



Colorado State University

HIGHER
LEARNING
COMMISSION
MULTI-LOCATION VISIT
FALL 2016

Table of Contents

Topic	Page
Overview Statement	
Approach to Off-Campus Instruction	3
Future Growth	4
Instructional Planning	
Facilities	5
Funding	6
Facilities	7
Instructional Oversight	
Enrollment Balance	7
Instruction	8
Institutional Staffing and Faculty Support	
Faculty/Staff Qualifications	9
Human Resources	10
Student Support	
Effective Delivery	12
Access to Services	12
Student Complaints	14
Evaluation and Assessment	
Academic Performance	15
Equivalency with On-Campus Program	16
Continuous Improvement	18
Marketing, Promotion and Recruitment	19

Overview Statement

Provide a brief overview statement about current additional locations and about the institution's general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered.

CSU considers its mission when evaluating the need to open or close any additional location. The recommendation to offer instruction off campus is made primarily by the academic department responsible for the program. That recommendation is based on projected student demand and the availability of adequate resources to deliver an educational experience that meets the standards of the on-campus experience. Final decisions are made after review by faculty curriculum committees, the Council of Deans and the Provost's Office.

Current approved active additional locations are listed in Table 1.

Table 1.

In-State	United Launch Alliance	7630 S. Chester St., #D200 Centennial, CO 80112	<ul style="list-style-type: none"> Engineering Programs (ENGR 501, ENGR 530, ENGR 531, ENGR 567, MECH 501)
	Tim Gill Center for Public Media	315 E. Costilla St. Colorado Springs, CO 80903	<ul style="list-style-type: none"> Master of Social Work (hybrid)
	Denver Center	475 17th St., #300 Denver, CO 80202	<ul style="list-style-type: none"> Ph.D. in Education and Human Resource Studies – Organizational Learning, Performance and Change Specialization Master of Social Work Project Management (noncredit) Construction Management (noncredit) PHR/SPHR Certification Preparation (noncredit)
	Denver Center EMBA	475 17th St., #700 Denver, CO 80202	<ul style="list-style-type: none"> Executive MBA
	Loveland Rialto Theater	228 E. 4th St. Loveland, CO 80537	<ul style="list-style-type: none"> Teacher Licensure and Master of Education in Education and Human Resource Studies – Education Sciences Specialization (Secondary Education)
Out-of-State	University of Alaska Fairbanks	901 N. Koyukuk Dr. 182 Arctic Health Research Fairbanks, AK 99775	<ul style="list-style-type: none"> 2+2 PVM with the first 2 years delivered at UAF and the last 2 delivered at CSU

The fall 2016 multi-location visit will focus on two locations as selected by the Higher Learning Commission in June 2016.

- 1) Denver Center of CSU Online
475 17th St., #300
Denver, CO
80202

The Denver Center is a face-to-face delivery site managed as part of the distance delivery arm of the institution, CSU Online. Over the next academic year, the Denver Center will host 3 non-credit programs: Project Management, Construction Management, and PHR/SPHR certification preparation. It will also host the two credit programs: the Ph.D. in Education and Human Resource Studies - Organizational Learning, Performance and Change Specialization and a blended Masters of Social Work (a new cohort starts January 2017). In addition, a new blended Masters of Communication and Media Management will begin Fall 2017.

- 2) University of Alaska Fairbanks (UAF)
901 N. Koyukuk Dr.
182 Arctic Health Research Building
Fairbanks, AK
99775

The UAF is approved to deliver the first two years of the Doctor of Veterinary Medicine Curriculum as offered at CSU. The first cohort of 10 DVM students matriculated into the collaborative program in the fall of 2015. The program has accepted and admitted the second class of 10 students for matriculation in the fall of 2016.

What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

Enrollment at CSU is increasing to the point that we expect about 35,000 students sometime in the next decade. Some of that growth is anticipated to be through CSU Online (including its offerings at the Denver Center). It is possible that additional Denver metro area space will be necessary if capacity is exceeded at the current Denver Center location. This is likely to include classrooms in the redeveloped National Western Complex as well as at planned "Engagement Hubs" as a part of efforts by the Office of Engagement to support extension across the state. Further, an additional location northwest of Denver is being discussed to accommodate the Masters of Social Work.

