sound, current policies, and implement compliance strategies for consistency across all units, through collaboration between the Policy and Compliance Office, Information Technology Executive Committee (ITEC), and shared governance participant groups (Faculty Council, APC, CPC, ASCSU).
- Goal 34: To Protect and Empower our Students, Faculty, and Staff includes Strategy 34.1: Employ Best Practices in Safety, Compliance and Well Being.

These combined resources and strategies reflect a true commitment to ethical and responsible conduct by the institution, its faculty, students, and staff.

#### Sources

 Strategic Plan 2012

## Criterion Three. Teaching and Learning: Quality, Resources, and Support

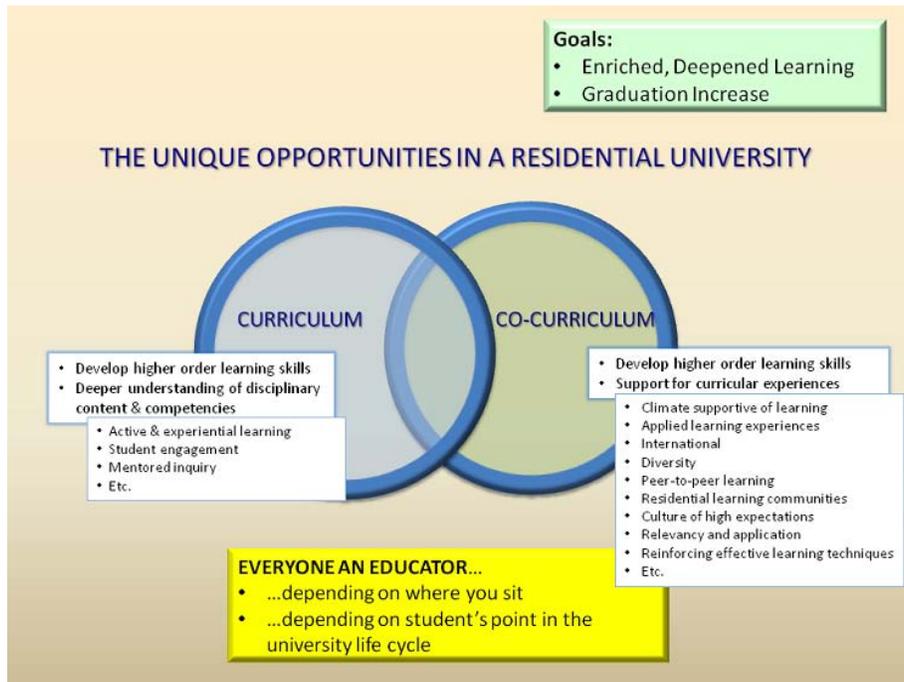
**The institution provides high quality education, wherever and however its offerings are delivered.**

### Assurance Evidence

**Area 1: Teaching and Learning** of the *Strategic Plan* aligns the institution very closely with the aspirations of Criterion Three. CSU's objective is to provide a high-quality education to undergraduate and graduate students within a dynamic intellectual environment that involves innovative curricular and extracurricular offerings, promotes retention and graduation, and prepares students for lifelong learning and achievement in a complex, global, and technologically sophisticated world. Undergraduate and graduate education are considered the **cornerstones of university life; and faculty and co-curricular activities are critical foundational elements**. We recognize that students seek a high-quality education, and today's graduates must have advanced skills and a diverse and global perspective to be successful in life and work. Excellence in higher education today requires a renewed emphasis on providing a distinctive educational experience founded upon strong support for hiring and retention of **outstanding faculty and staff, and delivery in a safe, constructive environment for learning**. The **Teaching and Learning Strategic Planning Area Review Committee (SPARC)** is charged with assessing institutional performance, reviewing and suggesting revisions of the Strategic Plan, and identifying priorities for improvement of teaching and learning activities.

Although earning a university degree is a distinctive achievement, we believe that much of what students gain from the experience comes from the culture of the institution and the values that **characterize it**. CSU is a **campus of character committed to instilling in students core values** that include accountability, civic responsibility, freedom of expression, inclusiveness, diversity, innovation, sustainability, integrity, mutual respect, opportunity, and community. Because we are committed to educating the whole person, the knowledge provided through the classroom experience is extended and enhanced through day-to-day living and learning. Student government, other student organizations, athletics, and the arts all play a vital role in creating a dynamic intellectual and social campus community.

Since 2006, CSU has committed to the **Student Success Initiatives** (introduced in Component 1.A.3) that permeate the *Strategic Plan* initiatives and budget priorities. This initiative has been successful because it has drawn the Academic and Student Affairs divisions into a singularly focused partnership for the purpose of providing an excellent experience for students in a residential university. The unifying result of this focus was illustrated by the theme "Everyone as an Educator," which was chosen for the Fall 2012 Leadership Retreat.



Under this Criterion, we provide evidence that CSU has policies and procedures in place that ensure the high quality of courses, programs, and student services wherever, however, and by whomever the offerings are delivered. As a large, mature research university, CSU delivers most courses through resident face-to-face instruction with some courses or sections of courses also delivered by distance modalities or at off-campus sites, including study abroad. Some large enrollment courses are delivered in multiple sections, requiring attention to quality equivalence that can be influenced by many variables in the learning environment, e.g., instructor differences, classroom resources, scheduling, and class size. In response to this criterion, the emphasis focuses on initial approval and establishment of high-quality programs. In Criterion Four, emphasis will focus on the assessment of quality within ongoing programs to ensure maintenance of high quality.

### Sources

- Plan for Excellence 2006
- Strategic Plan 2012 (Page 5)
- Teaching and Learning SPARC 2012

### 3.A - The institution's degree programs are appropriate to higher education.

#### Assurance Evidence

CSU carefully and deliberatively evaluates proposed degree programs to assure that they are appropriate to its mission and the standards of higher education. In addition, all current programs are periodically assessed to assure sustained quality through program reviews (discussed in detail in Component 4.A), and 34 degree programs regularly undergo external review for special accreditation (see Federal Compliance 4.0(i) for a detailed list). New degree program proposals are reviewed through a rigorous **multi-phase process**. After approval by Faculty Council, the proposal is sent to the Board for approval, and if approved, the proposal is submitted to the Colorado Commission on Higher Education (CCHE) for final approval. Programs in education must be submitted to the Colorado Department of Education as well. After state approval, the program may be advertised and recruiting for students may begin. An example of a new program planning proposal for the **Master of Arts Leadership and Administration** program is provided to illustrate details of the process.

The University's commitment to providing excellent programs is emphasized in **Goal 5: Undergraduate Curricula** and **Goal 12: Ensure High-Quality Graduate Programs** of the *Strategic Plan*.

#### 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

CSU's *Curricular Policies and Procedures Handbook* contains the processes for course approval and modification of existing courses to ensure that the level of expected performance is appropriate for the credits and degree to be earned. Specific information requirements are identified to assist institutional review and approval for all course proposals, including specific learning objectives, methods of assessing student learning, teaching formats for delivery of the course, and credit hour policy compliance for contact hours and appropriate student-workload. Briefly, the rigorous review path for approval of all courses and degree programs is outlined in the **routing path chart**.

Qualified faculty members are assigned responsibility for each course by the home department or program and are expected to continuously review and improve courses. When changes are indicated, approval may be required at the department, college, University Curriculum Committee (UCC), and Faculty Council levels. The learning objectives for courses are established without regard to method of delivery to students. The UCC also conducts periodic reviews of course enrollment to determine those courses that have not been taught during the past three years. Departments are asked for a written justification for those that are to be **retained but lack recent enrollment evidence**. The UCC then acts to either retain or drop the courses under review.

Examples of curricular policy and procedure issues addressed by the UCC within the past year included: (1) review of HLC's Assumed Practices; (2) discussion of use of the term certificate as a designation for credit and noncredit packages of courses with a common emphasis; (3) development of a process and timeline for reviewing courses that were approved before the current definition of "essential course elements" was adopted; (4) review and clarification of the definition for courses that may be listed on program (departmental) course lists that guide students to completing degree requirements; (5) revision of minimum course requirements for graduate programs; and (6) drafting a "Definition of Instructional Format" policy that is consistent with the current federal definition for credit hours and method of course delivery. This proposed policy was subsequently adopted by the Faculty Council on **November 6, 2012**.

Many new courses, specialized areas of study, and new programs are continuously undergoing feasibility assessment in response to constituent interests and needs. For example, during the **January 2013 SPARC Fest and Budget Hearings**, interests in developing or expanding the following topics were listed: energy industry, beverage business, managing wildfire in urban forests, petroleum geology, organic farming, environmental economics, grassland systems, tree health, electronic art, undergraduate legal studies, fermentation science and technology, undergraduate neuroscience, and genomic architecture.

The response to Criterion 4 discusses in detail the institution's processes for evaluation of programs and student learning for assurance that the programs are meeting current needs, maintaining high quality, and continuously improving.

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

CSU offers a broad array of contemporary academic degree programs with Bachelor's degrees in 72 fields, Master's and Professional degrees in 77 fields, Doctoral degrees in 44 fields, and the professional Doctor of Veterinary Medicine degree (see *Official List of Colleges, Departments, Majors, Minors, and Degrees*). Each of these programs of study is distinctly differentiated by discipline (corresponding to a specific CIP code), and is organized around substantive and coherent curricula. The learning outcomes of each program must be articulated and the array of courses defined in the justification for curricular approval, and they are then disclosed in the *General Catalog (section 2.1)*, the *Graduate and Professional Bulletin*, and other publications (including websites).

CSU offers a variety of master's degrees that are generally classified as Plan A, Plan B, or Plan C master's degrees. The Plan A option requires preparation of a thesis. The Plan B degree does not require a thesis; instead, more credits are earned in other types of courses and/or a scholarly paper is required. Plan C master's degree options are distinguished in two ways. First, generally, only course work is required. No thesis, project, or final examination is required; however, some specific programs may require an internship, practicum, or other experience consistent with expressed goals of the program, as approved by the UCC. Second, Plan C options are designed for professional degrees; thus, this option is not available in MA or MS programs. Further, within any given department, Plan C degrees may not bear the same title as those with Plan A or Plan B options.

The PhD is the highest academic degree offered by the University. Those who earn it must demonstrate significant intellectual achievement, high scholarly ability, and great breadth of knowledge. The nature of the degree program will vary greatly depending on the discipline involved. In addition, doctoral work requires heavy participation in research or other kinds of creative activity. Particular projects may assume any of an almost infinite number of forms. PhD requirements are described in section E.4 of the *Graduate and Professional Bulletin*.

## **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).**

### **WHEREVER: Consistent program quality at all locations**

CSU is primarily a residential campus with only 2,841 (9.27%) of the 30,647 students enrolled through the Division of Continuing Education (Fall 2012), primarily as distance students. Therefore, classes and programs on campus set the standards for quality. The table below lists degree programs and off-campus locations that were active and approved as of the end of FY12. CSU was approved by HLC in 2012 to participate in the Commission's Notification Program for additional locations within the State of Colorado. The management of the off-campus locations and programs is described in detail in the application for this approval.

CSU has one off-campus consortial program (MA in English) that is offered at CSU-Pueblo. The details of this consortial arrangement are described in the application submitted in 2011 and subsequently approved by HLC in 2012. CSU-P has received Board approval to start offering their own MA in English starting Fall 2013, so enrollment of new students will be closed through the consortium at that time. Current, continuing students have the option to complete the program and graduate from CSU.

At present, CSU does not offer any special sections of concurrent enrollment (dual-credit) courses on high school campuses or exclusively to high school students. All courses currently approved for concurrent enrollment are courses regularly offered to university students and taught by university instructors. Therefore, learning outcomes and levels of achievement expected from concurrent enrollment students are consistent with those for other university

students.

Degree Programs: Off-Campus	Degree	Total Number Of Credits	Percent Distance Credits	Percent FTF Credits	Percent Credits At Site	FTF Off-Campus Locations*	Fall 2012 Students Enrolled	AY12 Graduates
Business Administration	MBA	40		100	100	Denver	33	16
Education and Human Resource Studies /Educational Leadership, Renewal, and Change	MEd	24-41	12.5	87.5	87.5	Brighton Commerce City Denver Fort Collins Longmont Loveland Windsor	28 total	37 total
Education and Human Resource Studies /Organizational Performance and Change	PHD	60		100	100	Brighton	21	0
Social Work	MSW	30		100	100	Brighton	78	2
English (Consortium with CSU-P)	MA	32-35		100	100	Colorado Springs Pueblo	33	35 10
*Loveland = Thompson Valley HS; Fort Collins = Fossil Ridge HS								

The BA in Economics represents another example of learning quality wherever a program is taught. Some courses in the program are taught for CSU credit by CSU faculty at the Foreign Trade University (FTU) in Hanoi, Vietnam. When these students complete the program on the CSU campus, several assessments indicate their success:

1. FTU student group performance is invariably higher than CSU resident students when identical grading standards are applied at FTU and at home at CSU.
2. FTU students take the Economics capstone course when they transfer to CSU. While the average grade in that course over the past three semesters has been 3.38, the average grade for the 59 FTU students has been 3.82.
3. The cumulative GPA of the FTU transfer students who were at CSU in May 2012 averaged 3.73. This compares with a general GPA of about 2.80 for Economics majors, and about 3.15 for Business majors.
4. Of 27 FTU transfer students who were CSU Economics majors in Spring 2012, 24 were included on the Dean's List. FTU transfer students represented about 7% of Economics majors, but 44% of the Dean's List.
5. Of the three top Spring 2012 graduating students in Economics identified by the department for awards purposes, all three were FTU transfer students.

**HOWEVER: Consistent program quality across all modes of delivery**

CSU has a rigorous review process for approval of all courses, programs and changes to programs. Once a course or degree program has been approved for face-to-face (FTF) instruction, there is no further curricular review or internal approval required for off-campus FTF instruction. Through FY12, FTF courses were allowed to use a blend of face-to-face instruction (67% minimum) and distance delivery methods (no more than 33%). However, when FTF instruction was planned to be less than 67% for any section of the course, UCC policy required the department to seek review and specific approval from the UCC to offer a nontraditional course. The policy was revised in Fall 2012 to comply with new HLC definitions of instructional delivery as FTF, mixed (hybrid), and distance delivery courses. The UCC retained the requirement for review of all course modifications that did not maintain the 75% or greater FTF standard to ensure that interaction between students and faculty, workload, and learning objectives were not modified to the extent that program quality might be compromised or violate the credit hour definition. (See [Definition of Instruction Format](#), Faculty Council minutes Nov. 6, 2012).

A program may utilize faculty members who teach on-campus courses to also teach the courses in the off-campus programs and distance delivered courses. The instructor's academic department is responsible for assessing the impact on an instructor's workload and for making appropriate adjustments in assignments and staffing, both on-campus and off-campus, to balance instructional capacity. CSU complies with all CDHE Policies and Procedures which include, in part: "Instructors teaching in either component in the Extended Campus, if not members of the resident faculty of the sponsoring institution, shall have qualifications equivalent to those required of regular, on-campus faculty appointed to teach the same courses in the resident program. Instructors teaching in either program component are subject to the same approval and evaluation processes required of resident faculty."

Course content, requirements, outcomes, assessments, and evaluations are the responsibility of

the academic department wherever and however instruction occurs. All course requirements and learning goals are expected to be the same as those for on-campus (FTF) instruction. For this reason credit is transcribed without distinction between on-campus and off-campus courses or delivery method. Distance and off-campus programs must have equivalent rigor, admissions requirements, and instructor qualifications as on-campus offerings. During the program review process, departments that offer programs at off-campus locations must indicate how they "monitor academic quality (faculty, courses, facilities, services, learning outcomes, etc.) and manage continuous program improvement in the same manner that they manage on-campus quality and improvement with documentation to support claims, e.g., program assessment results and improvements from off-campus sites. If the off-campus processes differ from on-campus processes, the department should explain what is different and why."

Coincident with the 2004 HLC comprehensive review, CSU was granted unlimited authority for distance delivery of programs already offered on campus. This authority was subsequently modified by HLC to 20% of the total number of degree programs when policies were revised in 2011-2012. The following table identifies 28 distance programs (14.4% of 194 degree programs) as defined by offering 50% or more of the required courses (credits) by distance delivery.

Distance Degree Programs	Degree	Start	Total Number Of Credits	Percent Distance Credits	Percent FTF Credits	Fall 2012 Students Enrolled	AY12 Graduates
Agricultural Business	BS		120*	100		17	0
Master of Agricultural Extension Education	MAEE		30	100		16	4
Agricultural Sciences	MAGR		36	100		27	3
Integrated Resource Management			33	100		62	4
Applied Industrial/Organizational Psychology	MIOP		38	100		31	2
Business Administration	MBA		40	100		1085	299
Business Administration	MS		40	100		105	0
Civil Engineering	MS		30	100		0	2
Computer Science	MCS		35	100		76	25
	MS		35	100		2##	0
Design and Merchandising/Apparel and Merchandising**	MS		36	100		3	0
Education and Human Resource Studies/Adult Education and Training	MEd		30	100		112	37
/Organizational Performance and Change			33	100		16	30
Education and Human Resource Studies/Community College Leadership	PHD		60	75	25	98##	0
/Higher Education Leadership						1	7
/Educational Leadership, Renewal, and Change						1	3
Electrical Engineering	MS		30	100		#	#
Engineering/Civil Engineering	ME		30	100		49	0
/Biomedical Engineering			30	100		12	0
/Engineering Management			30	100		#	#
/System Engineering			30	100		52	1
/Electrical & Computer Engineering			30	100		#	#
/Mechanical Engineering			30	100		10	2
Fire and Emergency Services Administration	BS		120*	100		59	17
Food Science and Nutrition*	MS		36	100		9	0
Human Development and Family Studies	BS		120*	100		103	22
Liberal Arts	BA		120*	100		43	12
Mechanical Engineering	MS		30	100		0	0
Mechanical Engineering	PHD		30	75	25	7	0
Music	MM		30	90	10	34	5
Natural Sciences Education	MNSE		34	100		10	0
Rangeland Ecosystem Science	MS		30-32	80	20	30	2
Student Affairs in Higher Education	MS		45	100		22	#
Statistics	MS		34	100		31	6
Applied Statistics	MAS		31	100		38	#
Systems Engineering	MS		30	100		1	#
Systems Engineering	PHD		72	100		#	#
*Degree completion programs requiring a minimum of 40-60 credits for admission.							
**Some courses offered through the GP-IDEA Consortium							
#Programs first offered in Fall 2012							
## Teach-out programs, closed to new enrollment.							

Distance degree-seeking students' performance is comparable to on-campus students' performance based on the following observations:

- **Graduation rates:** Graduation rates for the largest graduate distance program (MBA) and the largest undergraduate distance program (Human Development and Family Studies BS) are similar to rates for students enrolled in the on-campus version of the same degree.
  - MBA (3-year graduation): 85.0% and 89.8% for 767 distance and 59 on-campus students, respectively.
  - HDFS (4-year graduation): 63.4% and 57.1% for 41 distance and 28 on-campus students, respectively. Note that for comparative purposes, the on-campus cohort includes transfer students only since most DCE students enter as transfers.
- **Grades earned in equivalent course sections:** The distribution of grades within distance

delivered course sections was compared with the on-campus sections for the Fall 2012 term. For graduate courses and upper level undergraduate courses, the distributions appear to be quite comparable. This is likely the result of prerequisite requirements and students' experiences that result in students with comparable education experience and aptitude being enrolled in the courses. Lower level undergraduate courses (in the 100's and 200's) seem to show inconsistent patterns of grade distribution when trying to compare the performance of distance and on-campus students. Frequently, the distance students earned higher grades. Rather than distance courses being easier, this result may reflect large differences in the cohorts of students, such as age (distance students are nontraditional aged versus 18-20 yr-old on-campus) and educational motivation (distance students are degree completion candidates who have already successfully completed greater than 60 credits versus on-campus freshmen and sophomores). Some on-campus students may be enrolled in these courses for the purpose of exploring educational options (majors), whereas degree completion students are more inclined to be taking the course to fulfill a specific degree requirement. From overall retention and graduation rate data, we know that once students pass the 60 credit hurdle, they have a much higher success rate than students who have not successfully completed 60 credits.

- **Program assessment of distance learning outcomes:** The College of Business MBA program is the largest and one of the oldest distance programs offered by CSU. To facilitate comparable learning in the on-campus and distance versions of the program, instructors' classroom presentations are transmitted by distance delivery to students, and for learning assessment, the same assignments and examinations are required. In comparisons of direct learning measurements for on-campus and off-campus students on four objectives, distance students scored slightly higher for two objectives, slightly lower for one, and nearly the same on the fourth. All differences were small and not statistically significant. The strength and quality of the distance MBA program was commended in 2011 by the AACSB Visit Team during the special accreditation review. Learning assessment in the MBA program is summarized in the following table.

MBA Program Learning Assessment
<p>Learning goals:</p> <ul style="list-style-type: none"> <li>• To develop full-spectrum managers knowledgeable in accountancy, finance, management, marketing, operations, and legal and economic environments;</li> <li>• To understand the role of information systems and technology, quantitative methods, analytical techniques and model building;</li> <li>• To identify and solve business problems and communicate solutions through collaboration and application of strategic management;</li> <li>• To ensure an appreciation of the sustainable global business environment and the demands of international cooperation and competition;</li> <li>• To refine and promote business leadership potential while applying ethical business practices; and</li> <li>• To create an environment that produces a high level of satisfaction among stakeholders including students, faculty, administration, alumni, and employers.</li> </ul> <p>To assure fulfillment of the learning goals of the MBA program, the complete learning process is evaluated from the credentials of applicants to the placement and experiences of graduates. Numerous indirect assessments, such as course evaluations, student surveys, exit surveys, alumni surveys, etc., are used to determine the perceived value of the program. Direct learning assessments are primarily based on the mapping of specific course objectives to program learning goals; then using specific assignments mapped to the course objectives as the measurement tools. For all direct learning assessments in the 2005-11 assessment report, cohort scores were above the threshold for "meets expectations." Numerous opportunities for program adjustments were implemented through these processes, as listed in the detailed report, to assure that the program continues to improve and provide a high quality educational experience.</p>

## Division of Continuing Education

The CDHE requires CSU to designate an administrative unit and administrative officer to be responsible for planning, management, marketing, delivery, and coordination of distance and off-campus programs. The Division of Continuing Education (DCE) and its Associate Provost are charged with these responsibilities. CSU has a lengthy history of distance and off-campus delivery of quality programs to students. The first distance program CSU delivered was marketed as the State University Resources for Graduate Education (SURGE) program that began in 1967 using videotaped lectures. This program grew to include several engineering specializations, statistics, computer science, and the MBA. The SURGE name was dropped in 1997 although many of the programs continued. With the evolution of technology, videotape delivery was eliminated and programs are now offered using modern distance delivery modalities. Students may choose by program to either "attend" the course synchronously or asynchronously from wherever the participant may choose. DCE currently serves 2,841 degree-seeking students through distance delivery and off-campus locations. These students are fully admitted CSU students who register through DCE. In 2011, "OnlinePlus" was chosen for rebranding marketing efforts since more than 95% of web searches for distance learning opportunities include the word "online." Because DCE does more than offer online courses, "Plus" was added. It highlights the fact that DCE offers off-campus and non-credit programs and invests in infrastructure, such as The Institute for Learning and

Teaching (TILT), to address needs for continuous improvement of teaching and learning quality. (See [DCE Annual Report 2012](#)).

The Mission of DCE is rooted in CSU's land-grant heritage of outreach, research, and service to support the advancement of our students' education as illustrated in [Goal 24](#) of the *Strategic Plan*, which focuses on Lifelong Learning:

"Both the Division of Continuing Education and CSU Extension will actively partner with the colleges to develop and deliver programs, courses, and educational experiences face-to-face, online, and via video for youth, nontraditional students, working professionals, alumni, business and industry and other groups. These efforts support Colorado State's commitment to economic development, organizational excellence, and professional development. They are part of the extension and service of a model 21st-century land-grant institution."

DCE's [Strategic and Operating Plan](#) describes how it intends to deliver CSU programs, services, and experiences to students in support of the access and engagement mission of the University. CSU's goal through DCE is to grow distance education by selecting campus programs that target audiences based on very degree-specific psychographics; however, there are some general demographics that apply across the entire audience. Generally speaking, marketing efforts target career-driven professionals aged 25-45, with an equal balance among men and women who are site-bound (by either families or jobs) and cannot relocate to the campus. Currently, distance demand is growing much faster than campus demand at approximately a 10-15% growth rate per year. Limited growth in off-campus locations is anticipated because advances in technology are facilitating a shift to more online distance delivery. Each year, one or two off-campus locations may be added or closed. Long-term, the overall demand for off-campus locations is expected to be static with changes based primarily on closing locations where the existing market demand is met and opening new locations where an unmet demand is identified.

**Marketing, recruitment, and enrollment of DCE students.** Both educational and economic successes are key criteria when selecting programs for distance or off-campus delivery. DCE operates as a cash-funded enterprise. Therefore, on the economic side, a structured process is used that includes a profit and loss model specific for each program based on estimated numbers of students available and courses offered, and overall impact on the institution. Based on these results, enrollment goals, spending levels and tuition are all evaluated to determine if risk levels are manageable before deciding to offer a program.

As is shown in [DCE's organizational chart](#), it has a dedicated marketing unit whose work generates over 50,000 unique website visitors per month. The unit includes a marketing writer, a web marketing manager, a search advertising manager, a marketing communication manager, and two marketing managers. The marketing unit works closely with units in the Division of External Relations to ensure consistency of design and messaging. To ensure the accuracy of all information including marketing materials, there is a regular review by departments, Curriculum and Catalog Office, and DCE's marketing and program operations units. Whenever concerns are reported, they are systematically researched and identified errors are corrected.

DCE has its own recruitment and retention unit that helps each prospective student make informed decisions to return to a degree program and find the right program, even if that program is not at CSU. This unit includes staff members assigned as undergraduate engagement coordinators, a pre-admissions advisor in a position shared with the Registrar's Office, four graduate student engagement coordinators, and four graduate retention coordinators. Most of DCE's programs are niche oriented and need a carefully considered fit for students. The engagement coordinators guide prospective students through the basic questions and encourage them to contact an academic department, financial aid, or other support service advisers for more specific questions. DCE works closely with CSU Admissions, the Graduate School, and Student Financial Services to provide consistent information and contacts. The academic departments serve as the capacity gate keepers. DCE adjusts its recruitment plans to the department's ability to continue to deliver high-quality instruction. When bottlenecks occur, be it advising capacity or teaching capacity, DCE works with the department to solve the challenges. The number of courses and sections offered is ultimately based on the institution's ability to continuously deliver high-quality learning.

Prospective DCE students are often encouraged to complete a course or two prior to admission as a fully matriculated student to test their fit with the program and become familiar with the technology of distance-delivered instruction. Course prerequisite requirements are not enforced in these cases because an official transcript is often not available for analysis.

All DCE students must register with the University for an electronic identification (eID) (described in section 4.0(d) of Federal Compliance), which provides them access to the student portal RAMWeb, email, and other restricted services such as the library. RAMWeb provides students online access to obtain grades at the end of the semester, view their student account expenses and balances, and to access and update their personal information. For DCE students, online registration is available only via the DCE website, but all other functions of RAMWeb are available.

The following table provides AY12 demographic data for distance enrollment in degree programs. It illustrates that most of these students are nontraditional in age and that the undergraduate students are enrolled in degree-completion programs. The majority of students in DCE programs are working professionals so they often take only one course per term resulting in slower progress to graduation than on-campus students.

Demographic	Graduate	Undergraduate
<b>Age</b>		
<20	0	0
20-24	27	44
25-29	329	52
30-34	506	42
35-39	378	28
40-44	272	21
45-49	157	8
50-54	119	8
55-59	52	4
60-64	16	0
65-69	1	0
70-74	1	0
<b>Ethnicity</b>		
American Indian	35	8
Asian	209	9
Hawaiian	14	0
Hispanic	181	14
Multi-racial	65	14
Unreported	259	19
White	2013	221
<b>Gender</b>		
Female	868	154
Male	1459	97
<b>Class level</b>		
Freshman		2
Sophomore		17
Junior		162
Senior		246

Support services for DCE students. DCE has a retention unit specifically charged with facilitating student success. Once a student is admitted and has completed the first semester, the retention unit, using a customer-relation management system (CRM), takes over as the primary student support provider. The team works closely with the Registrar’s Office, including one staff member for undergraduate programs who has a split appointment between DCE and the Registrar’s Office. This overlap between DCE and the other units within CSU helps to send clear, accurate, and consistent messages to all students and prospective students. The DCE has Program Directors for the specific programs offered by distance and at the off-campus locations. Program Directors are also responsible for facilitating the success of students. They do not have authority for decisions regarding assignments, release time, and compensation for distance and off-campus instructors, which are the purview of the departments and colleges just as for on-campus instructors. However, Program Directors may work with departments and instructors to answer student questions and address concerns. Program Directors also coordinate instructor interactions with TILT to facilitate improvements in instructional design and delivery.

DCE allocates funding for support of student service units on the campus (student support services are described in detail in Component 3.D.1) to assure that distance and off-campus students receive needed services, including resources for disabled students, equivalent where

appropriate, to those available to on-campus students. Since DCE students are not required to pay student fees, there are some services, such as use of the Campus Recreational Center, student rates at sporting events, and student public transportation passes, that are not available. If desired, a DCE student may pay the additional student fees, and then have access to these amenities. All policies, processes, and procedures are standardized as much as possible for on-campus and DCE students. Issues of student privacy, safety, and security; access to appeal and grievance procedures; and uniformity of financial procedures and rules are identical or equivalent when distance or time must be considered as a factor. DCE provides students with all the appropriate website links and information for these campus services on DCE's website. Also, DCE has a toll-free phone number students may call to be transferred to the appropriate unit on-campus to answer any questions or concerns the student may have. Additionally, DCE Student Engagement Coordinators may work one-on-one with students to complete Graduate School applications, financial aid applications (no financial aid advice is given), and registration forms. This personal aspect ensures students that their application will be complete and will be submitted to the appropriate on-campus units for advising and processing.

DCE has an internal Appeals Committee that handles registration appeals. The goal of the committee is to address the unique circumstances of nontraditional students. The majority of the appeals are requests for late withdrawal and refund due to unforeseen life situations. There are also some appeals from students who received a tuition bill but did not realize they had registered. These issues are remedied at the website level whenever possible. All grade appeals are handled by the academic departments per University policy.

For programs located off-campus, the Program Directors are more focused on site-based physical needs to support instruction of the courses. In particular, the Program Directors evaluate potential off-campus locations to ensure that appropriately equipped classrooms are available, including instructional technology support and internet connectivity. Student accessibility and safety are evaluated to ensure the availability of adequate parking, lighting, evening security, etc. The Program Directors meet with faculty members prior to the beginning of the semester to determine if there are any specific needs for the off-campus classroom. Also, the DCE Program Directors communicate with faculty members and students by attending class sessions on a regular basis to ensure that the classrooms are adequately equipped with the required technology and have necessary space. If students or faculty members have specific requests, they contact the DCE Program Directors who then work with DCE's administration to determine if the request can be fulfilled.

DCE has staff dedicated to acquisition and support of the technology needed for distance delivered content. Distance courses that are captured for streaming have trained student staff in the classroom for technology operation and trouble shooting. These students are supported by a learning technologies team including three full-time media specialists. The media specialists also support RamCT (Blackboard) for distance instructors and students. DCE relies on the same campus technology assistance for distance students as the University uses for on-campus students. There are tutorials within the CSU RamCT portal for students' questions. Since the University help-desk is geared toward on-campus students, although also serving distance students, this additional layer of support is crucial to distance students. The technical capacities and capabilities of the University are monitored by Academic Computing Networking Services (ACNS). ACNS works seamlessly with all campus entities to ensure technology is not compromised. (ACNS resources are detailed in Component 5.A.1). All technology maintenance, upgrades, backup, remote services, and software, hardware or technical systems for communicating with students and instructors are handled by ACNS. ACNS maintains use and standards policies for the on-campus and distance students.

DCE performance assessment and improvement processes. DCE students are encouraged to complete course survey forms at the end of each course. These surveys are currently the same as those completed by on-campus students. DCE and TILT are proposing a slightly different survey form that includes additional questions regarding the technology utilization and functionality in each course, which is expected to inform improvement of distance courses.

DCE students and instructors have various ways to report concerns or problems and provide feedback beyond the end-of-course student course surveys. Students and instructors may

contact the DCE Program Director directly, who will contact the appropriate departments or units to resolve the issue or share the concerns. Students and instructors may, at any time, also communicate and work with academic department staff including department administrative assistants, department head and/or the college dean. Students may contact any student service unit directly and may always communicate with DCE to help resolve concerns. DCE works to the best of its ability to adequately meet specific needs including new technology, audio and visual equipment, climate control, and furniture. DCE Program Directors purchase new equipment or materials if the expense is modest; if it is a larger purchase, such as a new projector, the Program Directors work with DCE's administration to purchase the appropriate equipment or supplies. DCE administration assesses existing space and classroom utilization on a semester basis in order to schedule courses as well as ensure that classrooms are equipped appropriately.

DCE provides funds to support development and improved design of online courses. To ensure quality instructional design, courses that receive developmental funding from DCE must utilize the instructional designers in TILT (detailed in Component 3.C.4). TILT uses a Quality Matters' based set of standards that it applies to all online courses to assure a very high level of student engagement consistent with the FTF equivalent contact hour definition. Online courses developed without TILT assistance are evaluated by the DCE Program Directors and learning technology specialist for compliance with quality standards. Student feedback and research of best practices also serve as the basis for recommendations for improvements to meet the expected standard of regular and substantial engagement between faculty and students. DCE offers instructors \$3,000 per course to collaborate with TILT and pays TILT an average of \$15,000 per course to build the course to the current standards. DCE is in the process of sending all of the online courses through the instruction design and review processes provided by TILT to ensure quality and consistency. Syllabi from the following courses are provided to illustrate how student engagement is designed into the learning experiences: [EDHE673](#), [FESA331](#), [PHIL103](#), [SOWK552](#), and [SOWK554](#). A course such as FESA331 may generate more than 1,200 postings by 20 students in threaded discussions within an 8-week term.

Additionally, DCE encourages distance faculty to engage additional graduate teaching assistants or equivalent to facilitate engagement with distance students by responding at least daily to administrative questions and assuring academic questions are addressed by faculty as soon as possible and at least within 24 hours.

All instructors at CSU have access to the TILT website, which provides a tutorial entitled Copyright Essentials for Educators. This tutorial provides several tools for instructors including information on fair-use and the TEACH Act. There is a link from the online course platform that goes directly to the TILT page where the tutorial is accessed.

Some courses remain lecture capture, which are then either streamed to students or housed in the online platform course shell. In these cases, instructors have concluded that this delivery mode is appropriate for accomplishing the desired level of engaged instruction. Working with the TILT course designers, instructors are encouraged to present lectures in smaller portions and sparingly rather than as the main delivery technology, wherever practical.

To explore the responses of distance students on the NSSE, differences in benchmark means between distance students and traditional students were analyzed. The [OnlinePlus NSSE report](#) is provided as an exhibit that shows the frequency responses for all of the survey questions in the 2012 NSSE for distance (OnlinePlus) and traditional students. Since NSSE surveys at the first-year and senior student levels, comparisons of NSSE responses always need to be made within a student level. The sample size for distance students is small (13 for first-year and 34 for seniors), which limits the power of the analysis. The small sample size is most likely due to the timing of the NSSE survey, which is based on enrollment at census while many distance enrollments occur later in the semester and most undergraduate distance students are enrolled in degree-completion programs so the number of available first-year students is very small. First-year distance students have lower mean scores across all five of the benchmark means compared to traditional first-year students. Distance seniors have higher mean scores compared to traditional seniors in the Level of Academic Challenge, Enriching Education Experiences, and Supportive Campus Environment benchmarks. Distance seniors have a lower (not statistically significant) mean score for Active and Collaborative Learning and a statistically

significant lower mean score for Student Faculty Interactions compared to traditional seniors. This statistically significant difference has a moderate effect size.

## Sources

- 11. Faculty Council Minutes Nov 06, 2012 (Page 5)
- 2. 1 - Degree Programs
- AACSB Team Report 2011 (Page 3)
- Application to Participate in HLC Program Notification
- CSU CSU-P MA English Consortium Application
- Curricular Policies and Procedures Handbook
- Distance Students' Grade Distribution FA12
- Division of Continuing Education Annual Report 2012
- Division of Continuing Education Organizational Chart
- EDHE673 Syllabus
- FESA331 Syllabus Fall2012
- Graduate and Professional Bulletin - July 2013 (Page 11)
- Graduate and Professional Bulletin - July 2013 (Page 31)
- Graduate and Professional Bulletin - July 2013 (Page 34)
- HLC approval of CSU-Pueblo MA English Consortium
- HLC Approval to Participate in Notification Program
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- OnlinePlus Strategic and Organizational Plan 2012
- PHIL103 Syllabus SP2013
- Planning and Application Steps for New Programs
- Routing Paths for Program and Degree Changes
- SOWK552 Syllabus SP2012
- SOWK554 Syllabus Su2012
- Strategic Plan 2012 (Page 14)
- Strategic Plan 2012 (Page 23)
- Strategic Plan 2012 (Page 8)

### **3.B - The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.**

#### **Assurance Evidence**

Faculty participated in an extensive, multi-year review of the undergraduate general education curriculum to develop CSU's *All-University Core Curriculum* (AUCC). Emphasis was placed on an outcomes-based approach with the identification of four components: (1) First Year Seminars, (2) Core Competencies, (3) Foundations and Perspectives, and (4) Depth and Integration. When adopted by the Faculty Council in December 1998, the AUCC was designed to permit students to choose courses to fulfill requirements with greater focus, a deeper commitment to core competencies, and more specific intellectual categories than the former University Studies Program.

The 38-credit AUCC was implemented in Fall 2000. The AUCC: (1) provided a focus on learner outcomes in addition to course content; (2) emphasized lifelong learning to supplement knowledge in a discipline; and (3) integrated core themes throughout a student's entire program of undergraduate study. Therefore, all CSU undergraduate students share a learning experience in common, and the faculty from across the University contributes to that experience. Each baccalaureate program of study must incorporate each of the categories of the AUCC as described in detail in the *General Catalog*.

In Fall 2004, First Year Seminars were eliminated from the AUCC as a result of college and department assessments of their value in relation to the amount of resources required to offer them. This change uncoupled orientation and academic seminars. More emphasis is now placed on orientation (multiple days) before classes start in the fall (see advising in Component 3.D.3).

The AUCC was further modified in February 2006 to comply with the Colorado Department of Higher Education (CDHE) *gtPathways Curriculum* as required by CSU's performance contract. The *gtPathways* is a set of general education courses that the state guarantees to transfer through statewide transfer articulation agreements and fulfill the general education requirements of other state institutions of higher education. *gtPathways* applies to all Colorado public institutions of higher education, and there are more than 500 lower-level general education courses in 20 subject areas approved for guaranteed transfer. The curriculum consists of **31 credit hours of courses across six content areas. Approved courses in *gtPathways* are not based on course equivalencies but meet content and competency criteria.** The most significant change in the AUCC was adoption of two writing courses as the minimum communications skills component in place of one writing and one oral communication course. Programs may still require an oral communication course but it does not qualify for transfer within *gtPathways*. At that time, several other adjustments were made, largely to keep from expanding the total credit requirements of the AUCC due to the adjustments to comply with *gtPathways*. For example, the requirements for a "Health and Wellness" course and a "U.S. Public Values and Institutions" course were removed.

The faculty has established two policies to emphasize the overall importance of the AUCC as an integrated component of students' learning rather than an add-on. An overall GPA requirement of a 2.0 or greater for all courses taken to complete the AUCC requirements is intended to encourage students to think of the AUCC as an important part of the undergraduate experience, integral to being a successful student, and a graduation requirement of the major. A 60-credit ceiling was established, requiring undergraduate students to complete AUCC core competencies in composition and mathematics before proceeding further with advanced coursework. This enforcement demonstrates the faculty's commitment, whereby students are expected to develop core competencies and skills before enrolling in courses that assume command and integration of these skills.

#### **1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.**

CSU's general education program (AUCC) has been developed and refined by the faculty to be appropriate to its mission and educational programs, and to comply with CDHE requirements.

The addition of the “Depth and Integration” requirement to the basic 31-credit requirement of the statewide *gtPathways* differentiates the general education component of CSU’s baccalaureate degree programs from associate degree programs at other Colorado institutions. The upper level requirement for an advanced writing course allows for applied courses to be developed within disciplines rather than being taught only by professionals in the discipline of composition. These courses are expected to enhance written communication competency within all programs.

**2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.**

The AUCC was originally developed by the faculty of CSU to assure that students developed the competencies and skills essential for applying their increasing knowledge to an enhanced quality of life and the public good, as described in the [AUCC Objectives](#). Pursuant to CRS Section 23-1-108.5, the CDHE convened the [General Education Council](#) to recommend statewide coursework and articulation agreements to standardize general education in Colorado public institutions of higher education.

**3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.**

Every baccalaureate degree program offered by CSU is designed to engage students in the acquisition of broad-integrative knowledge and intellectual skills, usually termed a general education, as described above in the AUCC requirements. In addition, undergraduate programs require specialized, applied learning within a discipline as defined by majors, minors, and concentrations. CSU has been recognized as one of the top 20 universities that makes writing a priority as a critical element of student success, according to the 2012 *U.S. News and World Report* “America’s Best Colleges” edition. *U.S. News and World Report* also highlighted CSU as an outstanding example of institutions that encourage “Writing in the Disciplines” – a distinction that helps drive student success, according to the magazine. Also listed among the 17 schools in the category were Brown University, Carleton College, Cornell University, Duke University, Harvard University and Princeton University. The [2012 NSSE results](#) provide evidence that students find the curricula to be challenging and aiding them in developing desirable skills and competencies.

Each graduate degree involves mastery of important subject matter. Depending on the discipline, career objectives, and particular curricular needs, unique study plans may be arranged for students on an individual basis. The study plan may require the possession of knowledge in addition to that acquired through course work and also the ability to creatively synthesize and interpret that knowledge. Further, research or artistic projects are often an integral part of graduate study as well as field responsibilities or service obligations. Since graduate work thus extends beyond completion of course work in several ways, students must not only demonstrate the ability to earn satisfactory grades in their courses, but must also show that they possess those more elaborate abilities and skills essential to the various academic and professional fields. It is often the case that some form of culminating event, be it comprehensive examination, thesis, or other performance, is part of the degree program.

**4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.**

Many faculty members play central roles in enhancing the global and cultural awareness emphasis in the curriculum in fulfillment of the AUCC Global and Cultural Awareness requirement. These efforts also respond to the University’s internationalism values and the faculty’s own analysis that students were not adequately knowledgeable about or prepared for careers and life in an increasingly global marketplace and world community. Courses have been developed with international perspectives, and colleges have hired a number of faculty members with international backgrounds and specializations.

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In Spring 2012, the BA degree in International Studies was added as a new undergraduate

major with four concentrations: Asian Studies, European Studies, Middle East/North Africa Studies, and Latin American Studies. This program focuses on the diverse civilizations of cultural areas outside North America, including both disciplinary and multidisciplinary perspectives, thus giving students powerful tools for understanding the world. Many faculty members, often working with the Office of International Programs and others, provide on-campus programs to increase international understanding. Some notable accomplishments include:

- Nearly 1,400 international students and scholars from more than 85 countries are engaged in academic work and research at CSU;
- Over 980 CSU students per year participate in educational programs and international field experiences in over 70 countries; and
- Consistently, CSU is one of the top-ranking universities in the nation for the recruitment of Peace Corps volunteers.

History of Education Abroad Programs



Source: *Fact Book 2012-13*, p. 110

Efforts to provide ethnic studies programs have grown from small interdisciplinary studies programs started in the 1970's to the establishment of the Department of Ethnic Studies in 2008. The Women's Studies Program, formerly housed in a center, joined the department in Fall 2011. The department now offers the BA and MA degrees in ethnic studies, and at the undergraduate level, also offers a minor in ethnic studies, and a concentration in women's studies. Since Fall 2008, student FTE in the Ethnic Studies department has increased by 80% from 60 to 108 in Fall 2012. In Fall 2012, 916 undergraduates were enrolled in courses through the Department of Ethnic Studies. The department also houses the very active Center for Women's Studies and Gender Research that further expands the learning opportunities available to students.

Through the strategic planning process, a number of goals have been identified to facilitate becoming a model institution for a diverse campus culture that supports sustainability, energy, and the environment. Other contributions to human and cultural diversity within the educational experience of CSU students are discussed in Component 1.C (diversity) and Component 3.E (enriched educational environment).

**5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.**

CSU provides an academic environment that encourages and promotes research excellence, innovation, and faculty achievement in research, scholarship and creative artistry that benefits society, advances our world, and expands the body of human knowledge. [Strategic Planning Area 2](#) focuses on initiatives to advance research, scholarship, and creative artistry commensurate with or above our current peer institutions; expand external funding; and enhance quality of life and economic development for our public constituents.

In FY12, CSU's research expenditures totaled \$375.9 million. Based on a limited data release for the FY11 Higher Education R&D Survey by NSF:

- CSU ranks 67th (out of 912 universities) in total R&D expenditures, in the top 7% of all institutions, up from 70th.
- CSU ranks 56th (out of 896) in federally funded expenditures, in the top 6% of all institutions, up from 58th.
- CSU ranks 6th in federally funded expenditures among public institutions without a medical school.
- CSU ranks 2nd among the Board peer institutions without a medical school for federally funded expenditures.
- CSU ranks 3rd in federally funded expenditures on a per faculty headcount basis among the Board peer institutions. Of the two peer institutions ranking ahead of CSU, one has a medical school.

The [Research and Discovery SPARC](#) analysis of progress toward fulfillment of the Strategic Plan goals is available in the attached report.

[CSU Ventures](#) has been established to actively support and promote the transfer of CSU research and innovation into the marketplace for the benefit of society. The impact and success of these efforts are illustrated in the table:

	FY08	FY09	FY10	FY11	FY12
Inventions Disclosed	91	106	119	119	117
Patent Applications Filed	89	171	151	142	157
Patents Issued	8	6	15	15	12
License Agreements Executed	39	25	41	39	38
New Startup Companies	3	1	6	5	6
Inventions Licensed to Colorado Companies	38	34	32	22	31
Inventions Licensed to Out of State Companies	11	9	16	15	16
Licensing Income	\$0.81M	\$2.79M	\$1.13M	\$1.33M	\$1.06M

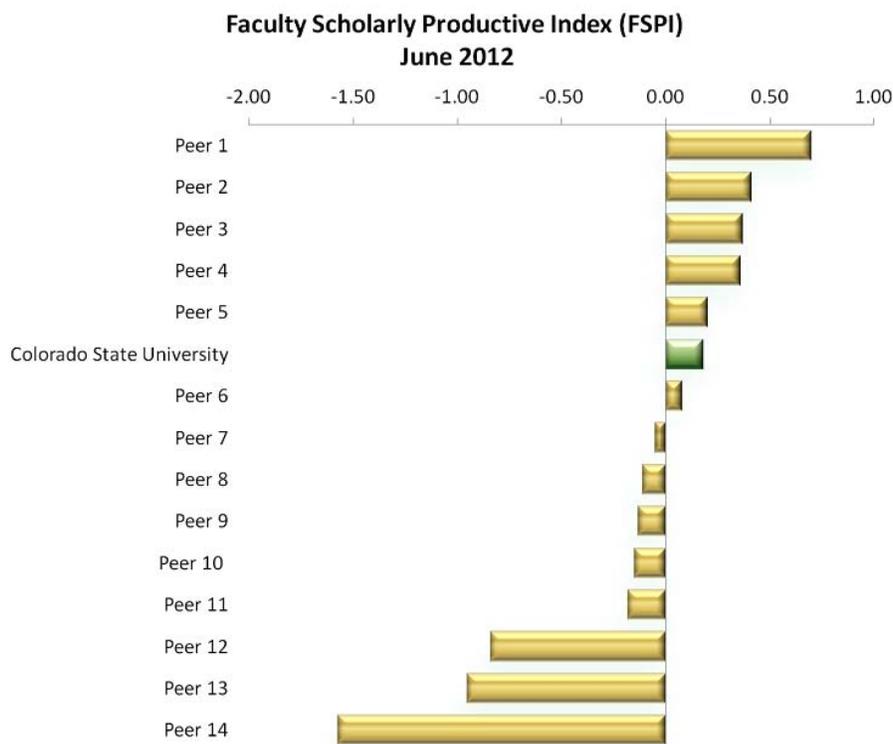
Ultimately, research is fueling innovation in important and diverse sectors, including agriculture, engineering, biophysics, veterinary medicine, chemistry, atmospheric sciences, and business. CSU is working to make certain that the discoveries and inventions that are coming out of on-campus laboratories move into the private sector faster than ever. In the past five years, CSU has licensed 157 technologies to companies in Colorado (224 technologies in total).

The University has organized its financial, physical and human resources to create the infrastructure necessary to promote cutting-edge research, identify emerging opportunities, and **attract external funding**. The designation of [Programs of Research and Scholarly Excellence](#) has served the University well by identifying model programs and priority areas of research for focused support. Recognition of [University Distinguished Professors](#) has also reinforced the importance of CSU's pursuit of excellence in accomplishing its research and scholarship purposes. [Superclusters](#) have been designated to facilitate an alliance among experts in research, engineering, business, and economics that aims to expedite the commercialization of innovative research outcomes and intellectual property for global society's benefit. The academic Superclusters aggregate a critical mass of academic research talent. This serves as a magnet for scholars in other disciplines and additional organizations or industries that benefit from that academic research or connection.

As an indication of the overall importance of research in CSU's mission, research expenditures are currently equal to approximately 35% of the total University budget. Research activity develops problem-solving technologies and new knowledge to serve society. On campus, research creates a strong environment to attract and retain the top candidates for faculty, graduate student, and postdoctoral positions. These researchers are also strong teachers, providing current knowledge and experiences to their students. Many undergraduates have an opportunity to learn the scientific method, understand the principles of responsible conduct of research, and gets hands-on practical experience through research as described in more detail below.

The Center for Measuring University Performance has documented the continuous improvement of CSU's ranking among the [Top American Research Universities](#) from #56 in 1990 to #45 in 2009.

CSU ranks among the top 15 of all land-grant universities in the Faculty Scholarly Productivity Index (FSPI) which is calculated as a subset of the Academic Analytics Scholarly Productivity database. Data are collected in five areas of research activity: book publications, journal article publications, journal article citations, federal grants, and professional honors and awards. The FSPI was developed to facilitate broader comparisons of scholarly performance across disciplines within a university and comparison of the overall performance of universities. The index uses metrics that are independent of discipline values and of the portfolio of disciplines at universities to rank entire universities. The following chart shows CSU's ranking among Board approved peers.



Source: Academic Analytics

Several programs and most academic departments assist undergraduate students with the development of effective skills for use of research and information resources, such as in communications courses and integration within disciplines. The [Office for Undergraduate Research and Artistry \(OURA\)](#), housed within The Institute for Learning and Teaching (TILT), offers support for mentored inquiry outside of courses. Since it was established in 2009, participation in mentored inquiry—typically in the form of work in laboratories, internships, and other academic and artistic partnerships with faculty members—has grown to more than 4,250 students (see table below). Key initiatives offered through OURA include:

- The Research and Artistry Opportunities Database, which helps students identify opportunities to participate in research and artistry at and beyond the University.
- Celebrate Undergraduate Research and Creativity (CURC) is an annual celebration of student research, inquiry, and artistry. Since CURC became associated with OURA in 2010, the number of students participating in CURC Poster Sessions has grown from 200 to more than 600 and a range of additional programs, including music recitals and readings of poetry and prose, have been added to the program.
- Honors Undergraduate Research Scholars (HURS) is administered through OURA. Its purpose is to foster and support high-performing undergraduate students involved in independent research. Each year, roughly 200 entering students are accepted into the program. In collaboration with a faculty mentor, they engage in research activities, demonstrate an aptitude for research, and expand their core knowledge in a manner designed to advance their current academic careers as well as enhance their prospective career opportunities.
- The Mentored Inquiry Program, which is currently being developed as an upper-division

learning community, provides opportunities for students to deepen their engagement in undergraduate research or artistry. The program requires students to take courses and workshops focused on scholarly inquiry or artistic expression, work on a substantial project for at least two semesters with a faculty or industry mentor, publish or present the project, and complete a portfolio that presents their reflections on the experience.

- The Nationally Competitive Scholarship Program, housed within OURA, offers assistance to students who wish to apply for prestigious scholarships and fellowships, such as the Goldwater, Truman, Udall, and Fulbright, among many others.
- OURA Academies provide opportunities for faculty-led groups of students to investigate areas of scholarly and artistic inquiry that are not typically addressed in classes. These academies, ranging in size from five to as many as 25 students, allow students to work closely with faculty members without the pressure of grades or other expectations. Typically, academies result in the development of resources, often shared through the Web, that are of interest to other scholars working in the area.
- The *Journal for Undergraduate Research and Scholarly Excellence* is a unique creation that provides opportunity for undergraduate students attending any accredited institution of higher education to publish undergraduate research results. It is a student-led project that helps students deepen their engagement in research and artistry. Published twice each year, the journal is available in print and on the Web. Plans are being developed to expand the journal to a set of journals focused on particular academic disciplines. To support the journal and related efforts, OURA currently offers two courses in journal editing (an introductory and advanced course). The journal staff includes undergraduates representing all eight colleges (and, to date, three other institutions).
- To date, OURA has brought in more than \$3 million in external grant funding to support undergraduate research across campus. These funds include support for summer research exchanges with six other universities including UT Austin, Wisconsin, Boston College, Georgetown University, UNC, and Autonomous University of the Yucatan.

Undergraduate Research Participation	FY09	FY10	FY11	FY12
Students involved in mentored research and scholarship	<1300	2361	3199	>4250
Participation in CURC	90	~230	380	466
Participation in HURS	?	~300	~330	381
Participation in Academies, JUR, and other OURA programs	0	4521	801	1521
Research placements through OURA	<100	269	378	487
Applications through nationally competitive scholarships program	26	29	17	32

## Sources

- 2. 3 - All University Core Curriculum
- All University Core Curriculum Objectives
- Annual Research Report FY 2102
- CO DHE GE Council
- CSU Ventures brochure 2012
- Fact Book 2012-13 (Page 110)
- NSSE Student Experience In Brief, CSU 2012
- Office for Undergraduate Research and Artistry
- Programs of Research and Scholarly Excellence
- Research and Discovery SPARC 2012
- Strategic Plan 2012 (Page 17)
- Superclusters
- The Journal of Undergraduate Research and Scholarly Excellence
- Top American Research Universities 2011 (Page 13)
- University Distinguished Professors, May 2012

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

#### Assurance Evidence

The faculty is the foundation of CSU and its educational programs. Qualified faculty members are appointed within specific disciplines because they know what students must learn in various courses and program levels. In addition to knowing what students should learn within a specific discipline, qualified faculty members also understand and participate in the development of the broad learning objectives of the general education component of programs and the integration of knowledge and skills from multiple disciplines. Through research and scholarly activities, our faculty members are often creating the knowledge that produces new editions of textbooks. As a result, they communicate the excitement of discovery and learning to produce well-rounded graduates prepared to contribute to the advancement of society. Qualified faculty members are also expected to assess whether and how much students are learning so adjustments of teaching methods and curricular design can be implemented for continuous improvement of educational programs. Qualifications of faculty members are generally assessed by review of formal educational credentials and by periodic evaluation of teaching performance and other scholarly and creative accomplishments.

Staff members are essential to the successful operations of CSU. They are currently organized in two employee groups: Administrative Professionals and Classified Personnel. Administrative Professional positions (2,504 in 2012, including Research Associates) are exempt from the State Personnel System under Colorado statutes, but are not academic faculty positions. Administrative Professionals include the officers of the University and the professional staff of the Board, heads of administrative units and intercollegiate athletics, and other staff with exempt status as specified by Colorado statute. This includes, but is not limited to, certain professional research positions (research scientists and research associates) and the professional staff of the Agricultural Experiment Station, Colorado Extension, and the Colorado State Forest Service. They are represented in university affairs through the Administrative Professional Council. Many staff members (1,910 in 2012) are employed within the Classified Personnel system. They serve in a wide range of positions and frequently serve as the "front line" person in most departments. The Classified Personnel system is administered by the Colorado Department of Personnel Administration so the University has limited flexibility in personnel policies, job classifications, pay scales, and salary adjustments. This group of employees is represented in university affairs through the Classified Personnel Council.

Detailed employee information is available in the *Fact Book*, pages 113-196. The 10-year history of university employees is summarized in the following table:

	2003- 2004	2004- 2005	2005- 2006	2006- 2007	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	Ten-Year Change
Tenure-Track Faculty	945	934	930	943	973	1019	1033	1000	1003	1008	7%
Special Faculty	192	198	198	215	346	303	302	331	331	401	109%
Temporary Faculty	266	268	295	303	149	196	182	209	225	253	-5%
Administrative Professionals	1050	1067	1085	1172	1258	1356	1362	1417	1491	1641	56%
Research Associates	802	835	858	867	891	902	894	877	866	863	8%
State Classified Staff	2070	2034	2048	2035	2092	2121	2060	2035	1940	1910	-8%
Other Employees	278	315	313	327	361	352	307	314	342	399	44%
<b>Total Employees</b>	<b>5603</b>	<b>5651</b>	<b>5727</b>	<b>5862</b>	<b>6070</b>	<b>6249</b>	<b>6140</b>	<b>6183</b>	<b>6198</b>	<b>6475</b>	<b>16%</b>

Source: *Fact Book 2012-13*, p. 118

#### 1. 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

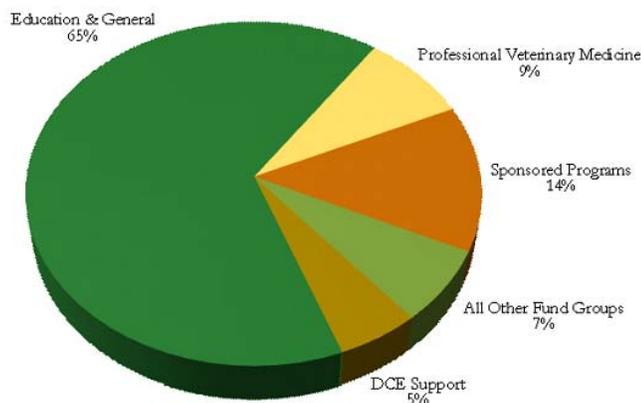
CSU places high value on the growth and maintenance of the faculty as evidenced by *Strategic Plan Goals 1 and 2* and the *Faculty and Staff Development SPARC report*. As identified in the 2004 self-study, expansion in class sizes, decreases in hiring tenure-track faculty, and increased ratio of students to faculty were challenges that CSU was facing. Those challenges continued to grow, not only at CSU but at peer institutions as well, as the national economy collapsed and public financial support of higher education declined significantly. A hiring freeze was imposed at CSU in late 2008 through the end of FY12, capping tenure-track faculty positions even though student enrollment continued to grow. Similar to the trends at other

institutions of higher education, CSU has been forced to rely on more adjunct faculty appointments during these economically challenging times. Yet in spite of the hiring freeze, exceptions were approved for the hiring of a few tenure-track faculty members as targeted investments, critical replacements, and spousal accommodations.

As a resident campus with a broad mission, CSU places great value on tenure-track faculty and places a premium on creating and filling those positions if resources are available. Tenure-track faculty positions are classified as regular appointments within the personnel system. Adjunct faculty positions are classified as either special or temporary appointments. Both of these appointment types are considered "at will" and may be any fraction of part-time to full-time. The primary difference between these appointment types is that temporary appointments are expected to be for a limited period not to be renewed, whereas special appointments either do not carry a fixed termination date or if they do, may be repeatedly renewed. The faculty ranks of professor, associate professor, and assistant professor are available in all faculty appointment types. The rank of instructor is only given to non-tenure track appointments. CSU uses the term "faculty affiliate" for instructors who are not employees of the University but are given faculty level recognition, primarily to serve on graduate student committees and for recognition of contributions to teaching and research programs.

Special and temporary (adjunct) faculty appointees serve a variety of functions as illustrated by their funding sources (graph below). The majority of these appointments (62%) are funded from the educational and general budget to teach assigned sections of courses with limited responsibilities in the non-classroom roles of faculty. By far, the largest numbers of adjunct faculty with teaching assignments are housed in the College of Liberal Arts. The colleges of Health and Human Sciences and Natural Sciences also have large numbers of adjunct faculty in teaching roles. However, in some programs, senior research personnel are given special faculty appointments without classroom teaching responsibilities while other programs may appoint similar researchers to Administrative Professional positions. In the College of Veterinary Medicine and Biomedical Sciences, special appointments may be used for positions primarily responsible for clinical service and income generation. Therefore, there is great diversity in the distribution of special appointments among the colleges and programs and in their functional roles and responsibilities. These differences obscure simple interpretations of the impact of increased use of special appointments. Component 5.B.1 describes efforts to increase the value of adjuncts as constituents.

FTE for Faculty on Special Appointments  
By Fund Group

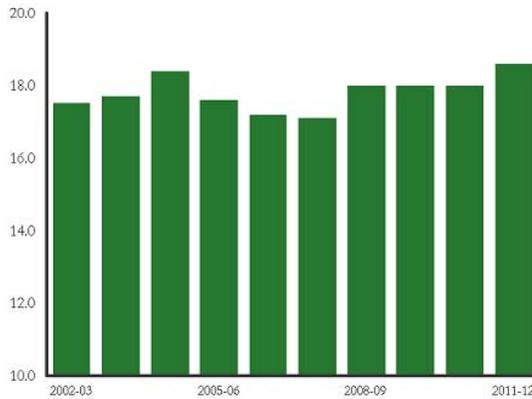


Total FTE = 321.2

Source: *Fact Book 2012-13*, p. 158

The student-faculty ratio has ranged from a low of 17.1 to a high of 18.6 over the past 10 years. The Board-approved peer group for comparison had ratios ranging from 14:1 to 21:1 in 2012 (*Fact Book 2012-13*, p. 76).

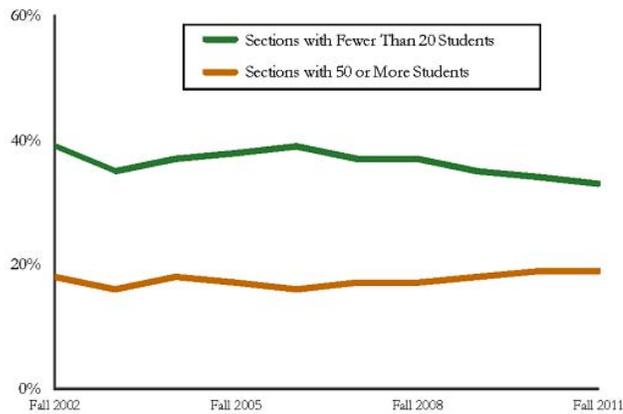
### History of University Student-Faculty Ratio



Source: *Fact Book 2012-13*, p. 75

Over the past 10 years, there has been a slight increase in the number of large classes and a corresponding decrease in the number of small classes.

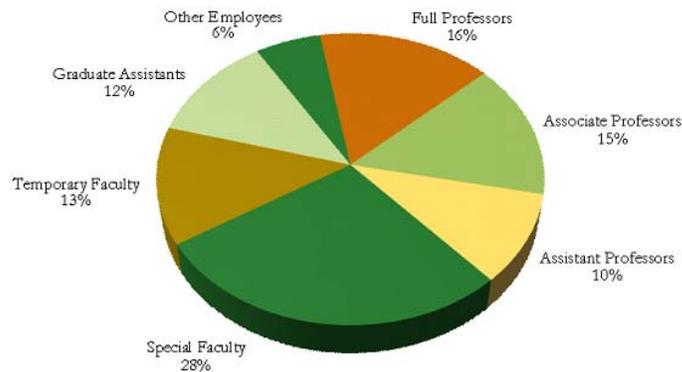
### Percentage of Undergraduate Sections with Fewer Than 20 and 50 or More Students



Source: *Fact Book 2012-13*, p. 91

Undergraduate credit hours generated in 2011-12 totaled 601,680. Forty-one percent of undergraduate credit hours were taught by tenure-track faculty and 41% were taught by special or temporary faculty (adjuncts). The 10-year trend has been a decline from 47% to 41% of credits taught by tenure-track faculty.

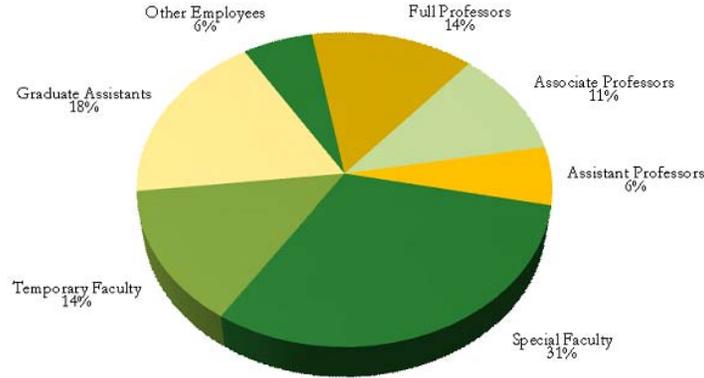
### Percentage of Undergraduate Student Credit Hours Taught by Faculty Type



Total Undergraduate Student Credits Hours Taught: 601,680.0

In FY12, 31% of lower level (freshman and sophomore) credit hours were taught by tenure-track faculty while 45% were taught by special or temporary faculty (adjuncts).

Lower Level Student Credit Hours Taught by Faculty Type

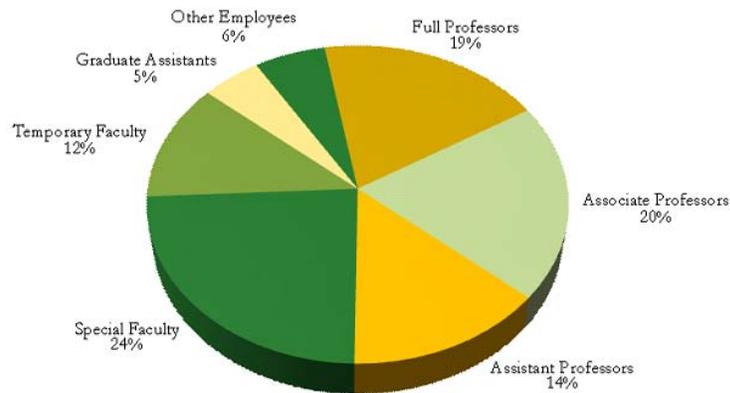


Total Lower Level Credit Hours Taught: 340,453.9

Source: Institutional Research

In FY12, 53% of upper level (junior and senior) credit hours were taught by tenure-track faculty while 36% were taught by special or temporary faculty (adjuncts). These data suggest that tenure-track faculty members are preferentially assigned to teach discipline-specific courses, while adjuncts are teaching more of the general education/service courses. Tenure-track faculty provide significant oversight for all undergraduate courses or laboratories that are taught by graduate assistants and other employees. Less oversight is usually provided in sections that are taught by adjunct faculty, however the curriculum is developed and approved by the tenure-track faculty.

Upper Level Student Credit Hours Taught by Faculty Type



Total Upper Level Credit Hours Taught: 261,225.9

Source: Institutional Research

The *Tenure-Track Faculty Hires and Attrition Report* is completed on an annual basis by Institutional Research and includes a 10-year history. Some highlights of the most recent report are as follows:

- Fifty-three faculty members were hired in tenure-track positions between October 1, 2011 and September 28, 2012, including six full professors, seven associate professors, and 40 assistant professors. In comparison, 53 new faculty members were also hired between October 1, 2010 and September 30, 2011, and 18 new faculty members were hired between October 1, 2009 and September 30, 2010.
- A total of 16 new faculty hires were previously employed in a non-tenure-track position at CSU.

- Forty-eight faculty members left a tenure-track position between October 1, 2011 and September 28 2012, including 20 full professors, 10 associate professors, and 18 assistant professors.
- Twenty-one (44%) of the 48 faculty who left a tenure-track position retired, while the remaining 56% left CSU or entered a non-tenure-track faculty position. Eighteen (90%) of the 20 full professors and three (30%) of the 10 associate professors retired from CSU. No assistant professors retired from CSU.
- The number of faculty leaving a tenure-track position at CSU decreased from 77 in 2002-03 to 48 in 2011-12 (-38%). The number of retirements decreased from 43 to 21 (-51%) and the number of faculty who left for reasons other than retirement decreased from 34 to 27(-21%).

These data suggest that CSU is beginning to hire more new faculty members as the economy improves and does not have a serious problem of faculty turnover.

The *Study of Tenure-Track Faculty Retention and Promotion* provided the following observations:

- In the 10-year period from 2002-03 to 2011-12, 68 associate professors and 467 assistant professors were hired in tenure-track positions at CSU.
- In the 10-year period 1993-94 to 2002-03, 309 associate professors were either hired or promoted to that rank. Thirteen percent were promoted to full professor prior to the seventh year of their employment, 24% were promoted during the 7th or 8th year, 10% were promoted in the 9th or 10th year, and 28% were not promoted to full professor by the 10th year. Nineteen percent left a tenure-track position during the 10-year period without being promoted to full professor, while 2% left a tenure-track position after being promoted to full professor. Three percent of associate professors entered an administrative position at CSU.
- Of the 419 assistant professors hired from 1996-97 to 2005-06, 13% were promoted to associate professor prior to the sixth year of employment, 12% were promoted in the sixth year and 37% were promoted in the seventh year. Eight percent were not promoted to associate professor by the seventh year, 28% left a tenure-track position without being promoted and 2% left a tenure-track position after being promoted to associate professor.

Evidence is gathered from several sources to assess availability of adequate faculty for programs and student accessibility to faculty, i.e., adequate course offerings. Departmental self-studies for program reviews and special accreditations always evaluate faculty resources. External peer reviews (either as part of program reviews or special accreditation site visits) that confirm deficiencies in a program's faculty resources have been given high priority in subsequent budget allocations. Examples of specific hires in response to external reviews include two additional faculty positions in the Department of Horticulture and Landscape Architecture in response to special accreditation challenges, and the use of differential tuition for business courses to enable the College to hire more tenure-track faculty to continue to fulfill AACSB standards.

In 2011, CSU implemented the first nationally-known sophisticated "wait list" program to track unduplicated tabulation of student demand for more seat space (additional sections of courses). The Course Capacity Committee was charged with reviewing these data and making recommendations for emergency allocations from the Enrollment Growth Fund of approximately \$3 million to support adjunct faculty hiring and addition of course sections, primarily in the AUCC (especially foundational mathematics and composition sections). By Fall 2012, experience with the wait list was so successful that data analysis empowered the committee to triangulate wait list trends and historical data with enrollment projections, degree audits of course needs, and classroom scheduling to recommend specific course capacity and faculty resource adjustments proactively rather than reactively. The next steps for ensuring adequate access to faculty and course sections, planned for implementation in Fall 2013, include provision of annual estimates to departments that consider all students in the pipeline regarding courses within degree programs that have designated time constraints for maintaining progress to degree completion, capacity needed to fulfill foundational mathematics and composition requirements within the first 30 credits, and projected demand for high enrollment core courses such as life sciences and chemistry that may be required prerequisites or highly recommended courses in support of multiple programs.

As a result of the three-year hiring freeze during the economic downturn, faculty hiring has been very limited. Nevertheless, it has remained a high priority in the *Strategic Plan (Goals 1 and 2)* and there will be significant hiring of faculty in FY14. The Faculty and Staff Development SPARC has projected a need for 500 more faculty members in the coming three years to meet current and projected growth needs. The budget for FY14 provides \$5.1 million of new differential tuition funds added to the base budgets of the academic units so attaining this goal appears to be feasible. Budget and resource planning are discussed in more detail in Component 5.A.

**2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.**

One of the major components used initially in determining the qualifications of candidates for appointment as faculty members is a review of formal educational credentials. Policy for the selection of faculty members is detailed in *Section E.4 of the Academic Faculty and Administrative Professional Manual*. This process usually begins with development of a position description that includes minimum qualifications, i.e., a degree that is more advanced than the program unless it is a terminal or professional degree. In addition, faculty members are expected to know how to teach, conduct research, and produce scholarly and creative works appropriate to the discipline. The review of credentials and selection of faculty members are the responsibilities of individual departments (peer evaluation within the discipline). Credential review for adjunct and non-employee instructor appointments, including affiliate faculty for teaching dual-credit, contractual, and consortial teaching, is likewise, the responsibility of the respective academic department. The following table summarizes the credentials of the tenure-track faculty as reported in the *Colorado State Common Data Set 2012-13 (p. 28)*, and it includes tabulation of the credentials of non-tenure track faculty.

Number Of Faculty With Following Credentials	Tenure-Track			Non-Tenure Track			Total
	Full-Time	Part-Time	Sub-Total	Full-Time	Part-Time	Sub-Total	
Doctorate, or other terminal degree	926	26	952	101	91	192	1144
Highest degree is a master's but not a terminal master's	14	0	14	112	73	185	199
Highest degree is a bachelor's	0	0	0	12	19	31	31
Highest degree is other or unknown	0	0	0	129	117	246	246

Institutional Research maintains a publicly accessible database that lists the *individual credentials of faculty members*.

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

The continuing major component for assessing the qualifications of faculty members is periodic evaluation of teaching performance and other scholarly and creative accomplishments. All faculty members, including department heads and deans, are subject to performance reviews as described in *section E.14 of the Academic Faculty and Administrative Professional Manual*. These reviews include annual reviews, comprehensive reviews of tenure-eligible faculty members, and comprehensive reviews of tenured faculty members. Annual reviews are typically for the purpose of evaluation for merit salary increases, for providing assistance to faculty members to improve their performance when needed, and for the early identification and correction of perceived weaknesses and deficiencies in performance.

The results of annual performance reviews, promotion and tenure evaluations, and periodic comprehensive reviews (post-tenure reviews) are summarized and reported to the Board each year. Performance reviews are conducted for all CSU faculty members on an annual, calendar-year basis. Each faculty member prepares an annual activities report detailing activities in teaching, research and creative activity, and service/outreach. In most departments, a committee of peers provides input to the department head for annual reviews, similar to the process required for promotion and tenure recommendation (*Section E.12 and E.13*). The department head/chair assesses the activities of the faculty member and assigns a performance rating for each of the three categories and an "overall" rating. For the calendar year 2011, the overwhelming majority of the 1,105 tenured and tenure-track faculty reviews were positive, indicating that the faculty are meeting or exceeding the University's performance expectations. It is important to note that faculty members who receive "met performance expectations" and sometimes those who receive "exceeded performance expectations" ratings may be given suggestions for improvement in one or more of the three categories that are evaluated.

The Student Course Survey is another tool designed to provide feedback to course instructors and is to be used for course improvement. In addition, it is designed to provide information for students to make informed choices about courses and instructors. Each term, course instructors are expected to conduct a student survey of all the courses they teach through the system administered by the University utilizing the standardized University-wide instrument. At the end of each term, summaries of responses for each course surveyed are posted on the website [Course Survey@CSU](mailto:Course Survey@CSU). Access to the summaries is granted to anyone with a CSU eID.

Some examples of specific efforts to improve the evaluation and **recognition** of faculty performance include the following:

- In 2007, the promotion and tenure application forms were modified to incorporate more evidence of teaching effectiveness, and to acknowledge efforts in interdisciplinary research.
- **University Distinguished Professor is the highest academic recognition awarded by the University.** This title is bestowed upon a very small number of full professors at any one time on the basis of outstanding scholarship and achievement. Professors receiving this title hold the distinction for the duration of their association with CSU.
- The **University Distinguished Teaching Scholars** title is awarded to a small number of faculty members who have records of performance ranking them among the most outstanding teachers and educators in their disciplines, as reflected by their accomplishments as both scholar and teacher through lending talents and expertise to teaching-related projects and scholarship.
- The Provost's N. Preston Davis Award for Instructional Innovation is awarded annually in recognition of the use of technology to enhance learning and teaching or the application of the principles of universal design for learning.
- The Board of Governors of the Colorado State University System Excellence in Undergraduate Teaching Award is presented annually to a faculty member at CSU.
- Jack E. Cermak Advising Awards reward and highlight extraordinary efforts of truly outstanding advisers with annual awards.
- Oliver P. Pennock Distinguished Service Awards annually recognize meritorious and outstanding achievement over a five-year period by full-time members of the academic faculty and administrative professionals.
- **The Monfort Professor designation is awarded to two outstanding early-career faculty members each year for a two-year period. Each designee receives an annual grant of \$75,000 to support teaching and research activities.**
- There are many additional awards (too numerous to cite here) given by student organizations, departments, colleges, honor societies on campus as well as regional and national awards that recognize outstanding faculty performance.

#### **4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.**

The primary means used by the institution to assess and assure that instructors are current is through periodic evaluations as described above (Component 3.C.3). All units (programs, departments, colleges, etc.) as well as the University provide resources and opportunities for the faculty's professional development, such as the cost of registration and travel to attend regional and national professional meetings. A major initiative was begun in 2006 through the establishment of The Institute for Learning and Teaching (TILT). Despite lean budgets at the time it was established (and in the years since its founding), the staff of TILT has worked successfully to enhance the quality of teaching and learning at the University. Housed in the Provost's Office and led by an associate vice provost, TILT has grown its staff to 22 members who are responsible for programs ranging from faculty and graduate student professional development to course development to student learning and engagement. Professional development and course development programs are described below. TILT also offers grants and awards that encourage excellence in teaching and learning.

TILT's instructional design team works with instructors on a variety of courses, including traditional courses in the classroom, distance courses delivered online, and blended courses. Many programs at CSU offer both traditional and distance courses online. More and more, traditional courses are using online learning elements to supplement course delivery. TILT supports instructors who are working to develop courses in both learning environments. To

date, more than 100 courses have been redesigned by TILT with an overall expenditure, excluding instructional design team salary costs, of more than \$800,000. Most recently, the Provost's Course Redesign Competition was revised to focus on a **learning ecologies** approach to course redesign. The changes will allow 100 courses to be redesigned over a five year period. Funding for the project will range between \$1.25 million and \$1.5 million over that period, with the bulk of the funds coming from the Provost's Office, the Division of Continuing Education, and TILT course redesign funds.

### **Faculty Professional Development Programs and Resources**

Professional development programs intended to enhance the ability of faculty members in the areas of learning and teaching are developed and delivered through departments, colleges, the Libraries, and the Institute for Learning and Teaching (TILT). Within the colleges, for example, the RamCT Coordinators group provides support for instructors who have questions about using the University's Blackboard Learning Management System. Similarly, the Library offers a range of topics that are of use to instructors in their courses. At the University level, TILT provides a comprehensive set of programs supporting faculty development. These include:

- The Master Teacher Initiative (MTI). TILT supports the MTI in each of the colleges, the Libraries, and Student Affairs. Developed in 2005 by Doug Hoffman, professor of marketing in the College of Business, the MTI is now a TILT-supported, campus-wide initiative. MTI coordinators distribute teaching tips on a weekly basis and plan luncheons each semester for their colleagues, allowing each MTI to respond to the needs and interests of faculty in specific disciplines. In 2011-12, nearly 1,000 members of the University community attended MTI sessions and virtually all members of the faculty regularly received teaching tips via email. The objectives of the MTI are to: underscore the importance of quality teaching within the context of the University's overall mission; provide opportunities for faculty from across a college to address common teaching interests and concerns; and contribute to the creation of a culture where the scholarship of teaching is valued and appreciated.
- Let's Talk Teaching. Let's Talk Teaching is a mentoring program that brings together teachers in paired mentoring relationships. The focus of the program is on helping teachers improve their work in courses.
- Professional Development Institute (PDI). Now in its 31st year, the PDI offers short sessions on a wide range of topics designed to enhance faculty, staff, and graduate student professional growth and personal enrichment over a three-day period each January. In 2012, more than 1,000 members of the University community attended PDI sessions. Each participant attended an average of between 3 and 4 sessions.
- Conference and Workshop on Learning, Teaching, and Critical Thinking. Each May, TILT offers a workshop on a central teaching and learning issue. Every other year (and most recently in 2012), the workshop is accompanied by a day-long conference that brings in a nationally known speaker and features leading teachers at the University in a collection of concurrent panel sessions. Attendance at the workshop averages 40 instructors. Attendance at the conference averages 115 participants.
- TILT Summer Retreats. TILT's Summer Retreats on Teaching and Learning bring faculty together for multi-day discussions of key issues related to students, instruction, and theories of teaching and learning. Presented by some of the University's most distinguished and effective faculty members, sessions at the retreat range from theoretical treatments of key issues in learning theory to hands-on activities that both demonstrate and integrate important classroom practices. Retreats are held in May or June and range from three to seven days in length. Attendance at each retreat averages 15 instructors.
- Short Courses for Instructors. TILT's short courses offer opportunities for instructors to focus on topics that aren't easily addressed in a single workshop or presentation. The short courses are designed to provide the time to explore learning and teaching issues in detail, typically through a series of three or four sessions scheduled across a semester. The short courses are designed for smaller groups of instructors — ideally, between five and 15 — so that discussions can be tailored to the needs and interests of the participants. Over the past three years, more than 100 instructors have participated in the short courses.
- Graduate Teaching Certificate Program. TILT's Graduate Teaching Certificate program offers graduate students an opportunity to learn about, reflect on, and practice teaching at the post-secondary level. The program is flexible, allowing graduate students to focus on areas of teaching that most interest them and best meet their professional needs. It is among the

largest programs of its kind in the United States. Since it was founded in 2007, the program has attracted more than 400 participants.

- Orientation for New Graduate Teaching Assistants. Each fall, TILT and the Graduate School offer a day-long orientation for new GTAs. During the orientation, experienced teaching assistants, faculty, and staff address key issues related to teaching in both classroom and laboratory settings. Key topics include strategies for enhancing teaching, learning, and academic integrity, assessment of student performance, and a review of GTA responsibilities and expectations. In addition, incoming GTAs are introduced to many of the campus resources that support effective teaching and learning. Over the past five years, attendance at the event has averaged 240 GTAs.
- Professional Development Resources. The University offers a wide range of Web-based resources for instructors, including materials on the following websites:
  - [TILT](#). The site offers access to best practices guides in course development, academic integrity, and service learning as well as links to resources on related sites.
  - [Teaching@CSU](#). The site offers access to a wide range of best practices guides on teaching as well as a comprehensive set of teaching tips. The site also provides access to the TILT Digital Library and related resources for teaching and learning.
  - [CourseDesign@CSU](#). The site provides tips, guides, and resources for course design and development.
  - [Writing@CSU](#). The site supports writers and teachers of writing. Its resources include a rich set of guides for teachers as well as links to related sites on the Web.
  - [The WAC Clearinghouse](#). A leading open-access publishing initiative, the WAC Clearinghouse provides access to six journals and nearly 50 books focusing on the use of writing in courses across the disciplines.
  - [Advising@CSU](#). The site provides resources for both advisers and students. Information for advisers ranges from general discussions of advising issues to specific instruction in the use of University advising tools.

The following table summarizes participation activity in selected professional development activities on-campus:

	FY08	FY09	FY10	FY11	FY12	FY13
PDI attendance	550	828	814	815	1028	*
PDI session registrations	1800	3175	2924	266	3808	*
Master Teacher Initiative	550	914	850	902	~900	*
Summer Conference	130	-	138	-	136	*
Summer Workshop	40	45	38	42	42	*
Faculty Short Courses	-	-	22	61	57	*54
Orientation for new GTAs	297	257	224	256	195	226
*Partial or missing results						

### 5. Instructors are accessible for student inquiry.

The NSSE assessment of [student-faculty interactions \(SFI\)](#) measures quantity and quality of student/faculty interactions. The 2012 assessment reports a 4% increase in the senior ratings and a 14% increase in first-year student ratings since 2007. Additional evidence of access to instructors is provided in Component 3.D.3 (advising) and in Component 3.D.2 (undergraduate research experiences).

### 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

All staff positions are defined through position descriptions that include minimum qualifications for the fulfillment of the responsibilities of the position. Most positions are filled through search committee reviews of applicants to ensure that candidates are qualified. The Office of Equal Opportunity also has established processes that ensure that all candidates that proceed to interviews meet the minimum criteria of the job description. Each unit has primary responsibility for mentoring, professional development, and periodic evaluation (expected to be annual or more frequent) of employees. In addition, staff members in leadership positions often participate (with unit support) in regional and national professional organizations to learn best practices. Institutional training and professional development efforts are supported primarily through two venues: the Professional Development Institute (see tabulation of activities and participation above) and the Office of Training and Organizational Development (described in Component 5.A.4). Additional training and professional development activities for staff are reviewed in Component 5.A.4.

In the 2012 Employee Climate Survey (Tables 15-18), data was collected to discover how faculty and other employees assessed various activities related to professional development. All groups of employees responded favorably to survey items referring to this topic. They responded more favorably to statements regarding supervisor support and encouragement than to those items regarding availability of opportunities to grow professionally. State Classified personnel indicated slightly lower levels of agreement with these statements. Within faculty ranks, associate professors responded least favorably while instructors responded most favorably. Where significant differences were found, the effect sizes were small.

## Sources

-  Academic Faculty and Administrative Professional Manual 2011-12 (Page 106)
-  Academic Faculty and Administrative Professional Manual 2011-12 (Page 110)
-  Academic Faculty and Administrative Professional Manual 2011-12 (Page 91)
-  Advising@CSU
-  Awards and Nominations
-  Common Data Set 2012-13 (Page 32)
-  Course Survey@CSU
-  CourseDesign@CSU
-  Current Faculty Credentials
-  Employee Climate Survey 2012 (Page 9)
-  Fact Book 2012-13 (Page 118)
-  Fact Book 2012-13 (Page 158)
-  Fact Book 2012-13 (Page 75)
-  Fact Book 2012-13 (Page 76)
-  Fact Book 2012-13 (Page 91)
-  Fact Book 2012-13 (Page 97)
-  Faculty Activity Report to Board 2012
-  Faculty and Staff Development SPARC 2012
-  Learning Ecologies Article Sept 2012
-  NSSE Final Results, CSU 2012 (Page 8)
-  Strategic Plan 2012 (Page 5)
-  Study of Tenure-Track Faculty Retention and Promotion 2011-12
-  Teaching@CSU
-  Tenure-Track Faculty Hires and Attrition 2012-13
-  The WAC Clearinghouse
-  TILT
-  University Distinguished Professors, May 2012
-  University Distinguished Teaching Scholars
-  Writing@CSU

### **3.D - The institution provides support for student learning and effective teaching.**

#### **Assurance Evidence**

Student support services are integrated into all aspects of the student experience at CSU as essential components of the Student Success Initiatives (SSI). As a result, they are addressed in many interrelated components of this self-study. For example, the alignment of student support services with the mission of CSU is described in Component 1.A.2. The role of these services in support of access and diversity is described in Component 1.C. Student support services contribute to an enriched educational environment as discussed in Component 3.E and are central to student retention, persistence, and completion as discussed in Component 4.C. Subcomponent 3.D.6 has been added to provide a focused discussion of the CSU Libraries role in serving learning and teaching programs.

#### **1. The institution provides student support services suited to the needs of its students.**

##### **Enrollment and Access support services**

The operations of the Office of Admissions are described below in section 3.D.2. The Registrar's Office provides services in academic records, registration, classroom scheduling, degree certification, transfer evaluation, and veterans' educational benefits consistent with the best-practices of professional organizations such as the American Association of Collegiate Registrars and Admissions Officers (AACRAO). A comprehensive [self-study of the Registrar's Office](#) is appended. Other services are summarized in the division's [annual report](#).

Student Financial Services (SFS) provides student-centered assistance by working under federal, state, and University guidance to enable students to enroll, manage their finances, achieve their academic goals, and graduate in a timely manner. As part of its land-grant mission, CSU wants to ensure that financial challenges will not prevent any undergraduate Colorado student who is admitted to the University from attending. SFS administers CSU's [Commitment to Colorado](#), which is a promise to provide Colorado students who have a family Adjusted Gross Income (AGI) on their most recently filed federal income tax return(s) of \$57,000 or less (and who meet other eligibility requirements) with grant funds from state and University sources to cover at least one-half the cost of student share of base tuition. In addition, students who are eligible for federal Pell Grant support will receive grant funds from federal, state, and University sources to cover at least 100% of student share of base tuition and standard fees. The Division of Enrollment and Access provides comprehensive support of enrollment, advising, retention, and graduation goals. To meet future expectations for improvement, the division is seeking to enhance recruiting efforts and to upgrade IT resources such as a pilot program to require completion of the CSS Profile under certain circumstances to enable staff to more strategically award institutional and state need-based financial aid.

##### **Student Affairs' assessments of students' needs for support services**

The Division of Student Affairs (DSA) administers a number of indirect assessments of student learning, student satisfaction, and student attitudes and characteristics:

- Cooperative Institutional Research Project (CIRP) – The Freshman Survey ([Fall 2011, 667 responses](#))
- Your First College Year (YFCY) ([Spring 2010, 286 responses](#))
- College Senior Survey (CSS) ([Spring 2011, 595 responses](#))
- National Study of Living-Learning Programs (NSLLP) ([Spring 2009, 530 responses](#))
- EBI Map-Works Assessment ([Fall 2012, 4176 responses](#))
- EBI Campus-wide Student Climate/Diversity Assessment ([Spring 2011, 1750 responses](#))
- Campus Labs – Profile of Today's College Student ([Spring 2008, 470 responses](#))

Additionally, the DSA participates in the NASPA (Student Affairs Administrators in Higher Education) Assessment Consortium and has administered national benchmarking assessments focusing on:

- Mental Health and Counseling ([Fall 2011, 1710 responses](#))
- Orientation and New Student Programs ([Fall 2011, 1412 responses](#))

- Student Conduct and Academic Integrity (Fall 2011, 733 responses)
- Fraternity and Sorority Life, (Spring 2011, 453 responses)
- Campus Recreation, and (Spring 2012, 547 responses)
- Residence Life (Spring 2011, 766 responses)
- Civic Engagement (Spring 2011, 137 responses)

Individual departments within DSA participate in nationally standardized benchmarking assessments. These assessments are listed below by department:

- Health Network
  - National College Health Assessment (NCHA) (Fall 2011, 1695 responses)
- Housing and Dining
  - ACUHO-I/EBI Resident Assessment (Fall 2011, 551 responses)
  - ACUHO-I/EBI Apartment Life Assessment (Spring 2012, 572 responses)
  - ACUHO-I/EBI RA Staff Assessment (Spring 2012, 100 responses)
- Lory Student Center
  - ACUI/EBI College Union/Student Center Assessment (Spring 2011, 661 responses)
  - Multi-Institutional Study of Leadership (MIL) Assessment (Spring 2012, 873 responses)
- Greek Life
  - AFA/EBI Fraternity/Sorority Assessment (Spring 2011, 940 responses)

Through these assessments, DSA has been able to identify student needs and measure performance of student services against national standards (e.g. CAS Standards, NASPA/ACPA Learning Reconsidered, ACUHO-I Professional Standards); identify where improvement efforts should be focused to improve overall quality and performance; benchmark the DSA's performance with peer institutions; evaluate performance over time to monitor the impact of improvement efforts and inform future initiatives; provide evidence regarding how the DSA and specific departments contribute to the fulfillment of the institutional mission; and create a continuous improvement culture for Student Affairs on our campus.

The success and scope of many of the student support services are documented in the [DSA Annual Reports](#). The usefulness, accessibility, utilization, and impact of selected student support services are highlighted with the following examples.

### Exposing students to diverse cultures

CSU has a long-standing commitment to foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study, and learn with a focus on equity for all students. Examples of student service activities to support students from diverse cultures are described in Component 1.C.2 and here as evidence that the University has processes and activities focusing on human diversity. In Fall 2007, a comprehensive assessment of the current model of the Advocacy Offices was undertaken to ensure that they were organized for optimal support of student diversity and the educational experiences of all students. As a result of the [Advocacy Offices assessment and review](#) committee's research, a modified model was proposed and implemented in 2008 to provide more effective cultural centers on campus under the current title of [Student Diversity Programs and Services \(SDPS\)](#). The SDPS offices composed of the [Asian/Pacific American Cultural Center](#), [Black/African American Cultural Center](#), [El Centro](#), [Native American Cultural Center](#), [Resources for Disabled Students](#), [Women and Gender Advocacy Center](#), and [Gay, Lesbian, Bisexual, and Transgender Resource Center](#), aim to enhance all students' learning experiences by creating a sense of shared community, providing cultural education and leadership opportunities, and fostering efforts to promote social justice as members of a global society. The website referenced above provides descriptions of all SDPS functions and programs, and the following example provides evidence of how one of these programs supports students with diverse needs.

[Resources for Disabled Students \(RDS\)](#) recognizes that disability reflects diverse characteristics and experiences, and is an aspect of diversity integral to society. To that end, the office collaborates with students, instructors, staff, and community members to create useable, equitable, inclusive and sustainable learning environments. RDS is also committed to supporting CSU as a non-discriminating environment for qualified students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and its amendments.

- In Fall 2011, 87% of students with disabilities receiving accommodations through RDS remained in good standing at the end of the semester. In Spring 2012, 92% of students with disabilities receiving accommodations remained in good standing. Of the 79 undergraduates that received advocacy support for Fall 2011, 72 remained in good standing (91%) at the end of the semester. Of the 79, 68 returned Spring 2012 (86%). Of the 64 undergraduates that received advocacy support for Spring 2012, 56 remained in good standing (88%) at the end of the semester.
- RDS is facilitating the referral process of students to a new program established by an Opportunities for Postsecondary Success (OPS) grant to the Occupational Therapy Department. This program is an intensive personal support system provided by mentors for students with autism spectrum conditions and other more complex disabilities. In addition, a two-day symposium focused on transition and transformational issues related to students with autism spectrum conditions was successfully conducted. Attendees were estimated at over 400. Several key sessions were videotaped and are available to the campus community for further training opportunities.

### **Integrating academic and co-curricular experiences**

The University provides a wide range of student support services and programs to support this goal. **Residential Learning Communities (RLCs)** have been developed to capitalize on our strength as a destination campus. RLCs are programs organized to introduce and integrate academic and social learning in residence hall settings through faculty involvement and/or curricular and other major connections. The goal is to create an enriched learning experience for all participants. Examples of RLC focus include Arts and Creative Expression, Engineering, Equine, Global Village, Health and Exercise Science, Honors, Natural Sciences, Leadership, and Natural Resources. The Key Communities (Key Academic Community, Key Service Community, Key Explore, and Key Plus Community) are highly diverse first- and second-year learning communities designed to assist students with their transition to and through the University. Based on active and experiential learning through interdisciplinary classes, service-learning, academic and career exploration, undergraduate research and leadership development, Key aims to increase retention and academic performance of participants, encourage campus and community involvement, and promote diversity awareness.

- 89% of Key students share that they have interacted with students from backgrounds different from their own.
- 66% of Key students share that feedback from professors on academic performance at mid-semester was valuable.
- Key students list the three most beneficial aspects of participating in Key as:
  - Living in the residence hall with Key students;
  - Co-enrolling in cluster classes with Key students; and
  - Connection with a Mentor.
- From Fall 2001 to Fall 2009 (with the exception of Fall 2006), Key Academic Community students had higher first year retention rates than nonparticipating students.
- The Fall 2010 GPA for Key Explore was 2.94, compared to 2.56 for undeclared first-year students who did not participate in Key Explore.
- The Fall 2010 GPA for the Life Science Learning Community was 3.03, compared to 2.67 for first-year students who did not participate in the community.

### **Providing quality venues and related services that support learning**

Goal 9 of the *Strategic Plan* identifies our commitment to undergraduate student well-being outcomes, and our desire to improve the overall health of the CSU student community, as well as to enhance academic performance and retention. The CSU Health Network and Campus Recreation are expected to create a "Culture of Wellness." Together, recreation, medical, and mental health services provide an infrastructure that enhances well-being by increasing students' resiliency factors and decreases high risk factors and their resulting consequences.

The **CSU Health Network** helps promote the complete physical and mental health of the CSU community. The Health Network, a student-supported healthcare organization located on campus, provides a full range of medical, mental health, and health education and prevention services. Board-certified and licensed physicians, nurse practitioners, and mental health professionals provide care from prevention, to treatment, to recovery in an integrated medical care model. Counselors work closely with the primary medical care providers and psychiatry staff to treat the whole student. The planning and implementation of the Health Network is

described in more detail in Component 5.D.2. Notable achievements of the Health Network include:

- Prioritized and increased participation in all of the University orientation programs to engage parents and students regarding services, fees, insurance, and health initiatives. The CSU Health Network received President's Cabinet approval to mandate the evidence-based programs, AlcoholEDU and Sexual Assault EDU, for all incoming students for the Fall 2011, and student transports for alcohol-related issues declined significantly in the first year post-implementation.
- Implemented the following Mental Health, Suicide Prevention and Alcohol Education strategies: (1) Tell Someone Campaign, (2) ULifeLine, (3) Online Mental Health Assessment, and (4) Party Safe.
  - Behavioral Health Model -- Counseling providers now work directly in the medical clinic to partner with primary care providers in serving identified mental health needs and providing focused behavioral health interventions.
  - Remodeled Medical Clinic -- The medical wing was remodeled to Integrate Psychiatry and Behavioral Health into the Primary Care setting. Physical access is important for both formal and informal communication between providers.
  - National College Depression Partnership -- The national consortium implemented and evaluated the effectiveness of screening all students for depression in primary care. The outcomes show clear benefit. The Health Network will continue to use the depression screening protocol.
- Successfully completed their first accreditation process as an integrated health network. It is prestigious to be accredited by the Accreditation Association of Ambulatory Health, which means the Health Network meets the highest standards of health care.
- Achieved the American Psychological Association accreditation that validates the CSU Health Network as an excellent training program. High-quality trainees provide a benefit to CSU students (five hours of direct service per every hour of clinical supervision).

Campus Recreation offers a variety of programs to the University community including intramural sports, sports clubs, fitness and activity classes, challenge ropes course, and outdoor programs. The Student Recreation Center is the on-campus fitness center to promote healthy lifestyle options to students. It features exercise and cycling studios, climbing towers and a bouldering cave, martial arts room, cardio and weight areas, running track, massage therapy rooms, a smoothie bar, meeting spaces, and volleyball, indoor soccer, and basketball courts. The new aquatic center includes lap lanes, spa, rock wall, sauna, and steam room. New outdoor facilities include three sand volleyball courts and a 15-foot climbing boulder.

The Career Center, located in the Lory Student Center, provides resources including individual career counseling, interests/skills/personality assessments, web-based career resources, resume and cover letter assistance, career fairs, workshops, recruiting events, on-campus career interviews, and an online job and internship listing service. The Career Center takes a holistic approach to career and job search counseling and education, encouraging students to investigate opportunities with consideration to their skills, goals, and values. In its employer relations role, the Career Center also provides a valuable link in the University/employer network. Counselors and liaisons provided career coaching appointments for more than 11,000 students in FY12. Students had a good experience in their counseling appointment - 96% were very satisfied or satisfied. In addition, the Career Center manages the Graduation Survey to learn about students' plans after they graduate, as described in more detail in Component 4.A.6.

CSU was recognized for the fourth consecutive year in 2012 as being in the top 20% of Military Friendly Schools by G.I. Jobs through services provided by the Adult Learner and Veteran Services Office (ALVS). The number of veterans certified annually for VA Benefits has increased steadily: FY08 - 773, FY09 - 813, FY10 - 1125, FY - 1429, and FY12 - 1662. CSU partners with the Veterans Administration to provide VA Yellow Ribbon benefits to qualified students.