There will be no future growth in the 2+2 UAF location until the first four years of education are complete for the initial cohort and the complete program is evaluated.

There are no additional locations being discussed beyond the 2020 timeframe.

Institutional Planning

How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

Off-campus Program Directors focus on site-based physical needs to meet the needs of students and the curriculum. In particular, they 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 also evaluated to ensure the availability of adequate parking, lighting, evening security, etc. Additionally, 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.

Denver Center of CSU Online

Planning for facilities is done in concert with faculty and staff in each program's home department. Specifics of the curriculum and student population are discussed to ensure the appropriateness of the facilities. The Denver Center has a classroom equipped with laptops should some of the curriculum require participation by each student on a computer. Program Directors and Program Managers communicate with faculty members and students by attending class sessions on a regular basis to ensure space needs are met. If students or faculty members have specific requests, they contact the appropriate Program staff who then work to determine if the request can be fulfilled. The Denver Center also meets ADA requirements and has the following facility specifications:

- Classroom space – Classrooms at the Denver Learning Center are equipped with lecturns, laptops, and projection/audio capabilities.
 - Classroom A: capacity 25 classroom style, other configurations possible
 - Classroom B: capacity 25 classroom style, other configurations possible
 - Combined Classroom A&B: capacity 50 classroom style, other configurations possible
 - Classroom C: capacity 24 classroom/lab has laptops stored within each desk which allows it to be used as a computer lab if necessary
 - Additional adhoc classroom space is available upon request to the CSU Alumni Association.
- Student/Staff lounge
- Student/Staff kitchen
- Wifi – available to students using eIDs; guest wifi access is also available.
- Administrative Space: 5 offices
- Lighting: Abundant Natural light and fluorescent lighting throughout the suite
- HVAC including weekends and evenings
- Building maintenance and cleaning services through building management
- ADA compliant restrooms in-suite and outside the suite on the third floor
- Security Guard, provided by building management, who monitors access to the building and suite including evenings and weekends.

- 2 storage rooms, including server room.
- Vending machines are available in the building's basement

University of Alaska Fairbanks

The UAF Department of Veterinary Medicine has ten offices for faculty and staff located in the Arctic Health Research Building and in the newly renovated teaching facility in the Irving building. UAF spent \$5.4 million on renovating the student classroom, laboratory and study facilities. The facility was designed by Bezek, Durst, Seiser Inc. who also designed veterinary teaching labs in the continental United States.

These facilities include new laboratory space with preparation rooms, walk-in freezer and refrigerator space, and an over-head crane for moving large animals. The laboratory includes all ventilation, lighting, cabinetry, dissection tables, shelving, fixtures and drainage required for a veterinary teaching laboratory. The department has purchased the remainder of the lab items needed for teaching including equine and bovine obstetric simulators, computers (including server and programs), printers, a macerator, embalming equipment, articulated bovine and equine skeletons, microscopes, and laboratory books and manuals. A state-of-the-art necropsy suite is also shared with the Animal Resource Center to be used for teaching laboratories in the Veterinary Pathology curricular offerings.

Recognizing the importance of student collaboration and engagement, the veterinary teaching facility features two 20-seat classrooms and student carrels for up to 20 students. There is also a student common area with group study, kitchen and lunch/meeting space. The laboratory, classroom, and student common areas have state-of-the-art smart-classroom/teaching equipment (with large LCD screens, built in white-boards, and video capabilities). The anatomy lab has a high definition camera, dissection tables, computer stands and several non-disposable (i.e. necropsy saw) items. The UAF CNSM has shared departmental resources and equipment such as a 5-head microscope, large animal scale, and other standard laboratory equipment.