CSU takes seriously its commitment to the public safety of students and the university community as described in more detail in section 4.0(e) of the Federal Compliance section. In compliance with the Clery Act, the University publishes a timely, complete, and accurate annual *Fire and Safety Update and University Drug/Alcohol Policy* book (the "Safety Update") containing detailed crime statistics, information about policies, legal sanctions, and resources

for students pertaining to drug and alcohol use, and tips for preventing sexual assaults (such as the Dater's Bill of Rights). The [Public Safety Team \(PST\)](#) reports to the President and coordinates prevention strategies, policies, and education/training for crisis prevention, threat-assessment techniques, disaster preparedness, mitigation, response, and recovery. The PST organizational structure includes various affiliated Response Teams to handle specific types of emergencies. The PST also reviews and approves updates to the University's Emergency Response Plan. The PST is responsible for providing resources in support of Clery Act compliance at CSU.

To assure that the services are responsive to a changing student population, Student Affairs conducts extensive assessments of student needs through institutional and local surveys (listed above) as well as national surveys (NSSE). An array of services has been designed to expose students to diverse cultures, integrate academic and co-curricular experiences, and provide venues and services to support learning. The ways that the institution and the DSA systematically assess the adequacy of student support services for co-curricular learning are addressed in Component 3.E and [NSSE results](#).

## **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.**

CSU is strongly committed to the educational success of all admitted students as discussed in more detail in Component 4.C. We recognize that the experiences that equip students for success must begin before they matriculate and continue throughout their experiences at the institution. CSU provides learning support and preparatory instruction through the following programs and initiatives:

- The Access Center;
- Orientation and Transition Programs, including RAM Welcome;
- Placement Exams;
- Learning and Engagement Programs in the Institute for Learning and Teaching (TILT); and
- The Honors Program.

### **The Access Center**

The [Access Center](#) (Division of Enrollment and Access) seeks to make education accessible to all persons and groups by developing the talents of first generation (neither parent has earned a bachelor's degree), limited income, and/or ethnically diverse youth and adults. Participants receive services in the transition to a college environment in order to increase their rates of persistence and graduation in postsecondary education. The Access Center programs have supported the University's land-grant mission for over 35 years through Federal TRIO programs (Upward Bound, Talent Search, Educational Opportunity Center), the Bridge Scholars Program, the Dream Project, Reach Out, and the Alliance Partnership, that are transforming the lives of individuals with academic promise in schools and communities with high needs. Program outcomes include:

- 90% of Upward Bound seniors enrolled in college;
- 224 students from high-needs schools throughout the state served through the Alliance Partnership are enrolled at CSU;
- 1,022 middle and high school students in the Talent Search program received precollegiate services, with 76% of graduates enrolling in college; and
- 2,481 adults in surrounding communities received secondary and postsecondary completion and enrollment services.

### **Admissions Criteria**

By statute, CSU is required to maintain selective admission requirements rather than open enrollment. This also restricts the option to offer remedial courses to regularly enrolled students through resident instruction. CSU's Admission Office has aimed to select students on the basis of more than GPA and test scores to ensure that they are adequately prepared to succeed. Owing to our mission and history as a land-grant institution, CSU utilizes the admission process as a chance to illustrate our values through acknowledging that students demonstrate potential and success in a variety of ways. Additionally, from an outreach perspective, it provides the institution a way to ensure that such selection honors accessibility, and the broad range of personal backgrounds and educational settings from which our prospective students emerge.

While for many years, the state's admissions "index" system resulted in many students being admitted automatically based almost entirely on GPA/scores, students in danger of a denial decision were looked at much more closely, and given the chance (and encouragement, when possible) to provide additional information through more detailed review.

Beginning with the 2007-08 application cycle, CSU joined the Common Application Organization (CAO), and in doing so, committed to not just allowing for this broader look at applications, generally referred to as a "holistic" approach, but to even require all applicants to submit the materials that would allow for consistent availability of the key additional elements. These elements include an essay, a list of activities/accomplishments, and a recommendation letter from a school counselor or teacher. While such elements require that students take more steps to apply, it resolved the tendency for the students who frequently most needed a holistic review to have not turned in all the items that could help their case. To choose to do this approach through the CAO had the added benefit of greatly increasing CSU's visibility outside of Colorado, both domestically and internationally. For many students and their counselors, CAO membership is a shorthand confirmation that an institution values inclusion, and a broader approach to selection. Ironically, it is also associated with institutions having a stronger student academic profile.

In both ways, this CAO membership has contributed to CSU's recent increase in applications from out-of-state students including a two-year 40% jump from the 2010 to 2012 cycles, and has also helped reinforce our accessibility message to Colorado residents who are low-income, first-generation, or racially/ethnically diverse. CSU remains the only public institution west of the Mississippi River in the CAO, and several public colleges around the country are beginning to explore following our lead; we are a leader in this respect. Continued examination is needed, but long-term analyses currently underway suggest that a holistic review approach is associated with slight increases in academic performance and student retention. This may be due to the selection process itself and to the additional care we suspect it inspires students to invest in the college search and preparation process.

**Orientation and Transition Programs (OTP) assist first-year, second-year, and transfer students in making a successful transition to CSU. OTP offers a continuum of services from orientation to Ram Welcome to transition programs throughout the first two years of students' experiences at CSU. OTP include (1) Preview First-Year Student Orientation, (2) Next Step Transfer Student Orientation, (3) CSU Connect, (4) Preview Mountain Experience, (5) Ram Welcome, (6) Transfer Mentoring Program, (7) Transfer Interest Groups, (8) Getting to Year 2 @ CSU Conference, and (9) Year 2 @ CSU Programs. The process through which students develop expectations, knowledge, and connections, and the ease with which they make successful transitions, are seen as critical to student persistence and success.**

In its 6th year in 2011, **Ram Welcome** has continued to create meaningful opportunities for students to enhance their sense of community at CSU. In 2011, a new dimension was added: a diversity presentation titled "**We Are CSU.**" A professional speaker introduced the topic of diversity, multiple identities, the importance of community, learning about each other's differences, and further exploring diversity. Following the presentation, all students met with their Ram Welcome Leader in small groups to discuss the information and how to apply lessons learned to the upcoming academic year and experience at CSU. This created a common experience for all new students on a topic that is of high value to the University:

- 65% of respondents to the Ram Welcome program evaluation said that "We Are CSU" gave them a chance to personally reflect on their own identity.
- 70% of respondents said that "We Are CSU" motivated them to be more open and invested in the lives of those who have different backgrounds and life experiences than they have.

The vast majority of **new students** became aware of opportunities to excel academically and to become engaged by participating in orientation and transition programs:

- In 2011, 98% of new first-year students attended an on-campus orientation (an increase from 97.14% in 2010).
- In 2011, of CSU Connect participants who completed a program evaluation (36% response rate), 100% agreed or strongly agreed that they had a better idea of what to expect academically after attending CSU Connect. 96% agreed or strongly agreed that they were

aware of academic resources on campus after attending the orientation.

- In 2011, of the Preview participants who completed a program evaluation (34% response rate), 98% agreed or strongly agreed that they were aware of academic resources on campus after attending Preview (an increase from 97% in 2010) and 99% agreed or strongly agreed that they had a better idea of what to expect academically after attending Preview.

A large majority of **transfer students** indicated awareness of opportunities to excel academically and to become engaged on campus through their participation in orientation and transition programs:

- In 2011, 88% of Next Step participants who completed a program evaluation (34% response rate) agreed or strongly agreed that they could identify the requirements of their academic degree program and understand how to track their progress after attending Next Step. 96% agreed or strongly agreed that they could identify at least two resources that they would use during their first semester.
- In 2011, 100% of the Online Orientation participants who responded to the program evaluation could identify resources available to support students' academic success, 99% knew where to find important information about their academic department, and 99% knew how to read and interpret their transfer credit report on RAMweb.

### Placement Examinations

To assure that admitted students are placed in the proper entry-level courses, all first-year students must take the Composition Placement Examination and the Mathematics Placement Examination unless they have scored at high levels on Advanced Placement examinations or have completed college level courses elsewhere. These policies and procedures are disclosed in detail to prospective students in the *General Catalog* (link pages 1.3, p. 4-5; 1.7, p. 3; 2.3, p. 5-6) and specialized publications such as the [Advanced Placement and International Baccalaureate brochure](#). A Foreign Language Placement Examination is also provided for students who took language courses in high school and intend to continue studying the same language at CSU.

### Learning and Engagement Programs in the Institute for Learning and Teaching

The Institute for Learning and Teaching (TILT) is a comprehensive center that supports learning and teaching across CSU. TILT Learning Programs offers support for students through the following activities:

- [Academic and Study Skills Workshops](#) are offered on topics ranging from the time management, note taking, and critical reading skills to inquiry and critical thinking skills. Learning Programs also offers academic coaching and an online library of study skills resources. In AY12, total attendance at workshops and academic coaching sessions was 2,390 students.
- [Course-Based Assistance](#) includes tutoring in popular (and often particularly challenging) courses taken by first- and second-year students. Tutoring is held throughout the academic year. In AY12 academic year, more than 11,000 visits were made by students to the TILT Arts and Sciences Tutoring Program. Tutoring program participants (defined as students who attended Arts and Sciences Tutoring at least three times in a semester) tend to have a higher GPA when compared to non-tutoring program participants (CHEM 341: tutored students have an average increase of .639 points; MATH 161: tutored students have an average increase of .941 points). Tutoring participants had an average index score that was 5.7 points lower than non-tutored students, meaning that it would be expected that tutoring participants would have lower course grades than non-participants who had a higher CDHE index. After controlling for index, tutoring program participation is associated with an average increase of .147 points in final grade.
- The TILT [Study Groups Program](#) experienced approximately 2,500 student participants in AY12. It is coordinated with TILT's course redesign efforts (see below in Component 3.D.4). Study group participants (defined as students who attended a TILT Study group for their course at least three times in a semester) had slightly higher average grades compared to non-participants in most courses. Study group participants had lower index scores compared to non-study group participants, which means it would be expected that they would have lower course grades than non-participants who had higher CDHE index scores. When compared to students at the same index score, study group participants tend to have higher

GPA's when compared to non-study group participants. Study group participation resulted in an average increase of .162 points in final GPA after controlling for a student's index score.

- **Academic Enrichment** includes the popular "My Favorite Lecture" series, short courses for students on topics ranging from Web page development to preparation for the GRE, and the **True Faculty Stories Dinner Series** (offered in collaboration with the Center for Advising and Student Achievement).
- The Office for Undergraduate Research and Artistry (OURA) provides mentored inquiry experiences for students as described in Component 3.B.5.
- Programs designed to help students prepare for life beyond the University are offered in collaboration with the Graduate School, the Career Center, Center for Advising and Student Achievement, and the Access Center.
- The **Office of Service-Learning** supports the development of meaningful, active and hands-on learning experiences that promote academic excellence while serving genuine community needs. The Office of Service-Learning has strong partnerships with the Center for Advising and Student Achievement (CASA), Student Leadership Involvement and Community Engagement (SLiCE), Campus Corps, and Associated Students of CSU. It also supports two key initiatives at the University: Key Service Community, which supports approximately 150 entering students who seek a meaningful service-oriented education at the University, and the Community Engaged Leaders program, an upper-division learning community that provided the model for OURA's Mentored Inquiry Program. The Colorado Campus Compact Survey from CSU for AY11 indicated that:
  - Approximately 2,500 students were engaged in service-learning;
  - An estimated 95 faculty participated in service-learning activities with their students;  
and
  - More than 130 academic classes reported offering service-learning as part of their curriculum.

### The Honors Program

For academically talented and motivated students, CSU offers the **Honors Program** to provide an enriched educational program of study. Honors students benefit from small, discussion-based seminars taught by some of the University's finest faculty members, personalized academic advising, priority enrollment, opportunities for leadership, research and community service, and special scholarships. The Honors program is open to students in all majors and offers a flexible curriculum through two curricular options, and a senior-year creative activity mentored by faculty. Many Honors students choose to live in one of our two Residential Learning Communities.

### **3. The institution provides academic advising suited to its programs and the needs of its students.**

CSU has always considered academic advising to be a critical element in undergraduate students' learning: mapping the pathway to a degree, graduation, and defining a career pathway. **Goal 5 of the Strategic Plan states the commitment that students will have access to first-rate advising resources in an environment of enriching curricula and enhanced learning opportunities that promote retention, persistence, and timely graduation.** Strategies for enhancing advising and the curricula include innovations that simplify the structure of curricular requirements; improve information literacy and information technology literacy appropriate to each major; broaden the integration of international perspectives in students' programs of study; strengthen the infusion of diversity; and promote access to interdisciplinary experiences. **Additional strategies for strengthening advising include: expansion of the Academic Support Coordinator initiative to improve academic transitions to university educational expectations; enhancing mentoring for nationally competitive scholarships; utilizing the Institute for Learning and Teaching (TILT) to increase faculty development in the area of advising and to promote collaboration among faculty and professional advisers across campus.**

As a result, a number of activities and strategies have been designed to elevate the stature of the advising function, increase the effectiveness of advising, and position advising in ways that contribute more powerfully to students' ability to learn and achieve their degrees. Most of the efforts were focused for many years on the role of advising within academic departments by faculty members. Consequently, section **E.12.1 Teaching and Advising** of the *Academic Faculty and Administrative Professional Manual* was serially revised to increase the attention given to advising. However, in spite of these efforts, evidence collected regarding the effectiveness of

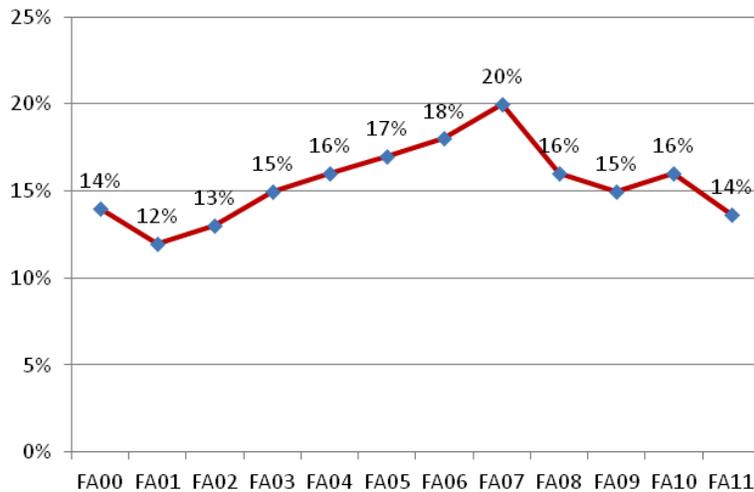
the traditional (faculty-centered) approach to advising was unsettling:

- Anecdotally, complaints were frequently voiced about advising, engagement of advisers, knowledge of advisers, and helpfulness. Most students did not know the name of their adviser when specifically questioned.
- The Vice Provost was receiving frequent student appeals because of adviser error.
- The Associated Students of CSU survey, however, gave contradictory information, with a generally positive student response to advising.
- The MapWorks Inventory (Fall 2009) given to all freshmen (~90% response rate) indicated that only 61% of students agreed or strongly agreed that they knew how to contact their adviser. In Fall 2011, a question was added: "Have you discussed your potential major/program with an academic adviser, faculty member, or career adviser, and only 58% responded with "strongly agree" or "agree."
- Additionally, an assumption of the SSI was that quality academic guidance and developmental advising were fundamental to student progress, major exploration and choice, and time-to-graduation.

Through the SSI, we are beginning to develop a new paradigm for advising, moving from the model that emphasizes course checklists and reactive responses to one that emphasizes shared responsibility between student and adviser, proactive outreach, data-informed **strategies, and coordinated efforts across academic departments and student support services.** These initiatives are building a sound foundation for quality advising through new structures (programs and organizations) as we are developing new policies and processes as described in detail in the appended [advising exhibit](#). We believe that most of the time, no single activity or intervention makes the decisive difference in students' success; rather that it is the cumulative effect of an array of intentional and coordinated efforts. Concurrent with these efforts, the following observations have been made:

- The probation rates for first-time freshmen have declined from near 20% in Fall 2007 to 14% in Fall 2012 (see chart below).
- More than 600 students belong to one of the seven pre-health professional clubs (Pre-Dental, Pre-Occupational Therapy, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Medica, and Pre-Veterinary Medicine), which are advised by Health Professions advisers. Collectively, club members volunteered more than 2,000 hours with club activities and countless hours on their own outside of the club activities.
- Health Profession student appointments increased 6.5% from 2,255 in AY10 to 2,403 in AY11. The number of individual students that were seen increased 4.3% during the same period (1,673 to 1,745).
- Intentional advising strategies have contributed to a narrowing of the retention gap for undeclared students as compared to declared students ([CASA 2012 Final Report, p. 29](#)).

## Academic Probation (new freshmen at end of first Fall term, by entering cohort)



Source: Based on Data from the Center for Advising and Student Achievement, Fall 2011

The graduate student advisory system is described in detail in [Section E.1.1](#) of the *Graduate and Professional Bulletin*. Each student is initially assigned a faculty member as adviser by the head of the department in which the major is pursued. A permanent adviser is designated from among departmental faculty once initial entry to the program has been completed. Except for those students pursuing Plan C master's degrees, each student has an individual graduate advisory committee. Members of the committee are chosen on the basis of the student's interests, the student's experience with faculty members, and the adviser's knowledge and expertise. The makeup of a graduate committee must be approved by the department head and, of course, agreed to by the potential members themselves. The purpose of the committee is to make available to the student a broad range of knowledge and expertise. It aids in general advising of the student and assists in planning the major elements of the program. The committee also evaluates student progress throughout the graduate career. It may provide assessments at various stages, and it administers the final examination.

#### **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, museum collections, as appropriate to the institution's offerings).**

To support effective teaching and learning, the University provides state-of-the-art classrooms and other instructional facilities, learning spaces, and facilities for practice, performance, and other forms of artistic expression. The University also provides a wide range of programs supporting course development and faculty professional development in teaching and learning. Many of these resources are described in other sections of this report: the Libraries are presented in a comprehensive review below in [Component 3.D.6](#); physical and technological resources are described in [Component 5.A.1](#); and other resources are described throughout [Criterion 3](#).

#### **Course Development Resources and Initiatives**

The Institute for Learning and Teaching (TILT) offers individual consultation and formal programs supporting course development. Individual consultation is provided by instructional design and course development staff housed in the Institute. Course-development initiatives include:

- The [Provost's Course Redesign Competition](#) is an ambitious effort to enhance learning, increase engagement, and promote pedagogical innovation through the redesign of undergraduate courses across the University and in particular, but not exclusively, courses that can be described as core, foundational, or gateway courses. The competition is designed to support 100 course-redesign projects over a five-year period that began in

January 2012. The redesign process used in this program employs a **learning ecologies** approach to course redesign, which draws on the distinctive contributions that can be made to learning and teaching by a residential learning environment. This approach considers not only how a course might be improved by looking at its course goals, curriculum, assignments, and assessment, but also how it might be enhanced by drawing on the wide range of resources that might support student learners beyond the course, such as tutoring and study groups, participation in learning communities and undergraduate research, service learning initiatives, mentored research activities, and so on. The learning ecologies approach is founded on four core principles: increasing student engagement, challenging students, immersing them in extended study and practice and providing feedback that promotes learning and student progress. The expectation is that combining a focus on the traditional elements of course design with considerations of the contributions that might be made through critical thinking activities and assignments, relevant campus resources, faculty professional development, and engaging instructional technology can lead to improved learning and student success. Course design projects are led by faculty members who are actively involved in teaching the courses. The process is supported through a combination of funding; contributions from instructional designers, course developers, and program directors at TILT; and contributions from one or more of TILT's campus partners. In January 2012, TILT launched a new course redesign initiative (under the banner of the Provost's Course Redesign Competition) that is set up to work with 100 courses over the next five years. This initiative is funded with a combination of internal funding from the Division of Continuing Education, SSI, TILT, and the Provost's Office as well as funding from external sources. Total estimated expenditures over five years will exceed \$1.3 million. A recent enhancement of this program in conjunction with relocation of The Reinvention Center to the CSU campus is described in Component 5.D.2.

- **Online Course Development Project** provides support for the development of courses **delivered at a distance through a partnership between TILT and the Division of Continuing Education**. That support includes consultation with instructional designers, development of instructional technologies such as Learning@CSU, and the formation of development teams in partnership with colleges and departments. In larger development projects, Instructional Designers at the Institute form teams with faculty, DCE Program Directors, and Instructional Materials Developers. The goal of these larger projects is to create high-quality courses that engage students in the exploration and mastery of current knowledge and techniques. A key issue is moving from a "contact-hours" approach to an "engagement time" approach. To support that approach, Instructional Designers work with faculty and Instructional Materials Developers (often doctoral candidates) to develop materials that support mastery learning, active learning, and self-assessment of progress. Care is taken, as well, to create learning communities within each class, often through the use of web-based communication and collaboration tools. Since 2008, the TILT online course development team has developed, redesigned, or enhance more than 150 courses for DCE.
- **Writing Across the Curriculum/*gtPathways* Research Competition** is designed to enhance student learning and critical thinking and to promote pedagogical innovation through the use of writing in *gtPathways*-approved courses. In particular, the effort is intended to: (1) improve student learning and engagement with course content and processes, (2) increase and enhance student interactions with classmates and faculty, (3) increase student interest and enthusiasm for their courses and for writing, and (4) develop models of writing integration that will be applicable to other courses.
- Other professional development activities for faculty are described in Component 3.C.4.

#### **5. The institution provides to students guidance in the effective use of research and information resources.**

Component 3.B describes the core features of all undergraduate programs that assist students with the development of effective skills for use of research and information resources in communications courses and integration into each program. The Libraries (described in Component 3.D.6) provide critical support to students and instructors.

The CSU Writing Center is a free service open to CSU students, faculty, and staff as well as the local Fort Collins community. The center's goal is to engage our community in conversations about writing; to that end, it provides face-to-face and online consultations for writers in all disciplines working on all types of writing from traditional research papers to electronic texts such as websites and blogs. Beginning with writers' needs and concerns, it uses knowledge and

expertise to enhance writers' understanding of a variety of rhetorical issues, such as purpose, audience, style, and conventions. Writers are helped to develop the confidence to make effective writing choices in any situation. In these ways, it supports the shared goal of writing centers everywhere to help create better writers.

Additional evidence of student guidance provided, especially for graduate students, related to the effective and ethical use of information resources is presented in Component 2.E.

**6. The CSU Libraries provides support for student learning, effective teaching, and other information needs of its constituents.**

A comprehensive review of the services of the CSU Libraries is attached that includes the issues pertaining to the Libraries in the previous HLC accreditation visit; proceeds with the detailed and comprehensive planning activities in which the University engaged to ensure that the Libraries appropriately meet the needs for information access in the 21st century; presents details of the actions taken by the Libraries in response to that planning; discusses the reorganization and realignment of staffing currently underway to position the Libraries in accordance with that planning; and concludes with a summary of current status. Evidence of the Libraries performance is summarized from the report as follows.

**Overview of CSU Libraries**

The Libraries mission is to "support the University's academic, research and service goals through dynamic leadership in providing comprehensive informational resources and services." This is accomplished by providing access to content (collections); expertise in finding, distilling, analyzing, and synthesizing information; and buildings and spaces designed to facilitate learning, research, outreach, and engagement. Summary statistics are presented in the table below.

CSU Libraries Vital Statistics	
1. Annual budget	
a. Operations	\$12,169,046
b. Collections	\$6,768,578
c. Total	\$18,937,624
2. Number of employees	
a. Faculty	22
b. Permanent staff	125
c. Students (mostly part-time)	110
3. Buildings	
a. Morgan Library	300,000 sq.ft.
b. Lake street book depository	31,300 sq.ft.
c. Vet. Teaching Hospital branch library	1,708 sq.ft.
d. Archives and special collections building	3,923 sq.ft.
e. Behavioral Sciences Building annex	5,655 sq.ft. (includes 10 group study rooms)
4. Collections	
a. Stack space (volumes)	
a. Morgan	Approx. 1.32 million
b. Lake Street	Approx. 1.12 million
b. Number of physical volumes owned	Approx. 2.2 million
c. Number of electronic titles available	Approx. 184,500
d. Number of databases available	Approx. 700
e. Number of unique journal titles available	Approx. 24,000
5. Number of visitors to Morgan annually	Approx. 1.2 million
6. Systems and services provided	Millennium Integrated Library System (incl. Electronic Resources Management) 'Home grown' discovery tool DigiTool digital repository ARES Course Reserve SFX link resolver MetaLib Illiad, RAPID & Relais for ILL EZproxy

**Assessment/Evaluation of Services and Operations**

The Libraries has an established and well-earned reputation for being very innovative, providing excellent services to all patrons, and exhibiting high quality in its support and operational environments. Staff are consummate experts extremely dedicated to the Libraries and to the institution, and are exceptionally service oriented. The Libraries developed and operates the innovative RAPID Inter-Library Loan system, and maintains memberships in the Colorado Alliance of Research Libraries, the Greater Western Library Alliance, the Association of Research Libraries (ARL), the Coalition for Networked Information, EDUCAUSE, Internet2, and Lyrasis.

The Libraries is principally a service unit, and users' experiences are particularly relevant as

measures of its success. Because of this importance, a brief summary of responses indicating users' satisfaction from the second survey of CSU faculty conducted by the Library-IT Task Force is given here. That survey dealt mostly with satisfaction of CSU Libraries by faculty. Additional detail is available on the [Library-IT Task Force comprehensive website](#). These results indicate that, in general, faculty members are satisfied or very satisfied with the access and services provided by CSU Libraries (responses were on a five point Likert Scale).

	Satisfied Or Very Satisfied
Please indicate how satisfied you are with the physical space and facilities in Morgan Library.	55.3%
Please indicate how satisfied you are with the monograph/book collections available in Morgan Library.	52.6%
Please indicate how satisfied you are with the monograph/book collections available to you from Prospector/Inter-Library Loan.	74.8%
Please indicate how satisfied you are with these [CSU Libraries'] Databases.	75.0%
Please indicate how satisfied you are with the electronic (on-line) journal collections made available to you by the Library.	77.6%

### CSU Libraries Transformational Activities

A plethora of targeted activities has resulted from strategic-planning activities to ensure that the Libraries optimizes the use of resources to support the needs of student learning, effective teaching, and the other needs of constituents. Examples of major initiatives include the following:

- [Merger of Academic Computing and Networking Services into CSU Libraries](#) – The department of Academic Computing and Networking Services (ACNS) was integrated into the Libraries in July 2010. This was done to realize the synergies between information science (libraries) and information technology (ACNS). In the process, IT systems in Morgan Library were elevated to the level of operations, management, monitoring, alarming, and support of the most critical IT systems of the institution. The positions of the VP for IT and the Dean of the Libraries were merged and charged to transform the Libraries into a modern 'information hub' for the campus, in accordance with the recommendations of both the [Libraries 2020 Task Force](#), the [Library-IT Task Force](#), and the Faculty Council Committee on Libraries.
- Morgan Library renovation – CSU students voted (Spring 2010) in an open referendum to raise their University Facility Fee from \$10 to \$15 per student credit hour per semester, with the highest priority being to renovate Morgan Library into a modern Learning Commons. The renovation was funded entirely by students at a cost of \$16.8 million, and required two years to complete. During the renovation, a large, open, flexible study space was created on the third floor. In addition, 22 group study rooms now exist in Morgan, each with LCD technology and available to be reserved online. Two multimedia rooms, one for production and the other for editing, were incorporated, along with additional technology (Google Liquid Galaxy systems).
- Creation of a Library Annex in the Behavioral Sciences Building – To provide swing space during the renovation of Morgan Library, as well as to add more permanent study space, a Library Annex was created on the first floor of the new Behavioral Sciences Building when it was constructed in 2010. The space is staffed jointly by CSU Libraries and Center for Advising and Student Achievement personnel, who provide IT support and check out laptops to students. The space includes 10 additional student group study rooms that can also be reserved online.
- ARL ranking – Over the past four years, CSU Libraries has increased its [ARL ranking](#) from 103rd to 86th.

### Strategic Initiatives

Much progress has already occurred to transform and elevate the quality of the Libraries. However, to realize the full benefits of the recommendations of the two task forces, much remains to be done. Additional strategic initiatives were launched in Spring 2012:

- Web Strategy – reconstitute a web management committee, targeted toward simplifying and clarifying the Libraries' web pages; to oversee the addition of some self service functions; and to continue to evaluate web-scale discovery systems for potential implementation.
- Open Access – prepare and adopt an Open Access policy (completed); to launch an Open Access subsidy initiative as approved by the Faculty Council Committee on Libraries (completed); to pursue educating and informing CSU faculty and staff about open access.
- Information Fluency and Numeracy – add a second instructional component in the Freshman

Composition course on higher-level thinking skills regarding locating, accessing, analyzing, and synthesizing information to complement the current instructional component on search and data integrity; implement state-of-the-art technology in the Libraries instructional classrooms; and engage with the Information Science and Technology Center (ISTeC) on strategies to elevate the level of information fluency and numeracy in CSU students.

- Data Management – evaluate the infrastructure needed for data management, especially for large data sets, and establish an access-controlled streaming media service behind the digital repository, to be in compliance with the TEACH Act.
- Collections Strategies – prepare a new collections development policy, emphasizing demand-driven acquisitions and digital collections. This activity has been approved by the Faculty Council Committee on Libraries and is complete. The policy is receiving attention from other libraries, who are interested in using it to form the basis of their policy.
- ePublishing – establish a presence by the Libraries digital repository for digital books; provide some training materials on self-publishing; and work closely with the University Press of Colorado through referrals for authors who wish to market their books for sale.
- Help Desk – assess additional integration of services across the help desks; review whether meaningful statistics are being collected in a cohesive manner from all help services; and enhance and streamline help-desk operations.
- Statistics – establish a standing statistics committee to work with the Faculty Council Committee on Libraries on a standard set of statistics for purposes of consistent longitudinal assessment; and establish with ACNS a bona fide back-end database to automatically collect, house, and produce those statistics.
- Google and GIS – continue working with Google on enhanced searching strategies with participation of staff from other regional libraries; deploy a Google Liquid Galaxy System in a classrooms setting; deploy personal Google Liquid Galaxy Systems in each two of group study rooms; invite the Geospatial Centroid to be integrated into the Libraries; and evolve from print maps technologies to GIS technologies.
- Integrated Library System - transition from our current vendor-operated environment to a self-operated environment; assess whether to upgrade our III Millennium system to Sierra, or possibly even another product.
- Staffing Reorganization - achieve staff alignment with the transformational changes from print to digital and physical to online deliveries. Many fewer print volumes are being purchased and handled, and staff members need to evolve to higher-level skills of dealing with digital information. ACNS and Libraries IT staffs were consolidated. Transformation of the remainder of the Libraries environment is occurring now. Goals are to align staff with the new workflows, and to elevate their skills commensurately. A detailed exploration of the existing organizational structure and the needed organizational structure was accomplished by the assistant deans over a nine-month period prior to the reorganization.

## Summary

Nowhere at CSU in the last five years has there been so much strategic attention and effort devoted to any unit as to the Libraries. The detailed planning efforts have resulted in a profound and progressive transformation of the Libraries into a superior service unit that is meeting and regularly exceeding the needs of its patrons. A vibrant and successful culture and environment have resulted, and the progression continues in the most important areas, with the strong support of the Provost/EVP and the Faculty Council Committee on Libraries.

## Sources

- 1. 3 - Undergraduate Admissions (Page 4)
- 1. 7 - Advising and Registration (Page 3)
- 2. 3 - All University Core Curriculum (Page 5)
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- Access Center
- ACUI/EBI College Union / Student Center Assessment Sp 2011
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### **3.E - The institution fulfills the claims it makes for an enriched educational environment.**

#### **Assurance Evidence**

CSU is dedicated to facilitating meaningful undergraduate experiences that expose students to diverse cultures through community involvement in a broad array of activities that extend learning, foster leadership skills, and promote civic responsibility. CSU communicates its vast array of educational enrichment opportunities available to prospective students through many venues. The [Office of Admissions](#) takes the lead in providing information through its website and a variety of [print publications](#). These resources provide a rich overview for prospective students. In addition, CSU provides information through standardized disclosure sites that are widely available for prospective students to perform comparative institutional research, such as the [Common Data Set](#) (CDS) This website provides some general information about potential campus experiences in a standard way. For example, a student visiting the *U.S. News and World Report* website could search in the CDS for schools with ROTC programs. CSU also participates in the Voluntary System of Accountability program to supply clear, accessible, and comparable information on the undergraduate student experience through the [College Portrait](#).

As illustrated in the [Campus Life](#) section of Admissions' website, the co-curricular opportunities for students are generally organized in four categories: Living on Campus, Student Organization, Leadership and Service, and Athletics and Recreation. Promoting student engagement is the overarching feature of all these programs.

#### **1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.**

[Goal 6](#) and [Goal 8](#) of the *Strategic Plan* state our commitment to provide an enriched educational environment beyond the classroom. Goal 6 includes initiatives to create opportunities for active and experiential learning in every major and in a broad range of co-curricular activities. Experiential learning is active learning that places students in a context (typically outside the classroom) in which they can directly engage with their object of study. In Goal 8, the University focuses its efforts to engage students utilizing best-practice and high-impact activities such as common intellectual experiences, learning communities, collaborative assignments and projects, service-learning and community-based learning, and capstone courses and projects, especially for first-year students and for students from traditionally underrepresented groups. Student engagement inside and outside the classroom is evaluated on a systematic basis through national and local assessments. Outside the classroom, the University also maintains efforts to engage students in intercollegiate athletics as participants, fans, and supporters.

#### **Living on Campus**

Students' homes at CSU are a place where they can study, socialize, and just generally be themselves. The residence halls feature 15 Residential Learning Communities that unite students who share interests, while the University Apartments offer a variety of living options. The Academic Village and Edwards Hall Residential Learning Communities currently house students, and include seminar rooms, the Honors office suite, and the Fireside Lounge among other amenities. This small community provides students with individual attention and support and fosters learning, social interaction, and an ethic of involvement in University life.

The [Key Communities assessment](#) plan illustrates how the program contributes to student academic success by showing that its participating students earn higher GPAs and experience lower levels of probation than non-learning community students. The [Key Plus Learning Community](#) students (sophomores) are expected to demonstrate their career decision making skills using portfolios. Students participating in Key Communities continue to demonstrate higher retention rates than students who do not participate. From Fall 2001 to Fall 2009 (with the exception of Fall 2006) Key Academic Community students had higher first-year retention rates than nonparticipating students, though the Admissions Index average scores were lower for participants than for non-participants.

Seeking a different option for social involvement, 5 percent of the student population joins one of 23 fraternities and 14 sororities. These off-campus residences are connected by the

University's Office of Greek Life to activities in which students engage in service to the University and the community.

### **Student Organizations**

Students have opportunities to choose from more than 400 student organizations that cover academic, competitive, cultural, honorary, political, programming/service, religious, social, and recreational interests. RamLink is a student organization management tool that provides each organization with its own website where members can collaborate in discussion posts, events, photos, and other online features. Each organization has the ability to associate itself with various interests, and users can also associate themselves with particular interests and have related organizations/events recommended to them. The service clubs help students reach out to the greater community; the academic organizations speak directly to student interests; and the professional and business clubs give students valuable insights and introductions into different fields. Examples of the scope of student organizations and other co-curricular programs include the Associated Students of CSU (ASCSU), honor societies, International Programs and Study Abroad, leadership and diversity programs, residential learning communities, Marching Band, ROTC (Army and Air Force), service learning and volunteer programs, research and creativity, Honors, and Women's Programs.

### **Leadership and Service**

CSU has been an ideal setting for students to acquire leadership skills, and students have many opportunities to exercise those skills to make a significant contribution to the world. Students can take the helm of student government, breathe life into a student organization, and get behind causes that benefit the greater community. Along the way, they develop connections/networks that will enrich their lives well beyond graduation.

### **Athletics and Recreation**

CSU is home to 16 NCAA Division I sports in the Mountain West Conference. For recreation and other athletic activities, approximately 5,500 (18%) students participate in intramural and club sports. The newly expanded Student Recreation Center features a climbing wall and other amenities, including facilities for intramural sports, a challenge course, activity classes, fitness programs, massage therapy, and more. The greater Fort Collins area also provides an abundance of recreational opportunities. (Additional description of athletics operations is provided in Component 2.A).

## **2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.**

The Division of Student Affairs (DSA) maintains a rigorous process of assessment to demonstrate the effectiveness of its programs and to aid planning to improve student support services that contribute to co-curricular learning. The **Assessment and Research Steering Committee** (ARSC), composed of membership from all units of DSA, provides guidance to processes of annual unit assessment planning, five-year reviews, and major national assessments (e.g., CIRP Freshman Survey). DSA has utilized the campus-wide website known as Planning for Researching Improvement and Supporting Mission (PRISM) to manage program assessment and planning activities. Each student service unit is expected to include at least one student learning outcome goal in its unit's assessment plan. Through use of the PRISM interactive webpage environment, staff of each unit have a place to (1) articulate their values about quality, (2) create student development and program outcomes, (3) view the strategies that other units use to promote students' achievement of their development goals, (4) explore the assessment or research methods that programs use to determine progress, and (5) learn of the improvements and best practices being implemented to strengthen student performance. Some examples of activities and subsequent assessments that demonstrate co-curricular contributions to students' educational experiences follow.

The **Student Leadership, Involvement and Community Engagement** (SLiCE) program brings together 372 student organizations, student leaders and student volunteers under one banner, making our campus a more engaged and caring community. SLiCE also partners with the Office of Service Learning on the academic side. Involvement in SLiCE programs allows students to enrich their academic and social experience at CSU. **SLiCE actively assesses performance**, such

as the following student leadership outcome: "Students participating in the President's Leadership Program (PLP) will report learning and development in the following areas: critical thinking, collaboration, ethics, values clarification, diversity awareness, social responsibility, and leadership efficacy." The PLP students participate in extensive service-learning and experiential-learning activities including alternative weekend trips, leadership retreats, community internships with local non-profits and businesses, and Project Homeless Connect.

- In total, PLP students participated in 2,340 hours of service and 1,175 hours of leadership training outside of their classroom experience.
- PLP implemented PLP Scholars, a select group of students who participate in enriched leadership development experiences throughout their four years at CSU. For its inaugural year, PLP scholars attended small group discussions with the CSU President and top faculty, met bimonthly with a peer mentor and the PLP program director, attended a meeting with the President's Cabinet, and implemented service projects with the Matthews House and Respite Care.
- The PLP assisted CSU recruitment efforts with 60% of first-year PLP students (24 of 40 students) citing the program as "important" or "very important" to their decision to attend CSU. Supporting the Division's goal of academic access and success, 25% of PLP students identified as first-generation.
- The number of PLP students of color has been increasing dramatically. Twenty-eight percent of PLP students who completed both semesters of the program in 2010-11 identified as students of color compared to 13% in 2009-10. For the upcoming academic year, 26% of students admitted to the program identified as students of color.
- The interdisciplinary Leadership Studies minor (approved Spring 2013) builds on the content and success of the PLP to challenge students to be more prepared for leadership in their academic disciplines and to understand the need for collaboration across disciplines to make advances in their field.

The **Rams Engaging in Active Leadership (REAL)** certificate program completed its third year under the direction of the SLiCE office. The REAL experience allows participants to advance their own knowledge with regard to effective, intellectual, and cultural leadership. REAL provides all interested CSU students with an accessible opportunity to develop and enhance a personal philosophy of leadership that includes an understanding of self, groups, and their community. SLiCE partnered with many campus offices to create this experience. This year there were 225 workshops for 1,909 participants, who completed 2,400 service hours.

**Alternative breaks** sponsored by the SLiCE office successfully completed 19 (17 domestic and 2 international) service trips over winter, spring, and summer breaks in 2010-11. There were a total of 210 student participants who provided 10,906 hours of direct community service to 16 non-profit agencies both nationally and internationally. Thirty-four student site leaders spent a total of 1,768 hours completing leadership training in the alternative break site leader school in order to successfully execute one of the 19 alternative break trips.

Students' educational experiences are also enriched through **student employment**. For example, **Housing & Dining Services** provides many experiences (over 1,000 positions) through programs such as Bakeshop Practicum Program, Student Conference Assistants, Nutrition Intern Program, Marketing Internships, Employment for FRCC Culinary Program students, Construction Management Internships, Dining Services Advisory Council membership, Residence Assistants, Mystery Shopper program, Community Coordinators and Resident Assistants, Desk Staff, Graduate level Assistant Hall Directors and Apartment Managers. These employment opportunities assist students in paying for their education and provide them with experiences to enhance their education.

**Lory Student Center Dining Services** provides undergraduate internships to students with a focus on event planning of large events, from meeting initially with customers for planning to coordinating services on the day of the event. Student interns planned 25% of ballroom events during the Fall and Spring semesters of 2010-11.

The primary institutional-level tool used to measure student engagement (enrichment through co-curricular activities) is the **National Survey of Student Engagement (NSSE)** which is described in more detail in **Component 4.B.2**. In general, while both first-year and senior students showed improved engagement and personal development in the most recent 2011

survey over the 2009 NSSE administration, even larger gains were made since the formal design and implementation of the SSI in 2007.

## Sources

-  Admissions
-  Admissions - Campus Life
-  Admissions - Online Publications
-  Assessment and Research Steering Committee guidelines
-  College Portrait
-  Common Data Set 2012-13
-  NSSE Final Results, CSU 2012
-  RamLink
-  SLiCE
-  Strategic Plan 2012 (Page 10)
-  Student Affairs Assessment Learning Communities (Page 3)
-  Student Affairs Assessment Learning Communities (Page 4)
-  Student Affairs Assessment SLICE

## Criterion Three Conclusion

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

### Assurance Evidence

CSU fulfills this criterion by offering a high-quality educational experience in the many aspects of the students' experience: how they are recruited and admitted; the scope and integrity of information provided to prospective and current students about the institution and its programs; guidance provided to new, continuing, and transfer students to facilitate their success; quality learning offered through each of the academic program's curriculum; educational enrichment through co-curricular programs; and opportunities for networking with other students, instructors, and staff that establish the value of a residential experience on a large, doctoral, research-intensive campus. The broad focus for the past six years on implementing the SSI has enhanced the student-centered focus of the University and is showing significant improvements in the students' experiences and successes.

### Strengths

- Student access to a high-quality faculty as evidenced by research and scholarly activities: creation and discovery, application, and dissemination of knowledge through teaching and service.
- A broad array of high-quality academic programs characterized by depth, breadth, currency, and relevance of learning.
- A general education for undergraduates, the AUCC, that includes the knowledge, skills and competencies that serve not only the students, but the public purpose of developing an educated, global society.
- Excellent student support services that are integrated throughout the student experience, often setting the standard for best practices, and very effective as evidenced by gains in NSSE scores.
- Enhanced undergraduate student advising that focuses on how to succeed in addition to academic planning.
- An enriched learning environment provided through many co-curricular learning experiences such as service learning and residential communities.
- Significant investments to improve the capacity and service of the Libraries in support of student learning.
- An institutional commitment to improved learning and teaching by establishing TILT.
- Focused efforts to improve student efficiency in progressing to graduation by course capacity analysis to inform course availability adjustments.

### Challenges

Within the broad scope of Criterion 3, there are challenges both to sustain the quality of programs and student support services and to respond to opportunities with new or revitalized programs and services. Some of the leading challenges are as follows:

- Increase the number of tenure-track faculty, both to re-establish the importance of full-time faculty members and to accommodate enrollment growth.
- Provide academic program enhancements that improve the quality of learning by students and fulfill the needs of a global society through review, revision, and approval of new programs of study.
- Update and staff student support services to meet the evolving complex needs of students to increase student success and graduation (learning).
- Improve operational efficiencies to ensure that students have access to adequate course capacity as needed to proceed efficiently to graduation.
- Provide more professional development opportunities to increase the quality of teaching by faculty members and graduate assistant instructors.
- Provide inflation funding for the Libraries' journal acquisitions to keep pace with rising costs.

### Plans for enhancement

Area 1: Teaching and Learning of the *Strategic Plan* contains 13 major goals with numerous objectives and initiatives that have been crafted for sustaining and improving the quality of

CSU's teaching and learning programs. The goals and strategies of the SSI are actively being reviewed and refined in 2013 to sharpen the institutional focus on improving the learning quality and success of undergraduate students. New initiatives, such as the science of learning, are being advanced by TILT to improve teaching and learning across the campus. CSU recently became the national home to The Reinvention Center (discussed in Component 5.D.2), which offers new opportunities for refinement of our teaching and learning programs. Likewise, the Graduate School is proposing to implement a professional development program (in conjunction with TILT) to support better academic performance and professional outcomes of graduate students; and it plans to provide additional support (e.g., increased subsidy of health insurance, more tuition premiums, increased amount and number of fellowships and other awards) to become more competitive for attracting and retaining graduate students. The Division of Student Affairs is aggressively pursuing the development of new programs to provide the support services needed by students with complex needs. And, through the Division of Enrollment and Access, CSU continues to recognize its obligation to assist students with financial aid through improved efficiency of strategically awarding institutional and state need-based financial aid.

## Sources

 Strategic Plan 2012 (Page 5)

## **Criterion Four. Teaching and Learning: Evaluation and Improvement**

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

### **Assurance Evidence**

CSU recognizes the complexity of student learning and agrees with the triangulation of educational programming, the learning environment, and student support services as critical quality components of Criterion Four. In this criterion, we demonstrate that CSU takes responsibility for the quality of each of these critical components not only through its increased ability to conduct assessment activities for each, but more importantly, in its integration of assessment findings to strategically inform our institutional initiatives and programmatic changes. The *Strategic Plan* has evolved to include [Goal 7: Undergraduate Learning Outcomes](#) and [Goal 13: Graduate Student Success Outcomes](#) as evidence of our commitment to the assessment of learning outcomes and the use of assessment results in our strategic planning and budgeting activities. Many other components of the *Strategic Plan* also reference learning assessment either directly as specific initiatives (such as a commitment to using NSSE) or indirectly, as metrics for evaluating initiatives, especially those related to the Student Success Initiatives (SSI).

Assessment activities have become pervasive, integrated elements throughout the culture of the institution as we have developed a strong desire for (1) data-informed decisions, (2) careful and deliberate analysis of data to benchmark progress in achieving goals, (3) increased public transparency and accountability, and (4) evidence that tracks changes and informs adjustments in strategic initiatives. This high level of integration is unmistakable as the assessment processes and analysis of results are discussed throughout this self-study, often as the evidence to substantiate assurance arguments for the various criteria and components. For example, Component 3.D focuses on the provision of student support services and Component 3.E focuses on co-curricular learning (a part of the learning environments), and therefore, the comprehensive assurance evidence for these components also presents the processes of assessment and evaluation of these activities. Criterion Five presents the processes for and the results of assessment and evaluation of the broadest components of the teaching and learning environments: physical resources, financial resources, institutional operations, and institutional sustainability.

We find guidance for this section of the self-study, not only in the criterion statement and its components, but also in HLC's Guiding Values: "Focus on student learning" and "A culture of continuous improvement." We have, therefore, attempted to envision a robust goal for our campus assessment processes to demonstrate the quality and efficiency of our academic programs, student learning, and student achievement. We believe that high-quality academic programs contribute positively to the individual and the public good (students and external stakeholders), by meeting the educational needs of a global society within the scope of the degree program and institutional mission while fostering growth (personal and professional) within individual students. Therefore, external constituents (the public, employers, alumni, and the profession or discipline) must be consulted to define specific, measurable learning goals. The specificity of the learning goals should differentiate programs in different disciplines and degrees at different levels within a discipline.

We have concluded that the evaluation processes for determining the quality of programs and student learning should follow the scientific method of research and discovery: (1) make observations (gather data and evidence), (2) analyze the findings to understand what they might mean, and (3) identify what to do with the results, either (a) celebrate the validation of quality, and/or (b) design strategic initiatives for improvement. Then, we expect that the process should repeat with more observation/data collection to test the validity of the hypotheses that led to change. We also desire that all evaluation processes must be efficient, meaningful, reliable, and strategically informative for continuous improvement.

Responses to the components of Criterion Four are constructed to demonstrate how we take responsibility for maintaining and improving the quality of teaching and learning. Evidence for Component 4.A includes the process for comprehensive review of academic department operations (aka program review on the campus) and related processes for quality control and improvement of academic programs. Evidence for Component 4.B focuses on teaching and learning assessments of general education, learning within specific courses, and learning outcomes for academic programs. Our approaches to student success (retention, persistence, and graduation as components of student learning) require that our response to Component 4.C be much broader and more integrative of the many facets we consider as essential components of the institutional commitment to improvement of student success. The responses to Components 3.D and 3.E required description of assessment activities of student support services and co-curricular learning that are used to gather evidence of accomplishments in those facets of student learning, and should be considered part of our response to Component 4.C.

## Sources

-  Strategic Plan 2012 (Page 11)
-  Strategic Plan 2012 (Page 15)

## 4.A - The institution demonstrates responsibility for the quality of its programs.

### Assurance Evidence

#### 1. The institution maintains a practice of regular program reviews.

The program review process at CSU was originally mandated by the Colorado Commission on Higher Education (CCHE) and became institutionalized through University policy (*Academic Faculty and Administrative Professional Manual C.2.4.2.2.d*) which requires periodic reviews to evaluate (1) departmental operations and (2) academic programs. *Board policy* requires program reviews at a minimum of every seven years. Because our initial process was a result of these mandates, it was perceived for many years as a compliance task. Further exacerbating this perception, departments went through the process with little or no feedback from either upper administration of the University or the CCHE, and few initiatives proposed by the departments for improvement were granted additional resources for implementation. Consequently, the process was seen as an unproductive, time-consuming exercise. Over the past eight years, the culture of the institution and the departments' approach to program review has evolved to become more positive as the process has become more improvement-oriented. The review now emphasizes the values and aspirations of the departments for the coming five to seven years.