What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

Denver Center of CSU Online

The Denver Center has two staff members (a Program Director and a Program Manager) who have primary responsibility for monitoring and assessing how the location is meeting the needs of its current student population. The Research and Analytics Team at CSU Online routinely provide standard and custom reports regarding program growth, enrollment trends, revenue projections, etc to Denver Center staff for review. After review, they make recommendations, as appropriate, for changes in staffing and funding of the Denver Center and the programs offered at that location. Those recommendations go to the Associate Provost for consideration. CSU Online is a cash funded enterprise and does not rely on any state funding.

University of Alaska Fairbanks

Funding is not provided nor assessed/adjusted by CSU for the UAF location. Student tuition is paid to CSU and UAF bills CSU for the delivery of the curriculum each semester (less an administrative fee to CSU of 10% and a \$500 per student semester fee). Students pay legislatively mandated Colorado fees to CSU at the time they pay their tuition. Students pay course fees and UAF campus fees while in Alaska. Each University is responsible for their own finances. Any adjustments made in billings/payments between universities are dictated by rises in tuition or fees mandated by the State or individual universities. Additional funding for the UAF program is provided through appropriations from the University of Alaska.

Facilities

How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

Please see previous response.

Instructional Oversight

How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

Educational quality is the foremost consideration when electing to open or close additional locations. That quality is dependent on a variety of resources and technical capabilities.

Denver Center of CSU Online

As part of a cash-funded enterprise, the Denver Center uses a profit/loss model specific for each program is used to consider overall impact on the institution. Based on these results, enrollment goals, spending levels and tuition are evaluated to determine if risk levels are manageable before deciding to offer a program. Similarly, decisions regarding the continuation or termination of programs offered at the Denver Center are informed by enrollment trends, the role of the program within the larger university and CSU Online missions, and profit/loss figures for each program.

During program planning, CSU Online Program Directors work with academic departments to establish admission and course enrollment goals according to department resources (taking into consideration instruction and advising capacity). These decisions are informed by market research and analysis of competitive programs (locally, regionally, and nationally). Market research is typically conducted by firms such as EAB and Hanover, while competitive analyses are typically conducted by Programs team staff.

Once a program has been approved and developed, the CSU Online Marketing Team creates a marketing plan and budget to meet the goals of each program. Marketing analytics are regularly

reviewed, interpreted and discussed with CSU Online Programs staff and, in turn, faculty and staff in university departments ensure alignment with curricular and program goals. Each year, enrollment and admission goals are evaluated and edited according to changes in departmental resources. Marketing, student success, and classroom support services goals and plans are adjusted as needed in light of new information provided by the Programs team and the Research and Analytics team.

University of Alaska Fairbanks

The UAF 2+2 program stays in balance with the capacity of CSU to effectively deliver the last two years of the degree. Therefore, only the number of students that can be accommodated in the last two years are admitted into the first two years at UAF.

How does the institution effectively oversee instruction at an additional location?

Denver Center of CSU Online

To ensure quality instructional design, courses that receive developmental funding from CSU Online must utilize the instructional designers at CSU Online and TILT. The instructional designers apply a set of standards based on the “Quality Matters” course development rubric to ensure that online courses have a high level of student engagement consistent with the face-to-face equivalent contact hour definition. Online courses developed without instructional designer assistance are evaluated by Program Directors and learning technology specialists at CSU Online as well as by members of the Research and Analytics team for compliance with quality standards. Student feedback and research on best practices also serve as a basis for recommendations for improvements to meet the expected standard of regular and substantial engagement between faculty and students.

Additionally, faculty members teaching distance and online courses are encouraged to engage graduate teaching assistants (or equivalent staff) to facilitate engagement with students by responding at least daily to administrative questions and assuring academic questions are addressed 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 make use of lecture capture, in which video recordings of class sessions are streamed to students and housed in the online platform course shell. In these courses, instructors have determined that this delivery mode is appropriate for accomplishing the desired level of engaged instruction. The TILT and CSU Online instructional designers encourage instructors to present lectures in smaller portions and sparingly rather than as the main delivery technology whenever practical.