Oversight for department and program evaluations is the responsibility of the Office of Provost/EVP, managed through the Office of Assessment. The Office of Institutional Research supports the process by providing most of the performance data used in the analyses. Each department appoints three or more faculty members to its Department Review Committee and each department is reviewed by its own unique University Review Committee that includes three or more faculty members external to the reviewed department's college plus administrative leadership from areas such as the offices of the Provost Office, Vice President for Research, Engagement, and the Graduate School. *Program Review Guidelines* describe the process in detail. The process has tended to focus largely on the evaluation of departmental operations, and to a lesser extent, on evaluation of the quality of academic degree programs. As subsequently discussed, we expect the process to continue improving to become more evaluative of both operations and academic degrees' program quality.

The *Plan for Researching Improvement and Supporting Mission (PRISM)* is an institutionally-developed, interactive website for use in both program reviews and annual learning assessment activities. On this website, access is provided to the *Program Review Guidelines*, the *Program Review Schedule*, and program review self-studies organized by department. Each review section includes complete templates to guide the process and accept input of the data, narrative, and reviewer comments. The interactive nature of the process has been strengthened because reviews are produced electronically and reviewers may provide analysis and pose questions online for program responses. This balanced interaction between the department members and the reviewers allows everyone involved to focus on strategizing the implementation of improvements and fulfillment of goals.

Within PRISM, the specific format of the program review has evolved. Based on feedback from a series of focus group discussions with department heads and faculty members in Spring 2010, the review format was redesigned to resemble the structure of a grant proposal, whereby the department must initially evaluate its capacity to perform in future years followed by a discovery section that contains six years of performance data, narrative descriptions and evaluative findings, and ends with an executive summary. Beyond the format changes, the emphasis in department reviews has also evolved from a preoccupation with institutional inputs to more emphasis on evaluative processes and planning to revise goals and facilitate program improvement. The emphasis on a formative evaluative process rather than summative (or punitive) outcomes has engendered stronger engagement by the departments and their faculty members. A program review example from the *Department of Art* is provided to demonstrate the completed program review product.

The review process is designed to integrate assessment of student learning, research, outreach, diversity, and resource management accomplishments in relation to department goals. In some cases, the internal review process is supplemented by external peer review or special

accreditation review. These reports are considered supplemental materials to the internal program review, but do not substitute for it because they often do not comprehensively consider all components of the department's mission. Data for the program review process are compiled from a variety of sources. The Office of Institutional Research provides data related to student enrollments, and human and financial resources for upload into PRISM. Departments may import student course survey findings and other data as desired. The Office of Assessment uploads Academic Analytics data to assist in evaluating PhD program research performance in comparison to peer programs. PRISM also has the capacity to map each program action goal for alignment with the institutional Strategic Plan. For organizational learning, campus users can drill down in any of the reports to view individual department strategies being used to accomplish University goals and best practices as highlighted on the PRISM website. The process guidelines encourage the comparative reporting of outcomes data for distance education programs and programs delivered at off-campus locations to ensure similar quality regardless of location. Guidelines also encourage use of post-graduation placement data for students at all degree levels as evidence of program quality and student success.

The FY12 annual summary report of program reviews submitted to the Board shows: (1) departments achieved nearly 90 percent of their goals, (2) department planning predominantly supported teaching and learning over other strategic areas, (3) reporting was beginning to show levels of Strategic Plan implementation, and (4) the website has evolved sufficiently to provide campus-wide access to the department strategies being used to achieve Strategic Plan goals.

Additionally, the Provost/EVP developed a Program Review Award that clearly began to link program assessment and performance with budget allocation. In FY12, the Provost allocated \$100,000 in one-time funds among five of 14 participating departments.

As evidence of assurance of program quality and program evaluation impact, the following examples are provided (also, see MBA assessment in Component 3.A.3):

Bachelor Of Social Work (BSW) Program Learning Assessment
<p>The BSW program has developed the following specific learning goals:</p> <ul style="list-style-type: none"> <li>• Graduating seniors will demonstrate entry-level mastery of the ability to function within agency structures and policies through: (1) an understanding of organizational development; (2) possessing skills for influencing organizational policies; and (3) skills in seeking organizational change through supervision.</li> <li>• Graduating seniors will demonstrate entry-level knowledge and mastery of the ability to establish a helping relationship through: (1) knowledge of bio-psycho-social development; (2) possessing skills in the professional use of self; (3) skills in applying bio-psycho-social theories; (4) possessing communication skills; and (5) ability to relate to clients in a non-judgmental manner.</li> <li>• Graduating seniors will demonstrate entry-level mastery of the ability to adhere to the social work code of ethics through: (1) respecting dignity of clients; (2) maintaining client confidentiality; (3) establishing professional boundaries; and (4) respecting client self-determination.</li> <li>• Graduates will demonstrate entry-level mastery of the ability to apply culturally competent interventions to specific client situations through: (1) knowledge of theory about clients of diversity; (2) knowledge of the forms and mechanisms of oppression and discrimination; (3) using communication skills based on needs related to diversity and different abilities; and (4) respecting cultural and social diversity.</li> </ul> <p>Achievement of these learning goals was assessed using the following tools: (a) senior exit surveys administered in the capstone seminar, (b) evaluations of student interns by intern supervisors, (c) employer surveys, and (d) alumni surveys. Each assessment tool collected data for all of the goals and sub-goals. The majority of findings demonstrated achievement of the program's learning goals. Generally, the student feedback was more positive while the alumni were more critical in some targeted areas. Alumni ratings for knowledge of theories of organizational development, and for their ability to influence organizational policies were lower than student ratings. Alumni ratings of (a) applying culturally competent interventions, (b) knowledge about client diversity theories, and (c) knowledge regarding the forms and mechanisms of oppression and discrimination were below the program's established benchmarks. Employers reported a decrease in graduates' ability to use theoretical frameworks and in graduates' engagement in agency advocacy.</p> <p>In response to these findings, the program is seeking to improve its courses on theory and direct social work practice through revision to address areas of concern. Several course improvements have been approved by the curriculum committee. In addition, the curriculum is being revised to accommodate the core competencies and practice behaviors of the Council on Social Work Education's new Educational Policy and Accreditation Standards.</p>

### MS Human Development And Family Studies Program Learning Assessment

The program has established the following specific learning goals:

- Graduate students will acquire sufficient preparation in research design and statistics in order to (a) critically evaluate empirical articles, (b) display critical thinking/problem-solving skills with respect to research, and (c) display initiative and confidence in designing and conducting their Master's thesis research or Plan B project.
- Marriage and Family Therapy Master's students will become more competent therapists after being in the program, as indicated by (a) the quality of their case notes, (b) their systems collaboration, (c) their systemic thinking, (d) intervention, (e) their use of theory in therapy, and (f) their appropriate goal setting with their clients.
- Family and Developmental Studies Master's students will successfully complete at least two application courses (e.g., internships) that allow them to apply their (a) knowledge of theory, (b) normative development, (c) family functioning, and/or (d) ecological factors.

Achievement of these learning goals is assessed by: use of comparable pre- and post-learning tests; evaluation of student therapists' performance by supervisors; and evaluations of internships, supervised college teaching, or grant writing experiences. Comparisons between pre- and post-learning tests in selected graduate courses showed significant student learning gains for knowledge of statistics and measurement issues and lesser gains for developmental assessment/measurement. Supervisors assigned maximum rating scores on 21 of the 25 indicators of the program's Family Therapist Skills Development tool during experiential exercises. The other four indicators were rated 4 on a 5-point Likert scale. Minor changes are being planned in the program. Overall, students are successfully performing prestigious internships in hospital settings and completing therapy training in the department's Center for Family and Couple Therapy.

### PhD In Economics Program Learning Assessment

The program has established the following outcomes goals:

- Students will demonstrate their knowledge of economic theory and econometric methods acquired after their first year in the graduate program by writing three technical (research) papers. The three papers will be based on material covered in ECON 504, 506, 705, 635 and 735; involving knowledge of (1) orthodox and heterodox microeconomic and macroeconomic theory and (2) econometric theory and (3) methods.
- Students will demonstrate mastery in Microeconomic Theory, including (1) critical assessment of theoretical propositions, (2) use of standard models to derive and interpret results, and (3) creative construction of models to analyze policy questions.
- Students will demonstrate mastery in Macroeconomic Theory, including (1) critical assessment of theoretical and empirical propositions, (2) critical evaluation of assumptions underlying standard models and use of the models to derive and interpret results, and (3) creative construction of models to analyze current events and policy-oriented questions.
- Students will gain employment as professional economists in academia, the private sector, or government.

Achievement of these program goals is assessed by: evaluation of three early-experience research papers (by the end of first year), the written Ph.D. qualifying examination (QE) that includes macroeconomics and microeconomics sections, and annual record keeping of post-graduation placement.

In 2010-11, all eight students submitting technical papers on economic theory/econometrics received a grade of at least "S," thus meeting the department's expectations. In 2010-11, 7 of 10 students earned at least a Pass on the QE microeconomics section, which was very close to the program's expectations for performance. Nine of 10 students passed the QE macroeconomics section, which exceeded the program's expectations. The six Ph.D. students graduating in 2010-11 attained jobs as professional economists (one has a prestigious post-doc position).

In the following examples, improvement as well as assurance of the quality of programs has been evaluated and validated by special accreditation review:

### BS In Construction Management Improvements

In 2009, the American Council for Construction Education (ACCE) recognized the following program improvements that the BS in Construction Management program implemented to mitigate the listing of weaknesses discovered by the 2002 ACCE site-visit team:

- Physics 110/111 was changed from a set of descriptive courses to analytically based courses.
- To reduce a faculty ratio that was too high, the program arranged to have its enrollment capped at 800 students and hired three more tenure-track faculty with three more tenure-track faculty slots approved.
- Making up for the absence of an academic plan, the department developed its own mission statement and academic goals.
- Responding to the team discovery of an incomplete outcomes assessment program, the department "greatly improved" its assessment program. Full identification of academic program objectives still needed to be completed, however.

### BS In Environmental Health Science Improvements

In 2010, the National Environmental Health Science and Protection Accreditation Council (EHAC) recognized the following program improvements that the BS in Environmental Health Science program implemented to comply with the listing of recommendations made by the 2003 EHAC site-visit team:

- The program installed a "tenure-track" faculty person as program administrator as required by accreditation criteria.
- Faculty syllabi now universally include learning objectives, and more of these favor higher order critical thinking skills.
- To reverse inconsistent documentation of internship experiences, the program developed and implemented a "thorough evaluation tool" for oversight evaluation of such experiences.
- Acting upon EHAC recommendations, the program instituted closer relations with the Colorado Environmental Health Association (CEHA) and funded student engagement with CEHA conferences, e.g., presenting and networking. A National Environmental Health Association staff person delivers annual talks to the program's students.
- The program significantly expanded its formal recruiting strategies to include a new Website, which included integration with the Center for Advisement and Student Achievement, and developed a liaison model with the Career Center.
- The program expanded its lab/field methods. It placed its field methods course before the lecture courses to attract more students to the major. More faculty members now link their classrooms to demonstrations and field trips, and some faculty members have added field methods into their courses, e.g., air and water pollution.

As further evidence that programs are evaluated and action is taken, the following programs were discontinued in the three-year period from Fall 2009 through Spring 2012:

- Language and Quantitative Option under the major in History, Liberal Arts concentration (2012).
- Business Education option, Accounting concentration; the Marketing Education option, Marketing concentration; Business Education option, Organization and Innovation Management concentration in the Business Administration major (B.S. degree) (2012).
- Master of Science in Occupational Therapy, Plan B (2010).
- Master of Arts for Teachers in Mathematics (M.A.T. degree) (2010).
- Biotechnology Interdisciplinary Studies Program (2011).
- Construction Management and Technology Education and Training specializations from the M.S. in Construction Management (2011).
- Computer-Mediated Communication, News-Editorial, Public Relations, Specialized and Technical Communication, and Television News and Video Communication concentrations in the major in Journalism and Technical Communication (2011).
- Russian, Eastern and Central European Studies interdisciplinary studies program (2010).
- Ethnic Studies concentration in the major in Liberal Arts (2009).
- Master of Arts in Economics, Plan B exam option (2009).
- Rangeland Management concentration in the major in Rangeland Ecology (2009).
- Global Social and Sustainable Enterprise Specialization in the Master of Science in Business Administration (2009).

To continue improving the departmental operations and academic program evaluations, the following initiatives are being considered:

- "Program review" terminology should be replaced with a descriptor that suggests evaluation and assurance of quality.
- Reduce the emphasis on reviewing departmental inputs and outputs data unless the department is identified as an outlier from the norm, and increase the focus on more strategic evaluative analyses that can lead to improvement.
- Focus more on alignment of departmental goals and initiatives with the institutional mission rather than the Strategic Plan, thus providing more flexibility for unit initiatives to be specific to address improvement within the unit.
- Modify processes to yield strategically informative outcomes that can readily be integrated into the deliberations of the SPARCs and the university budgeting process.
- Consider changes in the academic program review process so that it parallels Phase II of the new program approval process (described in Component 3.A).
- Establish a clearly demarcated section of the review report that assesses and ensures the quality of each academic program in comparison to measurable learning goals.
- Ensure compatibility and interconnectivity between the program review process, the HLC assurances that will be required after this re-accreditation visit, and the institutional strategic planning and resource allocation processes.

**2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.**

**3. The institution has policies that assure the quality of the credit it accepts in transfer. (Combined response to #2 and #3).**

CSU has extensive policies and procedures for the evaluation of transfer credit and other forms of prior learning that are disclosed in the *General Catalog (1.3)*, the *Graduate and Professional Bulletin (E.1.6)*, and [online](#). Most regular academic courses from regionally accredited institutions of higher education are generally accepted in transfer. To aid prospective students in determining transfer course equivalencies, the Registrar provides access to [u.select](#). [u.select](#) enables prospective students to obtain consistent and accurate information about how courses will transfer from another institution to CSU and how those courses will apply to meet academic program requirements at CSU.

Documentation of prior learning for credit is accepted through The College Board Advanced Placement Program, College-Level Examination Program (CLEP), and International Baccalaureate examinations. Policies and procedures also provide minimum standards for students to obtain credit from international transfer, Service Schools and Courses of the Armed Services, and some non-collegiate institutions. The Registrar's Office also has policies for awarding Prior Service credit in the Military Science Minor, and for a Fire and Emergency Services Administration (FESA) program challenge exam for portfolio review for credit.

Students are encouraged to participate in accredited study abroad programs. Credit is granted for courses taken in programs approved in advance by the University, subject to certain conditions.

Credit may be transferred to a graduate program at CSU with the approval of adviser, committee, and Graduate School. There is no right to transfer credits; each case is assessed individually and accepted or rejected on its merits. The number of credits that may be transferred is limited. Additional details are provided in the *Graduate and Professional Bulletin*.

**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 assures 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.**

In most aspects of program quality, the University has policies and procedures that guide academic units and may require initial review and approval, but ultimate compliance and oversight is generally delegated to the academic unit responsible for the degree program. The following examples illustrate:

- Prerequisites for courses: Prerequisites are established through the regular course proposal and review process through the University Curriculum Committee concluding with Faculty Council approval. Through the student information system, the Registrar enforces prerequisite requirements at the time of registration for courses. However, final responsibility for enforcing prerequisites is delegated to the academic departments through authority to waive prerequisites for students deemed to be otherwise adequately prepared for the course.
- Rigor of courses: The rigor of courses is evaluated through the regular course proposal and review process through the University Curriculum Committee concluding with Faculty Council approval. Oversight and maintenance of the rigor of approved courses is delegated to the academic units as they are responsible to assign qualified instructors to teach, review student course surveys, and assess learning outcomes.
- Expectations for student learning: As described in Component 4.B.1, goals for student learning are established for all programs, and the processes for assuring fulfillment of these goals are described there.
- Access to learning resources: The identification of learning resources, such as textbooks, handouts, reserve library materials, laboratory guides, etc. is deferred to the course instructor after initial approval of the course. The instructor and department are responsible for communicating such requirements to the Libraries, bookstore, and other units as appropriate.
- Faculty qualifications: The assessment of instructor qualifications and assignment to teach courses is the responsibility of the academic department (described in more detail in Component 3.C).

In Colorado, dual credit courses that meet both high school and college requirements simultaneously are commonly known as concurrent enrollment courses and are regulated by the state. CSU complies fully with all state policies and procedures for maintaining minimum standards for these courses. At present, CSU does not offer any special sections of concurrent enrollment courses on high school campuses or exclusively to high school students. All courses currently approved for concurrent enrollment are courses regularly offered to university students and taught by university instructors. Therefore, learning outcomes and levels of achievement expected from concurrent enrollment students are equivalent to those for other university students.

One minor exception to prerequisite enforcement is allowed for courses taken through the Division of Continuing Education. Before distance students are fully matriculated as degree-seeking candidates, they are allowed to explore the distance-education option by enrolling online for a course. This self-selection process bypasses the usual transcript evaluation for prerequisite requirements.

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

Specialized accreditation is maintained by 34 programs through 18 accrediting agencies as listed in Federal Compliance section 4.0 (i). Specialized accreditation is also known as programmatic or career-related accreditation. These specialized accreditations serve as important indicators of quality to the public, employers, students, and other institutions of higher education. Specialized accreditation standards are frequently linked to the requirements for professional licensing of individuals by state or professional regulatory agencies, and candidates for professional licensing are frequently required to show evidence of graduation from a program with specialized accreditation. Through the process of self-study and external peer review for specialized accreditation, emphasis is placed on the quality of student learning experiences within the discipline, assessment of learning, and continuous improvement of academic programs (see examples above in section 1 of this Component). As a result, the process ensures that programs are incorporating or aspiring to best practices. Specialized accreditation reviews also supplement internal program reviews (Component 4.A.1) to inform program improvement and resource allocation.

**6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).**

Five major sources of data are collected from multiple perspectives and utilized to better understand the learning accomplished by students and their successes as graduates.

Graduation Survey: Each year, all graduating students are asked to respond to a [Graduation Survey](#) that asks about employment and educational plans after graduation. The survey includes questions about future employment (including military or special program participation) as well as future educational plans. The Career Center and the Office of Institutional Research, in collaboration with the academic programs, have redesigned the survey and its analysis to ensure robust cross-tabulation with other significant data points in the CSU data warehouse. The final form of the survey is approved by the President's Cabinet. Beginning in Spring 2012, the survey was incorporated into the Graduation Ready process. Individuals who indicate that they do not have employment or educational plans are surveyed again six months later. Combining the two survey administrations, the response rate is consistently above 50% and recently has been as high as 61%. The raw data are tabulated (as illustrated in the [exhibit template](#)) and sent to the Deans (or designated associate deans) for additional analysis as needed for internal and external usage. A summary report of [Graduation Outcomes](#) is prepared for public presentation on the Career Center website and is used as part of on-campus discussions with many stakeholders. **These survey results are used to inform evaluations and improvement initiatives for curricular and co-curricular programs.**

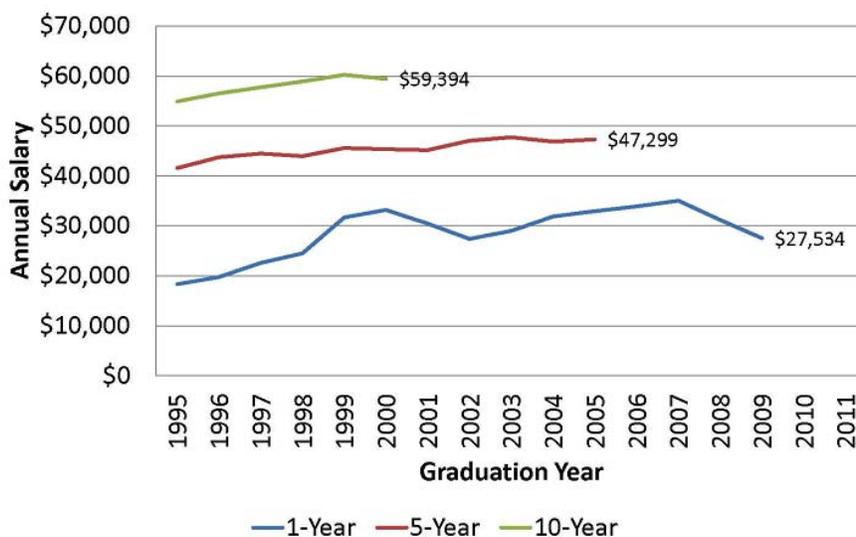
Additionally, some programs survey their graduates separately to better understand their level of preparedness for future employment and/or graduate education. As an example, see the [College of Business Career Management Center](#).

National Student Clearinghouse (NSC): Each year a file is submitted to the NSC to be matched for subsequent enrollment to ascertain where our undergraduates enroll for further education after graduating from CSU. The [NSC Student Tracker](#) process searches for those students in the enrollment data of more than 2,500 other participating institutions. This level of participation allows us to access about 85% of the nation's enrollment. This data was used to construct the chart in Component 4.C.

Colorado Department of Labor and Employment (CDLE): In 2011, a Memorandum of Understanding (MOU) was signed with the CDLE by which CSU receives data files, upon request, that contain the quarterly wages for anyone employed in Colorado. We then match that file against our graduation file to better understand the wages of our graduates who find employment in the state. Not only does this help us to see how average incomes increase as a function of time since graduation, it also helps us to understand the economic contribution our graduates make to Colorado immediately after graduation and for many years thereafter. The MOU is the first of its kind between CDLE and any university in the state and it is modeled after one between CDLE and the Colorado Community College System (CCS). In 2012, the Colorado

Department of Higher Education (CDHE) **announced a pilot project**, funded by the Lumina Foundation through College Measures, to implement a similar MOU for all of the public postsecondary institutions. CSU Institutional Research staff will provide input regarding that process. The 2012 report provided the following information about earning experiences of graduates.

### Colorado Median Annual Salary by Graduation Year



This analysis displays median annual salaries at various points after graduation to reflect the belief that higher education is an investment that pays dividends over the lifetime of our graduates (for them and for the state of Colorado). The CDLE data allow us to **demonstrate several outcomes that are important to the public. About one-third of CSU graduates are employed long-term in Colorado after graduation. They contribute to the state’s intellectual capital, and to the state’s economy (spending, taxes, etc.). Although the analysis hasn’t been done, it is possible to use these data to estimate the state’s return on investment (ROI) for supporting public higher education.**

National Survey of Student Engagement (NSSE): Every three years the NSSE is administered to all seniors. The survey asks many questions to provide insight into student satisfaction and engagement but also asks to what extent their experience at CSU has contributed to their knowledge, skills, and personal development in the following areas:

- Acquiring a broad general education.
- Acquiring job or work-related knowledge and skills.
- Writing clearly and effectively.
- Speaking clearly and effectively.
- Thinking critically and analytically.
- Analyzing quantitative problems.
- Using computing and information technology.
- Working effectively with others.
- Voting in local, state, or national elections.
- Learning effectively on your own.

**NSSE results** are analyzed at a variety of levels internally and are also used to compare CSU to other institutions as described in detail in Component 4.B.2.

Licensure and professional examination success: CSU prepares an annual report and analyzes the student outcomes on **licensure and professional examinations** which becomes a public disclosure through Board minutes and subsequent submission to CDHE. Student performance on these examinations provides evidence that assures the educational quality of the programs. The results are also used to inform improvement initiatives for the related programs of study.

In sum, the combination of data from each of these sources allows us to evaluate more fully the success of our graduates at the program and institutional levels. The outcomes are also used to inform curricular and co-curricular program improvement.

## Sources

-  1. 3 - Undergraduate Admissions (Page 5)
-  Academic Analytics Image for Ag Economics
-  Academic Faculty and Administrative Professional Manual 2011-12 (Page 50)
-  Academic Program Review, Board Policy 803
-  Art Program Review 2013
-  CDHE workforce/degree data pilot project
-  College of Business Career Management Center
-  Concurrent Enrollment - CSU Ready
-  Graduate and Professional Bulletin - July 2013 (Page 28)
-  Graduation Outcomes 2011-12
-  Graduation Survey
-  Graduation Survey Data
-  Licensure and Professional Examination Results Report to Board
-  National Student Clearinghouse
-  NSSE Final Results, CSU 2012
-  PRISM
-  PRISM Tabulation of Department Goals with University Strategic Plan
-  Program Review Award Department Initiative Criteria
-  Program Review Guidelines
-  Program Review Schedule
-  Program Review Summary Report to the Board 2011-12
-  Program Review Summary Report to the Board 2011-12 (Page 8)
-  Student Course Survey Report Excerpt
-  Transfer Course Equivalencies
-  Transfer Evaluation

## 4.B - The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

### Assurance Evidence

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

#### Clearly Stated Goals for Student Learning

Learning goals are clearly stated for the general education core, known as the All University Core Curriculum (AUCC) (described in Component 3.B). All undergraduate degree programs list their program learning outcomes in the *General Catalog*. In Phase 2 of new program proposals, specific goals for the program must be stated and an assessment plan must be proposed to assure that the program performs to the expected level of quality. The University Curriculum Committee (UCC) requires all course proposals to present a course outline that includes "Course Objective(s) written as student capabilities: (Student will be able to ... )."

#### Effective processes for assessment of student learning

HLC's guiding values for accreditation define student learning as being inclusive of "every aspect of students' experience" from "how they are recruited" to "what happens to them after they leave the institution." CSU uses many approaches to accomplish effective assessment of student learning as comprehensively summarized in an *assessment processes report* to the Board as well as the *annual report of assessment outcomes* to the Board. The range of processes extends from course level summative assessments to national benchmarking of general education and co-curricular learning, including program-specific diagnostic assessments of strengths and weaknesses. Together, these processes provide a data rich background to inform continuous improvement decisions.

Summative course assessment of student learning is performed by instructors in each course with the assignment of a letter grade for student performance. *Letter grades* are based on a 4.00 grading scale with the optional use of plus/minus grading. Each year, all *course grades are reported* to the Board by academic subject and course level for submission to the Colorado Department of Higher Education (CDHE) in partial fulfillment of the requirements of our performance contract.

CSU faculty members are world-class leaders in discovery of new knowledge as evidenced by their competitive success in research and scholarship (Component 3.B.5). Therefore, they are **well qualified to make both direct and indirect assessments of curriculum content and student learning** of newly discovered knowledge and its application within the curriculum. As a result, hundreds of curricular course changes (range of 500-1100 formal requests per year to the UCC) are implemented each year, and an average of four new academic degree programs are approved each year as part of the cycles of assessment and continuous improvement.

The Student Course Survey was adopted by the Faculty Council in Spring 2010, replacing a survey developed in the late 1990s. The current survey, developed with input from students, faculty, and staff, has a stronger focus on learning issues and allows students to provide ratings of the instructor, the course, and teaching strategies. These surveys are primarily for use by instructors for self-reflection and improvement of teaching. Some departments use them as part of the instructor's performance evaluation and to guide the development of mentoring activities.

Assessments of learning goals within programs are part of the decentralized responsibilities of departments. Most programs assess achievement of their program goals near the end of the degree program by using embedded demonstration platforms for students' products or performances of learning, such as capstone courses, internships, and defenses of dissertations. Undergraduate general education is often a component of program assessments, mainly within the capstone experiences. However, these decentralized measurements of general education have not used standardized metrics, resulting in limited analysis and institutional strategic use of the data. The roles of program reviews and special accreditation in assessment of student learning outcomes are described in Components 4.A.1 and 4.A.5.

The Plan for Researching Improvement and Supporting Mission (PRISM) was established in 2003 as a website to facilitate learning assessment within programs by bringing more visibility to the process, coordinating data gathering and reporting, encouraging use of best practices, and facilitating participation. PRISM proposed to connect multiple evaluative systems, including annual learning assessment, Institutional Research data, six-year program reviews, and institutional strategic planning. Programs using PRISM are expected to develop a minimum of three measurable outcomes that can serve as diagnostic plans capable of identifying strengths and weaknesses in student learning and inform changes to curriculum and instructional design. Departments participating in PRISM are encouraged to develop assessments for all their programs, both undergraduate and graduate degrees. Currently, graduate level assessments account for 50-60% of the learning outcomes monitored in PRISM. PRISM also encourages distance education assessment in its program review template section on student learning.

The Academic Planning and Evaluation Council (APEC), representing all eight colleges, reviews the assessments posted in PRISM based on a [set of standards](#) intended to refine planning and evaluation processes. Dialogues among faculty about the student learning assessment tools and results are recorded on the website to facilitate learning by other programs. Annual APEC review of assessment plans in PRISM and feedback over the past 10 years has emphasized the use of direct learning assessments. Nearly all of these plans use learning rubrics or evaluation forms for scoring student performance. The uploaded tools are accessible on the website as interactive reports for campus users, e.g., critical thinking rubrics or internship assessment forms. Annual PRISM activity reports classify and tabulate profiles of student learning assessment processes, and the number and type of program improvements originating from PRISM activity. APEC reviewers also identify examples of best practices for direct learning assessment to serve as exemplars to other units. For example, the Teacher Preparation Program assesses its student teaching component using a tool developed within PRISM. It provides website access for 15 to 20 supervisors, working with cooperating teachers in the field, to evaluate student teaching performance. Interactive student learning rubrics enable supervisors to rate 70 to 100 students' performance and write feedback comments to students online. The application produces reports that inform the Teacher Preparation Program of the strengths and weaknesses of students' performance.

Several programs use other systems for documenting program learning assessment that support their specific needs, often in association with special accreditation expectations. For example, the College of Business (see Component 3.A.3) and the [College of Engineering](#) have separate learning assessment processes that they have found to be effective for sustaining program accreditation.

#### University-wide assessments

CSU participates in nationally benchmarked data collection processes that include the Collegiate Learning Assessment (CLA), National Survey of Student Engagement (NSSE), Educational Benchmarking Incorporated surveys (EBI), and the Higher Education Research Institute's (CIRP) Your First College Year and Senior surveys. The criterion-referenced CLA is used for university-wide evaluations of higher-order learning skills such as analytical reasoning, problem solving, and critical thinking. NSSE provides norm-referenced indirect assessments of learning achievement and improvement. For general education assessment (AUCC), the University triangulates primarily NSSE, CLA, and program level assessments, as well as other specialized assessments as appropriate.

Survey activity. Many units construct a variety of surveys for assessment and planning purposes. In 2012, the [Campus Labs Baseline](#) application was used to administer 437 surveys to more than 53,000 responders. Projects include surveys of incoming students, current students, program exits, alumni, employers, and many other stakeholders.

We are continuously seeking to expand and improve assessment processes to better inform decision-making and identify how to improve programs. For example, The College of Liberal Arts is developing an innovative student learning assessment for researching the [CDHE \*gtPathways\* writing content criteria](#). A faculty committee is creating a writing rubric that both students and graduate teaching assistants will use in AUCC courses that are located in multiple disciplines. Students will self-rate their learning performance using rubric traits, such as: (1)

critical thinking, (2) communication organization, (3) resources, (4) readability/mechanics, and (5) instructor feedback. Graduate assistants will rate the writing performance of students based on this rubric. The use of both direct and indirect assessment will generate data that faculty members can use to improve the AUCC curriculum.

## **2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.**

Assessment of co-curricular learning is described in detail in Component 3.E. Therefore, this subcomponent discussion focuses primarily on providing evidence of achievement discovered through academic program learning assessments.

### **General Education achievements:**

The institutional **CLA reports** (2009-10 and 2010-11 reports) are developed by the Collegiate Learning Assessment organization (Council for Aid to Education). CSU also receives raw data that allows Institutional Research to disaggregate (to the extent we have adequate numbers of observations) by college, gender, and some other factors.

- CSU students are consistently performing “near expectation,” meaning that the value-added learning in assessed areas is estimated to be between -1.00 and +1.00 on a standardized (z-score) scale. In other words, our students are making the progress and gains that would be expected, after controlling for preparation levels upon entry to the University (using ACT and SAT scores as a proxy for preparation).
- Percentile rank for the overall CLA scores have varied between 71 in 2009-10 and 57 in 2010-11. Subscores have been relatively stable for the Performance Task subcategory, while the variation in overall percentile rank has been a reflection of the differences in Analytic Writing Task scores.
- Scores have varied considerably by college, but substantial cross-college differences in the numbers of student participants has made it difficult to reliably interpret the meaning of those results.
- The results from the 2008-2009 administration of the CLA showed that – after adjusting for entering academic ability – the four-year “value added” in the areas of analytical reasoning, critical thinking, problem solving, and written communication was higher than 66% of comparison institutions.
- The results from the 2009-2010 administration show an increase in the ranking of CSU’s four-year-value-added score (among comparable institutions after adjusting for entering ability) from 66% to 71%.
- The results from 2010-2011 showed a drop below the preceding two years. Since the rankings vary with the schools that participate, it is possible that some of this drop is the result in a change in the performance of the other schools who participated in this reporting cycle. We are also examining possible internal sources for this decline.

### National Survey of Student Engagement

NSSE yields data that we can use to improve the undergraduate experience both in and out of the class room by making both internal and external comparisons. NSSE measures student satisfaction, active learning and engagement by asking students about their study habits, how they spend their time, satisfaction with the campus environment, satisfaction with faculty and curriculum, and their educational plans or experiences. The survey also asks students to report how much their experiences at CSU have contributed to civic, social, and academic gains they may have made. These particular questions offer CSU an additional, albeit indirect, measure of educational achievement and improvement.

The NSSE collects information from first-year and senior undergraduates during the first five weeks of the spring semester at hundreds of universities about student participation in programs and activities relevant to their learning and personal development. We know these factors influence their success and can be used as an indirect measure of student engagement in learning and development.

The following table contains results from NSSE as selected for display by the College Portrait of the Voluntary System of Accountability. The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

In 2008	In 2012	NSSE Items
<b>Group Learning Experiences</b>		
96%	95%	of seniors worked with classmates on assignments outside of class.
62%	62%	of seniors tutored or taught other students.
27%	28%	of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports.
<b>Active Learning Experiences</b>		
83%	90%	of seniors spent at least 6 hours per week preparing for class.
26%	23%	of seniors worked on a research project with a faculty member.
59%	55%	of seniors participated in an internship, practicum, or field experience.
69%	66%	of seniors participated in community service or volunteer work.
14%	15%	of seniors participated in study abroad.
95%	91%	of seniors made at least one class presentation last year.
<b>Institutional Commitment to Student Learning and Success</b>		
95%	96%	of seniors believe this institution provides support for student success.
67%	73%	of seniors rated the quality of academic advising at this institution as good or excellent.
65%	74%	of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities.
90%	93%	of seniors reported working harder than they thought they could to meet an instructor's standards or expectations.
<b>Student Interaction with Campus Faculty and Staff</b>		
47%	56%	of seniors believed that the campus staff were helpful, considerate, or flexible.
72%	78%	of seniors believed that faculty are available, helpful, or sympathetic.
93%	94%	of seniors reported that faculty members provided prompt feedback on their academic performance.
70%	71%	of seniors discussed readings or ideas with faculty members outside of class.
<b>Experiences with Diverse Groups of People and Ideas</b>		
62%	65%	of seniors reported that they often tried to understand someone else's point of view.
77%	80%	of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds.
45%	46%	of seniors often had serious conversations with students of a different race or ethnicity.
<b>Student Satisfaction</b>		
84%	87%	of seniors would attend this institution if they started over again.
84%	89%	of seniors rated their entire educational experience as good or excellent.
80%	84%	of seniors reported that other students were friendly or supportive.

The most critical NSSE items are used to build five "Benchmarks of Effective Educational Practice" that are believed to reflect student behaviors and institutional features that are powerful contributors to student learning and personal development. Therefore, NSSE offers a measure of institutional progress in engaging students in learning.

Change (by percentage points) in NSSE Benchmarks of Effective Educational Practice at CSU, 2007 to 2012:

	Level Of Academic Challenge	Student-Faculty Interaction	Active And Collaborative Learning	Enriching Educational Experiences	Supportive Campus Environment
First-Year	+10	+14	+9	+17	+11
Senior	+6	+4	+5	-2	+9

Snapshot NSSE reports and the complete NSSE reports allow us to quickly see how we compare to our peers and how our results have changed over time. Additional, more in-depth, analysis allows us to make internal comparisons, for example, between colleges, demographic groups, student class, etc., and to begin to understand the contributions of high-impact programs such as study abroad, learning communities, service learning, internships, etc. An example of an internal analysis of NSSE data for the Journalism and Technical Communication program is provided. Most importantly, NSSE results have informed internal discussions related to campus and curricular improvements. Dissatisfaction with NSSE results in 2004 and earlier was a major driving force in the design of the SSI. Data from Institutional Research show that while NSSE scores for both freshmen and seniors showed little movement from 2001-2006, substantial increases have been evident over the 2007-2012 period, coinciding with the implementation of a significant portion of the SSI. The gains are most impressive for first-year students.

Program achievements:

For 2010-11, assessment plans in PRISM listed a total of 1,012 measures (723 direct and 289 indirect) for about 500 outcomes. The overwhelming majority of the 500 student learning outcomes share a common format for defining student achievement. Over 90 percent of programs' learning outcomes met their expected performance levels, demonstrating that students are achieving the learning outcomes.

Highlights from the 2004-05 and the 2010-11 PRISM Activity Reports include:

- The four most frequent types of learning assessed as recorded in PRISM were information management, knowledge content, communication skills, and critical thinking; they support the University's general education effort.

- The five most frequently used direct assessment measures reported in PRISM were oral presentations, experiential learning (internships), exams, juried performances, and projects.

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

We have found that improvement of student learning, and ultimately student success as evidenced by moving them toward graduation, requires assessment of student behaviors and the learning environment. A recent [Leading Indicators](#) study revealed strong associations between a number of student behaviors and subsequent retention and graduation. These findings provided the basis for a series of actions, including changes in advising and increases in composition course capacity, aimed at influencing students' course-taking behaviors in relation to first-year credit enrollment and completion of foundational math and composition. These and other assessments that have improved overall student learning as evidenced by increased retention and graduation are discussed in detail in Component 4.C.

In the [2004-05](#) and again in the [2010-11 PRISM Activity Reports](#), the four most frequent types of improvements included assessment methods, curriculum, faculty research, and faculty outreach. The continuing trend for high rates of assessment process refinement compared to curriculum improvement reflects what might be perceived as an undue emphasis in PRISM on process at the expense of strategic program evaluation and improvement. UCC activities document that many program improvements (up to 10-fold more) are processed each year than tabulated in PRISM. The following two PRISM examples illustrate how assessments have led to improvements in student learning:

BS In Natural Resource Recreation And Tourism Assessment Leading To Improvements In Student Learning
<p>The Natural Resource Recreation and Tourism (NRRT) assessment plan illustrates the common template design. As shown on the General Information page of this plan, all program plans describe the relationship of planning to the University mission and Strategic Plan. The plan contains three learning goals:</p> <ul style="list-style-type: none"> <li>○ Students will demonstrate written and oral communication skills, with a focus on writing skills. Students writing and speaking will embody characteristics that represent attention to high quality communication skills, including substance of the issue addressed, organization of the paper or presentation, mechanics, and evidence.</li> <li>○ Students will demonstrate critical thinking and the ability to apply knowledge related to the key concepts, issues, tools and management techniques fundamental to the discipline.</li> <li>○ Students will demonstrate planning skills. This will involve an ability to implement the planning process, including setting goals and objectives, acquiring relevant background information, synthesizing information, conceptualizing ideas, constructing alternative courses of action, making recommendations and considering ways of evaluating decisions.</li> <li>● Assessment data was collected by using two primary evaluative methods: (1) Each student was evaluated by his/her supervisor in an internship with a professional or business organization, using a standardized evaluation form containing criteria related to the outcomes. (2) In capstone courses, students are required to produce a final development / management / communications plan as a part of a team. When these plans are presented at the NRRT Symposium, three faculty members from the NRRT program evaluate the oral and written presentations of the plans using an evaluation rubric. <ul style="list-style-type: none"> <li>○ Evaluations by employers showed that students did not do as well on their public speaking skills in the work place as desired. Students scored well for "Problem solving" and "Understanding current issues facing field" as evaluated by their internship supervisor.</li> <li>○ Students performed at the expected level on the following assessment items by faculty teams: clear statement of goals and objectives, thoroughness of the background information, quality of the background information, quality of the synthesis of the background information, feasibility of recommendations, overall comprehensiveness of project, and overall understanding of planning process. Weaknesses included: tools of the discipline, research skills, and professionalism.</li> </ul> </li> <li>● Overall, there is evidence of continual improvement over the two previous cycles of assessment. Faculty will place more emphasis on development of public speaking skills and professional attire for presentations.</li> </ul>

BS In Computer Science Assessment Leading To Improvements In Student Learning
<p>The Computer Science (CS) assessment outcome illustrates a program's strengths and weaknesses:</p> <ul style="list-style-type: none"> <li>● The expected outcome is: To provide graduates with a thorough grounding in the key principles and practices of computing, and in the mathematical and scientific principles that underpin them. Students will demonstrate proficiency in the areas of software design and development, computing systems, and theory and mathematics of computer science.</li> <li>● To identify student strengths and weaknesses as they move through the required 100 and 200-level CS courses, three important problem areas that students seemed to have the most trouble grasping were identified in each of the three threads in the CS curriculum: math/theory, programming, and computing systems. Standardized exam questions were included in 300-level courses each semester to use for outcomes assessment.</li> <li>● Over time, slight improvements in student performance are being realized in programming and data structures, which shows that efforts to improve this area are succeeding. It is, however, clear that the weaknesses measured in the last assessment in combinatorics/counting and propositional logic section of the theory exam were not anomalies and need attention. The areas of weakness indicated by this year's assessment (and last year's) have been targeted by faculty teaching lower division required courses. Through meetings of the CS Undergraduate Committee and instructors who are teaching these courses, they continue to reassess the manner in which particular topics are presented.</li> </ul>

### 4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

## Good practices

The University strives to adopt best practices in assessment throughout the institution. The use of nationally standardized tools such as CLA and NSSE are examples of good practices used by many peer institutions. Recently, on the advice of NSSE researchers and after review of data stability over time, we have adopted a **three-year administration cycle**. **As discussed below**, more evaluation and refinement of assessment processes is indicated to enhance the ability of these activities to strategically inform the institution and guide improvements. Some of the assessment processes demonstrated on the PRISM website have received external recognition as best practices in alignment with the purposes of entities such as NILOA and the Education Advisory Board.

## Substantial participation

Program participation. The University has demonstrated a substantial and enduring commitment to program learning assessment activities through the maintenance of a full-time Director of **Assessment position and support of the PRISM assessment technology for more than 10 years**. All academic programs have developed assessment plans with outcomes in PRISM, with slightly over 50% of academic programs maintaining their assessment plans on an annual basis. The PRISM website holds assessment plans in timelines that indicate if programs and departments are currently using PRISM (see [PRISM participation report](#)). As indicated above, some programs use processes other than PRISM for managing their assessment activities rather than participate in a single universal process. As with most large research institutions, we continue to strive for a culture that universally embraces assessment activities as a valued process to document and inform continuous improvement rather than as a compliance task.

Faculty and staff participation. Faculty members are the primary participants who define expected learning goals for programs and subsequently construct assessment plans. Collectively, faculty members work together through department, college and university curriculum committees to facilitate peer review of rigor and relevance throughout the academic programs. For co-curricular learning, highly qualified professional staff members in the Division of Student Affairs are involved in all steps of assessment planning, data collection, analysis, and program planning (as described in Components 3.D and 3.E). Institutional Research (IR) staff members collect and analyze a wide range of information from academic and student records that contributes to learning assessment. IR also administers, analyzes, and disseminates assessment data obtained from NSSE, CLA, and other surveys. As an example of the scope of participation, in PRISM there are 948 approved users (Fall 2012), with each one assigned to various roles, e.g., editing plans, reviewing plans, and viewing plans. An additional 70 to 90 faculty members are temporarily added annually to complete program review tasks.

Student participation. The PRISM process encourages student participation in assessment as one of its criteria for a well-developed assessment plan, primarily to ensure transparency of the processes. Instructions on how to engage students in PRISM are included in the template section. The four most frequent types of student participation in PRISM are (1) self-assessment using rubrics, (2) program shares assessment findings, (3) student peer review using rubrics, and (4) engaging students in outcome analysis. The number of programs that are using assessment as an instructional method, e.g., outcomes that share program-level learning rubrics with students for peer-review of their performances or for self-reflection, doubled in 2011 over 2005.

## Evaluation and improvement of assessment processes

In addition to analyzing assessment data, we also actively assess the quality of the assessment tools and processes. For example, the [quality of the NSSE data](#) has been examined by looking at **response rates, sampling error, and proportional representation**. Overall, the quality of CSU's NSSE data is good with above average response rates and reasonable sampling error in the most recent administration. The institutional sample is proportionally representative of the student population across a variety of demographics sectors. The samples are not a perfect representation of CSU's population because female and full-time students are over represented. However, it does appear to be representative of first-generation students, Pell Grant recipients, and minority students. Thus, the sample is not proportionally representative in some expected ways, but overall is a useful data source.

In 2009, APEC developed a **survey** to assess the ease of using the PRISM website. An electronic survey was sent to 134 assessment plan coordinators (PRISM users) in all colleges and Student Affairs with a 35% response rate. Based on the survey feedback, APEC recommended the following improvements: (1) simplify the time line format, (2) make data entry for reporting findings/improvements simultaneous with revising planning for next cycle, (3) install formatting functions to text boxes, and (4) expand flexibility of data presentations for PRISM assessment reporting. These improvements, focusing on mechanical details of website utility, became operational in Spring 2011. Comparable formal surveying to evaluate the strategic usefulness of the website to assure achievement of learning goals and to inform program improvements has not been undertaken.

In Summer 2012, an Assessment System Evaluation Ad Hoc Committee was charged by the Vice Provost for Faculty Affairs and the Vice President for Information Technology with conducting a preliminary investigation of assessment software applications, including PRISM and commercial alternatives. The committee concluded that the commercial products offer enhanced functionality, lower cost, a more intuitive interface, more robust reporting, and greater sustainability than PRISM; and it recommended that a more in-depth analysis of assessment systems be conducted by a group with broad campus representation. During the 2012-13 cycle of program reviews, a commercially available application (Campus Labs Program Review (CLPR) module) was tested as the website host by three departments. The CLPR application was found to be an "excellent system," "user-friendly," and "superior to PRISM" in a variety of ways that are important to the end-user including navigation, import of text/data from multiple sources and/or in a variety of formats, in-tool editing, and export/printing options. The document directory feature was described as "one of the strongest features" of the tool. Following the recommendation of the committee, the Provost/EVP decided in March 2013 to switch support from PRISM to CLPR and has initiated discussions for refining the program evaluation process using this tool.

In 2012, an initiative was launched in the College of Business to develop an enhanced assessment process that will use direct and indirect assessment measures to facilitate comparison of on-campus cohorts with distance cohorts within its Assessment of Learning system. The MBA program received \$25,000 from the Provost and another matching commitment by the college for a total award of \$50,000. The MBA program is a University leader in developing highly effective and successful distance education programming. It is expected that its assessment process will become a model for other distance programs.

### **Recommendations for improving the processes and uses of student learning assessment**

Although significant progress has been made over the past 10 years to institutionalize a process of learning assessment, the effectiveness and strategic value of assessment efforts need to continue maturing, and may benefit from the following adjustments:

1. The purpose of learning assessment within programs should be clearly articulated by the institution to be a two-fold process of (1) assuring quality and (2) informing continuous improvement.
2. Each program should be encouraged to develop four (or more) specific measurable learning goals that cover the breadth and depth of the degree program to assure that quality goals are attained.
3. The processes of learning assessment within programs should encourage use of a diversity of methods and measures to solve perceived needs and inform improvement of student learning in the broadest sense. Frequently repeated and increasingly detailed assessment of documented quality performance may be an inefficient use of resources and should be reconsidered.
4. Assessments within programs should be designed to be informative to the crafting of institutional initiatives and for demonstrating institutional effectiveness, in addition to informing improvement within the specific program, e.g., general education curriculum, diversity efforts, learning environments, co-curricular programs, student services, institutional enrollment management, etc.

### **Sources**

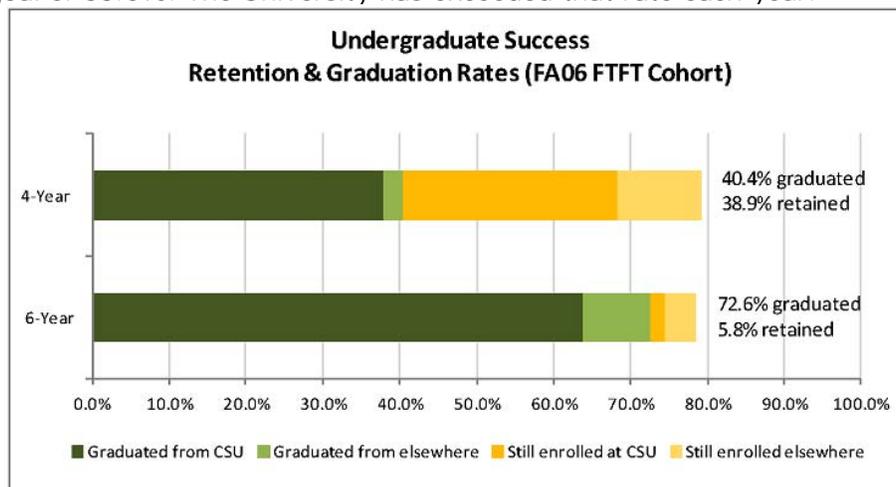
-  1. 7 - Advising and Registration (Page 7)
-  2.5 Catalog (Page 21)
-  ABET Engineering Self-Study 2009 (Page 60)
-  Academic Planning and Evaluation Council Rubric (Page 1)
-  Academic Planning and Evaluation Council Survey
-  Academic Program Participation in PRISM
-  Assessment Report to Board
-  Campus Labs Baseline Annual Activity Report, 2012
-  CLA Institutional Report 2009-10
-  CLA Institutional Report 2010-11
-  Computer Science Outcome
-  Grade Distribution Report to Board
-  Human Dimensions of Natural Resources Assessment Plan 2012
-  Impact of gtPathways Writing Integration Project on Student Learning
-  Leading Indicators: First Year Student Behaviors that Influence the Likelihood of Success
-  Learning Outcomes Assessment Instruments Report to Board 2012
-  NSSE Final Results, CSU 2012
-  NSSE Institutional Data Quality Analysis
-  NSSE Scores among Journalism and Technical Communication Students
-  NSSE Student Experience In Brief, CSU 2012
-  PRISM Concept Model Slide 2
-  PRISM Report of Assessment Activity 2004-05 Version 2
-  PRISM Report of Assessment Activity 2010-11 Version 2

## 4.C - The institution demonstrates a commitment to educational improvement through ongoing attention to its retention, persistence and completion rates in degree and certificate programs.

### Assurance Evidence

1. The institution has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

The Plan for Improving Student Success. Beginning with the 2005-06 academic year, CSU's Performance Contract with the Colorado Department of Higher Education (CDHE) set a six-year graduation goal of 63.6%. The University has exceeded that rate each year.



[See data table for this chart.](#)

In 2006, CSU set specific goals for student success based on results of a task force study on the status of retention that was commissioned in response to CDHE requirements in our performance contract with the state. The resulting report, *Plan for Excellence: Enhancing Undergraduate Education and Student Success* (2006), reviewed national literature and best practices in the field, as well as new data on patterns of CSU student success, and made recommendations for improvements. The report proposed two goals: (1) at the point when all parts of the proposed retention/graduation plan were in place, the entering new freshman cohort would achieve a 70% six-year graduation rate, and (2) the graduation gap (the difference between the six-year graduation rate of minority students compared to that of nonminority students) would be eliminated, accounting for relevant student entering characteristics.

In response to the report, the campus engaged in a comprehensive discussion and evaluation of the recommendations. The Provost/EVP appointed a Coordinating Committee on Undergraduate Student Success composed of campus leaders from Academic Affairs, Student Affairs, and Enrollment and Access with a charge of reviewing the recommendations and determining whether and how they should be implemented. Altogether, about 65 members of the campus community participated directly in these deliberations. The Coordinating Committee Report was subsequently presented to the Faculty Council and to the Board. At the end of this extensive deliberative process, a comprehensive plan, now known as the Student Success Initiatives (SSI) was developed and adopted. In this section of Component 4.C, we describe the goal-setting and specific strategic initiatives that were implemented to increase student persistence, graduation, and success. The second section highlights the ways the institution has improved its data collection and analytic systems to support this effort. The third section describes the ways CSU has demonstrated a commitment to continuous improvement of SSI activities through data-informed decision-making.

The SSI plan reflects the following characteristics:

- The understanding that the quality of the undergraduate experience and the quality of

learning are the primary drivers of student retention and graduation.

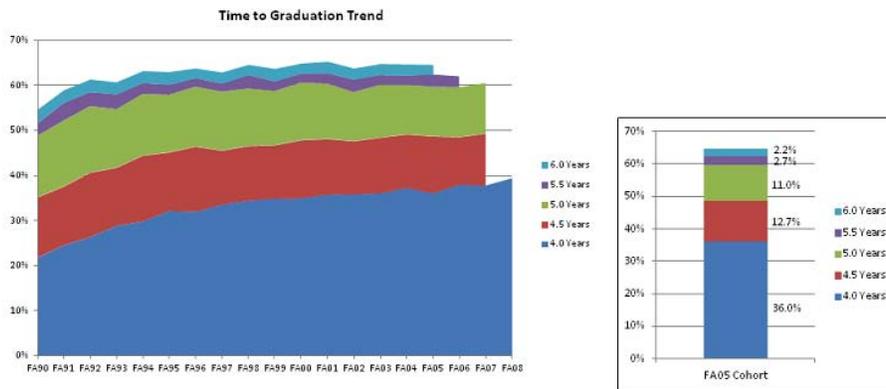
- A comprehensive approach that includes multiple strategies designed to impact student learning and behavior in different ways and at different points in students' undergraduate careers.
- Recognition that the diversity of the student population must be taken into account at the beginning of strategy development.
- **The University's commitment to sustained efforts over a multi-year period.**
- Emphasis on the partnership between academic and student affairs that reflects the fact that student learning and development take place both in and outside the classroom.
- **Attention to data to inform the plan, guide strategic adjustment and improvement, and assess accomplishments.**

CSU recognizes that both the institution and its students must embrace change if goals for learning and success are to be fully achieved. In fact, SSI strategy is as much aimed at the behaviors, policies, procedures, and structures of the institution as it is on the expectations, behaviors and choices of students. The plan is founded on the premise that, when institutional culture and structure are most squarely aligned with our values for learning and student success, we will produce the most substantive and permanent change in both qualitative and quantitative outcomes related to retention and graduation. Several actions taken in relation to SSI reflect this emphasis on structure. For example:

- Accountability for accomplishment of the plan and increases in student success was jointly delegated to the Vice Provost for Undergraduate Affairs and the Vice President for Student Affairs.
- A new position of Associate Vice President for Student Affairs and Special Advisor to the Provost for Retention (hereafter referred to as "the AVP for Retention") was created to facilitate the desired connections between Academic and Student Affairs, help lead SSI implementation, and coordinate the many different aspects of the SSI activities.
- **Reconfiguration of the Committee of Assistant and Associate Deans into a new Advisory Committee on Undergraduate Affairs (ACUA) with the membership and purpose defined specifically to support the SSI. Leadership of ACUA by three co-chairs (Vice Provost for Undergraduate Affairs, Vice President for Student Affairs, and Vice President for Enrollment and Access) represents the cooperative and multifaceted character of SSI. The committee now operates with a number of subcommittees that are reflective of some of the functions of the SSI: Transfer Coordinating Subcommittee, Advising Subcommittee, Transitions Coordinating Subcommittee, and Undergraduate Affairs Data Analysis Subcommittee.**

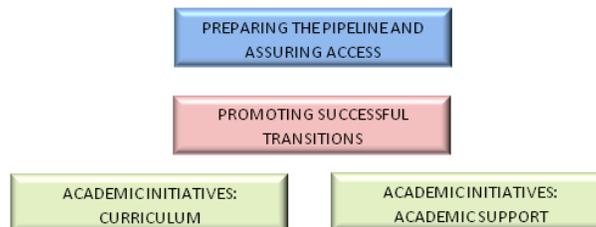
The goal of achieving a 70% six-year graduation rate was indeed ambitious. At the start, CSU was in the bottom quartile of its peer group for first-year retention, and at the top of the bottom third for six-year graduation rates ([Plan for Excellence, p.80](#)). At the same time, CSU was outperforming predictions based on the "quality" of its student population by six percentage points ([Plan for Excellence, p. 77](#)). Meanwhile, institutional peers achieving at or above the 70% level were receiving far more state financial support, and student quality indicators (ACT/SAT scores and class rank) suggested enrollment of students more likely to succeed than those of CSU. While CSU could not count on dramatic increases in state support and did not intend to retreat from its land-grant emphasis on access, we nevertheless committed to the 70% goal, believing that in the long-term, students are best served by the greater efforts and focus on learning and student success. The following graph demonstrates our success to date (Spring 2012).

## Efficiency: Time to Graduation



- Four-year graduation rates have increased from 22% for the 1990 cohort to 39% for the 2008 cohort.
- 12.7% of students in the Fall 2005 cohort took only one additional semester past four years to graduate
- Only 4.9% of the Fall 2005 cohort took more than 5 years to graduate

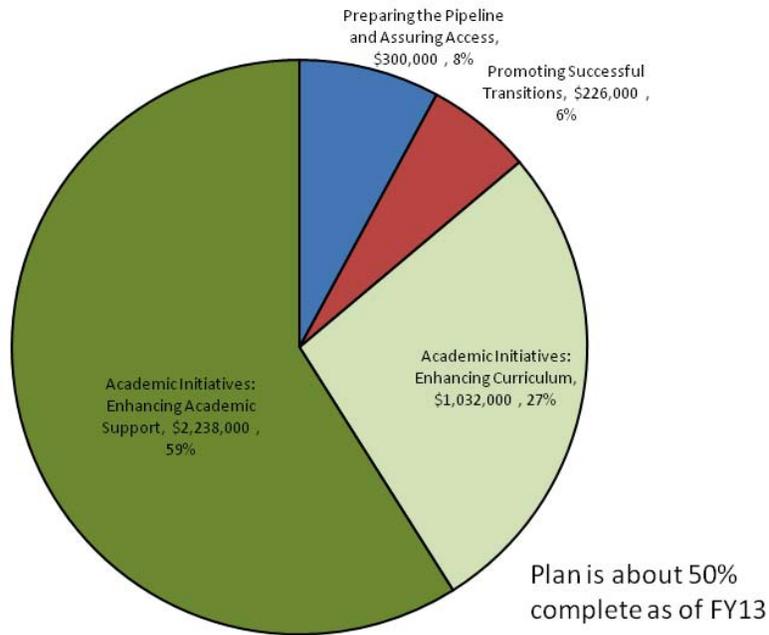
Strategies within the plan were organized to correspond to a student's path to and through the undergraduate experience at the University:



Student success as a financial investment. A 2006 estimate of the net annual tuition revenue increase that would result from increased retention of students could be as much as \$8.6 million. The resource requirements of the program were estimated at an annual (base) amount of \$3.8 million once the entire plan was in place. Within the plan, the greatest amount of resources were committed to the academic aspects of the plan, as shown in the chart below.

When first conceived, it was hoped that SSI would be fully funded over a relatively short period – perhaps three years. The downturn of the national economy and drastic tightening of state support made such rapid funding impossible. Nevertheless, the depth of institutional commitment has been apparent. New base funds have been allocated to SSI every single year, including the most difficult years of overall institutional financial reductions. A total of about \$1.9 million in base funding had been allocated to the SSI through FY13, sufficient to implement about 50% of the original plan. Descriptions of progress and outcomes of the various initiatives are found in recent Progress Reports ([February 2011](#); [October 2012](#)).

## Student Success Initiatives: Total Plan



In Fall 2011, President Frank articulated new and even more ambitious goals as part of his CSU 2020 vision: 80% six-year graduation, 60% four-year graduation, and elimination of the difference between graduation rates of minority and nonminority students regardless of entering student characteristics. The University is now engaged in completing the most important parts of the original SSI plan while at the same time, evaluating the feasibility and considering strategies to implement the CSU 2020 vision.

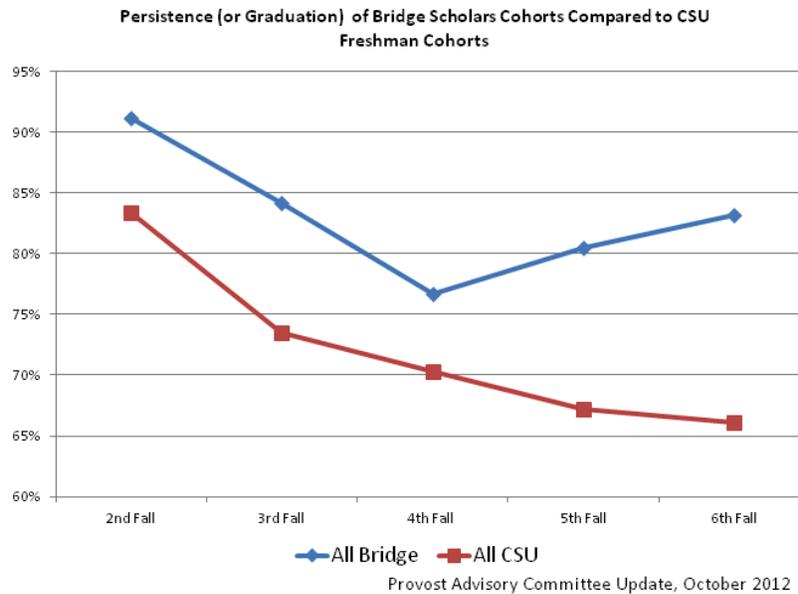
### **Preparing the pipeline and assuring access**

Reach Out CSU. The Reach Out program is providing early outreach to students in lower income communities and schools beginning in middle school. In its first year, the program involved about 1,500 middle and high school students in 23 schools, and 400 family members. Reach Out enlisted the time and resources of 79 undergraduate students, 76 secondary school faculty and staff, AmeriCorps VISTA personnel, and community volunteers. The program was named to the President's Higher Education Community Service Honor Roll, the only Colorado institution to receive this national honor.

Dream Project. The Dream Project, a student-initiated and student-led program, was established to operate in partnership with two local high schools for the purposes of increasing underrepresented students' level of information about college-going, expose them to campus and higher education opportunities, motivate them to prepare for and enter college, and develop a welcoming community for those who attend CSU. In carrying out program strategies, the program develops and employs the leadership skills of CSU undergraduates who are particularly committed to increasing access and success of students from underrepresented groups. In FY12, CSU students contributed 3,312 hours of service to students and schools through the project.

Bridge Scholars Program. With increased base funding, the Bridge Scholars Program, which provides intensive academic and transition support to first generation, low-income students, served an increased number of participants. Over the last five years, students completing the Bridge Scholars Program have persisted at the University at a rate of about 20% higher than the overall student population (see graph below).

## Bridge Scholars Program (Access Center)



Reconfiguring Financial Aid: Commitment-to-Colorado. Beginning in Fall 2010, the University implemented Commitment to Colorado as a financial aid program designed to encourage access by students from low- and moderate-income families (details in Component 3.D.1). An analysis of student retention for the 2010 cohort showed that in a year when tuition increased by a substantial amount, retention of low-income students actually increased, suggesting possible positive effects of Commitment to Colorado.

### Assuring successful transitions

Community for Excellence (C4E). The Transitions Coordinating Subcommittee of ACUA, established in 2011, connected a number of pipeline, access, and scholarship and award programs to retention support, assuring a more effective hand-off between access and retention programs. The C4E program promotes a common set of experiences and expectations for students who enroll at CSU through pipeline and award programs with the objective of leveraging student behaviors associated with student success (for example: connection to staff mentors, connection to campus resources, familiarity with campus policies and procedures, engagement in a community of students with similar interests, monitoring of progress, and seeking and receiving early feedback). More than 900 underrepresented students are involved with C4E. Other campus programs that offer support services offices to students also use C4E's database to help ensure that each student has a primary point of support.

Augmenting Student Diversity Programs and Services' Retention Capacity. A coordinator position in the Office of Vice President for Student Affairs now provides mentoring and support to students in the Denver Scholarship Foundation (DSF) Program. The position provides mentoring, monitoring of progress, and active outreach in support of those scholars. This position is parallel to those providing similar support to students in the Puksta Scholars, First Generation Award, and other scholarship and award programs. Students in the DSF Program were retained at 94% (Fall 2011 cohort), a rate higher than other CSU students and higher than any other DSF program in the state.

Transfer Transition. The participation of transfer students in Next Step Orientation increased from less than 50% to 90% (including both on-campus and online orientation experiences). A transfer mentoring program was established beginning in 2009 to provide outreach and support to new transfer students. A nonresidential learning community was designed and implemented for transfer students seeking admission to the controlled-admission business major.

Second-Year Initiatives. Second-year initiatives were formulated, beginning in 2009, to address the attrition of students in their second year, which accounts for the next-highest rate of attrition after the first year. While the first year accounts for 50% of all losses from attrition, the

second year follows close behind with an additional 33% of all losses. A monthly electronic newsletter was developed to inform and engage second-year students. Second-year students, who tend to be less engaged in educationally purposeful activities than first-year students, were encouraged to participate in existing activities as well as activities specially tailored to sophomores. The Key Plus sophomore learning community was expanded. Key Plus students, who are highly diverse, persisted to the third year at rates 16 to 19 percentage points higher than those of other second-year students, despite lower Admission Index scores (a proxy measure for student preparedness). The Spring 2012 "Year 2 @ CSU" conference attracted 275 student participants and provided a combination of activities and support of varied intensity designed to influence students on the margin.

Enriched Orientation Strategies. Beginning in 2008, orientation was targeted as a critical factor for developing early student expectations for performance and connecting students to information and resources. Participation in orientation programs for new freshmen increased to 98% and for new transfers to 90%. The Orientation and Transitions Office involved 420 students in First-Year Mentoring Groups. Participation in the Mentoring Groups was associated with higher retention compared to non-participants.

Early Warning, Early Grade Feedback, and Intervention Systems. The Taking Stock at Mid-Semester Program involved 94% of on-campus students in Fall 2012. Students completed a self-assessment and met with residence hall staff for feedback and connection to campus support services and enrichment resources. Meanwhile, faculty in more than 200 course sections provided early grade feedback information for more than 8,000 students, allowing outreach and intervention with students whose early performance was below standard. In addition to outreach and intervention by advisors and residence hall staff, a "U Turn" event provided the opportunity for about 300 students to develop plans for academic improvement and connection with campus support services. New efforts are ongoing to develop information- and technologically-based systems that will allow monitoring of students' progress and intervention throughout students' careers.

#### **Academic initiatives: curriculum**

Expansion of Residential Learning Communities (RLCs). Participation in RLCs increased to 38% of first-year students by Fall 2012. Students in RLC's were retained at higher rates with higher GPAs in the first year, as compared to students who did not participate. Students in the most comprehensive communities (Key Communities) were also retained at higher rates with higher GPAs and evidenced higher levels of engagement in learning despite lower average levels of preparation and substantially higher diversity (minority, low-income, and first generation backgrounds) than other first-year University students.

Course redesign. With SSI support, The Institute for Learning and Teaching (TILT) has engaged faculty in redesigning approximately 130 courses, starting in 2007 through Fall 2011, to increase student engagement and learning. The course redesign initiative provides financial and expert pedagogical design support for faculty and departments in efforts to structure courses in ways that encourage active and experiential learning and produce better learning outcomes.

#### **Academic initiatives: academic support**

Academic Support Coordinators. The Academic Support Coordinator role provides advising support to emphasize transition and major exploration in students' first two years, while providing active outreach and data-informed interventions. The University has provided support for the creation of 20 such coordinators in academic departments with a goal of funding 40 positions over the next 2-3 years. This SSI program was designed to substantially change and augment the ways academic guidance and student development support are provided in the context of academic programs of study.

Advising and Intervention with Undeclared Students. Undeclared students historically have the highest attrition rates and highest rates of academic probation. Through a variety of intervention strategies at the Center for Advising and Student Achievement (CASA), the retention gap between undeclared and declared students narrowed to 2 percentage points, while the probation rate gap narrowed from 6.8 percentage points for the Fall 2006 cohort to 0 percentage points for the Fall 2011 cohort. As a result of intentional outreach and intervention, the proportion of undeclared students who declare majors by the time they earn 45 credits

increased from 89% for the Fall 2009 cohort to 92.7% for the Fall 2011.

Learning Center. A comprehensive learning center, The Institute for Teaching and Learning (TILT), was established in 2007 to provide support for enriched learning and teaching by instructors and enriched and effective learning by students. In FY12, more than 11,000 students participated in learning programs at TILT, including course-based assistance, academic skills development, and academic enrichment programs. The Office of Undergraduate Research and Artistry, a department within TILT, recorded more than 4,200 undergraduates in mentored research. More than 130 courses now embed service learning as a curricular strategy. TILT now serves as a highly-visible focal point for the development of both faculty teaching and student learning.

Strategic Interventions with Particular Populations. As part of the SSI Plan, a new position within CASA, called the Collegiate Success Coordinator, was created in 2007 with a focus of using data to identify opportunities for strategic interventions. Some examples of interventions initiated and/or coordinated by the Collegiate Success Coordinator that were informed by data analysis include (see the [CASA Annual report](#) for details):

- Assisting students who leave the University with 90 or more credits in good academic standing to return and complete degrees (Ram Grad Program);
- Interventions with students earning low first-term GPA's;
- Interventions with students on academic probation with nine or fewer quality point deficiencies (Project Success);
- Interventions with students evidencing precipitous single-semester GPA drop;
- Assisting students who fail to register for classes by priority dates;
- Assisting students who plan to leave the University for a period of time by providing an easier pathway for their return (Planned Leave Policy);
- Interventions with students with dismissal appeals approved by the Scholastic Standards Committee;
- Interventions with students who are re-admitted to the University on academic probation;
- Interventions with undeclared students on academic probation (PEAK Program); and
- Assisting students with foster care backgrounds (Fostering Success Program), among others.

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

CSU recognizes the importance of collecting and analyzing information related to student retention, persistence, and program completion. Beginning in 2009, the Office of Institutional Research (IR) completed development of a retention database that provides increased accuracy, flexibility, and efficiency in reporting student success. This development (1) enhanced the analysis of cohorts beyond the measures recommended for Integrated Postsecondary Education Data System (IPEDS) data, (2) increased collaboration between the Director of IR and the AVP for Retention, and (3) integrated student success data into the online dynamic reporting tool for IR.

Going beyond the first-time, full-time freshman cohort, we now [report annually](#) to the campus on student success by a variety of demographic cohorts including by race/ethnicity, minority status, college, department, Pell Grant recipient status, first-generation status, gender, academic preparedness, residency, STEM major status, application type, and full-time/part-time status. In addition to these reports, the latest advancement in the presentation of data is the [IR-Interactive](#) tool which was developed to allow the end user to dynamically access official data online with hopes of better informing campus dialogues.

There have been several special projects led by the AVP for Retention. Examples, in brief, include but are not limited to:

- Participation in Access to Success, a project of the National Association of System Heads (NASH) and The Education Trust.
- A variety of gap analyses including both main and interaction effects.
- Leading indicators of student success (demographics, 30+ credits in the first year, composition and mathematics foundational courses in the first year, unsuccessful course completion, etc.).

- Comparative analysis of student success for participants in Key Communities and other high impact programs to the general student body.
- **Analysis of outstanding balances (debts) for non-matriculating students.**
- Analysis of student performance in high-risk courses, and effects on student persistence and graduation.
- Analysis of probation students' course taking patterns and matriculation.
- Development of a Student Success Milestone tool to allow faculty/staff to assess progress toward retention goals.
- Identification of students who experience a precipitous GPA drop (defined as nine quality points or more) to receive intervention services as needed.
- Analysis of major changing behaviors as they relate to program completion and time to completion.
- Analysis of the factors of GPA and credit completion as early (first-term and first-year) predictors of retention and graduation success.

The collaboration of Institutional Research with student success efforts is pervasive and increasingly structural:

- The Director of Institutional Research and the AVP for Retention meet monthly to discuss and plan data projects related to student success, and they co-chair the Undergraduate Affairs Data Analysis Subcommittee of ACUA.
- The Director of Institutional Research has been named a permanent member of ACUA.
- The Director of Institutional Research is also a member of the Course Capacity Committee, a group composed to assure the institutional capacity to meet demand for courses in order to facilitate students' efficient course-taking and progress to degree.
- The Office of Institutional Research has created a Learning Research Analyst position that will apply current learning/cognition, development theory to provide research design and analysis support to student learning and success on campus.

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

Prior to the adoption of the SSI, first-year retention rates had been essentially flat for decades. Six-year graduation rates had risen during a period of increasing student preparation levels (cohorts entering between 1990-1994 and graduating between 1996-2000), but had since plateaued.

We have concluded that two of the adjustments that institutions commonly use to improve retention and graduation rates are not available to us: (1) correcting a glaring problem that affects student progress, and (2) altering the nature of the student population. As a land-grant institution, CSU remains committed to the principle of access by students of talent and motivation, so making dramatic changes to admissions requirements in order to change the profile of students is not the best means to improving student success. Research has not revealed glaring problems in CSU's policies or procedures for which changes would produce sudden upward rate increases; indeed, CSU has been shown to already be outperforming its predicted graduation rate ([Plan for Excellence, p. 77](#)). The institutional strategy, then, is to make steady progress in improving policies and practices that produce greater student engagement in learning so that when all phases of the SSI are implemented, the cumulative effect will be evident in increases in graduation rates and efficiency in time to graduation. Although the SSI measures are still new, there is already evidence of improved outcomes.

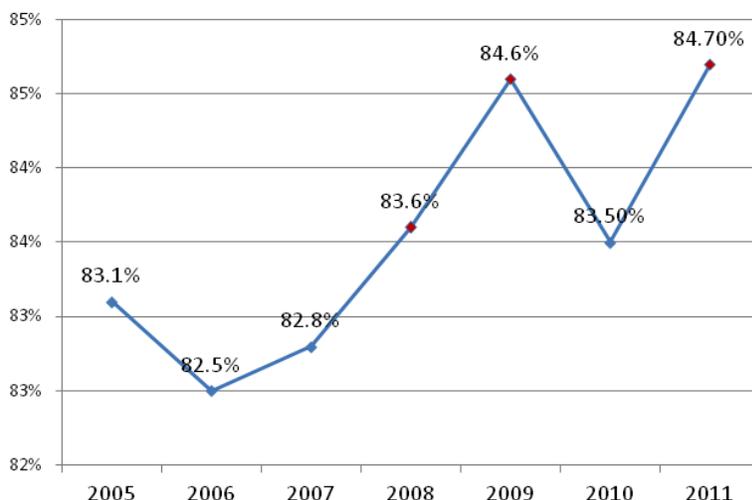
As described in the prior section (4.C.2), CSU enhanced its data analytic methods, connected the data more closely to the student success effort, and produced analyses that are increasingly actionable. Responsiveness to the implications of data has been one of the most important institutional changes associated with the SSI. Some examples help to illustrate the ways data have been used to inform institutional action. These examples are intended to be illustrative and not exhaustive.

Subject	Data Findings	Actions In Response To Data Findings
Probation rates	Steady and steep rise in probation rates from Fall 2001 to Fall 2007	Establishment of Project Success to intervene with students on probation. Establishment of Early Grade Feedback and Taking Stock Programs to prompt early student action to improve performance. Coordinated action by academic support coordinators to intervene with students with low GPA. Revised policies to restrict students' enrollment in courses after the first week.
Attrition in the first year	Of all students who leave the University, the largest loss is during the first year (50%).	Data-informed interventions have been initiated, including Taking Stock at Mid-Semester for new students, Early Grade Feedback Program for students in particularly challenging courses, intervention with students not registered for courses by the priority registration date, intervention with students demonstrating a precipitous drop in single-semester GPA, <b>establishment of the Course Capacity Committee, among others.</b>
Attrition past the first year	While the first year accounts for the largest proportion of those students who will leave, the second largest loss is during the second year (32%)	Development of a new understanding of "transition" as the time between students' admission and their return to the third year; establishment and expansion of a sophomore learning community (Key Plus); initiatives aimed at success in the second year (sophomore e-newsletter, "Year 2 @ CSU" student conference); formulation of new Academic Support Coordinator role with a focus on both students' first and second year.
Minority student attrition in later years	While attrition for nonminority students levels off significantly after the second year, the rate is steeper for minority students in later years.	Investment in Retention Coordinator position connected to Student Diversity Programs and Services
Attrition of students entering in the spring	Students who enter in spring, including both new freshmen and new transfer students, show retention rates that are lower than students entering in the fall semester.	Orientation and Transition Programs (CASA) provide active outreach to individual students who enter in the spring; strengthening of orientation activities for students entering in the spring.
Attrition of students who do not attend orientation	Students who do not participate in some form of University orientation perform poorly with respect to retention. There are not apparent differences in prior preparation between the two groups.	Orientation and Transition Programs (CASA) provide active outreach to individual students who do not participate in orientation; new policy proposed and adopted to make orientation mandatory.
Math/Comp/30 credits	A powerful statistical relationship was discovered between completion of foundational math and composition and 30 or more credits in students' first year.	Initiatives undertaken to develop awareness of this relationship by students, parents, faculty, and staff, with particular focus on academic advisors; course capacity was increased in CO105 courses with the addition of 30 new sections. Fall 2012 results show sharp increase in completion of foundational math and composition.
Factors of first generation and low family income	Continuing logistic regression study of factors associated with student graduation showed that "first generation" and "Pell receipt" were particularly important factors negatively associated with graduation even controlling for a variety of other background characteristics.	Consistent inclusion of the first generation characteristic in analyses of student enrollment and performance; creation of a First Generation Faculty organization offering support to students; reconfiguration of financial aid ("Commitment to Colorado"); inclusion of a focus on first generation students in Academic Support Coordinator job descriptions; development of "Community for Excellence" to provide coordinated and systematic transition support for first generation and low-income students
Attrition of students in access-oriented scholarship and award programs	Data comparisons showed strong persistence by students in access-oriented scholarship and award programs which were supported by professional staff mentors/coordinators, but lower rates for programs not supported in this way.	New positions created (Retention Coordinator in VPSA Office, Coordinator position in CASA) to provide support for certain additional access-oriented scholarship and award programs.
Bridge Scholars program outcomes	Participants in the Bridge Scholars program showed higher persistence rates than other new freshmen, in spite of substantially greater risk and preparation factors.	The Bridge Program was allocated base funds to increase the number of program participants.
Success rates of undeclared students	Data showed that students who entered the University as "undeclared" had lower GPA's and retention rates that declared students.	CASA initiated several initiatives including Project Success and the PEAK Advising Program. The gap between performance of declared and undeclared students has subsequently narrowed.
Transfer student success	Institutional Research transformed its data system in ways that allowed analysis of transfer success patterns showing that the transfer retention rates increased dramatically in Fall 2009, but have retreated somewhat in the two years since.	Creation of ACUA Transfer Issues Committee to review transfer success data and promote strategies to increase success of transfer students; enrichment of transfer orientation programs by CASA; creation of Transfer Mentoring Program at CASA.
Evidence on student engagement	NSSE indicators of student engagement were somewhat lower (insignificant effect size, but persistent in pattern) than the average of peers.	Follow up study initiated to identify particular courses or course categories in which students perceived less academic challenge, with information shared with colleges and departments; investment in undergraduate research, service learning course development, and other initiatives; TILT Course Redesign Competition, producing redesign of more than 100 courses since 2007. NSSE scores since 2006 have shown consistent and substantial improvement (See "Student engagement in learning" below).

Data-informed initiatives such as those noted above contribute to broader indicators of student success. Changes in these broader indicators are highlighted below. (Note: More detailed summaries of outcomes from specific SSI are presented in the [SSI Progress Report 2011](#) and [SSI Update 2012](#)).

Retention. Coinciding with the implementation of the first SSI activities in 2006-07, first-year student retention (measured as the return of cohort members to the second fall) has reached historic high points in two of the last three years. (The exception was for the Fall 2010 cohort, probably a result of that cohort experiencing a 22% cost increase, resulting from the combination of tuition rate increase and closure of the credit-hour gap). The retention rate improvement has occurred during years when CSU has also achieved its historic high rates for enrollment in three population categories: nonresident students, minority students, and low-income students, populations that are traditionally retained at substantially lower rates than other students.

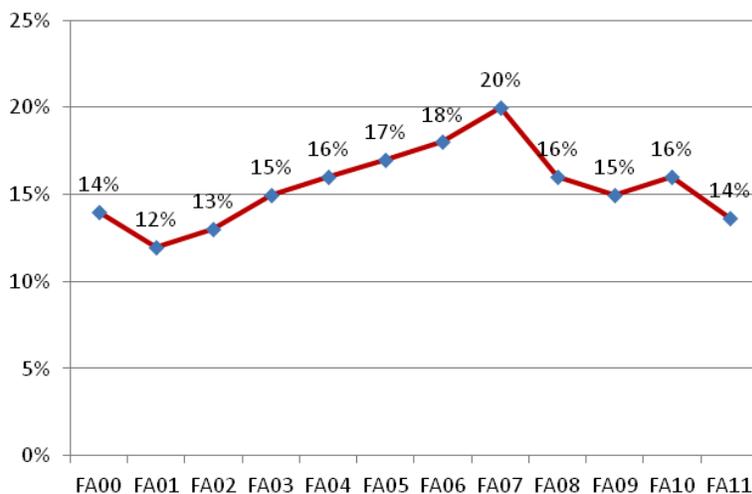
### First-Year Retention (full-time freshmen, by entering cohort)



Source: Based on Data from Institutional Research, Freshman Retention Report, Fall 2011

First-year student probation rates. First-term GPA has been shown in logistic regression analyses to be strongly associated with student retention and graduation (*Factors in Student Success*, Part I, 2007). The rates at which first-year students are placed on academic probation at the end of their first term rose dramatically from 14% in Fall 2000 to 20% in Fall 2007. Coinciding with the implementation of SSI strategies beginning in FY07, including several aimed at improved student orientation, advising, early feedback, early intervention, and academic support, probation rates have declined from 20% (2007) to 14% (2012).

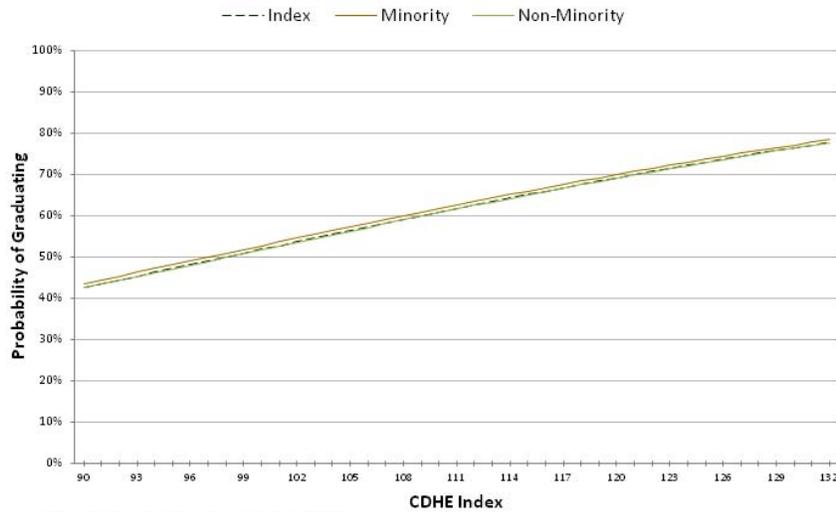
### Academic Probation (new freshmen at end of first fall term, by entering cohort)



Source: Based on Data from the Center for Advising and Student Achievement, Fall 2011

Minority graduation gap. One of the two goals of the SSI was to eliminate the graduation gap between minority and non-minority students accounting for differences in entering student preparation levels. Regression analysis by the Office of Institutional Research (November 2010) showed that accounting for entering preparation (using the Admissions Index as a proxy for prior preparation), there is no significant difference in graduation probability. The goal has been met.

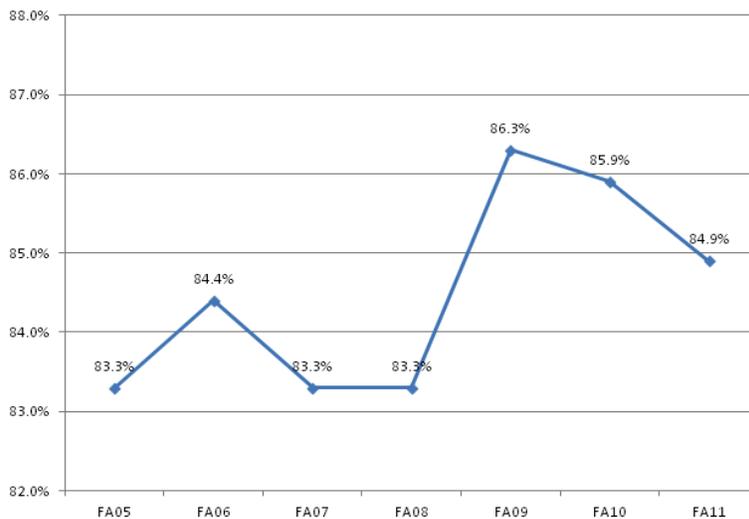
### Predicted Probability of Graduation (Controlling for Index)



Note: Main effect only (ceteris paribus)  
November 2010

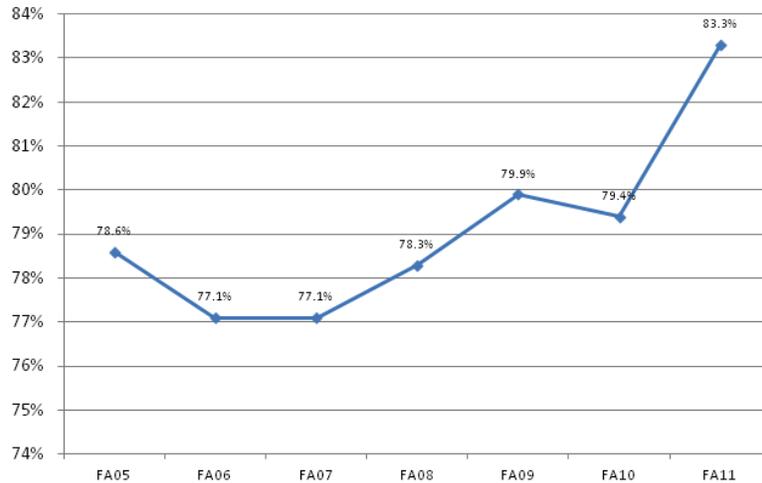
Transfer retention. The SSI plan identified transfer-student support as an area needing focused attention. As part of the SSI effort, the University has initiated a Transfer Center for prospective and entering transfer students, enriched transfer orientation, and established a transfer mentoring program and a small transfer nonresidential learning community. While transfer retention phenomena are more difficult to assess, given the greater variety of factors connected with transfer students (range of credits transferred in, differences in prior two-year or four-year institutional experience), the rate of return of transfer students to their second year increased to an historic high for the cohort entering in Fall 2009. Although the rates for the last two cohorts have not been sustained at that level, rates are still higher than previously observed.

### First-Year Retention for Transfer Students (All transfers entering fall)



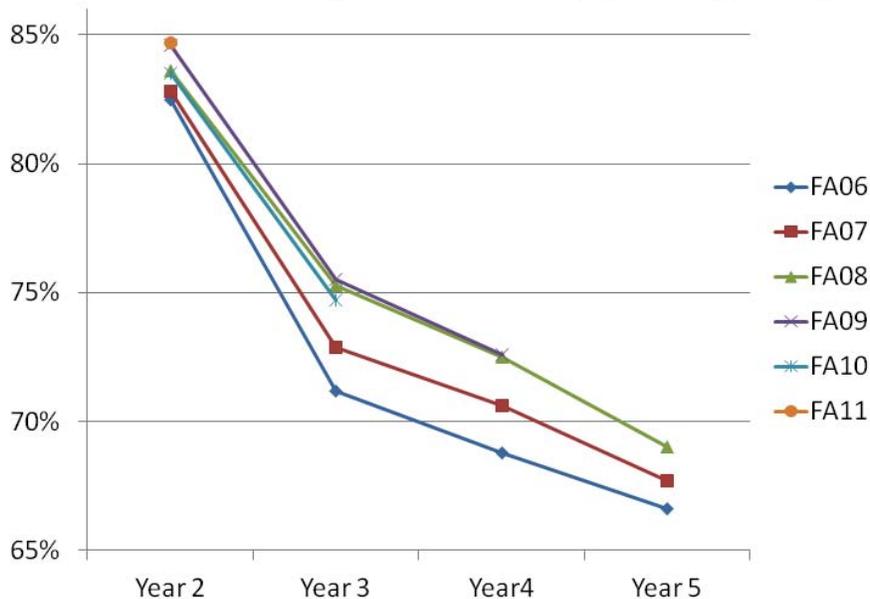
Nonresident retention. Nonresident students are one of the groups at high risk for attrition. The rate of retention for nonresidents (returning to the second year), however, is trending upward, and the gap between nonresident students and all students has closed from 7.3 percentage points (FA07) to only 1.2 percentage points in FA11 (compare the following chart to the First-Year Retention chart -- third chart above).

### Nonresident Retention (Rate of Return to the Second Year)



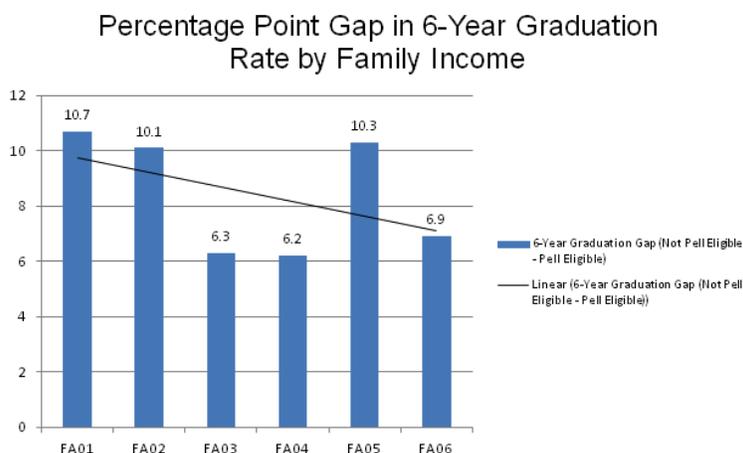
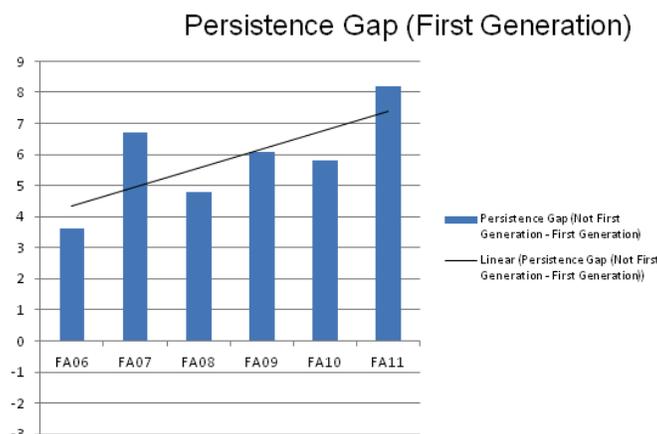
Persistence beyond the first year for new freshmen. Data in the SSI plan highlighted the importance of the retention of students who enter as new freshmen to their third year. Of those who will leave from a given cohort, about half will leave before their return to their second year, but an additional third will leave before their third year. This awareness produced recommendations in the original report and implementation of SSI initiatives aimed at increasing student retention to the third year, including expansion of the Key Plus sophomore learning community, Second Year @ CSU Conference and activities, academic support coordinator strategies, efforts with undeclared student major declaration, and more. Data show that recent cohorts are persisting at higher rates. These higher persistence rates promise increased four-year graduation rates, with higher overall six-year graduation rates also possible.

**Persistence Patterns (full-time freshmen, by entering cohort)**



Student engagement in learning. Fundamental to the approach of the SSI is the notion that student engagement in learning drives the likelihood of retention and graduation. Strategies associated with SSI, therefore, are aimed at increasing engagement. The NSSE, described in Component 4.B.2 in detail, offers a measure of institutional progress in engaging students in learning. **NSSE scores for CSU freshmen and seniors showed substantial increases over the 2007-2012 period, coinciding with the implementation of a significant portion of the SSI. The gains were most impressive for first-year students.**

Continuing Challenges. While the indicators reviewed above show a pattern of increasing student success, challenges are evident as well. Some of the greatest challenges are those of narrowing and eliminating gaps between the rates of graduation for underrepresented students as compared to other students. Institutional studies ([Factors in Student Success](#), Part 1, 2007; [IR Regression Study](#) August 2012) have shown that, controlling for other factors, first-generation and family income (using Pell eligibility as proxy) status are strongly related to student success. While there is a downward trend in the gap for students receiving Pell, the gap for first-generation students has persisted (see charts below). As the planning to meet the President's CSU 2020 student success goals proceeds, attention to gaps in these two areas will be particularly important.



### The Student Success Effort: Looking Ahead

The SSI is playing an important part in the life of the University. Not only is it helping to produce positive retention and graduation outcomes, it is focusing our attention on learning and the quality of the undergraduate experience. Indeed, the focus on learning that is at the core of the SSI has helped it become a major driver of educational quality improvement.

President Frank's new and higher CSU 2020 goals of (1) achieving a six-year graduation rate of 80% and a four-year rate of 60%, and (2) eliminating the absolute graduation gap between minority and nonminority students by for 2020 for the University's 150th birthday will require even greater focus and attention to the quality of the learning experience. One might expect that goal achievement will not just be accompanied by, but driven by enrichment of curricular and co-curricular design to produce higher quality learning. This new vision will certainly challenge the creativity and dedication of faculty, staff, and students in ways that can only improve the educational quality of all programs.

In support of the next level of student success goals, several efforts are already underway:

- [Access to Success Initiative \(A2S\)](#). In Fall 2011, the CSU System joined the national A2S Initiative, sponsored by the National Association of System Heads (NASH) and the Education

Trust. CSUS joined 22 public higher education systems that are committed to increasing the number and proportion of graduates and decreasing the graduation gaps for minority and low-income students. Participation in the initiative fosters interaction with other systems and institutions for the purpose of sharing best practices.

- Educational Development Institute (EDI). Through its involvement in A2S, CSUS was able to join the EDI Network, a subset of A2S systems dedicated to improving systems for “delivering” on its graduation and gap-narrowing goals. CSU and the System have been active participants in the Network, including involvement in conferences, meetings, consultations, Webinars, and other activities designed to improve outcomes through rigorous application of administrative, leadership, and data-oriented methods.
- Leading Indicators. With help from A2S and EDI, CSU is employing a “leading indicators” method for identifying early student behaviors that are associated with persistence and graduation. The method is highly data-informed and is intended to provide opportunities for strategic interventions early enough in a semester or year to influence eventual outcomes. CSU has been an early adopter of this approach, with the result that a major initiative is already underway:
  - Credit and foundational course completion initiative. A “leading indicator” data analysis revealed significant positive differences in student success, even accounting for differences in demographic and preparation differences, associated with completion of a greater number of course credits, foundational math, and composition courses in the first year. Beginning with early registration in Spring 2012, efforts were exerted to increase course capacity in composition courses, inform students and parents of the benefits of credit/foundational course completion, and influence advising practices to **promote greater enrollment and completion**. Initial measures show a dramatic increase in the proportion of first-year students completing foundational math and composition, and a small but significant increase in credit completion.
- Sustained leadership. The SSI has continued with strong support across two presidential administrations. President Frank has featured student success goals and progress in both the 2011 and 2012 Fall Addresses, and has made Student Success a prominent theme in the 2011, 2012, and 2013 Fall Leadership Forum events.
- Provost Advisory Committee on Student Success. The Provost/EVP appointed a new committee to provide advice and leadership for accomplishment of the new Student Success goals. The committee, chaired by the Provost, was convened in October 2012 and includes key administrative, faculty, and student leadership ([membership list](#)). Using methods learned from EDI discussions, the committee is at the early stages of identifying candidate strategies and analyzing each for difficulty of implementation and capacity for impact.
- Science of learning. Consistent with the centrality of “learning” to the Student Success effort, President Frank made the “science of learning” a theme of the Fall Leadership Forum (2012). New research on the science of learning presents an opportunity for engaging faculty and curriculum, staff and co-curriculum, and student learners in becoming aware of the revolution in understanding of ways deep learning takes place, that is, learning that is retained for the long term and can be retrieved and applied in different settings. **The science of learning** is seen as an effective way to engage all members of the campus community in discussions and practices for transforming our understanding and practice of learning.
- Discussions of retention issues are common on many campuses. The SSI on the CSU campus, however, is remarkable for its depth, continuity, and broad vision as a driver of institutional quality. The original SSI Plan has yielded promising results even though implementation of the plan is only 50% complete. Clearly, challenges remain, in areas of graduation gaps for particular groups, efficiency of time-to-graduation, and six-year graduation rate improvement. CSU has taken a long-term approach that is aimed at improvement of learning and enrichment of the undergraduate experience. It has also taken seriously the need to develop infrastructure, data-informed decision-making, and delivery methods that produce outcomes equal to the vision. While the challenges are daunting and aspirations are exceptionally high, the extent of realism in planning and organization offer promise that the ambitious student success objectives will be attained.

## PhD Completion

The institutional focus on student success is not exclusive to the undergraduate experience. The Graduate School shares these values as evidenced by completion rates that exceed those of

other research institutions. Overall at CSU, as illustrated in the table below, 60.9% of students admitted to doctoral programs complete their program of study within 10 years. However, behind these overall rates, there is significant variation by college. Ten-year completion rates range from 71.4% in Agricultural Sciences to 54.3% in the Humanities to 48.6% in Veterinary Medicine and Biomedical Sciences. The average completion rates in all STEM fields combined is noticeably higher than that of non-STEM fields (reflecting national data). Program specific rates are available online and are used in the program review process. These results compare very favorably with results from 30 research universities with very high research activity (RU/VH). At the aggregate level, approximately 57% of the doctoral candidates at the participating institutions completed their degree programs within a 10-year time span. Ten-year completion rates range from about 63% for Engineering and Life Sciences to approximately 49% for Humanities.