University of Alaska Fairbanks

Associate Deans at both UAF and CSU have been meeting bi-weekly since June 2015 to discuss and address course/program design and effectiveness. Faculty and administration from CSU visit UAF regularly, and UAF faculty visit CSU to collaborate on course preparation, lecture delivery and to ensure course objectives are the same at both locations. All educational offerings at UAF are developed through robust collaboration between Course Coordinators on both campuses and are ultimately approved by the UAF DVM and University Curriculum Committees. The curriculum committee chairs have been meeting routinely since April 2015 to assure overall curricular alignment. Faculty course coordinators at CSU are working closely with faculty course coordinators at UAF to assure that the curriculum is presented consistently and completely. CSU faculty members have shared course syllabi, lecture notes, learning objectives, slides, assessment tools, and all other relevant materials to aid the UAF faculty in preparing their course presentations. Course delivery takes three forms, ranging from full delivery by UAF faculty on site, a hybrid model, and complete distance delivery by CSU faculty. This collaborative approach extends to elective courses; an experimental course was taught on Performance Dog Medicine with three instructors at UAF and one at CSU. Additionally, one trial elective was taught at UAF in spring 2016 (Strategies for Maintaining Personal Well-being in the Veterinary Profession) with the intent of offering a similar course to Fort Collins students. The CSU required textbook and supply list is duplicated for UAF students. In the fall of 2016, the CSU DVM Education Development Manager will visit the UAF campus to work with faculty and students on matters of instructional design and content delivery.

Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

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 in accordance with HLC policy requiring 12 graduate hours in the discipline. 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.

Denver Center of CSU Online

Faculty for the Denver Center are hired by the university departments through the same process as all on-campus faculty. In fact, many of the faculty who teach courses supported by CSU Online also

teach on-campus courses. For example, the Ph.D. in Education and Human Resource Studies – Organizational Learning, Performance, and Change Specialization (OLPC) is taught by 5 full-time faculty of the School of Education - all of whom hold Ph.D. degrees. Between the 2014 and 2016 cohorts, the current student-to-faculty ratio of the OLPC Ph.D. is approximately 8:1.

The School of Social Work uses nine instructors to teach the Master of Social Work at the Denver Center – one holds a Ph.D. and the remaining 8 hold MSW degrees and in several cases additional credentials such as LMSW and LCSW. All except one are affiliate faculty members and current practitioners in their area of expertise. Five of the instructors teach on-campus as well as in the Denver and/or Colorado Springs hybrid programs. The current student-to-faculty ratio for the two hybrid programs (Denver and Colorado Springs) is approximately 8:1.

The credentials and qualifications of faculty teaching in the OLPC Ph.D. and MSW are reviewed by faculty and administrators at CSU to ensure they meet the CSU standards required to deliver the curriculum.

University of Alaska Fairbanks

In addition to the 7 full-time members of the Department of Veterinary Medicine, 10 affiliate members, with expertise in their respective disciplines, teach in the D.V.M. curriculum at the UAF site. All full-time faculty members teaching in the Department of Veterinary Medicine at UAF have D.V.M. degrees. Five out of these seven also have Ph.D. degrees and are board certified in their respective specialties. The credentials of all UAF faculty teaching in the Department of Veterinary Medicine have been reviewed by faculty and administrators at CSU to ensure their qualifications meet the CSU standards required to deliver the D.V.M. curriculum

What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

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 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. Each faculty member prepares an 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. 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. The overwhelming majority of the tenured and tenure-track faculty reviews are positive, indicating that the faculty are meeting or

exceeding the University's performance expectations. Results are summarized and reported to our Board of Governors each year.

The Student Course Survey is another tool designed to provide summative 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 CourseSurvey@CSU. Access to the summaries is granted to anyone with a CSU eID.

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, CSU Online and the Institute for Learning and Teaching (TILT). For example, support exists for instructors who have questions about using the University's Canvas Learning Management System. 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.

Denver Center of CSU Online

Faculty for the Denver Center are selected, oriented, and trained through the same process as all on-campus faculty. As noted above, many of the faculty teaching CSU Online courses also teach on-campus courses. Faculty teaching at the Denver Center have access to all of the professional development programs as on-campus faculty.