**Ph.D. Completion Rates**

Cohort Year	Phd Cohort	Withdraw w/Masters	Withdraw w/o Masters	Admit to Candidacy	0-3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	Cumulative 10 Year Rate
1990-91	220	12.7%	24.1%	62.3%	3.2%	13.2%	14.6%	11.8%	10.9%	5.0%	0.5%	0.5%	59.5%
1991-92	220	10.0%	32.3%	56.4%	5.5%	10.5%	14.6%	12.3%	7.7%	3.2%	1.8%	1.4%	56.8%
1992-93	261	12.3%	20.7%	67.8%	6.5%	13.4%	17.6%	13.8%	5.8%	4.2%	1.2%	2.7%	65.1%
1993-94	313	12.1%	25.9%	69.3%	7.0%	12.8%	14.4%	12.8%	6.1%	2.9%	1.6%	2.2%	59.8%
1994-95	279	16.9%	24.0%	63.4%	9.7%	14.3%	13.6%	9.3%	3.2%	2.3%	2.2%	1.4%	55.9%
1995-96	262	14.1%	26.0%	64.9%	10.3%	12.6%	17.2%	9.2%	3.8%	0.8%	1.2%	1.2%	56.1%
1996-97	225	13.3%	23.6%	68.4%	9.3%	11.1%	12.4%	13.8%	6.2%	3.6%	1.8%	0.4%	58.7%
1997-98	245	16.3%	25.3%	62.5%	9.4%	9.8%	12.7%	13.5%	3.7%	3.7%	2.0%	2.5%	57.1%
1998-99	278	13.7%	27.0%	66.2%	9.0%	15.1%	12.2%	10.8%	4.3%	2.9%	1.4%	1.4%	57.2%
1999-00	287	11.9%	27.9%	62.7%	9.4%	10.5%	14.3%	11.2%	6.3%	2.1%	1.7%	1.4%	56.8%
2000-01	278	11.9%	20.1%	73.4%	8.6%	9.7%	18.4%	12.2%	9.0%	2.9%	1.4%	1.8%	64.0%
2001-02	304	13.5%	24.3%	64.8%	6.3%	13.5%	12.2%	14.5%	7.2%	3.0%	1.6%	1.3%	59.5%
2002-03	279	13.6%	18.6%	67.4%	7.9%	13.6%	10.8%	11.8%	9.0%	3.6%	2.9%	1.8%	60.9%
2003-04	311	11.3%	24.4%	64.0%	6.1%	14.2%	16.7%	11.9%	5.1%	2.9%	0.6%		
2004-05	304	12.5%	21.1%	68.4%	8.9%	12.5%	15.8%	13.2%	5.9%	3.6%			
2005-06	300	13.7%	20.7%	64.0%	9.0%	14.3%	12.7%	10.3%	7.7%				
2006-07	302	11.3%	17.9%	69.2%	9.9%	11.9%	14.6%	13.3%					
2007-08	306	8.4%	17.2%	67.2%	10.4%	14.3%	13.6%						
2008-09	341	8.8%	13.2%	64.2%	7.6%	13.5%							
2009-10	333	7.8%	13.5%	41.4%	7.2%								
2010-11	362	4.7%	15.2%	18.0%	2.2%								
2011-12	336	0.0%	2.1%	2.7%	0.3%								
2012-13	243	0.0%	0.0%	2.5%									

### Master's Completion

With respect to completion of master's programs, 77% of students complete their program of study within six years as illustrated in the table below. In the past 10 years, this rate has increased by more than four percentage points and is on target for the FA08 cohort, which already has a five-year completion rate of 84.8%. Again, there are differences by college (available online) that are important in the program review process. There is very little comparative data available on completion rates for master's programs – about five national publications in the past 15 years have looked at completion rates for individual programs and universities or in specific majors. The Council of Graduate Schools\* has conducted the only recent study that would provide a hint of what a national benchmark might be for master's degree completion rates in the US. Five universities reported data (4 public research universities and 1 master's-focused institution). It appears we would be relatively safe in saying that the 6 year completion rate for students in master's programs at Public Research Universities is about 73% (based on 20,010 students at three institutions).

\*Council of Graduate Schools. (2010) The role and status of the master's degree in STEM. Washington DC: Council of Graduate Schools.

### Masters Completion Rates

Cohort Year	Masters Cohort	Withdraw	0-3 Years	4 Years	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	Cummulative 10-Year Rate
1990-91	842	26.37	52.6%	10.6%	4.2%	1.4%	1.1%	1.8%	0.2%	0.4%	72.2%
1991-92	945	23.07	54.1%	9.8%	4.6%	2.1%	1.8%	1.1%	0.7%	0.6%	74.8%
1992-93	942	25.58	52.8%	9.0%	5.6%	3.0%	1.0%	0.7%	0.3%	0.9%	73.3%
1993-94	940	25.11	52.6%	11.2%	5.4%	2.1%	1.0%	1.2%	0.2%	0.3%	73.9%
1994-95	907	21.06	56.6%	11.0%	4.9%	2.8%	2.0%	0.2%	0.6%	0.0%	78.0%
1995-96	865	22.89	57.6%	7.9%	4.4%	2.8%	1.3%	0.6%	0.9%	0.7%	76.1%
1996-97	797	19.32	61.6%	10.2%	3.3%	1.5%	0.9%	1.0%	0.5%	0.9%	79.8%
1997-98	851	19.15	64.2%	9.2%	3.2%	1.2%	1.2%	0.6%	0.4%	0.1%	79.9%
1998-99	820	18.29	63.2%	9.8%	3.8%	1.8%	1.1%	0.7%	0.1%	0.2%	80.7%
1999-00	902	23.39	62.5%	7.4%	2.0%	1.1%	0.9%	0.7%	0.3%	0.6%	75.5%
2000-01	882	20.29	63.3%	8.8%	3.1%	1.7%	0.6%	0.2%	0.7%	0.6%	78.9%
2001-02	912	19.74	64.0%	9.3%	3.2%	1.2%	0.3%	0.4%	0.6%	0.4%	79.5%
2002-03	953	17.84	63.4%	9.7%	4.7%	1.1%	0.6%	0.4%	0.9%	0.1%	80.9%
2003-04	937	16.33	66.2%	8.9%	2.8%	1.8%	1.5%	0.4%	0.3%		
2004-05	901	18.53	64.2%	9.7%	3.3%	2.2%	0.2%	0.4%			
2005-06	897	17.17	68.8%	6.7%	3.1%	1.8%	0.8%				
2006-07	829	20.63	64.9%	6.5%	3.4%	1.9%					
2007-08	942	12.63	74.5%	7.9%	2.4%						
2008-09	866	11.66	76.0%	7.7%							
2009-10	1006	13.42	73.4%	0.1%							
2010-11	1033	8.33	52.2%								
2011-12	1003	2.69	15.8%								
2012-13	894	0									

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.)

The University has reviewed its methodology for reporting enrollment, retention, and graduation data and has made adjustments to better reflect the CDHE and IPEDS definition of an entering cohort. As a result, there may be small differences between figures reported here for prior years and those reported previously. Enrollment figures are those recorded at semester census dates.

### Sources

- [Center for Advising and Student Achievement FY2012 Report](#)
- [Factors in Institutional Retention and Student Persistence, 2007 Study Part I](#)
- [Institutional Research - Student Success](#)
- [Logistic Regression Predicting 6-Year Graduation](#)
- [Masters Degree Completion Rates](#)
- [NSSE Benchmark Comparisons and Trends, CSU 2012](#)
- [PhD Completion Rates](#)
- [Plan for Excellence 2006](#)
- [Plan for Excellence 2006 \(Page 95\)](#)
- [Plan for Excellence 2006 \(Page 98\)](#)
- [Provost's Advisory Committee On Student Success \(Roster\)](#)
- [Retention Study Fall 2012](#)
- [SSI Progress Report Feb 2011](#)
- [SSI Update October 2012](#)
- [The Science of Learning and CSU's 2020 Graduation Goals](#)
- [Undergraduate Success and Progress Rates FA06 Cohort \(NSC data\)](#)

## Criterion Four Conclusion

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

### Assurance Evidence

In this section, we have demonstrated how CSU takes responsibility for student success and the quality of each of the critical components of Criterion 4. CSU has maintained its commitment to assessment of academic programs since the last comprehensive review. Assessment activities have been greatly expanded for co-curricular programs and the entire student experience to inform and strategically guide the institutional commitment to student retention, persistence (progression), and graduation (completion). Evidence collection and analysis have become critical elements throughout the culture of the institution as we have developed a strong desire for (1) data-informed decisions, (2) careful and deliberate analysis of data to benchmark progress in achieving goals, (3) increased public transparency and accountability, and (4) evidence that tracks changes and informs adjustments in strategic initiatives. We have found that assessment processes need continuous review to ensure that they are meaningful and strategically informing the institution for continuous improvement. In sum, we believe CSU fulfills the expectations of Criterion 4.

### Strengths

- CSU has an established process of program/department review that has undergone periodic modification to continually improve the process.
- Direct assessment of student learning within programs is becoming a systematic process that includes sharing of best practices across the institution.
- The institutional commitment to SSI, particularly through enhanced advising (how to graduate, more than just focusing on academic course of study) has become the "quality initiative" of the campus and is demonstrating successes.
- Enhanced student engagement and personal development is evidenced by gains in NSSE scores across all benchmarks.
- Multi-factorial data-informed goal setting and initiative development has kept the institution focused on realistic and achievable student success goals.
- TILT has contributed to enhancing a culture that values and continuously seeks to improve the quality of teaching and learning.

### Challenges

- Student success goals to significantly improve the six-year graduation rate by 2020 are very ambitious, thus requiring ongoing assessment and refinement of initiatives to achieve them.
- Academic program reviews and learning assessments need to become more strategically informative to the institution.
- Learning assessment processes need to nurture an institutional culture that values and provides effective contributions to institutional decision-making processes in addition to the current focus on transparency, compliance and unit planning.

### Plans for enhancement

This self-study review has led to the recommendation that the institution proceed soon with a more detailed analysis of program review and learning assessment processes. Such a review has been initiated and will guide how the institution meets the aforementioned opportunities for improvement.

Our desired program review process should clearly establish and communicate the goal of program reviews and define the expected outcomes, such as:

- Affirm the quality of each academic degree program for assurance to HLC and other stakeholders;

- Identify possible program additions/discontinuances for institutional planning;
- Be visionary by proposing faculty hiring plans to support and enhance the research, scholarly, and teaching mission; and
- Evaluate operational efficiencies and capacities to identify resource needs (operating budget, facilities, technology, and institutional services) that inform the institutional strategic planning and budgeting processes.

Likewise, the learning assessment process needs critical review and adjustment to:

- Focus on establishing and assessing learning goals for each academic degree program that differentiates it from other programs and other degree levels, and assures educational quality;
- Expand the scope of learning assessments within programs to include all aspects of the student experience; and
- Be relevant and useful to inform continuous improvement at the unit level and strategically inform the institution.

Throughout the process of refining the program review and learning assessment processes, the **institution needs to factor in the changing nature of accreditation reaffirmation through the newly adopted HLC Pathways process.** These institutional processes should be designed, in part, so they efficiently gather the evidence required for accountability to HLC to fulfill the Assurance Process that will follow after this comprehensive review while maintaining a focus on continuous quality improvement.

## Criterion Five. Resources, Planning, and Institutional Effectiveness

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

### Assurance Evidence

CSU operates with a balanced annual budget reflecting both the size and complexity of the institution. Through diligent management of its financial resources, it has acquired and sustains excellent physical, human, and technological resources that support accomplishment of its mission. As evidence that CSU fulfills the aspirations of Criterion Five, each section that follows will discuss how resources are assessed, and the processes of effective leadership that enable institutional responsiveness and resiliency to address the challenges facing CSU, similar to other major public institutions of higher education.

The major institutional challenge of the future was clearly presented by President Frank in his [2012 Fall Address](#) to the University: "Unless there are fundamental changes to the way in which we as Coloradans manage the resources we entrust to each other in this place we call home, there will be no funding for public higher education – not on some far off day, not after we're all comfortably retired, not at a time to warn our children to look out for, but in the next 7-10 years – on our watch." He referenced a [report from the Center for Colorado's Economic Future](#) that anticipates a gap of \$3.34 billion between the state's General Fund revenues and expenditures by FY2024-25. Frank said he hopes the funding situation doesn't come to that point, and he has confidence in state leaders who are working on the challenge. Still, he said, preparing the University for defunding is essential to preserving the University's quality and affordability – and planning has to start now. If defunding doesn't occur, then CSU will still be a stronger institution that is well-positioned for keeping tuition low and investing in faculty and staff and resources while maintaining academic excellence.

President Frank proposed that the long-term plan being developed (which he also calls "CSU 2020") will focus on:

- Growing non-resident student enrollment (total student enrollment target: 35,000);
- Maintaining CSU's position as the school of choice within Colorado; and
- Pushing for excellence in every aspect of the University's mission.

"If our efforts to stabilize funding for Colorado public higher education succeed, we can see an unprecedented growth of quality at Colorado State – improving ourselves in nearly every parameter and metric of academic excellence," President Frank proclaimed.

### Sources

 [Colorado's Economic Future](#)  
 [President's Fall 2012 Address](#)

## 5.A - The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

### Assurance Evidence

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

The *Strategic Plan, Area 4: Sustainability, Accountability, and Infrastructure*, emphasizes the importance of resources through a series of objectives that include a broad set of goals focused on bolstering the University's resource base, financial stability, and public support—including fundraising and marketing, building necessary infrastructures, nurturing human capital, and promoting fiscal stability. CSU actively plans to continue investing in central and unit level infrastructure to ensure that adequate resources are available to support mission critical initiatives.

This summary of resources is based in part on the *Infrastructure and IT SPARC* report which provides a detailed assessment of progress toward completing the goals and initiatives in this area of the *Strategic Plan* and identifies priorities for future enhancements.

#### Fiscal resources:

The annual *Financial Accountability Report* provides an overview of CSU's fiscal resources and how they are allocated. From FY10 through FY13, CSU experienced a total reduction in state funding of approximately \$39 million. In addition to these reductions, the University lost state funding for controlled maintenance as well as funding increases to cover mandatory costs.

To manage these cuts, starting in FY09, the University began to reduce its expenses, instituting a freeze on salaries and a commitment to make only those hires that were absolutely critical. Through FY13, CSU cut approximately \$39 million - around 30% - from its expense budgets and reduced its already-lean workforce by more than 5 percent (around 312 positions). FY12 marked the third consecutive year in which a salary increase was not budgeted – some CSU employees actually experienced a net income loss because of changes to the PERA retirement program. In FY13, the University was able to provide an average salary increase of 3% and the changes to PERA have been reversed. The 10-year history of CSU's financial environment is highlighted in the following table.

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13*	FY14*
State Support - State General Fund	0.07%	5.70%	15.82%	8.56%	12.16%	-0.12%	-12.26%	-32.94%	-5.96%	NA
Resident Undergraduate Tuition Rates	1.10%	15.00%	2.50%	5.00%	9.00%	9.00%	9.00%	20.00%**	9.0%	9.0%
Faculty Salary Average Increase	2.00%	4.30%	3.00%	5.00%	5.00%	0.00%	0.00%	0.00%	3.0%	3.0%
Denver-Boulder CPI Change	1.10%	0.10%	2.10%	3.60%	2.20%	3.90%	-0.6%	1.90%	3.7%	3.7%
*Budget estimates from Budget Office.										
**See explanation in paragraph below.										

Source: *Fact Book 2012-13*, p.238

Savings and expenditure reductions helped to balance budgets so tuition increases could be kept to single-digit percentage increases per credit hour. Without the expenditure reductions, resident tuition collections would have had to increase by an additional \$38.9 million net, which could have resulted in a rate increase of over 40 percent. CSU was able to avoid such a dramatic tuition increase by gradually decreasing costs and staffing. In conjunction with the savings and expenditure reductions, the University implemented increases to its tuition rates during this same period. In FY12, the University closed the existing credit-hour gap. Prior to FY12, CSU's full-time undergraduate tuition rates were based on 10 credit hours, making the University an outlier among other colleges and universities. With the close of the credit-hour gap, the University moved the undergraduate full-time definition to 12 credit hours, effectively raising the full-time undergraduate tuition base rate by 20%. Along with closing the credit hour gap in FY12, the University implemented a formal differential tuition plan, which resulted in differing tuition amounts based on the program of study (Plan details are described in section 4.0 (a) of Federal Compliance). This plan is being phased in over a three-year period, which started in FY12 and will continue through FY14. Revenue generated through this mechanism is primarily flowing directly to the colleges and departments providing the specific coursework with

a minor portion being provided to the Provost's Office to enhance enrollment growth activities. With full implementation at the end of the three-year period, the projected revenue from differential tuition is estimated to be approximately \$20 million. In FY13, the University instituted tuition increases of varying rates to all classes of students. Unfortunately, all of these actions transferred the cost of the education burden from the state to the students. For the first time in five years, a modest increase in state support of approximately \$5.4 million has been received for FY14.

The resident undergraduate base tuition for FY13 is \$6,875, while non-resident undergraduate base tuition is \$22,667. In spite of all the increases, CSU tuition rates remain very competitive with peers as illustrated below:

### Total Cost of Attendance 2012-13

Peer Groups			Tuition				Total		
			Full-Time Undergraduate		Fees	Room and Board†	Resident	Nonresident	
BOG	CDHE	Both	Institution	Resident			Nonresident		
		x	U.C. Davis*	\$11,220.00	\$34,098.00	\$4,037.46	\$13,600.44	\$28,857.90	\$51,735.90
x			University of Illinois, Urbana	\$11,636.00	\$25,778.00	\$3,324.00	\$10,332.00	\$25,292.00	\$39,434.00
		x	Washington State University	\$11,386.00	\$24,468.00	\$914.00	\$10,524.00	\$22,824.00	\$35,906.00
			University of Colorado	\$8,056.00	\$29,952.00	\$1,425.56	\$11,730.00	\$21,211.56	\$43,107.56
		x	Purdue University	\$9,207.80	\$28,009.80	\$692.20	\$10,378.00	\$20,278.00	\$39,080.00
x			Michigan State University	\$10,569.00	\$26,475.20	\$52.00	\$9,076.00	\$19,697.00	\$35,603.20
			Colorado State University	\$6,874.80	\$22,667.20	\$1,773.64	\$10,278.00	\$18,926.44	\$34,718.84
		x	Texas A & M University	\$5,296.50	\$21,826.50	\$3,209.18	\$9,974.00	\$18,479.68	\$35,009.68
		x	Virginia Tech	\$9,187.00	\$24,179.00	\$1,736.00	\$7,406.00	\$18,329.00	\$33,321.00
		x	Oregon State University*	\$6,660.00	\$20,844.00	\$1,477.71	\$10,074.00	\$18,211.71	\$32,395.71
		x	University of Tennessee	\$7,802.00	\$26,292.00	\$1,290.00	\$8,752.00	\$17,844.00	\$36,334.00
		x	North Carolina State University	\$5,748.00	\$18,913.00	\$2,039.56	\$8,414.00	\$16,201.56	\$29,366.56
		x	Iowa State University	\$6,648.00	\$18,760.00	\$1,077.60	\$7,721.00	\$15,446.60	\$27,558.60
		x	Kansas State University	\$5,853.60	\$15,532.80	\$729.60	\$7,450.00	\$14,033.20	\$23,712.40
		x	Oklahoma State University	\$3,540.00	\$13,152.00	\$2,557.20	\$7,710.00	\$13,807.20	\$23,419.20

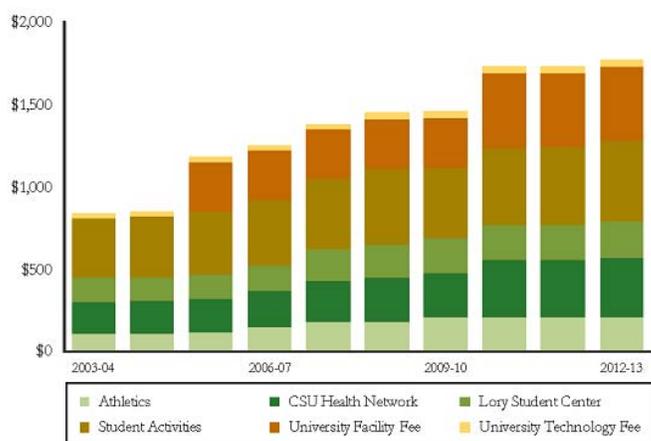
\* Quarter system tuition and fees – AY based on Autumn/Fall, Winter, Spring quarters.

\*\* Tuition and Fees unavailable individually

† Room and Board includes max meal plan where applicable, which is consistent with the Common Data Set initiative. Actual costs to students may be less depending on choice of meal plan and residence hall.

The institutional plan, for **Student Fees, User Fees, Special Course Fees, and Charges for Services**, defines each of these fees and explains the purpose and assessment of these charges. Student Fees are assessed to all individual students as a condition of enrollment and are used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved; intercollegiate and intramural athletics; student health services; technology; mass transit; parking; and bond payments for which fees have been pledged. Student Fees do not include amounts collected as a Charge for Service, User Fee, or Special Course Fee. In FY06, students approved the assessment of a \$10/credit hour University Facility Fee with \$8 to be used for bond repayment for capital construction of academic facilities at a time when state resources for capital construction were severely limited. The remaining \$2 in funding is to be managed by a student led University Facility Fee Advisory Board. This fee has since been raised to \$15/credit hour by the students with the additional \$5 going towards bond capacity for constructing academic facilities.

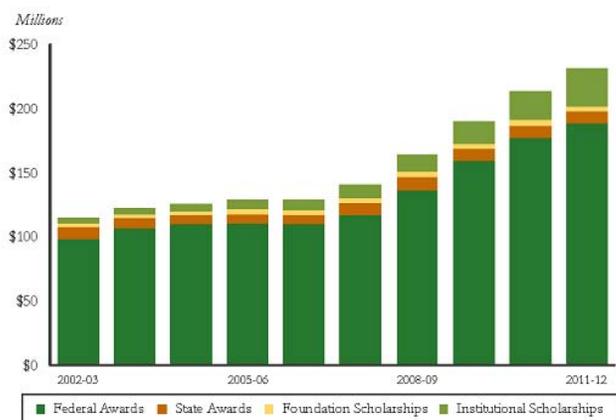
## History of Mandatory Student Fees



Source: *Fact Book 2012-13*, p. 201

Funding of student financial aid has increased significantly, in proportion to the increasing tuition and fee costs, to partially offset costs of education that are being transferred to students. CSU is strongly committed to maintaining accessibility for economically challenged students. As described in Component 3.D.1, the Commitment to Colorado was part of this response.

### History of Financial Aid Awarded to Students



Source: *Fact Book 2012-13*, p. 210

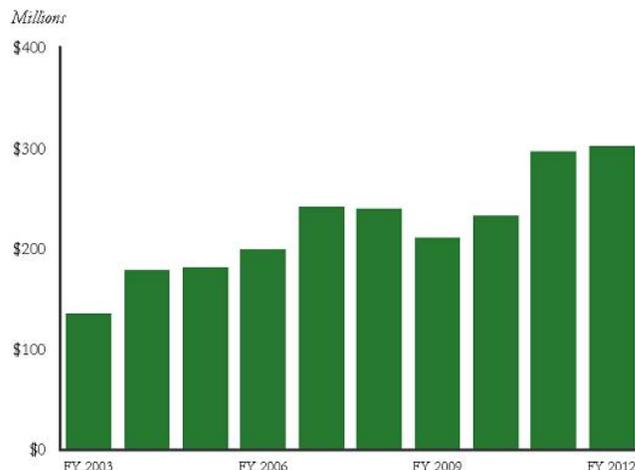
### Development Support

Support through development activities is a critically important revenue source to the University and one of the fastest growing sources of revenue. These funds significantly enhance institutional resources through endowed chairs and professorships, student scholarships, programmatic support and funds for capital construction for new buildings and renovations. The development program at CSU has made tremendous strides over the past several years and in June of 2012 successfully completed its first ever Capital Campaign for CSU by raising \$537 million in 7 years, which exceeded the \$500 million goal set for the Campaign. Development experienced increases in private support of 47% and 31% over the past 2 years. Private support set an all-time record for the University in FY12 by raising \$111.6 million from a record 32,000 donors and development is expecting to bring in over \$100 million annually on an ongoing basis. This record was again exceeded in FY13. Ambitious goals have been set to increase the endowment to \$500 million by 2025 with a goal of \$1 billion by 2035. Feasibility studies are proposed for defining the next campaign for private support, possibly targeting a \$1 billion goal.

Colorado State University Foundation (CSUF) is operated as an independent organization from CSU and invests donor funds on behalf of CSU with an objective of long term growth. Due to this long-term perspective, CSUF carefully considers investment allocation strategies to assure the safety and soundness of principal along with the need to provide annual revenue for CSU.

CSUF's total invested assets have increased from \$33.7 million in FY92 and \$135.8 million in FY03 to over \$305 million in FY12. Private support from the Foundation flows into the University budget through a variety of routes, such as scholarships entering as tuition, funds for building construction, and expenses for programs, rather than being identified as a separate revenue stream.

### History of Total Invested Assets



Source: *Fact Book 2012-13*, p. 219

### Human resources:

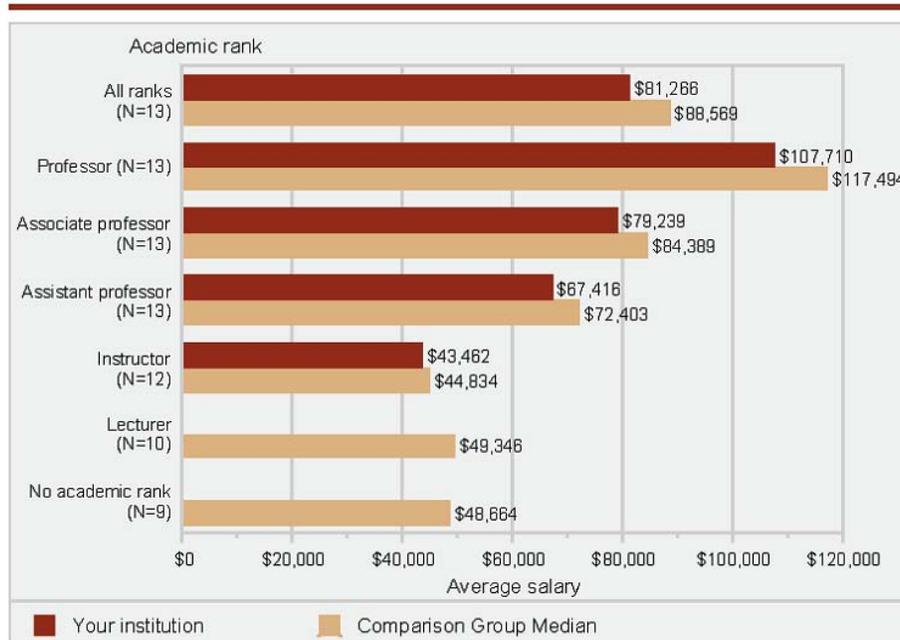
The following table illustrates the history of university employees for the past 10 years:

	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	Ten-Year Change
Tenure-Track Faculty	945	934	930	943	973	1,019	1,033	1,000	1,003	1,008	7%
Special Faculty	192	198	198	215	346	303	302	331	331	401	109%
Temporary Faculty	266	268	295	303	149	196	182	209	225	253	-5%
Administrative Professionals	1,050	1,067	1,085	1,172	1,258	1,356	1,362	1,417	1,491	1,641	56%
Research Associates	802	835	858	867	891	902	894	877	866	863	8%
State Classified Staff	2,070	2,034	2,048	2,035	2,092	2,121	2,060	2,035	1,940	1,910	-8%
Other Employees	278	315	313	327	361	352	307	314	342	399	44%
<b>Total Employees</b>	<b>5,603</b>	<b>5,651</b>	<b>5,727</b>	<b>5,862</b>	<b>6,070</b>	<b>6,249</b>	<b>6,140</b>	<b>6,183</b>	<b>6,198</b>	<b>6,475</b>	<b>16%</b>

Source: *Fact Book 2012-13*, p. 118

On average, CSU faculty members, by rank, are paid 2 to 9 percent less than comparable peers.

**Figure 13. Average salaries of full-time instructional staff equated to 9-month contracts, by academic rank: Academic year 2011-12**



**NOTE:** Average full-time instructional staff salaries for 11/12-month contracts were equated to 9-month average salaries by multiplying the 11/12-month salary by .8182. Salaries based on less than 9-month contracts are not included. Medical school salaries are not included. N is the number of institutions in the comparison group.

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Human Resources component.

Source: IPEDS DFR 2012

Institutional Research conducts an annual analysis of salary equity among faculty within departments using a linear regression method to model the relationship between years since degree and salary. In the past, only a total correlation coefficient was provided for each department. In the FY11 analysis, in an effort to better identify areas of potential concern, correlation coefficients were additionally provided by gender and minority status. These results are discussed with the President's Cabinet, Deans and Associate Deans and will be used by the Women's Initiative group recently convened to assess gender equity on campus.

Key findings of the Individual Salary Equity Study 2012-13 are as follows, based on comparison with the 14 institutions in the Board of Governors' Peer Group:

- CSU ranked 9th in the average salary for full and associate professors and 8th in the average salary for assistant professors.
- CSU ranked 12th (of 12 reporting institutions) in the percentage change in average salary from 2010-11 to 2011-12 for full professors, 10th for associate professors and tied for 10th with two other institutions for assistant professors.
- CSU ranked 11th in the average compensation for full professors and 10th for associate and assistant professors.
- CSU ranked 12th in benefits as a percent of faculty salaries.

In the *AAUP Faculty Salaries and Compensation Comparison, 2011-12*, key findings included:

- The average salary for CSU faculty in 2011-12 was 93.4% of the peer weighted average salary, which was down from 95.3% in 2010-11.
- The average compensation for CSU faculty in 2011-12 was 91.5% of peer weighted average compensation, which was down from 93.7% for 2010-11.
- Only two institutions, the University of California-Davis and Oregon State University, have a

higher cost of living than CSU.

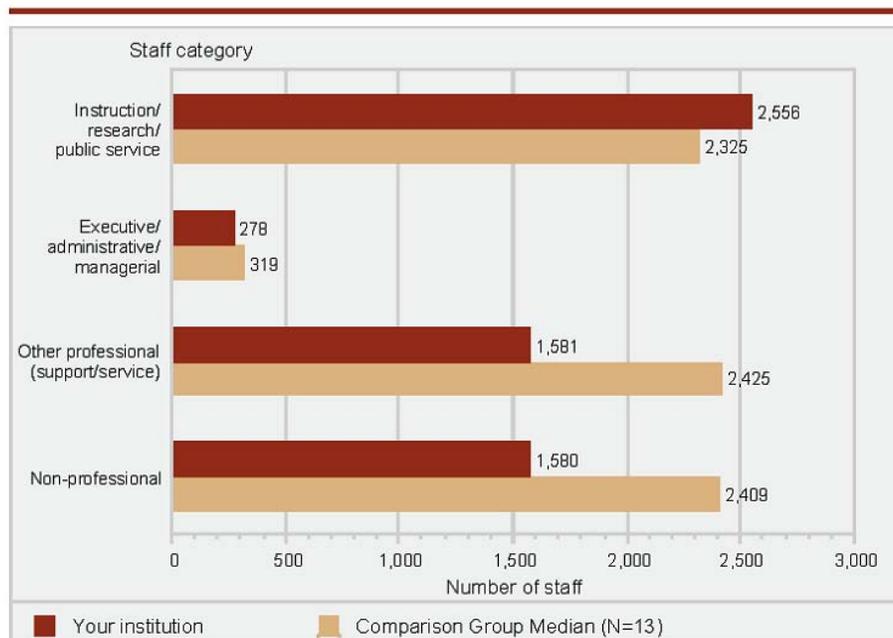
- CSU ranks first in the contribution faculty are required to make to their retirement plan with 10.5%.

Key findings in the *Salary Discipline Study* included:

- Salaries for CSU full professors decreased from 94% of peer full professor salaries in 2010-11 to 91% of peer salaries in 2011-12.
- Salaries for CSU associate professors decreased from 100% of peer associate professor salaries in 2010-11 to 96% of peer salaries in 2011-12.
- Salaries for CSU assistant professors decreased from 97% of peer assistant professor salaries in 2010-11 to 96% in 2011-12.
- Compensation for CSU full professors decreased from 93% of peer full professor compensation in 2010-11 to 90% of peer compensation in 2011-12.
- Compensation for CSU associate professors decreased from 98% of peer associate professor compensation in 2010-11 to 95% of peer compensation in 2011-12.
- Compensation for CSU assistant professors remained unchanged at 95% of peer assistant professor compensation from 2010-11 to 2011-12.

CSU operates with a much lower ratio of executive and administrative staff than most peers and pays lower administrative salaries than most peers, resulting in an even greater gap compared with peers than occurs for faculty salaries. As a result, institutional support expenditures are 4.7%, again ranking well below the average of peers. There is general agreement that many of CSU's administrators, including department and program directors are fiercely loyal to CSU and are "working" administrators rather than "managing" administrators.

**Figure 12. Full-time equivalent staff, by assigned position: Fall 2011**

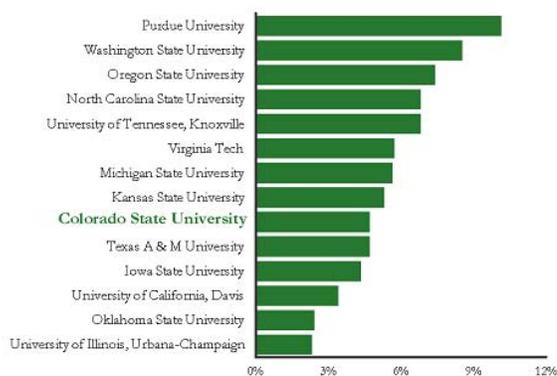


NOTE: Graduate assistants are not included in this figure. For information on the calculation of FTE of staff, see the Methodological Notes. N is the number of institutions in the comparison group.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Winter 2011-12, Human Resources component.

Source: IPEDS DFR 2012

## Institutional Support Expenditures as a Percent of Total Expenditures



Source: *Fact Book 2012-13*, p. 242

The University is strongly committed to improving its human resources as evidenced by several initiatives in the *Strategic Plan* that will invest in both growing the number of employees and increasing the quality of the working environment for employees:

- **Goal 1:** Grow the number of faculty and staff and maintain those numbers sufficient to support the education, outreach, and research mission of the University.
- **Goal 17:** Increase numbers and quality of personnel supporting research and creative artistry.
- **Goal 2:** Provide opportunities for faculty and staff to engage in professional development activities that help the University achieve its mission.
- **Goal 33:** Create and maintain an exemplary workforce.
- **Goal 34:** Protect and empower our students, faculty, and staff.

As an example of investments in the quality of the work-life experience, CSU's **Commitment to Campus** encompasses a wide range of programs, discounts, and special benefits available to CSU faculty and staff. These opportunities are offered to:

- Promote employee health, wellness, and personal advancement,
- Engage employees in the life of the University,
- Connect employees and students outside the classroom,
- Enrich participation in campus programs, classes, and events, and
- Reward employees for their service and involvement in the CSU community.

Other efforts for professional development of faculty and staff are described in Components 3.C.4 and 5.A.4.

### Physical infrastructure:

The CSU campus currently includes 490 buildings on 3,347 acres, and consists of several management areas located in Fort Collins, known as the Main Campus, South Campus (Veterinary Teaching Hospital), and Foothills Campus (Research and Service Centers on the west edge of Fort Collins). In addition to the main campus area, the Agricultural Research, Development Education Center (ARDEC) is a 1,575-acre agricultural campus northeast of Fort Collins; Pingree Park is a 1,177-acre mountain campus; and there are 4,043 acres of land for the Colorado Agricultural Experiment Stations and Colorado State Forest Service outside of Larimer County. Campus building space is currently allocated approximately as follows:

Campus Building Space		
Building Type	GSF	Count
Apartment Building	717,786	77
Chapel	1,059	1
Classroom/Office	1,407,765	34
Dormitory	1,459,972	59
Engineering	549,484	23
Farm Building	608,248	258
Fine Arts	123,559	2
Hospital Or Infirmary	273,743	9
Instructional Shop	20,246	1
Library	335,874	3
Office	894,419	87
Other Academic Facility	95,570	26
Other Aux Enterprise Facility	567,334	47
Physical Plant Service	157,940	41
Physical Education	437,186	4
Science	2,128,844	89
Single Family Dwelling	37,367	22
Student Center*	506,106	2

\*A major project is currently underway that will renovate 160,000 sq.ft. and add approximately 40,000 sq.ft. to the Lory Student Center, at a cost of approximately \$65 million.

Major Construction And Renovation Projects In 2012			
Building	Budget	Program	Description
<b>Completed in 2012</b>			
Morgan Library	\$16.4M	Libraries	Cube addition and renovation
Lory Student Center	\$6.0M	Student Affairs	Theater renovation
Corbett Hall	\$6.5M	Housing & Dining	Exterior revitalization
Alder & Spruce Halls	\$1.7M	INTO Pathways	Interior renovations
CDC	\$1.8M	Research	Added laboratory space
Parmalee Hall	\$15.3M	Housing & Dining	4th floor addition
<b>In progress Fall 2012</b>			
Braiden Hall	\$14.0M	Housing & Dining	4th floor addition
Braiden/Pitkin Area		Facilities	Landscape masterplan
Founder's Walk		Facilities	Landscape masterplan
Engineering II	\$46.0M	Engineering	New classroom, offices, labs
Classroom upgrades	\$10.0M	Academics	Classroom renovations, AV upgrades
Clark	\$230k	Liberal Arts	Restroom upgrades
Early Childhood Center	\$4.6M	Human Development	Renovation 16,000 sq.ft. off-campus
Equine Reproduction Lab	\$4.3M	Vet Med	Fire damage replacement
Moby Arena	\$4.5M	Athletics	Addition and renovation
Moby Arena	\$4.3M	Athletics	Training room expansion
Mason bus transit	\$3.5M	Facilities	Landscape and transportation
Durrell Center	\$9.0M	Housing & Dining	Renovation
<b>In design Fall 2012</b>			
Behavioral Sciences	\$9.5M	Academics	Classroom addition
Academic Village North	\$48.0M	Housing & Dining	Deconstruction & replacement
Animal Sciences	\$7.5M	Animal Sciences	Interior renovation
Advanced Beam Lab	\$3.7M	Engineering	Research lab renovation
Eddy Hall	\$6.9M	Liberal Arts	Interior and exterior renovation
Lory Student Center	\$65M	Student Affairs	Renovation and addition

From FY09-FY12, CSU invested more than \$670 million in major capital construction using the following sources of revenue:

- Student facility fee—24%
- CSU central funds—24%
- Auxiliary funds—37%
- State funds—8%
- Donor funds—6%
- Grant funds—1%

During the same period, a total of 981,117 GSF of space was constructed or renovated, allocated as follows:

- Athletics = 86,950 GSF
- Auxiliary = 74,486
- Education = 372,936
- Research = 105,854
- Other = 340,891
- Total = 981,117 GSF

Through CSU's *Climate Action Plan*, a series of short-term, medium-term, and long-term strategies have also been implemented to enable CSU facilities and operations to be a model

institution for sustainability, master planning, and campus beautification leading to climate neutrality. CSU has already installed and owns 238 kW of photovoltaic panels, which provide approximately \$24,000 in annual electric cost savings. In addition CSU has a long-term Purchased Power Agreement with Sun Edison for 5,300 kW of photovoltaic power at Foothills Campus, which is one of the largest solar plants on a university campus; saving the University an estimated \$4 million to \$6 million per year over the next 20 years.



Aerial view of the CSU solar panel array.

The planning process for physical development of the campus and capital construction is discussed in Component 5.C.3.

#### **Facilities Controlled Maintenance**

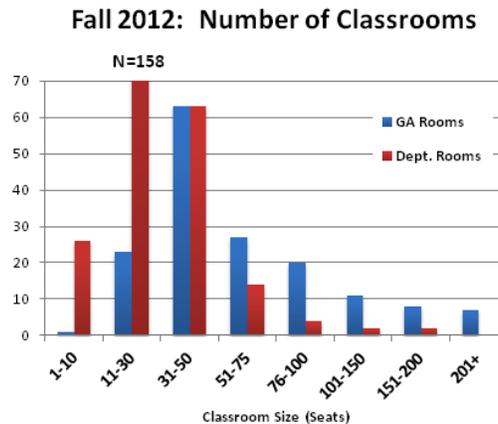
CSU has received only \$12.2 million of State Controlled Maintenance funds in appropriations from FY03 through FY13 to repair and rehabilitate aging facilities. Needs are currently estimated at \$60 million per year with a \$260 million backlog of deferred maintenance. Controlled maintenance funding from the state is projected to be very limited in the future, forcing the University to internally fund all critical maintenance needs necessary to keep institutional facilities functional. Controlled maintenance funding over the last 10 years totals \$140 million with an average of \$14 million per year from all sources including internal and state-appropriated funds. While state funds are decreasing, federal and private grant funds for research continue to grow, placing more pressure on the University to invest in upgrading buildings, utilities, and support infrastructure for quality instruction and research to remain competitive. Industry standards (APPA) indicate the annual controlled maintenance funding should be 2% to 3% of current replacement value, which is approximately \$60 million for CSU as shown in the table below. To deal with the ever-widening gap between available funds and maintenance needs, CSU has prioritized approximately 150 deferred and current controlled maintenance projects to provide a short list for funding opportunities. The University has also requested an additional \$1 million for controlled maintenance projects starting in FY14.

CSU - RI Assets - Current Replacement Values And Deferred Maintenance Backlog									
Asset Type		Quantity	Unit	Unit Cost \$/Unit	Current Replacement Value	FCI*			Deferred Maintenance Backlog
						Audit 2007-10	Audit 2012	Deficiency* (85% - FCI)	
RI Buildings	Classroom/Office	4,914,175	GSF	\$400	\$1,965,670,000				
	Research	859,756	GSF	\$600	\$515,853,600				
	Total	5,773,931	GSF		\$2,481,523,600	77.6%	79.1%	5.9%	\$146,409,892
All Utilities	All types	204	miles	\$2,409,769	\$491,592,868		63.0%	22%	\$108,342,054
Roads/Walks	Common Areas	1,000,000	GSF	\$10	\$10,000,000		50%	50%	\$5,000,000
					\$2,983,116,468				\$259,751,946

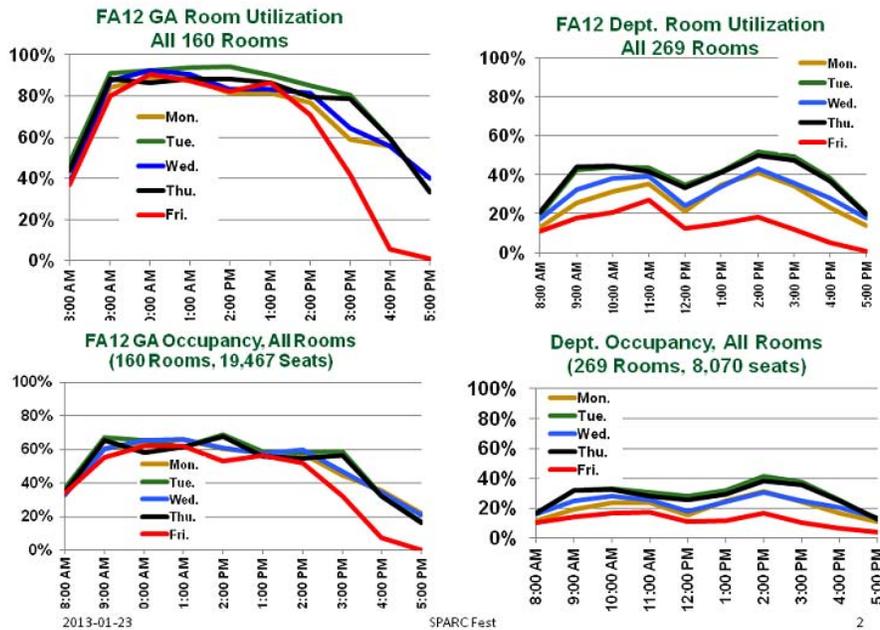
\* Facilities Condition Index; Deficiency = to bring FCI up to 85% of new (Does not apply to Roads/Walks).

Classrooms. The Classroom Review Board (CRB) has oversight responsibility for the General Assignment (GA) classrooms, with faculty, IT staff, facilities, and student representation. There are 160 GA classrooms at CSU, and 269 departmental (generally smaller and less formal) classrooms. Most of the instruction is delivered in the GA classrooms. At the end of calendar year 2012, all GA classrooms were "smart," i.e. equipped with computer projection capability, and all rooms have hardwired and wireless internet access. In addition, almost all (where warranted) have podiums with Crestron touch-pad controls and I-clicker personal response system base stations. Medium and large rooms have high fidelity audio systems including wireless microphones and larger podiums. Large rooms also have document cameras. Each room is equipped with an intercom phone that provides assistance with technology in the room, including sending a technician immediately when needed. Also, Echo360 lecture capture systems are being installed in classrooms with units currently deployed in 17 classrooms. It is expected that this technology will penetrate further into the classrooms over the next review cycle. The technology in the rooms is on a five-year refresh cycle, and thereby kept up to date.

The CRB regularly monitors and analyzes classroom seating capacities. The current number of classrooms by type and size is indicated in the chart.



Capacity analysis of classroom resources for the support of programs includes consideration of the number, size, and type of classrooms; the occupancy of classrooms by day and hour; and the efficiency of utilization of classrooms by seat capacity. In capacity analyses conducted in Fall 2008, Fall 2010 and Fall 2012, the CRB found that supply and demand had remained relatively consistent with the addition of 19 new classrooms with a total of 1410 seats during that period. The most pressing challenge currently identified is the availability of more large classrooms with state-of-the-art high technology enhancements comparable to the new Behavioral Sciences Building 350-seat classroom. The architecture of some of the older, large classrooms limits our ability to upgrade to our current standards for instructional technology, but the rooms are still usable. Seating capacities and room utilization are shown in the figure below.



### Technological infrastructure:

The University has invested heavily in its technological infrastructure (*Strategic Plan Goal 32*) and is currently well positioned (see *IT Consolidation Report 2011* for additional details). However, we also realize that this is a rapidly advancing aspect of infrastructure that needs continued investments. The following examples provide evidence of the current state of our technological infrastructure:

Data Centers. The University has, over the past four years, invested nearly \$4 million upgrading its main data center to a state-of-the-art facility. Everything in the facility, including the backup generator, the green, redundant UPSs, the electrical power distribution, the cooling, the raised flooring, the monitoring, and the access system, has been upgraded. It is currently meeting our needs, and is expected to meet our needs into the foreseeable future. The data center is currently staffed with one data center manager and one data center operator.

In FY13, the University invested \$400,000 for enhancing an off-site, disaster recovery/redundant data center by adding an external generator and UPS. The University has implemented virtual server and virtual storage solutions that provide hot-spare and warm-spare redundancy for all critical services. This data center already houses fully redundant critical services, including our internet router, DNS, and the "second" portion of clusters for email and unified messaging, as well as a myriad of other redundant equipment. We are well positioned with data center infrastructure that should be more than adequate for quite some time.

Server and storage environments. Central IT has a Windows technology group and a UNIX technology group who have responsibility for servers. The University recently upgraded its server environment for administrative systems. We expect these to be more than adequate for about five years, at which time they will be refreshed with new technology. In addition, funding was made available in FY13 to upgrade and refresh the data storage infrastructure, including virtualized storage using the DataCore system that will push critical data in real time to both data centers. Critical data are also backed up to tape. We are well positioned with server and data storage infrastructure that should be more than adequate for quite some time.

Campus Administrative Information Systems. Our campus uses 'best of breeds' administrative information systems. We upgraded in 2007 to the Banner Student Information System which is providing excellent functionality. The interface to it, RAMweb, is rich and robust, and was developed and maintained in house. Our students indicate that this interface is one of, if not, the best in this region of the country. In 2009, we upgraded to the Quali Financial System, a community source system, developed by higher education and ergo, meets our needs very well. We are in the process of upgrading our home-grown Research Management System to another

community source system, Kuali Coeus, that will integrate with our financial system, and provide modern functionality, e.g. direct access to grants.gov, etc. We have been a WebCT/BlackBoard school since 1998, and now about 65% of our course sections are using it. In May 2012, we upgraded to an outsourced version of BlackBoard Learn 9.1, a state-of-the-art system. Our HR system is Oracle, installed in 2002, and we are now conducting an analysis of potentially upgrading it in the next two to five years.

Physical Networking: WAN, LAN and Wireless. The Communications Infrastructure Committee (CIC) has oversight responsibility for campus networks and networking, and the central networking group has responsibility for operations and management.

- WAN – We share a 10 Gig fiber ring to the Front Range GigaPoP in Denver, where we obtain commodity internet, Internet2, and National Lambda Rail access. The shared infrastructure, operated by the National Center for Atmospheric Research, is top notch, and easily and affordably expanded to multiple wavelengths. We maintain statistics on the capacity and traffic type, and have ample headroom for years.
- LAN – Two years ago, the statistics we collect on our internal LAN indicated that some connections were experiencing capacity problems. We changed our cost model for the network to be FTE based, and received an infusion of base funds to upgrade the network capacity. We are making extremely good progress in this regard, and now have a stable, adequate funding model for needed capacity upgrades. Where needed and with justification, we establish 10 Gig connections directly to individual research groups.
- NSF Cyberinfrastructure grant – Recently, CSU was awarded an NSF Cyberinfrastructure grant to deploy a 100 Gig "Research DMZ" network with smart routing via Internet2's DYNES technology, and which will support an external WAN upgrade from 10 Gig to 30 Gig. This technology will be deployed over FY13 and FY14.
- Wireless – We have wireless coverage in all major buildings, and have upgraded almost all locations to the latest 802.11n ultra-high speed, high-density systems. Upgrading coverage, including into basements and obscure recesses of buildings continues to be a challenge that we are addressing incrementally.

IT Security. We have an exceptional team of IT security experts who oversee IT security (our [IT Security policy](#) is now in version 13). We have implemented all of the prevalent best practices; including default deny firewalling, intrusion detection, vulnerability scanning, robust anti-spam and anti-virus checking border and desktop software, and vulnerability scanning. We are PCIDSS compliant, a noteworthy accomplishment. IT security and governance policies were updated in FY12.

Personal Computers. Individual organizational units are generally responsible for upgrading personal computers, however units' abilities to keep PCs up-to-date are very inconsistent. Due to the critical need to keep faculty computers up-to-date, the Provost deployed \$100,000/year of base budget to subsidize, up to a 50% match, the purchase of computers for tenured and tenure-track faculty on a 4-year refresh cycle.

Data Access. We have an exceptionally rich data environment, with TBs of institutional data, accessible directly via ODBC calls into the operational data store, access via eThORITY and Oracle Business Intelligence for access to institutional data. We have mature data architecture and data access policies. We have an outstanding Office of Institutional Research that is responsible for institutional and business data reporting.

Future plans for improving the institutional data environment include adding additional data sources into the central data warehouse, and extending the data environment by developing self-service, mobile aware applications to address student success and retention. Additionally, we are deploying infrastructure to support data curation and data management for data sets and scholarly communications, as required by federal research agencies, in our institutional digital repository. This will move the environment into the realm of "big data," if not even "huge data."

**2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity (Same sub-component as 1.D.2).**

CSU is a state (public) institution (Colo. constitution Art. VIII, sec. 5). It is governed by the **Board of Governors of the CSU System and is a non-profit, state governmental entity**. CSU does not generate financial returns for other entities (other than the CSU System office to support the operations of the Board). Contributions or support (other than membership dues) to other organizations or operations that are not a part of the University's mission must be approved by the Board.

#### Self-Funded Operations and Auxiliaries

Consistent with the state constitution, CSU manages all auxiliaries and other cash-funded operations as enterprises. Therefore, they are self-funded (cash-funded) through charges for services. **In addition to generating their own operating revenue, enterprises provide the University with flexibility to undertake capital construction projects when the state General Fund does not provide such support.** The Board has final authority to approve all enterprise budgets and fees. Examples of auxiliary enterprises include the CSU Health Network; Telecommunications; Campus Recreation; Lory Student Center; Housing and Dining Services; and the Division of Continuing Education.

These auxiliaries have responsibility for much of the campus infrastructure beyond the academic classrooms and research facilities. They are responsible for over 2.3 million GSF of facilities ranging in age from 1 to 44 years. Maintaining, upgrading and building new facilities, equipment and technologies are among their highest priorities with the objective to provide an atmosphere that encourages achievement. Customer service and streamlined operations receive emphasis in order to promote efficiency.

### **3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.**

The strategic planning processes of the University involve the entire CSU community. Strategic Planning Area Review Committees (SPARCs) meet annually, alternating between 2 years of "review" and a third year of "refresh" to keep the goals, strategies and objectives current and to measure success. This ongoing review and adjustment process maintains focus and assures realistic goals that reflect new priorities, new environments, new opportunities, and new ideas that have been exposed to the entire university community and adopted by consensus. Each year, following the SPARC exercise, the budget plan is developed with reference to the resource requests developed by the SPARCs. These processes dovetail to assure that campus units know how resources will be allocated in support of express, measurable goals that support mission statements at department, college and institutional levels. Recent emphasis and a demonstrable commitment to accountability and public transparency of the University's finances has provided additional opportunity for all constituents to evaluate the appropriateness the University's decision-making processes. The *Strategic Plan 2012* update provides evidence that these processes help assure a strong relationship between mission and resources.

### **4. The institution's staff in all areas are appropriately qualified and trained.**

An overview of Administrative Professional and Classified Personnel employee councils is provided in Component 3.C, including discussion of the qualifications of faculty (3.C.2) and staff (3.C.6). Professional development resources for faculty and some staff professional development are also reviewed in Components 3.C.4 and 3.C.6. In addition to utilizing position descriptions containing minimum qualifications and annual evaluation processes to establish that staff are appropriately qualified, the University has *Goal 1*, *Goal 2* and *Goal 34* in the *Strategic Plan* to support training and professional development. Many staff members also hold licenses, certifications or other specialized credentials in their fields, further assuring the appropriate qualifications and currency in their positions, as illustrated by the attached list of examples from *University Operations*.

University efforts go well beyond supporting minimum qualifications and training necessary to continue to perform in a position. CSU has adopted a goal of creating and maintaining an exemplary workforce (*Strategic Plan Goal 33*). Initiatives have been taken beyond just the continued investment in more training to keep staff productive, now extending to investments in improving the personal well-being of staff and helping them feel that they work at the preferred jobs in the region (See Commitment to Campus in Component 5.A.1).

Employees who meet minimum eligibility criteria may also take advantage of the [Employee Study Privilege](#), which makes for-credit courses available to CSU employees for free (or very minimal cost) on a space-available basis, up to nine credits per year. The Study Privilege was recently increased from six credits per year and includes reciprocal study privileges at CSU-Global Campus (online courses), CSU-Pueblo (located in southern Colorado), and, by cooperative agreement, at the University of Northern Colorado (Greeley, CO), an institution not under the Board that offers degree and certificate programs not available at CSU.

All annual employee performance reviews are expected to include goal setting and planning for improvement, including identification of training and professional development activities. The University actively facilitates access to many resources for professional development. Professional development activities may be available within the unit, or shared with other units on campus, or may authorize staff to register for programs offered outside the institution, for example through the benefits of membership in professional organizations. Department heads have the discretion to allow employee reimbursement for registration and travel expenses for employees to attend regional, national and international conferences.

CSU has established multiple venues for employee training. The Office of Equal Opportunity (described in Component 2.A.1) provides sexual harassment and search training. The [Office of Training and Organizational Development \(TOD\)](#) is charged with responsibilities to design and coordinate training and development opportunities for personal and professional growth for all CSU employees—academic faculty, administrative professional staff, and state classified personnel. Training and consultative services are free of charge to campus units and staff. Some examples of TOD's activities include:

- **Faculty and Staff Development.** TOD Workshops are designed to develop not just work skills, but life skills and insight in areas like communication, leadership, personal effectiveness, supervision, stress management, change management, financial health, and much more. A new initiative is underway in cooperation with the Provost's Office to provide meaningful leadership development for faculty and academic administrators, in particular to strengthen leadership within the institution, rather than being dependent on hiring and promoting external candidates for leadership positions.
- **Building Proctor and Campus Safety Training.** Training is provided for Building Proctors and Assistant Building Proctors, along with campus safety training for interested employees and Campus Security Authorities under the Campus Safety (Clery) Act. The Building Proctor Program mandates that every campus building have an approved building safety plan and a trained building proctor and assistant building proctor to help occupants understand and practice prevention, security and emergency response protocols. Other CSU employees are also welcome to attend these training sessions, in the interest of campus-wide emergency preparedness. The Emergency Response Plan evidences the support for, and success of, this training program.
- **Business Applications Training.** Online training resources are provided for employees who use the financial systems at CSU. Hands-on training is provided for the CSU Travel System, Financial Records System, Student Information System, HR System, and others. TOD also supports registration for training hosted by the Department of Business and Financial Services' Campus Services and Financial System Services units.
- **University Employee Orientation.** New employees are officially welcomed to the CSU campus community and enjoy a day of presentations and information to help them be successful at CSU. This orientation is considered an employee benefit and covers an array of topics such as university history, mission, policies, and culture, employee benefits, diversity, public safety, community engagement, available resources, and employee responsibilities. Employees can retake this training anytime they wish.
- **Organizational Development and Consulting.** Customized services are available to meet the specific training and consultative needs of departments or work units.
- **Additional Resources.** Many training as well as personal and professional development opportunities are available through the academic departments, service units, support programs, extension, Division of Continuing Education, etc. TOD attempts to facilitate access to these programs through its website.

In November of 2012, President Frank asked the Vice President of University Operations to convene a task force charged with transforming CSU into the best place for women to work and learn (see [charge](#) attached). One of the first outcomes is the development of a website that will

provide a one-stop place to connect women to a comprehensive list of resources available throughout the campus. The initiative has been named "The Ripple Effect: Engaging the strengths and talents of women to build an exceptional CSU community." The site is planned to include an interactive forum that encourages the exchange of ideas related to "the best place to work and learn" topics. Currently identified topics include: diversity, leadership, family, wellness, equity, outreach, and discovery. The online forum is expected to generate ideas for actions that will improve the campus climate for women, with some ideas being acted upon quickly, while more complex ideas will likely require detailed proposal development. The site is expected to launch to the CSU community in the fall of 2013.

In the [Employee Climate Survey 2012](#), most employees indicated a high level of satisfaction with the work environment. For example, various groups of employees with a mean Likert score (Strongly disagree = 1, to Strongly agree = 5) in the range of 3.96 to 4.23 indicating general satisfaction with the level of support concerning physical safety and the awareness of and access to campus safety resources. Responses were generally positive to other queries about professional development opportunities, supervisor relationships and relationships with other employees.

## **5. The institution has a well-developed process in place for budgeting and for monitoring expense.**

### Budgeting Process

CSU has a well-established budget development process that annually engages the entire campus. The President has appointed the Budget Subcommittee of the President's Cabinet, composed of the President, the Provost/EVP, the Vice President for University Operations, the Vice President for External Relations, the Chief Financial Officer, and the President's Chief of Staff, to guide the process. [Budget updates](#) and related communications are regularly posted online as part of the Office of President's website.

1. The budgeting process for each fiscal year begins in July of the previous fiscal year with initial development of a draft incremental budget that includes initial projections of new revenues and new expenses. Once the initial version of the budget is developed, usually in July, the Budget Subcommittee of the President's Cabinet begins the process of engaging campus constituents to gain input and feedback on the proposal. Campus constituents include the Faculty Council's Committee on Strategic and Financial Planning (CoSFP), the full Cabinet, the Council of Deans, the Associated Students of CSU, the Board, and many others. Feedback from these constituents is solicited on a periodic basis as changes to the projections occur.
2. Based upon this feedback along with information from the State, the budget is refined during the fall term through several iterations to reflect updated projections of F&A recovery, enrollment, state economy and budget, new initiatives, fixed cost base operations (e.g. utilities), etc.
3. In October, the process begins to focus on the magnitude of deficit/surplus and strategies to balance the budget. A [budget planning tool](#) is available to inform and encourage participation in budget adjustments. The CoSFP, with representation from all groups of internal constituents (faculty, administrative professionals, classified staff, and students), reviews updated drafts of the budget, and provides input into priorities and strategies.
4. In December, the state revenue forecast is updated, which brings sharper definition to requirements to balance the budget.
5. In January, budget hearings are held following the wrap-up of the *Strategic Plan* review and/or refresh (known as the SPARC Fest). Proposals are presented from colleges and major administrative units for implementing changes (both reductions and enhancements – all are incremental changes in total budget) within the planning parameters established for balancing the budget.
6. Continued refinement of the incremental budget occurs through March, taking into consideration updated enrollment forecasts, feasibility of tuition increases, state revenue and budget forecasts, new initiatives from the SPARC Fest, feedback from the budget hearings, etc.
7. In March, final budget presentations are disclosed to the campus community through an open public forum for discussion.
8. In May, after approval of the Long Bill (the major state appropriations bill) by the legislature and governor, the final budget is considered by the Board for approval for the fiscal year

starting July 1.

### Expense Monitoring Process

Incorporated within the University's financial system is a robust electronic workflow engine that allows the University to assign roles at varying value levels for transaction approval. The system also allows the University to route transactions based upon other relevant attributes, such as object code, which can be used to identify types of items purchased, flag certain high-risk transactions, and route transactions for special approvals (e.g., any expense charged to an externally sponsored project is routed through the Office of Sponsored Programs). In this way, the University effectively delegates levels of responsibility throughout the organization based upon each individual's role and level of authority. The University requires all business officers and unit leaders (Deans, VPs, etc.) to annually certify their compliance with University policies and procedures.

In addition to the above, units are required to reconcile their accounts on a monthly basis to ensure the proper recording of transactions. Campus Services, a unit within Business and Financial Services, also provides a level of oversight by monitoring units at an aggregated level. Unusual items noted during these monitoring procedures are addressed with each respective unit. Individuals within Campus Services are assigned specific units for oversight and serve as a liaison for all functions carried out within Business and Financial Services, such as Accounts Payable, Accounts Receivable, and financial system operations.

The University also supports an Internal Audit unit through the CSU System office. This unit is responsible for performing financial audits of all units on a rotating basis. The department of Internal Audit reports directly to the Board of Governors of the CSU System.

## Sources

-  AAUP Faculty Salaries and Compensation Comparison 2011-12
-  Budget Planning Tool
-  Budget updates and communications
-  Climate Action Plan 2010
-  Commitment to Campus
-  Employee Climate Survey 2012 (Page 16)
-  Employee Study Privilege
-  Fact Book 2012-13 (Page 118)
-  Fact Book 2012-13 (Page 201)
-  Fact Book 2012-13 (Page 210)
-  Fact Book 2012-13 (Page 219)
-  Fact Book 2012-13 (Page 238)
-  Fact Book 2012-13 (Page 242)
-  Financial Accountability Report FY2012
-  Infrastructure and IT SPARC 2012
-  Institutional Plan for Student Fees and Charges (8-3-2012)
-  IPEDS Data Feedback Report 2012 (Page 6)
-  IT Consolidation Report 2011
-  IT Security Policy v.13
-  Office of Training & Organizational Development
-  Professional Licenses and Certifications, Division of University Operations
-  Salary Discipline Study 2011-12
-  Strategic Plan 2012
-  Strategic Plan 2012 (Page 19)
-  Strategic Plan 2012 (Page 25)
-  Strategic Plan 2012 (Page 27)
-  Strategic Plan 2012 (Page 28)
-  Strategic Plan 2012 (Page 5)
-  Strategic Plan 2012 (Page 6)
-  Task Force on the Status of Women at CSU

## **5.B - The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.**

### **Assurance Evidence**

#### **1. The institution has and employs policies and procedures to engage its internal constituencies - including its governing board, administration, faculty, staff, and students - in the institution's governance.**

*Inclusiveness* and *mutual respect* are values of CSU that support our operating practices. These values have created a sense of community that supersedes the minimum requirements of policies and procedures. The major policies that define roles of internal constituents in the operations of CSU are found in the *Academic Faculty and Administrative Professional Manual*. However, the sense of community that has developed as a result of providing opportunities to engage all constituents through abundant disclosure and engagement in discussion is a reflection of the leadership style of the upper administration. Some notable examples include the budgeting process (described below in subsection 5.B.5), the *Strategic Plan* review and refresh process (described in Component 5.C), the University Policy development process (described below in subsection 5.B.3), frequent communications from the President to the entire campus, and a strong sense that the administration is open to two-way dialogue.

The *Employee Climate Survey (2012)* attempted to document the University's attainment of these values. Most employees responded positively to having a voice in the affairs of the institution (items 8, 12, 14, and 15 in the survey). Two groups, the State Classified staff and part-time faculty, did not perceive the environment as favorably as others. Additional research and analysis is planned to identify and evaluate factors contributing to these differences and to determine why there were so many neutral- and no-responses within all groups.

Concerns about low morale amongst adjunct faculty have been noted as a challenge for several years. CSU is not unique in this regard. Specific efforts to define and address the issues have been attempted through a series of ad hoc groups and surveys to determine what can be done to enhance their sense of value to the institution and engagement among these employees. Several changes have been made in the processes of appointment and reappointment, including multi-year contracts (as authorized by Colo. House Bill HB12-1144); establishment and approval of senior teaching appointments; and implementation of a change so that teaching appointments are no longer terminated at the end of the Spring semester, thus suspending library and parking access. In addition, adjunct faculty members have been allowed greater access to the promotion process, and more attention has been focused on salary adjustments, including raising the salary floor for adjuncts and providing standardized incremental raises. Faculty Council added an advisory committee for non-tenure track faculty members, as well, so their input could be formally solicited and considered in council deliberations.

To facilitate broader collaboration and engagement, the membership of the Faculty Council's Committee on Strategic and Financial Planning (CoSFP) was expanded (in 2006) to include representatives of all campus constituents in addition to faculty, including representatives of students, Classified Staff, and Administrative Professionals. Each SPARC includes a faculty member of the CoSFP, a Classified Staff Council representative, and an Administrative Professional Council representative.

Students are provided many opportunities to be represented in governance through the Associated Students of CSU, and through leadership on boards overseeing the allocation of specific student fees. NSSE results indicate that relationships between the students and administration are strong and improving. Students are represented on the Board, included in major policy decisions that affect them (e.g., student fee approval and allocation), and play an integral role in the physical development of the campus.

Two recent examples of highly controversial issues that included extraordinary opportunities for internal constituent input were the proposals to partner with INTO for the recruitment of international students and building an on-campus football stadium. Throughout Fall semester 2011, administration and faculty (through Faculty Council and as members of various ad hoc

planning committees) discussed the benefits and challenges of contracting with INTO. Representatives of INTO visited campus to converse with constituent groups and a delegation of faculty leaders traveled to Great Britain to gather additional insight before a final decision was made. When the on-campus stadium proposal was announced, both strong opposition and strong support were indicated from various sectors of the campus as well as the greater community. Broadly representative working groups were formed to study feasibility issues, several open forums were held to provide constituents an opportunity to express their views, surveys were developed to gather additional input, and experts were engaged to facilitate the discussions and summarize opinions. These examples underscore the inclusiveness of constituent groups in the administrative decision-making process.

**2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.**

The organization and operations of the Board are discussed in detail in Component 2.B, including exhibits of Board minutes to illustrate the scope of its activities.

**3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

Within the University, the major policy making body on academic affairs is the Faculty Council. The Faculty Council is a representative body of elected and *ex officio* members having jurisdiction over educational policy, rules, and regulations. The details of its purpose, structure, and function are described fully in [Section C.2.1 of the \*Academic Faculty and Administrative Professional Manual\*](#). Faculty Council has standing committees and advisory committees to develop and recommend policies and positions on academic matters and to serve as sources of expert information for the main body. The membership of each standing committee or advisory committee is customized to fit the functions of that committee. Elected faculty membership, representing each college and the Libraries, is spread as widely as possible among faculty members so that newer members of the faculty may serve on these committees.

Administrators, administrative professionals, classified staff, undergraduate student members representing the Associated Students of CSU, and graduate student members representing the University Graduate Student Council are included in the membership of committees as appropriate to the needs of the committee. The membership of each committee is reviewed annually and the committees have authority to name additional *ex officio* or associate members and to organize subcommittees for specific tasks. In addition, departments and colleges have organizational policies and procedures for decision-making on academic issues that feed into the University process.

Administrative processes for the academic affairs of the institution are the responsibility of the Office of the Provost and Executive Vice President. The Council of Deans serves as a deliberative body to provide guidance and advice to the Provost/EVP. The Advisory Committee on Undergraduate Affairs (ACUA) advises the Vice Provost for Undergraduate Affairs, Vice President for Student Affairs, and Vice President for Enrollment and Access. In addition, there are numerous ad hoc and standing committees and administrative units organized to provide broad and effective participation in the academic administrative and governance processes.

The faculty has a significant role with regard to reviewing and establishing the currency and sufficiency of the curriculum, expectations for student performance, qualifications of the instructional staff, and adequacy of resources for instructional activities. Most of the faculty's responsibilities are exercised at the department/program level with representative oversight at the college and university levels through formal governance structures of the Faculty Council.

In addition, the University's administrative, human resources, and other non-academic policies are developed and approved through a cooperative, shared-governance process. In 2010, the Office of Policy and Compliance (OPC) was formed as an outgrowth of the then-nascent University Policy Office to expand the program, affirm its authority to coordinate policies of university-wide concern, and assure that all constituents to be impacted by a proposed policy change have a fair and meaningful opportunity to participate in the policy process. Currently undergoing its first-ever program review, the OPC is headed by an attorney who reports directly to the Vice President for University Operations, and whose responsibility is to solicit and

coordinate input from constituents such as the CSU employee councils (State Classified, Administrative Professional, and Faculty), department heads, deans, student government, the Office of the General Counsel, the System Office, and any other interested groups or parties with respect to such policies. In its first two years, the office updated and expanded an online Policy Library resource that is accessible to the public; solidified the policy development, stakeholder input, and approval processes; and brought together units that previously would have developed policy independently.

In sum, the current organizational structure is providing efficient and effective oversight for the well-being of the institution, including the strengthening of a sense of community and common purpose as well as disclosure to and participation by all constituents.

## Sources

-  [Academic Faculty and Administrative Professional Manual 2011-12 \(Page 2\)](#)
-  [Academic Faculty and Administrative Professional Manual 2011-12 \(Page 27\)](#)
-  [Employee Climate Survey 2012](#)

## 5.C - The institution engages in systematic and integrated planning.

### Assurance Evidence

CSU has a lengthy record of established systematic and integrated planning processes whereby it assesses and sustains strengths, addresses concerns, and advances the quality of learning. CSU's strategic planning process is best characterized as a multi-faceted, dynamic process that integrates the annual budgeting process, rather than a single, top-down plan. The *Strategic Plan* (described in Component 5.C.3) tends to focus on incremental adjustments as needed to sustain and improve existing programs and respond to major Presidential initiatives.

Presidential planning tends to focus on big, bold initiatives in response to challenging goals that transform the institution through comprehensive initiatives such as SSI and CSU 2020 (in subsection 5.C.4). A well developed planning process for physical development of the campus results in the 10-year physical development plan (in subsection 5.C.3). Often, the benchmark comparisons for these planning processes include Board-approved peer institutions.

Opportunistic or translational planning occurs in response to unanticipated challenges arising from external changes such as new technologies, the INTO opportunity to collaborate on international student recruitment, emerging fan support for a new football stadium, fire- and weather-caused destruction of facilities, and others. These plans tend to be based on "best-practices" identified at other institutions or the creativity of CSU personnel. Detailed planning at the programmatic or discipline level is mostly decentralized and tends to be benchmarked in comparison to aspirational and peer programs of other universities.

As drafts of the budget are developed, the various planning processes begin to merge together coherently, resulting in the allocation of resources in alignment with CSU's mission. This process, as described in Component 5.A.5, has become much more open to all constituents in the past ten years, resulting in increased accountability and improved alignment of program assessment, planning priorities, and resource allocation.

#### 1. The institution allocates its resources in alignment with its mission and priorities.

See Component 1.A.3.

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

As described above, budgeting of resources is closely linked to data-based evaluation and planning. The annual review or refresh of the *Strategic Plan* by the Strategic Planning Area Review Committees (SPARCs) is based on collecting relevant data as defined by the performance metrics for the pertinent goals, such as student learning and operations. Progress toward accomplishment of the goals in the *Strategic Plan* is analyzed with subsequent adjustment and/or reprioritization of strategies, and budget needs are carried into the budget development cycle. The SSI is a prime example of the linkage between planning and budget; it started with assessment of student learning (dissatisfaction with NSSE scores) and graduation success, which led to evaluations of existing programs and operations, discovery of best practices, and finally, budget prioritization for implementation of changes. Progress with these initiatives has now led to reassessment and a new cycle of goal-setting and recommended initiatives for the next round of strategic planning. For an example of a major investment decision resulting from this continuously coherent process, see the discussion of Academic Success Coordinators in Component 4.C.

Other examples of linkages of assessments and evaluations with planning and budget allocations include differential tuition, which returns the resources to the programs generating such resources, and the reward of entrepreneurial efforts such as tuition sharing for new graduate programs. If approved, a newly developed graduate program may share in the tuition revenue generated through the enrollment of students who may otherwise not have chosen to attend CSU. The new model of funding for summer session, as described in Component 5.D.2, is another example of planning, performance, and budget linkage.

Planning and budgeting actions are also linked through the multi-faceted input into the budget hearings described in Component 5.A.5. Each SPARC is expected to present budget recommendations in support of priority initiatives within the *Strategic Plan*. Budget proposals are also presented by divisional leaders (vice presidents and deans). This process ensures that

multiple perspectives and linkages are incorporated in the budget as it is developed.

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

The *Strategic Plan* and the physical development plan are highlighted here as examples of the planning processes at CSU. Other, more narrowly-focused planning processes are included elsewhere in this report, with several being highlighted in Component 5.D.2.

The development of the *Strategic Plan* is intended to be an articulation of our aspirations for the institution and a roadmap of how we intend to achieve them. Strategic planning is a priority of the Board, and the CSU plan is guided by the Board's overarching vision and direction. The CSU planning process is comprehensive and inclusive, involving students, faculty and staff across the University through our SPARCs, annual open forums, and implementation teams. It is also dynamic – changing as goals are achieved and new opportunities develop. The *Strategic Plan* is refreshed on a three-year planning cycle to provide opportunities for periodic updates of the plan to reflect new priorities and ideas. The SPARCs are designed to assure wide-based campus input into institutional budgets and priorities and to support budgeting that is tied to planning efforts in a transparent and coherent way. In each of the intervening years, the plan is reviewed to assess progress toward fulfillment of goals and prioritize budget support for the various initiatives. Therefore, the SPARCs serve as area self-study committees to gather evidence of institutional performance, evaluate progress, and recommend adjustments and new initiatives to ensure continuous improvement in all aspects. The SPARCs' broad membership includes representation from most campus constituent groups and key administrative leadership. All members of the President's Cabinet served on one or more SPARC. Each SPARC also includes one or more of the college deans and representatives from the Faculty Council's Committee on Strategic and Financial Planning, the Administrative Professional Council, and the Classified Personnel Council. The 2012 membership and *Strategic Plan* goal assignments for each SPARC are listed in the Preface.

The *Strategic Plan* is organized around five broad objectives, also called planning areas. Consistent with the University's mission, sections are devoted to teaching and learning, research and discovery, and outreach and engagement. The fourth section addresses financial and other resources, including fundraising and marketing, infrastructure, nurturing human capital, and promoting fiscal stability, critical to supporting and sustaining CSU. Finally, reflecting our commitment to diversity, the fifth section outlines plans to achieve the institution's diversity goals. In total, there are 37 specific goals related to these objectives and a number of strategies related to achievement of the goals. From this university-level outline, administrative divisions, colleges, departments and specialized units are encouraged to develop more detailed courses of action in unit plans that, collectively, constitute the University's *Strategic Plan*.

In the 2012 *Strategic Plan* refresh, revisions were proposed to both the graduate and undergraduate sections. Significantly, those revisions were a logical continuation of the 2010 changes. The *Strategic Plan* reflects how the pieces come together – the characteristics of incoming students; the programmatic and educational opportunities we provide those students; and finally, the outcomes we aspire to achieve. As a result, it was comparatively easy to see areas that could be developed and improved within the existing overall structure of the *Strategic Plan*.

### **Physical Development and Infrastructure Planning**

Capital Construction and infrastructure planning follows the process mandated by the State of Colorado for institutions of higher education. The University's *Main Campus Master Plan* was approved by the Department of Higher Education in April 2005. CSU is currently working on the next update, called the "2020 plan." The master plan includes individual campus long-range plans that address campus circulation, transit, building construction and revitalization, landscape and quads, utilities, and land acquisition. Sub-plans include outdoor lighting and safety, signage, drainage, art in public places, ADA Transition Plan, plaza improvements, and plans for outlying campuses. The master plan provides a framework for future growth and is required to be updated at least every 10 years. The *Aesthetic Guidelines* provides design standards and guidelines for campus development and redevelopment. Simply stated, if the *Master Plan* is the "Why and What" of campus physical development, the *Aesthetic Guidelines*

represent the “How.”

Specific construction project requests are initiated by the Deans, by Facilities personnel and by the Auxiliary Divisions within the University. They must have an identified funding source and be in line with the *Strategic Plan* and master plan in order to move forward. Funding sources for capital construction include:

- legislative capital construction appropriations,
- operating funds,
- research building revolving funds,
- student facility fees,
- donors,
- grants, and
- debt financing (bonds).

Program plans are required for projects over \$2 million that will be bonded or will ask for State Capital Construction Funds. They are used to determine the “who, what, when, where, why and how much?” for each project.

The Board reviews and approves all capital construction projects over \$2 million as well as the required program plans. Pursuant to Colorado Commission on Higher Education (CCHE) requirements, the University annually prepares a *Five-Year Capital Construction Request* and a *Two-Year Cash List* for the Board's approval. After formal review and recommendation, the Board-approved lists are forwarded to the CCHE. CCHE establishes a prioritized five-year Higher Education Capital Improvement Program list of projects requesting funds from the State of Colorado. Two-year cash lists are also reviewed and approved for each institution individually. When funding is available, approved projects may start design.

**4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.**

CSU takes a conservative approach to budgeting to ensure fiscal stability within the current capacity of its resources. Projected increases in enrollment revenue are not included in base budget projections. Revenues from enrollment growth are held in reserve and used as one-time funds until the following year, when currently-enrolled students are forecast to return. There are also “cushions” built into the tuition revenue projections each year through the exclusion of individual student coursework credit hours in excess of 21 credits. In addition, there are established base reserves (available each fiscal year) for certain revenue and expenditure items that impact the University. Such reserves have been established for enrollment, controlled maintenance, financial aid, sustainable energy related projects, and Presidential/Provost programmatic initiatives. In the event the University was to experience a significant unplanned event, whether a shortfall in a particular revenue source or a large expenditure, these reserves could be combined to compensate for such an event.

Current work related to *CSU 2020* includes a thorough, multifactorial analysis of institutional capacity and year-by-year modeling of revenue projections, physical capacity (including housing capacity and classroom capacity), support services, faculty and staff hiring, and infrastructure costs to ensure a sound understanding of capacity limitations. These models will provide a framework within which the University is prepared to sustain access and quality given a spectrum of different, potential fiscal scenarios.

**5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

CSU's planning process is dynamic: it expects new opportunities, emerging factors, and transformational events in our global environment. The challenge to recognize the unanticipated and take advantage of the opportunities by responding in a timely manner requires constant vigilance and efforts. This institutional readiness is a leadership responsibility and is accomplished through many strategies. Executive leaders are responsible for contacting and listening to both internal and external constituents and for actively participating in professional organizations related to their disciplines and the activities of the University. The list of *institutional memberships* demonstrates some of the opportunities the University supports to gain external perspectives. Through these professional and academic organizations, best

practices of other institutions can be identified to inform the methods followed by CSU. External reviews are often sought as a means for providing a different perspective and assessment of programs. In some cases, consultants are hired with the expectation that they can provide knowledge of emerging factors and creative ways to address challenges.

Throughout this report, examples have been provided that demonstrate how the institution has recognized emerging factors and taken action consistent with its mission. Under Criterion 1, CSU's robust approaches to internationalization and international student enrollment were discussed. Demographic trends are assessed by several units, including the Office of Vice President for Student Affairs, the Office of Vice President for Enrollment and Access, the Office of Vice President for Diversity, and Institutional Research. Emerging technologies, and our ability to adapt to them, are described in Components 3.D.6 and 5.A.1. Our institutional ability to recognize and respond to other emerging factors, such as research funding changes, global sustainability, and the increasing presence of students with complex needs are described in Component 5.D.2

Often, emerging factors and opportunities require complex adjustments. For example, the multi-phased discussion of new academic program proposals (described in Component 3.A) is designed to engage a broad range of constituents to ensure adequate buy-in and resources. Similar discussions occurred before implementing the SSI. Presently, the University community is engaged in multi-phased discussion of CSU 2020 as a possible plan to address the loss of state appropriations supporting higher education.

## Sources

-  [Aesthetic Guidelines](#)
-  [Capital Construction Cash Funded Projects FY2012-13 to FY2013-14](#)
-  [Capital Construction Projects FY2011-12 to FY2015-16](#)
-  [CSU 2020 BOG Retreat Presentation May 2013](#)
-  [Institutional Memberships](#)
-  [Main Campus Master Plan 2004](#)
-  [Master Plan Update Spring 2012](#)
-  [Strategic Plan 2012](#)

## 5.D - The institution works systematically to improve its performance.

### Assurance Evidence

#### 1. The institution develops and documents evidence of performance in its operations.

CSU documents evidence of its performance in many different ways. The Office of Institutional Research is designated as the official reporting unit for the University to state and federal agencies. Many other tools and systems are used to gather evidence and evaluate performance, especially as discussed in Criterion 4.

Institutional Research (IR) is a service office for the University community; primarily to support the executive leadership team. Its mission is to support strategic planning activities and continuous quality improvement at the institution through data-informed decision-making. IR accomplishes its mission by:

- Collecting, maintaining, and preserving institutional data;
- Providing data analysis to inform executive decision-making and strategic planning initiatives;
- Serving as the official reporting office for the institution;
- Ensuring validity and reliability of the data and research methodologies utilized;
- Responding to federal and state mandated reporting requirements as well as requests from other external agencies as appropriate;
- Engaging in systematic, continuous, and integrated research activities related to student/applicant, finance, and human resources data;
- Facilitating program review and institutional assessment activities;
- Supporting regional and professional accreditation activities; and
- Providing expertise in research methods and other higher education issues.

The following non-academic programs have obtained certification and/or accreditation as evidence of performance that exemplifies best practices:

Accrediting Agency	College Or Division	Department Or Unit	Program	Renewal
Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC)	Vice President for Research	Laboratory Animal Resources	Animal Care Program	2014
Accreditation Association for Ambulatory Health Care	Vice President for Student Affairs	CSU Health Network	CSU Health Network	2014
Colorado Association of Chiefs of Police	Vice President for University Operations	CSU Police Department	CSU Police Department	2016
Academy for Early Children Center Accreditation (NAEYC)	College of Health and Human Sciences	Human Development and Family Studies	Early Childhood Center	2016
Commission on English Language Program Accreditation	College of Liberal Arts	English	Intensive English Program	2014
National Collegiate Athletic Association (NCAA)	Office of the President	Athletics	Intercollegiate Athletics	Ongoing
American Psychological Association	Vice President for Student Affairs	CSU Health Network	Internship Program in Counseling Services	2018
American College of Veterinary Internal Medicine (ACVIM)	College of Veterinary Medicine and Biomedical Sciences	Clinical Sciences	Residency Program: Large and Small Animal Surgery, Medicine, Oncology, Neurology, Ophthalmology, Critical Care and Emergency Medicine	2015
The American Association of Veterinary Laboratory Diagnosticians (AAVLD)	College of Veterinary Medicine and Biomedical Sciences	Veterinary Diagnostic Laboratories	Veterinary Diagnostic Laboratories (Fort Collins, Rocky Ford, Western Slope branches)	2017

Individual units gather additional data to document performance and inform decision-making at the unit level. Many units construct a variety of surveys for assessment and planning purposes. In 2012, the Campus Labs Baseline application was used to administer 437 surveys to more than 53,000 responders. Projects include surveys of incoming students, current students, program exits, alumni, employers, and many other constituents. Examples of academic uses of Baseline include the following:

- CSU Extension offers surveys that improve programming for community clients.
- Construction Management learned about its internship program performance and student job placement through these surveys.
- Environmental Health and Radiological Health Sciences use Baseline to learn about their curriculum and inform planning.
- The College of Business MBA program sends program exit surveys to graduating students for continuous improvement purposes.

#### 2. The institution learns from its operational experience and applies that learning to

**improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.**

Evidence that CSU learns from its operational experience is best demonstrated through a few examples of changes that have been implemented to better fulfill its mission and effect improvements. Each of these examples illustrates how challenges and opportunities to improve performance were identified, changes were made in organizational operations, and positive impacts have been made on institutional performance.

Student success. One of the most all-encompassing institutional quality-improvement initiatives implemented by CSU is the SSI that was introduced in Component 1.A.3, further defined through the student support services described in Component 3.D and many other sections, and demonstrated to have a positive impact on overall institutional performance through the evidence in Component 4.C.

Advancing learning and teaching. TILT was established to complement the SSI, as described in Component 3.C.4, and has become centrally and fully institutionalized within 6 years. TILT contributes significantly to enhancing curricular and co-curricular learning as demonstrated in Components 3.B.5 and 4.C.

SSI and TILT have contributed to CSU becoming recognized as a national leader in efforts to advance undergraduate learning and persistence to graduation. As a result, CSU has become the new home in 2013 of The Reinvention Center, a national consortium of 65 research universities focused on supporting excellence and innovation in undergraduate education. This is the only national organization specifically focused on undergraduate education at research universities, and it will now be headquartered here on our campus. The presence of the Reinvention Center on our campus will create a number of unprecedented opportunities for CSU faculty and staff to be involved – at a high level – in important national discussions related to innovation and reform in undergraduate education. It will also be a great complement to the work of our team in TILT, which has been exploring ways to apply research related to the science of learning to classroom instruction across many disciplines. An anonymous donor who learned about The Reinvention Center’s move to CSU has provided a \$150,000 gift – matched by funds from our existing Course Redesign Competition -- to create a new TILT/Reinvention Center Science of Learning Course Development Competition. These efforts are expected to transform the quality of our undergraduate experience and help us systematically deepen student understanding and improve student success in foundational courses.

Course capacity. In 2011, the Course Capacity Committee was established, as described in Component 3.C.1, to reduce the problem of student turn-away from full classes during registration. This operational enhancement has improved the efficiency of institutional management of resources and has increased the efficiency of students' timely progress to fulfilling graduation requirements.

Summer Session enrollment. A lack of efficient use of Summer Session enrollment to enhance undergraduate graduation success was recognized as part of the institutional culture that might be targeted to contribute to fulfilling SSI goals. So in 2012, the Summer Session funding model was restructured to more closely represent a revenue-sharing model similar to that of the Division of Continuing Education. The purpose of this change was to provide incentives to the colleges for maintaining and growing their summer session resident instruction programs. This funding model replaces the previous base budget allocations with annual, one-time revenue sharing distributions. Entrepreneurial programs that anticipate and cultivate market demand for their courses in Summer Session will be sharing the financial rewards from increased enrollment. Summer Session enrollment will be monitored to evaluate the success of this new funding model.

Serving students with complex needs. Efforts to support the wellness of students through the CSU Health Network were briefly described in Component 3.D.1. In July, 2008 the leadership of the Hartshorn Health Service and the University Counseling Center began a journey of integrating two collaborative, but separate campus health agencies. Soon it became clear that integration was just one part of a much larger mission: to change the way our community provides healthcare and defines health. Consistent with national trends, CSU’s data revealed an increasing number of students entering college with varied and complex mental health needs

and high risk behaviors. Campus rates for mental health hospitalizations, emergency care visits and risk and threat consultations had reached all time highs, with similar trends in regards to alcohol and other drug misuse and related concerns. National benchmarking data related to mental health and substance abuse showed concerning trends and behaviors from CSU students compared to their peers. The planning process and recommendations are presented in detail in *Strategic Priorities: CSU Health Network* and the *CSU Comprehensive Mental Health and Alcohol and Other Drug Program Plan*.

Through implementation of the recommendations and prioritized initiatives, CSU has invented or adopted several initiatives that have become national best practices on college campuses:

1. I-Team: a multi-disciplinary treatment team working with students experiencing acute mental health crisis or complex mental health issues.
2. **Case management: coordinated management of individual cases which might include** medical, mental health, personal or family crisis, illness, or injury; a student might benefit from a needs assessment, appropriate referral, and follow-up.
3. Student and Employee Consultation Teams: multi-disciplinary risk and threat assessment teams to identify distressed or disturbed individuals and determine appropriate interventions.
4. **At Risk: an early identification strategy aimed at increasing faculty skills at recognizing and referring distressed students to appropriate University resources. This process of early identification is a best practice supported by a commercial product obtained to facilitate the process. We have the highest faculty participation of any university in the country.**
5. Back on TRAC is a mandated, abstinence-based, drug court program for students with serious alcohol or drug violations who would otherwise be dismissed from the University.

Through **Goal 9: Undergraduate Student Well-Being Outcomes** of the *Strategic Plan*, supporting students with complex needs continues to be an institutional priority. In 2012, a committee was appointed to focus on supporting students on the autism spectrum, with traumatic head injuries, and other complex needs. Recommendations and new initiatives are being crafted by this group.

**Diversity and Equal Opportunity organization.** Diversity planning and its organizational structure have been changed to encourage additional progress toward fulfilling diversity goals. In the 2006 draft of the *Strategic Plan*, diversity goals were included. Previously, colleges and divisions engaged in the development of diversity plans, which were collected and compiled as an institutional *Diversity Plan* which was separate from the *Strategic Plan*. The resulting plan seemed to lack a central institutional focus. While some units were diligent about tracking the various elements contained in their plan and assessed progress, others successfully completed the planning exercise but didn't follow through with tracking the progress of initiatives. With the establishment of the Diversity area of the *Strategic Plan*, containing broad institutional goals, and an assigned SPARC to assess progress, all units are now asked to identify at least one initiative that would forward the institutional diversity agenda. Each initiative must tie back to an element in the Diversity section of the refreshed *Strategic Plan*, and progress is expected to be monitored centrally.

In 2010, the combination of diversity and equal opportunity operations within a single office was noted to be creating unworkable tensions between these responsibilities, and perhaps, was slowing progress across the institution in achieving its goals. As described in Components 1.C and 2.A, an Office of Vice President for Diversity, separate from the Office of Equal Opportunity (OEO), was established. OEO now operates as a compliance-focused administrative unit within the Office of Vice President for University Operations. The successful improvement of operations in these areas is described in the respective components cited above.

**Research.** Research, discovery and creative scholarship are major aspects of CSU's mission. Therefore, active institutional assessment, planning and improvement in this area benefits overall institutional performance, as introduced in Component 3.B.5. In 2011, the Office of Vice President for Research (OVPR) surveyed approximately 300 faculty and staff to (1) measure attitudes and opinions of the CSU research community; (2) solicit new ideas for improved practice; (3) detect emerging areas of importance; and (4) inform the OVPR strategic plan, SPARC, refreshed CSU strategic plan and budget initiatives. The findings of the 2011 survey emphasized:

- Building Internal and External Relationships. The important OVPR role in identifying potential connections, fostering new relationships (and funding opportunities), and establishing new funding mechanisms was recognized.
- Growing Human Resources. Graduate students, postdoctorals, and non-tenure track research personnel were seen as research drivers. More professional research and project management resources are desired. Availability of mentors is critical.
- Providing Training and Professional Development. A strong desire was expressed for grantsmanship training (or grant writers) as well as help identifying and developing individuals to lead team science and collaborative efforts.
- Increasing Internal Funding. Pilot and major strategic initiative funding is needed to grow the research base.
- Enhancing Incentives. Practices around research incentives and recognition—e.g., like salary buy-out, access to the tenure and promotion process, and Research Administration/Resources for Scholarly Programs (RA/RSP) process—can be improved.
- Continuously Improving Administrative and Physical Infrastructure. Reductions in the administrative burden and increased transactional support were often requested, as well as promotion of best practices, templates, and transparent processes. The need for continuously addressing specialized equipment and other scholarly resources were also noted.
- Emerging research areas emphasized in the responses included the following points:
  - Taking a more global approach was a dominant suggestion. Many topics aligned with existing CSU thrust areas: energy, clean technologies, health and infectious disease, water, cancer, etc.
  - Many respondents mentioned systems and synthetic biology, the intersection of chemistry and biology, and bioinformatics.
  - Social, human, and environmental topics were prominent: human impact, health and safety, human performance over the life span, adaptation, environmental sciences, sustainability, climate/climate change and health, food systems, ecology, invasive species, governance, and policy.

A three-pronged strategy has been employed to grow CSU's research programs in the current funding climate, characterized by declining federal research budgets and an emerging preference for federal grants to include corporate partners for funding matches, commercialization, and product development. First, we will continue to be competitive through retaining and hiring the best faculty and aggressively pursuing proposal opportunities from federal agencies that have historically funded our researchers. In addition, we will capitalize on untapped opportunities in a broader set of federal agencies. Finally, we have launched the **OVPR Industry Partnerships Initiative**.

CSU's Industry Partnership Council includes representation from the OVPR, the Office of Engagement, the Office of Advancement, CSU Ventures and representatives from the College Deans. In addition, the OVPR has hired an Assistant Vice President for Research and Industry Partnerships to lead this initiative. The initiative will involve working with faculty to be more effective partners for industry-sponsored research; optimizing our contracts and grants processes to accommodate industry-sponsored research; and managing industry research relationships. The era of corporate research laboratories has all but ended. Universities around the country are recognizing higher potential Facilities and Administrative Cost (indirect costs) returns for colleges and the University by charging market rates for corporate research. They are also seeing expanded experiential learning opportunities for students and greater corporate development opportunities, initiated through research agreements. To this end, OVPR has taken a leadership role in building a funding ecosystem to facilitate industry partnerships.

The federal regulatory climate also presents challenges to growth of our research enterprise. The Council on Government Relations and the AAU have documented unprecedented growth in regulatory compliance requirements since 1991. Our response, described in Component 2.E.1, was to build a program through RICRO to track compliance, measure progress in developing a culture of responsible conduct (a database of who's trained, what training, and how many hours of training), and to train the next generation of research scientists.

The focused efforts to grow research programs over the past five years by University investments in three research Superclusters, and efforts to promote technology transfer and

commercialization have resulted in marked increases in all relevant metrics compared with the two, five-year increments prior to these efforts. Superclusters are multidisciplinary alliances that integrate experts from many fields with the goal of improving quality of life - by taking research innovations to the global marketplace more efficiently and at an accelerated pace. Superclusters focus on overlapping areas between CSU's internationally competitive research and the great global challenges, such as infectious disease, cancer, and clean energy.

**Global Sustainability.** In recognition of societal interest in global sustainability and the University's land-grant obligation to address the corresponding issues throughout the components of its mission, the following examples of institutional change have been implemented to improve responsiveness to these issues: (1) School of Global Environmental Sustainability (SoGES), (2) Department of Ecosystem Science and Sustainability (ESS), (3) Office of Energy and Environment (OEE), (4) Center for the New Energy Economy (CNEE), (5) Sustainability in Facilities Management, and (6) the Clean Energy Supercluster (CES) and Cenergy.

**SoGES** positions CSU to address the multiple challenges of global sustainability through broad-based research, curricular, and outreach initiatives. Areas of emphasis include food security, poverty, inequality, water management strategies and desertification, globalization, industrial ecology, sustainable engineering, population growth, and urbanization. This approach capitalizes on the University's historic strengths in environmental research and education, and builds upon the education and research that exists within all eight colleges on campus. SoGES has successfully brought organizational structure to the cross-discipline area of sustainability, resulting in the development of a successful academic program and funding of cross-discipline research grants.

The mission of **ESS** is to understand the world's ecosystems and the effect of human societies on ecosystem processes and their long-term sustainability. Research and education are central to that understanding by enhancing our ability to manage for the sustainability of ecosystems, societies and the biosphere. ESS currently offers comprehensive undergraduate and graduate programs in the discipline of watershed science, as well as an undergraduate program in ecosystem science and sustainability.

The **OEE** was formed to lead potential national initiatives, and increase the role of the public university in economic development. Led by the Vice President and Enterprise Executive for Energy and the Environment, OEE supports the integration of cross-cutting university functional areas through the Sustainability, Energy, and Environment Advisory Committee (SEEAC), a University committee dedicated to advising the University President, the Provost/EVP, and the President's Cabinet on the best methods of integrating energy, environmental stewardship, sustainability principles, and community action into campus operations. SEEAC contributed to the *Climate Action Plan* in September, 2010, described below; and led the effort of reporting University data for the Association for the Advancement of Sustainability in Higher Education's (AASHE) **Sustainability Tracking and Reporting System (STARS)** in September 2011. In the 2011 submission cycle of the STARS assessment, CSU was able to claim nearly all of the points for some of STARS' largest credits in sustainability-related and sustainability-focused courses – a major accomplishment not shared by many other Gold Level STARS participants. These two credits were largely facilitated by CSU's land-grant mission and our strengths in environmental and agricultural sciences. SEEAC also works to advance the institution's engagement in sustainability, energy, and environment at the community, state, national, and global level.

Founded in February 2011, **CNEE** is a privately-funded initiative to support the growth of a clean energy economy across the United States. The Center, as a part of CSU, is led by former Colorado Governor Bill Ritter and is assisted by some of the nation's most important thought leaders in clean energy research, development and commercialization. The Center works directly with Governors, legislators, regulators, planners, policy makers, and other decision makers with technical assistance to help them create the policies and practices that will facilitate America's transition to a clean energy economy. The mission of the Center is to incorporate best practices from around the nation and world to accelerate the development of a **New Energy Economy**. The Center defines "clean energy" more specifically as technologies and resources whose life-cycle impacts are beneficial to national security, economic vitality, energy supply sustainability, environmental health, public health, the reduction of greenhouse gas

emissions, the conservation and restoration of ecosystem services, social equity, high-quality jobs, and wise use of water and other critical natural resources.

**Sustainability in Facilities Management operations led to development of the *Climate Action Plan* (CAP) in September, 2010, partially in response to the American College and University President's Climate Commitment (ACUPCC). Some of the short- and medium-term CAP mitigation strategies have already demonstrated significant energy savings. The long-term CAP mitigation strategies are projected to reduce CSU's net greenhouse gas emissions to climate neutrality by approximately 2050.**

**The CES, launched in 2008, has the breadth, depth, and entrepreneurial drive to make a global impact. Its mission is to deliver solutions in clean energy through more effective partnering with the clean energy industry, governments, investors, and the public to rapidly develop product opportunities emerging from CSU's world-class clean energy research. CES is comprised of more than 160 self-selected faculty members from all eight colleges at CSU. In addition, a growing number of students and industry leaders are tapping into its growing network. The mission of Cenergy, CSU's CES commercialization arm, is to bringing products and solutions to market through more effective partnering.**

**Space allocation.** In 2007, a Space Committee was established to review all requests for allocation of space. Prior to that time, there was limited central oversight and review resulting in re-allocation of space having evolved into a bartering system among units. The Space Committee membership includes representation from the Provost's Office, Office of Vice President for Research, Office of Vice President for University Operations, Facilities, and the Council of Deans. The committee initiated a process whereby all requests for space must be submitted and reviewed by the Space Committee before approval. Also, a University database for space information called the Facilities Asset Management Information System (FAMIS) was established as the official record for all space utilization audits as a resource to inform the committee's reviews. After reviewing requests for space, the committee makes a recommendation to the University Operations Committee which makes the final decision. The process of space-request review has greatly increased the efficiency of space utilization at the institution as a whole and the process for meeting the needs of growing programs. As the University continues to grow, space demand is expected to increase the need for the operations of the Space Committee.