University of Alaska Fairbanks

Faculty recruitment for the Department of Veterinary Medicine at UAF has proceeded with CSU oversight by engaging a CSU faculty member to sit on each hiring committee. This has ensured that new faculty meet the rigorous standards set by the CSU program. In addition to regular phone and email contact, each UAF faculty member involved in the collaborative 2+2 program visits CSU annually to meet with colleagues in their discipline. This ensures that course materials, learning objectives, and assessments are consistent across programs. The Associate Dean of the UAF program has regularly scheduled meetings with the DVM Associate Dean for Academic and Student Affairs at CSU to discuss the development and implementation of the curriculum at UAF.

UAF faculty are subject to the same student evaluative process that is applied to CSU faculty. Additionally, the Education Development Manager will provide teaching evaluations of UAF faculty as is done for CSU faculty.

Student Support

What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

Denver Center of CSU Online

The Learning Technologies Unit of CSU Online regularly assesses classroom capabilities to ensure the best possible experience for students and faculty. 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 uncompromised. 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. CSU Online technical staff work with ACNS staff to ensure that any maintenance, hardware upgrades, and software upgrades are carried out in full compliance with university standards and policies regarding computer security, student privacy, and accessibility.

Students attending classes at the Denver Center are supported by the Student Success team within CSU Online. This team is charged specifically with facilitating student success and retention. Once a student is admitted, they are assigned a “student success coach” who serves as the student’s primary contact for the duration of their association with the university. The student success coach uses a Salesforce customer-relations management system (CRM) to track interactions with students and create as complete a record as possible of individual students’ goals, needs, communications, and activities. The retention group within the Student Success team, using the same CRM as well as data provided by CSU Online’s learning analytics group, monitors student enrollment patterns, login patterns, and other behaviors that might signal difficulties that are being experienced by each student. As appropriate, members of the retention group will confer with the assigned student success coach and reach out to individual students. The retention group will also send email messages and other communications timed to alert students to potential challenges throughout the academic term. The Student Success team works closely with the Registrar’s Office, including one staff member for undergraduate programs who has a split appointment between CSU Online and the Registrar's Office. This shared position and the other units within CSU help to send clear, accurate, and consistent messages to all students and prospective students. In addition, Program Directors are also responsible for facilitating the success of students. They work with departments and instructors to answer student questions and address concerns.

CSU Online (of which the Denver Center is part) allocates funding (in an amount exceeding \$2 million annually) to on-campus student support units to ensure that off-campus students receive equivalent services. This includes support for a range of offices across the university, including the Library, ACNS, Admissions, the Office of the Registrar, etc. This funding also supports access to the Career Center, the Office of Adult Learners and Veteran Services, the Office of Conflict Resolution and

Student Conduct Services, and counseling and mental health services, among other services that might normally be paid for by student fees.

Since distance students are rarely physically present on campus, support is not provided for some services enjoyed by on-campus students, such as use of the Student Recreation Center, legal services, access to athletic and cultural events, and use of the university health service. If desired, however, an off-campus student may pay the additional student fees to have access to these amenities. In addition, online students have access to student public transportation passes whenever they are on campus.

All policies, processes, and procedures are standardized as much as possible for on-campus and off-campus 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. CSU Online (including the Denver Center) provides students with all the appropriate website links and information for these campus services on the CSU Online website. Also, CSU Online (including the Denver Center) 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, student success coaches 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 provided to the appropriate on-campus units for advising and processing.

University of Alaska Fairbanks

Students pay course fees and UAF campus fees while in Alaska. They are, therefore, able to access all support services available to all other UAF students.

The Coordinator of Pre-veterinary and Veterinary Student Services has worked with CSU for many years (research, advising, instruction, etc.) and was the acting Associate Dean when the Department of Veterinary Medicine was formed at UAF. The Coordinator has attended AVMA wellness training sessions and routinely contacts CSU with advising questions to make sure UAF adheres to CSU policy regarding application and advising procedures.

UAF students participate in orientation activities at the UAF campus to gain familiarity with infrastructure, policies and procedures relevant to their education there. They also attend first year DVM orientation and Oath and Passage Ceremony at CSU as part of the class they will join there in the third year of their veterinary education. This gives them a chance to meet their future classmates and faculty and gain familiarity with the campus.

Students requesting counseling services have access to Student Counseling Services free of charge at UAF. All students in the UAF-CSU collaborative program meet the head Counselor at CSU during orientation. The Counselor visits Fairbanks at least once a year to maintain contact with them. During the first year of the program, UAF students are able to receive counseling via phone and SKYPE appointments as requested. CSU academic services (library, IT, Canvas) are available to UAF students

online. Academic standards are monitored and enforced in the UAF program using the same procedures and standards as those used at CSU. Additionally, Fairbanks students may use peer tutors available to Fort Collins based students. Associate Deans at both locations are available for one-on-one advising when students find themselves in danger of academic probation or dismissal, or otherwise seek academic advising.

UAF students have the option of taking a 1 credit wellness course offered each spring that presents activities and discussions aimed at anticipating and identifying stress risk factors, and providing management strategies to balance life while in school and afterwards while working in the veterinary profession.

Fairbanks-based CSU students may receive individual financial advising from the CSU DVM Financial Education Specialist prior to matriculation into the program.

Administrative support of students in matters of registration, tuition assessment and course scheduling, among other items, is provided by Fort Collins based Student Coordinators.

What evidence demonstrates that student concerns are addressed?

Denver Center of CSU Online

Students have various ways to report concerns or problems and provide feedback beyond the Course Survey. Students may contact a student success coach or Program Director directly to express concerns. The Program Director will then contact the appropriate department or unit to resolve the issue or share the concerns. Students 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 CSU Online to help resolve concerns.

Additionally, CSU Online has an internal Appeals Committee that handles registration appeals. The goal of the committee is to address the unique circumstances of online and distance 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 (or at least did not recall) 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.

University of Alaska Fairbanks

There are several mechanisms in place to help students address any concerns they may have regarding the UAF program and how it is delivered. At orientation, each class elects a representative. This class representative is the official messenger for class concerns to the faculty and administration of the UAF program. There is also a comment box, placed in the common area, for students to provide anonymous feedback to the program administration. This box is checked weekly. Additionally, students are informed of an electronic anonymous feedback site on the DVM Student

Resources web page that is available to both Fort Collins and Fairbanks students. Student concerns are discussed at monthly departmental meetings and action plans are then disseminated through class representatives or by faculty and administrators during special assemblies.

The Associate Dean holds open forum meetings 2-3 times each semester to listen to concerns voiced by students and explain what is being done to address them.

Evaluation and Assessment

How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

Colorado State University (CSU) is primarily a residential campus with just over 32,000 students in attendance in September 2016. About 90% of those students are enrolled in on-campus courses. Therefore, courses/programs on campus set the quality standard for the delivery of CSU courses/programs at off-campus locations.

Denver Center of CSU Online

Departments offering courses through CSU Online routinely assess the effectiveness of faculty teaching. Departments also work with the Programs team at CSU Online to monitor the effectiveness of their courses and programs. CSU Online, both independently and in coordination with the Unizin consortium (unizin.org), regularly assesses the effectiveness of its courses and the behaviors of the faculty and students in those courses. CSU Online's Research and Analytics team plays a leading role at the university in the development and use of learning analytics. This team includes a group of learning analytics specialists (supported by funded graduate students and faculty members associated with the university's Center for the Analytics of Learning and Teaching) who are working independently and in collaboration with Unizin staff to develop and use learning analytics tools and strategies to assess the effectiveness of our courses and faculty, as well as student learning outcomes. The learning analytics group is supported by programmers and database specialists who are also part of the Research and Analytics team. To date, the learning analytics group has directed or participated in several pilots of learning analytics initiatives at the university, several of which have been conducted in collaboration with Unizin.