## Sources

-  Center for New Energy Economy
-  Clean Energy Supercluster
-  Climate Action Plan 2010
-  CSU Comprehensive Mental Health and Alcohol and Other Drug Program Plan 2012
-  Department of Ecosystem Science and Sustainability
-  Office of Energy and Environment
-  School of Global Environmental Sustainability
-  STARS 2011 Submission Report
-  Strategic Plan 2012 (Page 12)
-  Strategic Priorities: CSU Health Network 2013
-  Sustainability in Facilities Management
-  The Science of Learning and CSU's 2020 Graduation Goals

## Criterion Five Conclusion

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

### Assurance Evidence

CSU has organized and utilized its resources consistent with its mission and an institution-wide commitment to excellence. It operates with a balanced budget and maintains sufficient reserves for emergency needs. Remarkable resilience has been demonstrated in the face of severe economic challenges to sustain programs while controlling the cost of education and continue to improve the quality of educational programs. Bonding for facilities capital has enabled us to construct (new and revitalized) excellent physical facilities that meet the basic needs of programs. We are actively engaged in planning for the future through refinement of the Strategic Plan, updating facilities plans, and evaluating all capacities of the institution for accelerated growth in a process known as CSU 2020. These patterns of evidence suggest CSU fulfills the requirements of Criterion Five.

### Strengths

- CSU has strong academic and administrative leadership in place. Leaders are visionary, respected, openly communicative and highly credible with all stakeholders, and focused on improving the quality of student learning and the rate of student success as proposed by significantly improving the six-year graduation rate.
- Systematic planning processes are in place and are frequently updated based on evidence-informed evaluation of performance and improvements.
- The total cost of education has been maintained at an even level (inflation-adjusted) for approximately two decades, despite losses in the amount of state support, but resulting in a shift of more cost to the students.
- CSU maintains a high level of integrity in its resource management and public accountability, resulting in conservative management of resources and sustainability in face of external economic challenges.
- CSU values its human resources and focuses on creating and maintaining an exemplary workforce through enhancing benefits, providing innovative professional development opportunities, and creating a work environment that enables success of each employee.
- The University has instituted innovative funding mechanisms and practices that have allowed us to significantly expand and improve facilities to better serve all programs and promote efficient, sustainable use of resources, despite limited state support for construction and maintenance.
- State-of-the-art technologies have been implemented and, in some cases, pioneered, to efficiently and effectively access, warehouse, manage, share, and disseminate information consistent with the highest expectations of the digital age.

### Challenges

- CSU faces the continuing challenge of sustaining the institution in face of changing resource streams, most notably a significant reduction in state funding support. CSU will be challenged to preserve quality and affordability while continuing to emphasize efficiencies, reallocations, and cultivation of new streams of revenue such as increased private fund raising, strategic partnerships, and increased non-resident and international student enrollment.
- Leadership must remain vigilant to recognize and respond nimbly to unanticipated opportunities and challenges.

### Future plans for enhancement

Area 4: Sustainability, Accountability, and Infrastructure of the *Strategic Plan* identifies the specific goals and strategic initiatives that the University has identified for continuous improvement. The CSU 2020 exercise looks farther into the future, emphasizing an analysis of capacities to support enrollment growth and ensure revenue needs. The following strategic

initiatives are proposed priorities for the 2013-14 year:

- Transform CSU into the best place for women to work and learn by implementing the women's initiatives as recommended by the President's task force.
- Focus on increasing the diversity, primarily racial and ethnic, of the faculty through the opportunity of increased faculty hiring supported in the FY14 budget; and increase overall diversity efforts through expansion of the position of Vice President for Diversity from half-time to full-time.
- Continue to enhance a campus culture that assimilates and values adjunct faculty.
- Provide more supporting services for students with complex needs, with a special focus on student mental health.
- Position enrollment management to be more strategic in fostering enrollment growth that maintains land-grant access to higher education, sustains revenue resources, and ensures student success.

## Sources

 [Strategic Plan 2012 \(Page 25\)](#)

## Policy 4.0(a) Assignment of Credits, Program Length, and Tuition

### Compliance Evidence

*CSU has credit-hour assignments for each course offered, and its credit-hour allocations and requirements are within the range of good practice currently recognized in higher education. There is a rational basis for program-specific tuition rates.*

CSU operates on a traditional semester system and offers academic credit in terms of semester credit hours. Student contact hours per credit comply with guidelines from the Colorado Commission on Higher Education (CCHE) — specifically, a credit hour of face-to-face instruction is defined as a minimum of 800 minutes per semester or a minimum of 16 50-minute instructional "hours" per semester. CSU credit hour assignments comply with the Federal Credit Hour definition as evidenced by advising that students should expect to spend two or more hours per week outside the classroom for each credit in a course (*General Catalog 1.7 p.2*). Distance-delivered courses are designed to provide substantial and regular interaction equivalent to face-to-face delivered courses. A [schedule matrix](#) has been prepared by the University Curriculum Committee that establishes minimum contact time for courses scheduled to meet using alternative schedules other than the standard 16-week semester.

The University Curriculum Committee has prepared a [New Course approval form](#) that identifies essential course elements as including course learning objectives and major topics necessary to meet the course objectives.

The length and requirements of academic programs are consistent with peer institutions and conform to standards and policies established by national specialized accrediting agencies and the CCHE. Undergraduate degree programs require a minimum of 120 credit hours and an All-University Core Curriculum (AUCC) of 31 credit hours plus depth and integration courses (minimum of 5 credits) within the programs that build on the foundations of the AUCC. Complete details of all undergraduate programs are published in the *General Catalog* and requirements for graduate and professional degrees are published in the *Graduate and Professional Bulletin*.

Tuition rates and mandatory fees are established each year and are approved by the Board. Base tuition rates are established for Colorado resident and non-resident students in accordance with statutory authority and required approvals. Differential tuition rates exist according to the level of study and the academic program. Differential tuition rates and fees are based on a number of factors including the cost of education and competitive rates charged by other universities (reflecting student demand for the program and market demand for graduates of the program). The revenue from the differential rates helps to support the cost of education in each college or department that offers the program. Tuition and fee charges, including withdrawal and refund policies, are clearly and publicly displayed on the [Registrar's website](#) and in the *General Catalog*. In addition, a tuition calculator is offered on the Registrar's website to help students estimate costs prior to registration. The tuition and fee charges and refund policies for distance education delivered by the [Division of Continuing Education](#) (CSU OnlinePlus) are available on its website. Student fees are set by a Student Fee Review Board, composed of students; this puts the student body itself directly in control of the amount of fees that students are charged (subject to Board approval).

In FY12, CSU developed and implemented an undergraduate [differential tuition plan](#). The plan has been phased in over a three-year period and comprises rates at three different levels. The rates are applied based on a combination of the student class level (junior and senior levels) and the course prefix. Within the College of Business, the differential tuition rates are applied to sophomores, as well, due to the high volume of Business minors across the University.

The University determined that three different rate levels were necessary to account for the differences in the cost of delivery, course demand, and earnings potential. The majority of these funds are allocated directly to the Colleges that generate the respective credit hours. A small portion of these funds are allocated to the Provost's Office for assisting with funding needed to cover enrollment growth. The rate levels are applied based upon the course prefix. Following is a table that demonstrates the phase-in period along with the rate levels:

Levels	FY12	FY13	FY14
I	\$25	\$25	\$45
II	\$35	\$45	\$60
III	\$45	\$60	\$80

Level I applies mostly to students enrolled in courses in the Colleges of Agricultural Sciences, Liberal Arts, Natural Resources, and Health and Human Sciences. Level 2 applies primarily to students enrolled in the Colleges of Natural Sciences and Veterinary Medicine and Biomedical Sciences with Level 3 comprising the Colleges of Business and Engineering. A comprehensive differential tuition chart for FY13 is available for review.

## Sources

-  1. 7 - Advising and Registration (Page 2)
-  Contact Hours Grid
-  Course Approval Form (Page 2)
-  DCE - Tuition and Fees
-  Proposed Differential Tuition
-  Registrars Office - Tuition and Fees
-  Speaking Points on Differential Tuition for Fall 2011
-  Undergraduate differential tuition

## Policy 4.0(b) Institutional Records of Student Complaints

### Compliance Evidence

*CSU complies with the Higher Learning Commission's expectations for maintaining records of student complaints and their disposition.*

Students have a variety of avenues available to them to communicate ideas, concerns, and complaints at CSU. This can occur directly between the student and faculty or staff member involved, or at any level (program, department, college or school, institution or system). These processes are outlined in the *General Catalog* (section 1.6, p.7) and online in several places including the Vice President for Student Affairs office, the Office of Conflict Resolution and Student Conduct Services (CRSCS), and the CSU Policy and Compliance site. A comprehensive [University Policy on Student Complaint Reporting](#) was adopted in February, 2013 and includes a complaint reporting form and linked references to both the Colorado Commission on Higher Education and the HLC complaint reporting resources. This policy clearly defines what is a "student complaint," identifies a number of other types of issues and concerns that may be raised by students, and provides information for contacting the offices and officials when those types of matters arise (e.g., student employment matters to go HR, matters related to curriculum and graduation requirements to the Registrar, etc.).

Examples of campus units where students typically make contact with a complaint include CRSCS, the office of Resources for Disabled Students, the Office of the President, and the Office of the Vice President for Student Affairs (VPSA). These offices work collaboratively to review and respond to student complaints. Pursuant to the new policy, the Dean of Students has primary responsibility for administering the policy.

The Office of the President has developed a tracking system for all student complaints received by the institution (as defined in the policy). This system is an online tool shared by the offices where complaints are typically received. It supplements (and in some cases, replaces) separate, stand-alone methods of tracking complaints in various units. Only those with a legitimate educational interest and responsibility for handling complaints are granted access. The system builds a database of complaints, persons involved, steps taken in response, and resolution of the matter. Each participant in the review process makes notes in the system, and others involved can review and add to the notes to create a complete record.

Typically, a student's complaint will be referred either to a specific department for response (e.g., the Registrar), as applicable, or to CRSCS. In Spring 2011, CRSCS implemented a tracking system using an Access database. Since that time, the office has been able to report more accurate numbers related to each case. CRSCS submits an annual report each fiscal year (July-June) with data pulled from the Access database. Recent data shows:

- FY 2011: 107 cases/391 contacts
- FY 2012: 246 cases/1258 contacts
- FY 2013 (to date): 201 cases/993 contacts

As used here, "case" refers to the client who initiated the first meeting with CRSCS. A "contact" represents emails, phone calls, or one-on-one meetings with parties (students, staff, parents, faculty or community members) related to the case. Case statistics show the types of cases, the number of contacts within each case type, and the ways students became familiar with the office. [Case statistics](#) for 2011 through April 2013 are attached as an exhibit.

CRSCS also solicits feedback from each client at the conclusion of a case. Assessments are given out either in hardcopy or electronically and compiled using the Campus Labs (formerly known as Student Voice) survey tool. Each survey asks parties to identify the type of conflict they are having (i.e. workplace issue, dispute with faculty member, grade appeal, policy question, roommate conflict, etc.) as well as the length of time they've had the issue, the efforts made to date to remedy the situation, and whether they believe their issue was resolved. The assessment also asks customer service and learning outcome questions for CRSCS to use in continuously improving its program. Assessment surveys for every year since 2008 are attached as exhibits to this section, as well. CRSCS currently has about a 10% response rate for these surveys, and each assessment is open throughout a fiscal year (July-

June).

In addition, the institution maintains a [Compliance Reporting Hotline](#). The hotline allows any person to file a report, either online, by mail, or by phone, and is designed so that all reports are received directly by appropriate officials in the CSU System offices (e.g., Office of the General Counsel, and Internal Audit). Reports can be submitted anonymously if desired. Since August, 2010, a total of 13 reports were received; of these, only 2 involved (or potentially involved) a student and both were resolved informally at the department level. A copy of the [hotline log](#) is attached.

In sum, students at CSU have many resources and personnel at their disposal to hear, help with and resolve complaints and problems of all kinds. The University tracks these complaints, responds promptly and appropriately, and has designed a system that best meets these needs.

## Sources

-  [1. 6 - Policies and Guiding Principles \(Page 7\)](#)
-  [Compliance Reporting Hotline](#)
-  [Compliance Reporting Hotline Log](#)
-  [Conflict Resolution Services Survey FY08](#)
-  [Conflict Resolution Services Survey FY09](#)
-  [Conflict Resolution Services Survey FY10](#)
-  [Conflict Resolution Services Survey FY11](#)
-  [Conflict Resolution Services Survey FY12](#)
-  [Conflict Resolution Services Survey FY13](#)
-  [Student Complaint Case Statistics 2011 to Present](#)
-  [Student Complaint Reporting policy](#)

## Policy 4.0(c) Publication of Transfer Policies

### Compliance Evidence

*CSU appropriately discloses its transfer policies and practices and provides information about criteria used to make transfer decisions to students and to the public.*

Policies on the transfer of undergraduate level credit are presented in the *General Catalog* (section 1.3 p. 5-8) and are also disclosed on the Registrar's website under [Students/Transfer Evaluation](#). (Also see the discussion in Component 4.A.3). In addition, potential transfer students may access the CSU [u.select website](#) to see how specific courses would transfer from other institutions. The University also provides specific guidelines for students wishing to receive guaranteed transfer (*gtPathways*) credit from Colorado community colleges. The *gtPathways* program and the Statewide Transfer Articulation Agreements assist community college students by identifying classes that are guaranteed to transfer to CSU and be applied to the requirements of a specific major.

The [u.select information](#) assists undergraduate students considering transfer to the University by providing specific details on: identifying course credits that may be transferred; minimum grades for transfer; maximum number of credits that may be transferred; how to receive credit for college-level work taken during high school; advanced placement exams; college-level examination programs; international baccalaureate exams; military credit; and course work typically not accepted by the University. The *General Catalog* also provides information on transfer credit requirements for specific programs under each academic college section.

### Sources

-  [1. 3 - Undergraduate Admissions \(Page 5\)](#)
-  [Find Transfer Course Equivalencies](#)
-  [Transfer Evaluation](#)

## Policy 4.0(d) Practices for Verification of Student Identity

### Compliance Evidence

*CSU verifies the identity of its distance and correspondence students and protects their privacy.*

CSU offers distance and correspondence courses as tabulated in the Appendix to section (a) -- *Worksheet for Use by Institutions on the Assignment of Credit Hours.*

The University verifies the online identity of all students through a robust electronic ID (eID) system of logins and passwords. All CSU students who participate in distance and correspondence education for credit must be admitted to the University through the regular campus admissions process. The admitted student is issued a student identification number (CSUID) and directed to create an electronic identification (eID), which consists of an eName and ePassword, using the CSUID and a limited amount of personal verification information. The eName (login) must be unique and the ePassword must adhere to certain security rules, including periodic changes. Password information is kept confidential and is not accessible by anyone, including network administrators (passwords can only be reset but not recovered). The eID provides access to the student portal (RAMWeb), the learning management system (RamCT), email, and other restricted services such as the library.

RAMWeb provides online access for students to obtain grades at the end of the semester, view **their student account expenses and balances, and access and update their personal** information, all of which is private information protected by both the technological tools described above, and by the institution's policies such as those on FERPA, IT Security, and Personal Records Privacy and Security, among others.

All distance education courses are offered through RamCT which requires the use of the secure, authenticated eID to gain access to authorized course sections. To facilitate security and privacy, access to RamCT will timeout after two hours of inactivity. In accordance with the Higher Education Opportunity Act, CSU continues to improve and strengthen its student verification process. The governing policy is the [IT Security Policy](#), currently in version 13.

Students who are not seeking official transcript credit for courses offered through the Division of Continuing Education (DCE) are admitted by DCE through a non-credit process. These students must complete a registration similar to the regular admissions process with the exemption of residency requirements. Each student is issued an eID, which is used for access to RamCT as well as other restricted university services as authorized.

All for-credit distance and correspondence courses require proctored examinations. Students taking proctored exams for distance and correspondence courses are required to present a photo ID for verification of the student's identity, and personal belongings must be secured. Proctors are required to complete a signed Proctor Agreement Form prior to the first exam being administered. DCE reserves the right to verify a proctor's identity, require additional proof of eligibility, or require the selection of a different proctor. For online examinations, the proctor will receive a password to access and release the exam to the student. For some online courses, students utilize ProctorU, an online proctoring service that uses a webcam and microphone. Students are not charged an additional fee for this service. Some online courses may utilize timed random quizzes and writing assignments, which further familiarize the professor with the abilities and writing style of the student as an aid to authentication of student work.

For written assignments, the external proctor is sent the assignments and allows student access only upon verification of the student's identity by photo ID. DCE offers free proctoring services at Denver, Fort Collins, and Loveland locations, but students who choose other external proctors are responsible for any cost associated with using a proctoring service. This cost is brought to the students' attention at the time of registration for the course

### Sources

 [About eIdentity](#)

-  IT Security Policy v.13
-  Proctor Responsibility Form
-  Proctoring Information for Students

## Policy 4.0(e) Title IV Program Responsibilities

### Compliance Evidence

*CSU understands and complies with the requirements for participation in the Title IV programs. The University is in good standing with the U.S. Department of Education (USDE) and remains eligible to participate in the Title IV programs.*

#### 1. General Program Responsibilities

CSU participates in Title IV programs, and specifically participates in Federal Pell Grants, Federal SEOG, Federal Perkins Loans, Federal Work-Study and Federal Direct Loans. The University complies with all applicable statutes, regulations and other guidance pertaining to the Title IV programs. This includes but is not limited to the Higher Education Reauthorization Acts as they occur and any supplemental legislation that is passed in between reauthorizations. The University ensures that the financial aid programs comply with all applicable state or federal laws that are not solely specific to financial aid.

Sufficient staffing and resources are made available in order to manage the programs in a way that is most beneficial to our students and ensures compliance. The fiscal capability of the University to manage the programs is demonstrated through the required annual independent audits by the University's external auditor. These audits generally do not have any material findings and the most recent audit for the year ending June 30, 2012 has no findings at all.

The first Federal Program Review since the 1980's was conducted in 2010. It identified three findings:

1. The University was unable to substantiate that all Federal Pell grant recipients who received a non-passing grade(s) in a course(s) had begun participation in the course and that all Federal Direct Loan and Federal Perkins Loan recipients who received a non-passing grade (s) in a course(s) had begun participation in at least one course. The University was required to review records for students in this situation and return funds for those for whom initial attendance could not be documented. The University verified appropriate participation in the course(s) for the vast majority of students in question and operating procedures were revised beginning with Fall 2010 to prevent future occurrences. A \$397,987 liability was paid to the U.S. Department of Education (USDE), but no other penalties were issued.
2. An oversight of untaxed income was identified in the University's verification of one student's aid application. The verification error was corrected and appropriate changes made to the student's Expected Family Contribution (EFC) and Federal Pell Grant award.
3. Crime Statistics were not consistently reported – There was a misunderstanding of how some statistics were to be reported. Staff from the USDE worked with the CSU Police Department in clarifying the definitions and subsequent updates will be correct. No liability was assessed.

No other follow up was required and the Federal Program Review is closed. The payment of this liability to the USDE did not have a significant impact on the financial health of the University.

Documents required for participation in Title IV programs are maintained by Student Financial Service. This includes documents such as:

- Program Participation Agreement (PPA)
- Eligibility and Certification Approval Report (ECAR)
- Fiscal Operations Report and Application to Participate (FISAP)
- Reports and agreements related to Quality Assurance Project

The University's Title IV status remains in good standing. The University was reapproved with full certification on September 11, 2012, and its Program Participation Agreement is in good standing with an expiration date of March 31, 2018.

#### 2. Financial Responsibility Requirements

As part of the Colorado State University System (CSUS), CSU is included in the annual CSUS financial report. The CSUS is also a Component Unit of the State of Colorado and as such is included in the state's single audit required by OMB Circular A-133. The financial and single

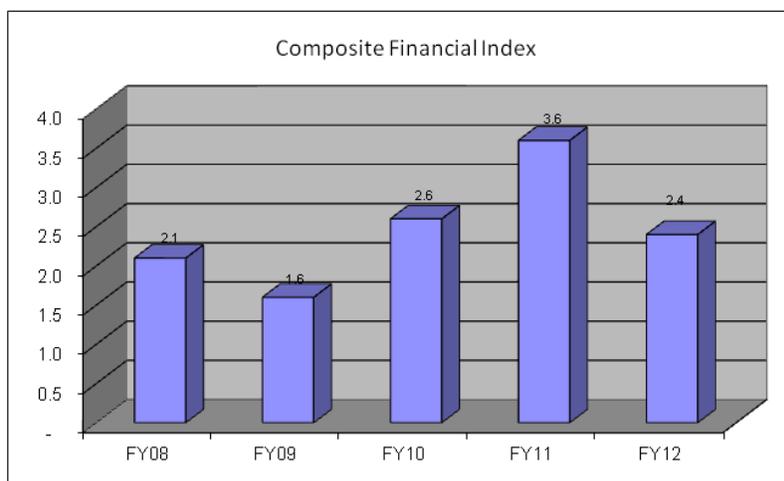
audits for fiscal year 2010-2011 found no matters involving the internal controls over financial reporting and operations with respect to any material weaknesses or significant deficiencies.

The CSUS has a set of fiscal rules, applicable to each of the entities comprising the CSUS, which provide guidance in specific areas of operation in ensuring that the CSUS remains compliant with state statutes. CSU, based upon these fiscal rules, has developed financial policies and procedures to ensure that CSU's assets are protected and used for appropriate purposes; the related transactions are subject to rigorous internal controls in keeping with any restrictions; and that the activities of CSU are reported accurately in accordance with GAAP and federal cost accounting standards such as OMB Circulars A-21 and A-110.

CSU has a decentralized accounting structure; therefore, a key component of its internal control structure is the training of department management and fiscal personnel in code of ethics, fiscal responsibilities, sponsored project administration, gift management, procurement, finance system use, and monthly financial report review. Moreover, CSU's administrative structure includes several offices whose charges include various aspects of fiscal policy compliance, including the CSUS's Office of Internal Audit, the Office of University Controller, and the Policy and Compliance Office. In addition, CSU's Offices of Sponsored Programs (OSP) and Student Financial Services (SFS) are charged with ensuring compliance with grant terms and restrictions.

CSU monitors its Composite Financial Index (CFI) score on an annual basis. The chart below shows the past five-year history of CSU's CFI, which is composed of four separate ratios: (1) Primary Reserve Ratio, (2) Net Operating Revenues Ratio, (3) Return on Net Assets Ratio and (4) Viability Ratio. For further information relating to these individual ratios, please see the appended [Ratio Charts](#). These ratios are calculated using the consolidated results of CSU, CSU Foundation, and CSU Research Foundation.

In each of the years presented, the CFI has exceeded the floor of the Composite Index Zone in the "Above" category resulting in an outcome of "No Review" required. CSU has enjoyed steady improvement of this Index over the past few years. As a result of the significant drop in the stock market and unrealized losses in endowments and other investments in FY 2009, CSU's CFI dropped during that fiscal year. The FY11 ratio exceeded expectations due to units holding down expenditures in response to reductions in state funding. Although reductions continued into FY12, it was evident that the economy was beginning to improve, resulting in expenditures increasing to pre-FY11 levels.



### 3. Default Rates

*Student loan default rates for CSU students are significantly below the national averages.*

CSU Student Loan Default Rates				
	CSU 2-year Default Rate	National 2-year Default Rate	CSU 3-year Default Rate	National 3-year Default Rate
FY2010	2.9%	9.1%	TBA	TBA
FY2009	2.0%	8.8%	3.1%	13.4%
FY2008	2.0%	7.0%	3.3% (est)	Not available
FY2007	2.1%	6.7%	3.1% (est)	Not available
FY2006	1.9%	5.2%	Not available	Not available
FY2005	1.8%	4.6%	Not available	Not available

Default rates are calculated two years after a student goes into repayment, which is generally nine months after a student graduates or leaves school. Therefore, the current default rate available in June 2013 will be for the FY2010 cohort. The USDE is changing from a two-year to a three-year default rate beginning with FY2010. For FY2007 and FY2008, USDE provided estimates to institutions of their three-year rates.

Student Financial Services utilizes several precepts when awarding funds to students so that they do not take on excessive debt:

- Grants are directed to the neediest students, not just the first eligible students who apply.
- Students are offered scholarships, grants, and work-study jobs for which they may be eligible before being considered for loans.
- Students at all undergraduate class levels are awarded similarly, with knowledge that freshmen and sophomores have less capability to borrow and may need some additional grant funds to compensate for this.
- We try to keep students on only one loan program, when possible.
- Commitment-to-Colorado Awarding: We award undergraduate Colorado resident students who are Pell-eligible additional state and institutional grants to cover student share of base tuition and fees. Colorado resident undergraduate students who are not Pell-eligible, but whose family adjusted gross income is \$57,000 or less and meet other eligibility requirements, will receive grants to cover at least half of their share of base tuition.
- Federal Direct PLUS Loans are awarded to parents of dependent students rather than shifting that loan burden to the students (via an Additional Federal Direct Unsubsidized Loan) unless the parent is denied PLUS.
- Perkins Loans are awarded only to undergraduates, as funds are limited, and graduate students are more likely to have alternative resources.
- Health Professions Loans are awarded to qualified Professional Veterinary Medicine students who provide parental income information to the extent that available funds permit.

Student Financial Services utilizes the following strategies to minimize default on student loans:

- Loan Entrance Counseling is required through USDE website.
- Loan Calculators are provided on SFS website (Types of Aid/Loans/Calculators).
- Loan repayment charts are provided on SFS website (2012-2013 Your Financial Aid Guide, p. 16).
- Loan Summary sheets on RAMweb help students keep informed on their loan debt.
- We conduct loan debt discussions with students whose parents have been denied a Parent PLUS loan.
- We conduct loan debt discussions with students who are seeking additional loans.
- CSU's retention efforts help students graduate so they get jobs after they graduate and do not default on their loans.
- The SFS office makes personal efforts to contact students so they do not default on Federal Perkins or Health Professions loans.
- We require loan exit counseling during student's graduating semester through USDE website.
- We provide loan disclosure information on Health Professions Loans.
- We make available the Financial Literacy section on the SFS website.

#### **4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures**

*CSU abides by the requirements of the Clery Act to provide annual and timely notifications of campus crime information, it makes available consumer information in compliance with Title IV (and public disclosure requirements), and it carefully safeguards the rights of students in compliance with FERPA.*

#### **Campus Crime Information (Clery Act)**

The University's Police Department (CSUPD) publishes the annual *Fire and Safety Update and University Drug/Alcohol Policy* booklet (or "Clery Report"), containing campus crime statistics in compliance with the Clery Act, on its website. Samples of these annual disclosures are provided for review. The Clery Report is also distributed directly to all students, faculty and staff via their CSU email systems, as a special announcement in the "Today@Colorado State" bulletin. In addition, an e-mail with the disclosure information is sent by Student Financial Services directly to each enrolled student every semester. Hard copies of the booklet, as well as a shorter, summary pamphlet, are made available at many locations around campus. The Clery Report contains information that extends beyond the minimum requirements of Clery, in order to assure that students are fully informed about campus programs, policies, and resources. Links to the Clery Report and other campus safety information may be found on the CSUPD home page, the CSU Public Safety home page, or by searching "safety" on either the CSU home page or the Policy Library. In addition there will be a new section on campus safety/Clery in the Fall 2013 *General Catalog*.

Several specific notices required under Clery are also provided to students. The Missing Student Notification Policy provides that students who reside in campus housing will receive a Missing Student Notification Card when checking into the residence hall each semester, together with the Emergency Contact Card that the student is requested to complete in order to designate a person as a "confidential contact" to be notified in the event that the student is determined to be missing. The Timely Warning and Emergency Notification Policy provides that emergency notifications to campus of a serious or continuing threat to the campus community, or an immediate threat to the health and safety of students or employees that is occurring on the campus, will be communicated through email, Rave Alert (text messaging), Everbridge (Reverse 911), the CSU Emergency Telephone Network, and/or the Emergency Broadcast System, as appropriate. Emergency notices also include those related to severe weather emergencies and campus closures.

The most recent Title IV Program Review by the USDE was conducted in 2010 and included a finding related to the inaccurate reporting of crime statistics. A copy of the Program Review will be included in the Evidence Files. The finding stated that crime statistics were not consistently reported. There was a misunderstanding by staff in the CSU Police Department regarding how some of the statistics were to be reported. Staff from the USDE worked with the CSU Police Department to clarify the definitions, and subsequent updates will be correct. No liability was assessed.

## **5. Student Right to Know**

### **Student/Consumer Information (Title IV, FERPA and other)**

CSU annually publishes information of interest to students and parents, including notifications and information required to be published under Title IV. Notification of the availability and location of student/consumer information is sent by e-mail each semester to all enrolled students by Student Financial Services and made available directly through several institutional websites, and, where required, distributed in hard copy format. This information includes (but is not limited to):

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Information	Location	Responsible Office
Process for Applying for Financial Aid	SFS website	SFS
Information Regarding Financial Assistance	Your Financial Aid Guide	SFS
Federal Family Education Loan (FFEL)/Direct Loan deferments for Peace Corps or Volunteer Service	Link on Registrar's website to Federal resource	SFS
General Information--Information related to tuition/fees and other costs, withdrawal from the University, refund policy, academic degree program requirements, calendar, grading standards, admissions requirements, scholastic standards, student services, facilities, accrediting agencies, study abroad, etc.	General Catalog	Curriculum & Catalog Office (Provost), Registrar/SFS
Resources for Individuals with Disabilities	Resources for Disabled Students website	Resources for Disabled Students
Retention & Completion/Graduation Rate of Students	Institutional Research (select Student Success)	Institutional Research
Placement Rates of Graduates	Career Center website	Career Center
Financial Aid Policy for Unofficial Withdrawals	SFS website (select Applying for Financial Aid, Financial Aid Eligibility, Maintain Satisfactory Academic Progress and Satisfactory Academic Progress)	SFS
Textbook Information	Linked from each student's online class schedule	CSU Bookstore
Student Rights under FERPA (Family Education Rights and Privacy Act)	General Catalog (1.6, p. 5)	Registrar
Equity in Athletics Data Analysis (Title IX)	U.S. Department of Education EADA	Department of Athletics
Voter Registration Information	Federal Larimer County	
Faculty Roster	Institutional Research website	Institutional Research

Additional evidence is provided in Component 2.B.

## 6. Satisfactory Academic Progress and Attendance Policies

CSU has a financial aid policy regarding Satisfactory Academic Progress that is in compliance with Title IV program requirements. Student Financial Services (SFS) informs students about the policy by publishing a chart of Satisfactory Progress Information each year on the SFS website (Applying for Aid/Financial Aid Eligibility). The policy requires students to satisfactorily complete 75% of their attempted credits, and to complete their degree in the maximum timeframe permitted. Undergraduates must have a 2.0 cumulative GPA when they reach 60 completed credits; graduate students must have a minimum 3.0 cumulative GPA; seniors with more than 150 credits must be within two semesters of graduation; graduate students who have exceeded the credits proposed on their GS6 must be within two semesters of graduation; and all students may not have withdrawn from the University more than once. The chart also explains how students may regain eligibility and the deadlines for specific actions.

CSU is not required to take attendance under Title IV regulations, however, there are several University policies related to attendance:

- Guidance regarding class attendance and accommodation of students' participation in University-sanctioned activities is published in the *General Catalog* (section 1.7, p. 12).
- The University policy regarding the academic consequences of officially withdrawing from the University and the timing of those actions is published in the *General Catalog* (section 1.7, p. 10-12).
- The Financial Aid Policy for Unofficial Withdrawals describes financial aid adjustments and other actions taken when a federal aid recipient never begins attendance or unofficially withdraws. Information regarding this policy is published on the SFS website (2012-2013 Your Financial Aid Guide, p. 22).
- The Official Withdrawal Policy describes financial aid adjustments and other actions taken when a federal aid recipient officially withdraws from the University. Information on this policy is published on the SFS website (2012-2013 Your Financial Aid Guide, p. 23).

## 7. Contractual Relationships

CSU does not participate in any contractual relationships, as defined by HLC policy, that require notification or approval.

## 8. Consortial Relationships

CSU participates in two consortial relationships, as defined by HLC policy, that have been approved (additional information is provided in Component 3.A.3):

- CSU has one face-to-face delivered consortial program (MA in English) that is offered off-campus at CSU-Pueblo. The details of this consortial arrangement are described in the application submitted in 2011 and subsequently approved by HLC in 2012.
- The other consortial program that CSU participates in with 12 universities is the Great Plains

Interactive Distance Education Alliance (GP-IDEA) for the purpose of offering the Merchandising and Dietetics master's programs. The details of this consortial arrangement are described in the application submitted in 2012 and subsequently approved by HLC in 2012.

## Sources

-  1. 6 - Policies and Guiding Principles (Page 5)
-  1. 7 - Advising and Registration (Page 10)
-  1. 7 - Advising and Registration (Page 12)
-  Career Center
-  CSU CSU-P MA English Consortium Application
-  CSU GP-IDEA Consortium Application
-  CSUS Audit 2007
-  CSUS Audit 2008
-  CSUS Audit 2009
-  CSUS Audit 2010
-  CSUS Audit 2011
-  CSUS Audit 2012
-  Financial Ratio Charts
-  Fire and Safety Update 2012
-  Grace Periods, Deferment & Forbearance
-  HLC approval of CSU GP-IDEA Consortium
-  HLC approval of CSU-Pueblo MA English Consortium
-  Institutional Research
-  Resources for Disabled Students
-  Student Financial Services
-  US Department of Education EADA
-  Voter Registration, Federal
-  Voter Registration, Larimer County

## **Policy 4.0(f) Required Information for Students and the Public**

### **Compliance Evidence**

*CSU makes available to students and the public fair, accurate and complete information in catalogs, student handbooks, and other publications.*

The *General Catalog*, *Graduate and Professional Bulletin* and other student handbooks are available as appendices in the virtual Evidence File. Detailed documentation of specific information requirements, including website locations, are listed under Policy 4.0(e) of the Federal Compliance section of this report.

## Policy 4.0(g) Advertising and Recruiting Materials and Other Public Information

### Compliance Evidence

*CSU's advertising and recruiting materials as well as other public information releases provide fair and accurate information at all times in all communication media, including disclosure of affiliation status with HLC by use of the Mark of Affiliation.*

#### Public and Advertising Information

CSU, as a public institution dedicated to accountability, adheres to the very highest standards of honesty and integrity in its many forms of communication to its many constituents including advertising.

The Division of External Relations (DER), the lead communications group on campus, has the following section in its internal Policy and Procedures guide: "In line with the basic collaborative nature of communication, the units within the Division of External Relations strive to function as a team in which: We strive to ensure that all communications that originate at Colorado State University are truthful, accurate, and of the highest production quality possible."

In addition, DER employees are affiliated with and follow the ethical standards and guidelines of both the [Public Relations Society of America \(PRSA\)](#) and the [American Marketing Association \(AMA\)](#). The codes of ethics for these professional associations address honest and accurate communications and advertising.

Because DER works with our Division of Enrollment and Access as well as all of our colleges and key externally facing units, these standards apply to the many other communications efforts from other units, and we follow the guidelines, standards and ethics of the pertinent organizations that these units are affiliated with. This includes the [National Association of College Admissions Counseling \(NACAC\)](#). All "Members agree that they will:

1. accurately represent and promote their schools, institutions, organizations, and services;
2. not use disparaging comparisons of secondary or postsecondary institutions;
3. not offer or accept any reward or remuneration from a secondary school, college, university, agency, or organization for placement or recruitment of students;
4. be responsible for compliance with applicable laws and regulations with respect to the students' rights to privacy."

Additional evidence is provided in Component 2.B and Federal Compliance Policy 4.0(f).

#### Disclosure of HLC Affiliation Status

CSU maintains institutional accreditation only with HLC and prominently displays its accredited status by using the HLC Mark of Affiliation on websites, such as the [Accreditation website](#) found in the a-z index, and on the [Division of Continuing Education website](#). In addition, our accreditation status with HLC is published in the *General Catalog* (section 1.1, p. 2) and includes complete HLC contact information (URL, postal address, and phone numbers).

### Sources

-  1. 1 - The University: Values, Mission, Goals (Page 2)
-  [American Marketing Association](#)
-  [CSU Accreditation website](#)
-  [National Association of College Admissions Counseling](#)
-  [OnlinePlus Accreditation](#)
-  [Public Relations Society of America](#)

## Policy 4.0(h) Review of Student Outcome Data

### Compliance Evidence

*CSU carefully collects data and critically evaluates the success of its students and programs using numerous metrics.*

As evidenced in the self-study in response to Criterion Four, CSU regularly evaluates program performance (Component 4.A), assesses student learning (Component 4.B), and seeks to actively improve student success (Component 4.C). Component 4.A.6 provides evidence of the use of graduation surveys, National Student Clearinghouse data, Colorado Department of Labor and Employment statistics, National Survey of Student Engagement results, and the results of students' performance on professional and licensing examinations as evidence of student success.

To inform efforts to improve retention and graduation rates, the following measurements are analyzed: incidence of F grades by student, course completion rates, academic probation rates, **timely completion of AUCC requirements**, courses with high D, F, and W rates, academic probation rates, completion of 30 credits by the end of the first academic year, completion of foundational math and composition courses in the first academic year, fall to spring and year by year retention, precipitous GPA drops (defined as nine quality points in a single semester), and early grade feedback reports (midterm progress) as described in Component 4.C.

Policies for monitoring Satisfactory Academic Progress (course completion) to comply with Title IV requirements for financial aid are described in Federal Compliance section 4.0(e).

## Policy 4.0(i) Standing with State and Other Accrediting Agencies

### Compliance Evidence

*CSU is in good standing with the Colorado Commission on Higher Education of the Colorado Department of Higher Education (the state higher education regulatory body) and 18 programmatic accrediting agencies.*

Specialized (programmatic) accreditation is maintained by 34 programs through 18 accrediting agencies as listed below and disclosed in the *General Catalog*. The benefit of specialized accreditation was explained in Component 4.A.5. Each of the degree-granting programs that undergoes specialized accreditation currently meets or exceeds the expectations of its accrediting agency.

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Programmatic Accrediting Agency	Academic Program	College	Department / Unit	Next Site Visit
The Association to Advance Collegiate Schools of Business (AACSB)	Accountancy - MACC	Business	Accounting	2017
The Association to Advance Collegiate Schools of Business (AACSB)	Business Administration - MBA	Business	Business	2017
The Association to Advance Collegiate Schools of Business (AACSB)	Business Administration - MS	Business	Business	2017
The Association to Advance Collegiate Schools of Business (AACSB)	Business Administration: Accounting, Information Systems, Finance, Real Estate, Organizational and Innovative Management, and Marketing concentrations - BS	Business	Business	2017
Accreditation Board for Engineering and Technology (ABET)	Chemical and Biological Engineering - BS	Engineering	Chemical and Biological Engineering	2014
Accreditation Board for Engineering and Technology (ABET)	Civil Engineering - BS	Engineering	Civil and Environmental Engineering	2014
Accreditation Board for Engineering and Technology (ABET)	Computer Engineering - BS	Engineering	Electrical and Computer Engineering	2014
American Council for Construction Education (ACCE)	Construction Management - BS	Health and Human Sciences	Construction Management	2016
Council for the Accreditation of Counseling and Related Education Programs (CACREP)	Education and Human Resource Studies, Counseling and Career Development Specialization - MEd	Health and Human Sciences	Education	2020
Accreditation Board for Engineering and Technology (ABET)	Electrical Engineering - BS	Engineering	Electrical and Computer Engineering	2014
Accreditation Board for Engineering and Technology (ABET)	Engineering Science - BS	Engineering	Engineering	2014
Accreditation Board for Engineering and Technology (ABET)	Environmental Engineering - BS	Engineering	Civil and Environmental Engineering	2014
National Environmental Health Science and Protection Accreditation Council (EHAC)	Environmental Health - BS	Veterinary Medicine and Biomedical Sciences	Environmental and Radiological Health Sciences	2016
Accreditation Board for Engineering and Technology: Applied Science Accreditation Commission (ABET)	Environmental Health, Industrial Hygiene Specialization – MS	Veterinary Medicine and Biomedical Sciences	Environmental and Radiological Health Sciences	2014
Accreditation Council for Education in Nutrition and Dietetics (ACEND)	Food Science and Human Nutrition, Dietetics option - BS	Health and Human Sciences	Food Science and Human Nutrition	2014
Accreditation Council for Education in Nutrition and Dietetics (ACEND)	Food Science and Human Nutrition, MS / CP	Health and Human Sciences	Food Science and Human Nutrition	2014
Society of American Foresters (SAF)	Forestry: Forest Biology, Forest Fire Science, and Forest Management concentrations - BS	Warner College of Natural Resources	Forest and Rangeland Stewardship	2022
American Association of Marriage and Family Therapy (AAMFT)	Human Development and Family Studies, Marriage and Family Therapy Specialization - MS	Health and Human Sciences	Human Development and Family Studies	2018
Council for Interior Design Accreditation (CIDA)	Interior Design - BS	Health and Human Sciences	Design and Merchandising	2015
The Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)	Journalism and Technical Communication -BA	Liberal Arts	Journalism and Technical Communication	2017
Landscape Architectural Accreditation Board (LAAB)	Landscape Architecture - BS	Agricultural Sciences	Horticulture and Landscape Architecture Management	2018
The Association to Advance Collegiate Schools of Business (AACSB)	Management Practice - MMP	Business	Business	2017
Accreditation Board for Engineering and Technology (ABET)	Mechanical Engineering - BS	Engineering	Mechanical Engineering	2014
National Association of Schools of Music (NASM)	Music - BA	Liberal Arts	National Association of Schools of Music (NASM)	2022
National Association of Schools of Music (NASM)	Music - BM	Liberal Arts	National Association of Schools of Music (NASM)	2022
National Association of Schools of Music (NASM)	Music - MM	Liberal Arts	National Association of Schools of Music (NASM)	2022
Accreditation Council for Occupational Therapy Education (ACOTE)	Occupational Therapy - MOT	Health and Human Sciences	Occupational Therapy	2022
American Psychological Association (APA)	Psychology (Counseling) - PhD	Natural Sciences	Psychology	2014
Accreditation Board for Engineering and Technology: Applied Science Accreditation Commission (ABET)	Radiological Health Sciences, Health Physics Specialization – MS	Veterinary Medicine and Biomedical Sciences	Environmental and Radiological Health Sciences	2014
Society for Range Management (SRM)	Rangeland Ecology - BS	Warner College of Natural Resources	Forest and Rangeland Stewardship	2015
Council on Social Work Education (CSWE)	Social Work - BSW	Health and Human Sciences	Social Work	2014
Council on Social Work Education (CSWE)	Social Work - MSW	Health and Human Sciences	Social Work	2014
Teacher Education Accreditation Council (TEAC)	Teacher Education and Principal Preparation: All Licensed Educational Programs	Health and Human Sciences	Education	2015
American Veterinary Medical Association (AVMA)	Veterinary Medicine - DVM	Veterinary Medicine and Biomedical Sciences	Professional Veterinary Medicine	2015

Through the online (distance education) activities of the Division of Continuing Education, CSU has a presence in many states. The following table provides the institution's current status in each of these states.

State	Status (June 2013)
Alabama	Approved
Alaska	Approved
Arizona	Authorization not required
Arkansas	Approved
California	Exempt
Colorado	Approved
Connecticut	Exempt
Delaware	Exempt
District of Columbia	Exempt
Florida	Exempt
Georgia	Exempt
Hawaii	Authorization not required
Idaho	Authorization not required
Illinois	Exempt
Iowa	Exempt
Kansas	Approved
Kentucky	Exempt
Louisiana	Exempt
Maine	Exempt
Maryland	Exempt
Massachusetts	Exempt
Michigan	Exempt
Minnesota	Pending approval
Mississippi	Exempt
Missouri	Pending approval
Montana	Approved
Nebraska	Exempt
Nevada	Exempt
New Hampshire	Exempt
New Jersey	Exempt
New Mexico	Authorization not required
New York	Exempt
North Carolina	Exempt
North Dakota	Exempt
Ohio	Exempt
Oklahoma	Exempt
Oregon	Exempt
Pennsylvania	Authorization not required
Rhode Island	Exempt
South Carolina	Exempt
South Dakota	Exempt
Tennessee	Exempt
Texas	Exempt
Utah	Exempt
Vermont	Exempt
Virginia	Exempt
Washington	Exempt
West Virginia	Exempt
Wisconsin	Exempt
Wyoming	Approved

## Policy 4.0(j) Public Notification of Opportunity to Comment

### Compliance Evidence

*CSU has made an appropriate and timely effort to solicit third-party comments.*

#### Request for Third Party Comments

A variety of internal and external distribution networks are being used to **notify stakeholders** of the opportunity to submit third-party comments to HLC. Notification efforts include information to make the accreditation process visible to the University's constituents and broaden public participation. A focus on media relations activities has been chosen rather than purchased advertising as this strategy is considered to be more effective in reaching target audiences.

To reach the business community and the general public, a news release describing the accreditation process and the public's opportunity to participate was drafted and distributed in July 2013. The release, which also included a link to the self-study report at **Accreditation - CSU**, was distributed to northern Colorado newspapers, business publications, and major daily and weekly newspapers throughout the state. It was also distributed electronically to the University's news subscriber list, more than 700 print and broadcast reporters and other interested parties who have signed up to receive information from the University's news service. The notice and the link will be placed on the home page of the main CSU webpage at colostate.edu throughout August and September.

To reach internal audiences, a story will be placed in *Today@Colorado State*, the campus news website that sends a biweekly newsletter to the inboxes of 24,000 students, 7,800 faculty and staff, and 1,300 additional subscribers. A link to the self-study report and an invitation to comment will be included in the story and remain live through the end of the comment period. The news release will also appear in the September issue of *CSU Life*, a print newspaper distributed through campus mail to all faculty and staff.

To reach other stakeholders, a **notice** is being placed in the August issue of *CSU Magazine*, distributed to about 145,000 alumni, donors, and lifetime giving society members throughout the nation as well as deans, directors, and department heads at the University. The notice will also be included in *AlumLine*, the monthly email sent by the Alumni Association to all CSU alumni -- a list of more than 100,000 -- in August and September.

To reach parents, we plan to include a notice with a link to the self-study and an invitation to comment in the monthly newsletter sent to parents of all enrolled students by our Parent and Families Program office in August and September.

To reach students, we plan to send the news release to campus media – print, radio and TV – and post the notice and link on RamLink, the student information portal. We plan to purchase an advertisement in the *Rocky Mountain Collegian* newspaper to ensure placement during the first week of September.

Examples of each of the notifications and examples of the subsequent hardcopy or e-publications will be archived in the virtual evidence room for review by the HLC visit team in November 2013.

### Sources

-  [Accreditation - CSU](#)
-  [Ad for CSU Magazine](#)
-  [Copy for accreditation comment notification](#)

## Application

### Institutional benefits from the self-study process

The self-study process initiated significant introspective conversation among administration, faculty, and staff about the institutional obligations for continued affiliation with HLC and how CSU accomplishes each component of its mission. We recognize that this type of activity is essential to retain our institutional memory (regardless of employee turn-over) and to adapt to changing external expectations in the operations of higher education.

As options for the self-study process were considered, we were pleased to see how closely our annual processes for planning, budgeting, and institutional performance analysis aligned with the aspirational goals of HLC's Criteria for Accreditation. Although not exactly parallel, the number and scope of our *Strategic Plan* strategies are similar to the HLC subcomponents. The metrics within the plan represent the measures, data, and evidence upon which our success is assessed annually by our Strategic Planning Area Review Committees (SPARCs). Therefore, we decided that the SPARCs would play a major role in the self-study process by providing broad institutional perspective about our attainment of the HLC Criteria rather than invent an overlapping self-study process and duplicative workloads (see Preface). A self-study coordinating committee with cross-campus representation and a smaller steering committee were appointed to guide the process. Looking back on the process, we believe these were efficient and effective decisions.

At the onset of the self-study process, careful review of HLC policies, assumed practices, and federal compliance requirements resulted in several immediate actions.

- We identified actions needed regarding HLC notification/approval of consortial relationships and additional (off-campus) locations.
- The University Curriculum Committee took actions to update several curricular policies and procedures, particularly focusing on ensuring that assumed practices were in place and the federal credit hour definition for distance and correspondence delivery was observed.
- A new student complaint policy was adopted and operational procedures were implemented to assure full compliance with federal, state, and HLC policies.

At completion of the self-study process, it is our conclusion that CSU is successfully achieving the goals of HLC's criteria and components. However, true to our belief in continuous quality improvement, we acknowledge there are improvements we can make to further advance:

- In particular, while our assessment data and processes are substantial in scope, it would behoove us to sharpen the focus of learning assessments on accomplishment of the learning goals of degree programs in place of annual assessment cycles of sampling learning within programs. These findings with recommendations for improvement as described in Criterion Four are being pursued.
- Additional, less significant, issues identified during the course of the self-study included: better integration of Division of Continuing Education data with Institutional Research databases, disclosure of graduate education completion analyses on the IR-Interactive website, and new tabulations of course sections by term and type of delivery (Appendix for the federal compliance section).
- Lastly, we have become keenly aware of the evolution of HLC's reaffirmation process to Pathways and the need to structure institutional organization and processes, as well as transfer institutional knowledge, to facilitate institutional growth and interaction with HLC.

### Application for reaffirmation and affiliation status

Colorado State University requests reaffirmation of institutional accreditation by the Higher Learning Commission of the North Central Association. We believe that this self-study and associated materials provide complete and accurate evidence that CSU has:

- responded to the challenges identified in the 2004 review to become a stronger institution;
- continued to advance as a high-quality institution of higher education;
- demonstrated our commitment to student-centered policies, practices, and teaching to ensure learning success;
- demonstrated a resilient ability to manage resources and capacities to ensure continued success;

- complied with all HLC polices and federal compliance requirements; and
- satisfied all of the components of HLC's criteria for accreditation.

As our accreditation is considered for reaffirmation and, subsequently, our Statement of Affiliation Status is updated, we specifically request the following actions:

- next reaffirmation of accreditation to be in 2023-2024;
- continued approval to participate in the Commission's Notification Program for approval to offer degree programs at new locations within the state (and continued approval of current off-campus locations);
- continued approval to offer up to 20% of total degree programs through distance delivery;
- continued approval of the consortia with CSU-Pueblo and GP-IDEA; and
- change the designated unit of the institution responsible for distance education outside the state from SURGE to the Division of Continuing Education.