CSU Online (and its Denver Center) also rely on more traditional forms of assessment, including student course surveys and peer review. While departments and colleges make the ultimate decisions regarding assessment of teaching and course effectiveness, CSU Online works with departments and colleges to provide information regarding effectiveness. As its learning analytics efforts produce new tools and provide additional information regarding teaching effectiveness and student learning outcomes, CSU Online (and its Denver Center) will share information with departments that might inform their assessments. This information sharing will be carried out under ethical guidelines developed by CSU Online staff and by the Office of Institutional Research, Planning, and Effectiveness.

University of Alaska Fairbanks

The Program Effectiveness Coordinator, also collaborates with UAF faculty and administration on matters of outcomes assessment and continuous program improvement. Faculty at UAF meet regularly with faculty from CSU to align course content and assessment tools as closely as possible, with identical student learning outcomes. In many courses some or all of the same test questions are used in both locations. In courses where this may not be feasible, such as anatomy, UAF course instructors share assessment tools for review and comment with their CSU collaborators. After each exam, all instructors at UAF share exam results with the Associate Dean and the chair of the curriculum committee so any potential academic performance issues can be immediately recognized and addressed. Academic standards are identical across sites. Any students with academic performance issues are contacted by the course instructor and advised of their situation and the opportunities for support available to them. Mean, median, and distribution of grades for each course are tabulated and compared across sites at the end of each semester. To ensure UAF students are as well prepared as CSU students, they take the same capstone exams (<http://csu-cvmb.colostate.edu/Documents/dvm-policy-capstone.pdf>) as their CSU counterparts at the beginning of years 2, 3 and 4. Continuation in the program is dependent upon satisfactory performance on these exams.

When UAF-based students enter the 3rd year of the DVM curriculum and progress to graduation, clinical assessments, senior surveys, employment data and alumni surveys will all serve to inform us as to student preparedness.

How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

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. If the off-campus processes differ from on-campus processes, the department must explain what is different and why.

Denver Center of CSU Online

Courses follow the same syllabi regardless of delivery mode or location. If there is an online component, as with the hybrid MSW, the techniques and assessments are incorporated according to

pedagogy associated with the delivery method while meeting the articulated learning objectives through a development process with CSU Online and TILT instructional designers.

As an example, Module 9 (week four) of the MSW course SOWK 515 Theoretical Foundations for Social Work describes the following learning objectives:

- Define structural family theory and how it applies to social work practice.
- Explore diversity in family life and implications for social work.
- Compare feminist theory to conflict perspective in working with families.
- Demonstrate the ability to assess families from a multidimensional perspective using a case scenario

Students are assessed on these learning objectives through:

- Discussion (10 pts) – In this discussion students are asked to briefly explain in their own words the difference between feminist theory and conflict perspective including which they find most useful and why. They are also asked to discuss their own family by creating and using an ecomap. Students must provide three responses which are graded according to an articulated rubric and should bring unique thought, insight and depth to the topic, ask questions which extend the thinking of the class and instructor, contribute relevant examples and use proper grammar, spelling, punctuation and citations where appropriate.
- Feminist and Structural Theory Case Study (20 pts) – After reading a case study students will create an intervention plan to help the clients accomplish their goals assessing and incorporating Feminist Structural Theory. This written submission must be 1-2 pages, double spaced 12 point font and adhere to the APA writing guidelines. The plan must include in-depth assessment of Feminist and Structural Theory, be well organized with a well-constructed outline and headlines and use proper spelling, grammar and punctuations.

University of Alaska Fairbanks

Assessment for students in the UAF program is overseen as a collaborative effort between instructors at UAF and CSU. Instructors share course learning objectives across sites. The Program Effectiveness Coordinator for the CSU DVM program has met with the UAF Associate Dean and has assisted in establishing an assessment strategy to evaluate the efficacy of curricular offerings in the UAF program. The assessment tools used (e.g. exams, laboratories, quizzes, homework) have a minimum of 50% similarity in individual courses offered across the two sites. When assessment compatibility is not 100%, justification is derived from close assessment by UAF faculty and based on content and emphases conveyed to the UAF cohort (e.g. an infectious disease outbreak in caribou discussed with Fairbanks based students versus a shelter outbreak of Parvovirus used as a basis for epidemiologic discussion at CSU). For those courses that use assessment tools different than those employed at CSU, care is taken to ensure these tools measure the same student learning objectives. Students at both sites are also evaluated at the onset of years 2, 3, and 4 with the same capstone exam to ensure the common learning objectives have been mastered. Satisfactory performance on these capstone exams is required for progression in the D.V.M. program.

Continuous Improvement

How does the institution encourage and ensure continuous improvement at a location?

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 with additional questions regarding the technology utilization and functionality in each course, which is expected to inform improvement of distance courses. In addition, learning analytics tools are used to collect data (both aggregate and real-time) regarding faculty and student behaviors as well as information regarding student learning outcomes. Further, the program review process focuses heavily on continuous quality improvement through strategic initiatives completed over the review cycle.

Denver Center of CSU Online

CSU Online encourages departments to use development resources (TILT or CSU Online instructional designers) for their course offerings including those at the Denver Center. No longer than 3 years after initial course development, courses are reviewed and enhanced by instructional designers as part of the CSU Online course development process. Faculty are offered a development stipend (\$1500 - \$4500 per course depending on scope of work). Additionally, CSU Online is in the process of reviewing course quality for those courses that have not used instructional design resources. This review is informed by learning analytics data, automated inventories of course content and tools, and human review of course shells. Recommendations for improvement will be provided to departments at the end of each round of review.

University of Alaska Fairbanks

All faculty at UAF have tripartite workloads with expectations of maintaining active research programs. This department of 7 faculty members has been awarded over \$28 million in competitive research funds and published 26 articles in peer reviewed journals during the first two years of its existence. Each faculty member is encouraged, through a program that provides full funding, to attend at least one continuing education meeting each calendar year. In addition, CSU has provided support for training in the improvement of teaching techniques and assessment methods by regularly sending faculty and staff from Colorado to Alaska. During the 2016-2017 academic year, two internationally renowned pedagogic faculty from the University of Trondheim in Norway will take their sabbatical leave at UAF in the Department of Veterinary Medicine to help train the faculty there in innovative, engaging and effective STEM teaching methods. The UAF site will also be evaluated during the 2016 academic year by the American Veterinary Medical Association for accreditation as a collaborative partner with the CSU College of Veterinary Medicine and Biomedical Sciences.

Marketing and Recruiting Information

What controls are in place to ensure that the information presented to the students in advertising, brochures, and other communications is accurate?

Denver Center of CSU Online

CSU Online has a dedicated marketing team whose work generates more than 75,000 unique website visitors per month. The team includes marketing writers, web marketing specialists, pay-per-click specialists, advertising writers, and a graphic designer as well as two managers. The marketing team 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 CSU Online's Programs team and Student Success team. Whenever concerns are reported, they are systematically researched and identified errors are corrected.

CSU Online also has its own recruitment, enrollment, 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 team includes staff members assigned as student success coaches, a pre-admissions advisor in a position shared with the Registrar's Office, four graduate student engagement coordinators, and retention specialists. The student success coaches 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. CSU Online 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. Denver Center programs adjust recruitment plans to the department's ability to continue to deliver high-quality instruction. When bottlenecks occur, be it advising capacity or teaching capacity, CSU Online works with the department to address the challenges. The number of courses and sections offered is ultimately based on the institution's ability to continuously deliver high-quality learning.

University of Alaska Fairbanks

Data included in recruitment and admissions materials are extracted from university and College databases. Within the College, Admissions personnel, the Program Effectiveness Coordinator and Data Specialist ensure data integrity. The Assistant Dean who oversees DVM Admissions works closely with the College Communications team to ensure that materials are accurate and current. Each year, data from the previously admitted cohort is used to update the DVM Student Services website and recruitment materials. Content experts are consulted as needed (e.g. combined DVM-PhD, DVM-MPH, DVM-MBA programs, experiential and externship opportunities, and research placements).