HIGHER LEARNING COMMISSION

FORM

Multi-Location Visit Institutional Report

Instructions

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at hlcommission.org/upload. Select "Visit Materials" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

Overview Statement

1. 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 at the location.

The land grant mission of Colorado State University (CSU) is the forefront consideration when deciding to open or close an additional site location. In the past, recommendations came primarily from the academic department/school and were logistically supported by CSU Extended Campus which reports through the Office of Engagement and Extension (OEE). CSU Extended Campus is the identified unit to administer "statewide extended studies" as defined in Colorado Department of Higher Education policy as all online or off-campus instruction delivered away from the main campus in Fort Collins.

Under the direction of the Provost, the academic departments/schools and OEE will work collaboratively to implement a more strategic approach to program planning. Results from the current Academic Master Plan (AMP), engaging the entire campus community, and recent community needs assessment, completed by OEE across the state, will be used to inform additional locations and academic focus areas. Final decisions related to curriculum, pedagogy, and faculty staffing will remain in the academic departments/schools to maintain assurance of course/program quality. Details about this strategic shift are subsequently described in Overview Statement #2.

Current approved additional locations are shown in Table 1.

Table 1.

University of Alaska Fairbanks (UAF)	901 N. Koyukuk Dr. 182 Arctic Health Research Fairbanks, AK 99775	2+2 Doctor of Veterinary Medicine program with the first two years taught at UAF using the CSU curriculum and the last two years taught on the CSU campus
Sturm Collaboration Campus at Castle Rock	4500 Limelight Ave. Castle Rock, CO 80109	Business Administration – Accounting B.S. with a curriculum that includes a blend of face-to-face, hybrid and online courses
Thrive Training Room	1415 Park Ave. W Denver, CO 80205	Education and Human Resource Studies Ph.D. with a specialization in Organizational Learning, Performance, and Change (OLPC) that includes a blend of face-to-face, hybrid and online courses

The April 2022 Multi-Location site visit will focus on CSU's two additional locations within Colorado.

Sturm Collaboration Campus at Castle Rock

The Sturm Collaboration Campus at Castle Rock, developed in cooperation with Arapahoe Community College (ACC), is the first of many planned Collaboration Campuses around the state. Details about that vision are subsequently described in Overview Statement #2. A Business Administration B.S. with an Accounting concentration is currently delivered at the location although since it opened its doors fall semester 2019 just prior to the COVID 19 pandemic, enrollment has been slow to grow. Currently, there are only five students enrolled at this location. For the same reason, the amount of face-to-face instruction has been limited. However, there is an enrollment pipeline, led by a new accounting associate degree, which is gaining strength and as enrollments grow additional face-to-face delivery will be possible. The program delivered at the Collaboration Campus is the purview of the Accounting Department within the College of Business (COB) which maintains accreditation through the Association to Advance Collegiate Schools of Business (AACSB).

Thrive Training Room

The Thrive Training Room is the face-to-face delivery site of the CSU School of Education's Ph.D. in Education and Human Resource Studies with a specialization in Organizational Learning, Performance, and Change (OLPC). This doctoral program is delivered as a cohort-based program designed for current executives, researchers, and academics. Bi-weekly all

day class meetings are held face-to-face on Saturdays, with other instruction occurring remotely (note: during the pandemic, all instruction was online with face-to-face instruction resuming in May 2021). A new cohort starts the program every two years. The next cohort will start in fall 2022.

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

The Office of the Provost, in collaboration with the Office of Engagement and Extension (OEE), will co-lead the strategic build-out of Collaboration Campuses (additional locations) across Colorado, based on the input provided by the current Academic Master Plan and the Community Needs Assessment. Each Collaboration Campus will offer place-based learning that meets the needs of the selected community by partnering with already established educational providers. CSU degrees (undergraduate and graduate), certificates, and noncredit offerings will be delivered in communities where students are place-bound and unable/unwilling to physically attend at the Fort Collins campus. The hiring of Collaboration Campus faculty will remain the purview of the academic departments/schools on the Fort Collins campus to ensure disciplinary qualifications and appropriate onboarding. The curriculum and pedagogy will also continue to be the purview of the faculty as they are in any on-campus course/program.

Collaboration Campuses will increase our partnerships across the state. It is expected that this will increase student enrollment, although to what degree is still unknown. Through the strategy's community focus, we anticipate having enrollment pipelines established prior to establishment of a physical site. This will include populations beyond the traditional college student which will help the institution through the forecasted decrease in high school graduates and help us to increase our service to traditionally marginalized populations.

Sturm Collaboration Campus at Castle Rock

There is a 2+2 articulation agreement in place (signed in April 2020) which guarantees graduates of the ACC AA - Accounting transfer into the CSU Business Administration B.S. with an Accounting concentration. The Collaboration Campus expects at least twenty new students per year in the coming years because of this enrollment pipeline.

As part of the College of Business (COB), the Accounting program meets or exceeds AACSB Standard 1 which addresses strategic planning. The Collaboration Campus is part of the strategy to increase enrollment of first generation and diverse students while expanding the total number of students enrolled in the College across delivery platforms and programs.

The community-identified needs for the Castle Rock location focus not only on business, but also health and technology. Further enrollment expansion is anticipated through development of new bachelor's degree programs that build on ACC associate degree programs.

Thrive Training Room

The OLPC doctoral program does not anticipate expanding enrollment beyond the 15-student cohort currently admitted every two years. As a Ph.D. program, it is imperative that faculty-student ratios remain at this level to ensure adequate faculty advising and involvement on dissertation committees. Maintaining this level of enrollment will also help to ensure that the program is able to deliver an elevated level of program quality. It is also important to note that without financial support and hiring of new faculty lines, expansion of student cohort size is not prudent. The cohort size has remained stable since fall 2014.

Institutional Planning

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

Through the new Collaboration Campus strategy, CSU will partner with Colorado Community College System institutions across the state to deliver relevant academic offerings in facilities that meet the needs of students and the curriculum. Uniquely, the CSU Spur in Denver is a CSU property that will be managed similarly to the main campus.

Student Needs: Selection of a location is based on multiple factors to ensure the institution meets student needs including proximity to restaurants, hotels, and public transportation. Accessibility and safety are top priorities including the availability of adequate parking, lighting, evening security, ADA compliance, etc.

Curricular Needs: Site managers at the additional locations are responsible for the day-to-day operations of these facilities and work with faculty members prior to the beginning of the semester to determine if there are any facility needs specific to course offerings. Both classroom and common spaces serve to meet the needs of the curriculum. All provide adequate workspace, instructional technology support, internet connectivity, etc. and additional space is available for students to congregate.

Sturm Collaboration Campus at Castle Rock

CSU leases two classrooms and an office from ACC. Each CSU classroom can hold up to twenty-five students with the ability to move the wall between the two for a group of fifty. Students may also use “huddle” rooms designed to allow small groups to meet, work on projects, or study together. Rooms provide access to a monitor and ports which support the sharing of presentations, zoom meetings, etc. The Mosaic technology in the classrooms allows students to virtually attend courses (as needed) in real time and interact with other students and the instructor(s). All digital/video material provided to students includes a closed caption option to meet current ADA guidelines and best practices. The Program Coordinator supports all instructional delivery (online and face-to-face).

The lead faculty serves as the Program Coordinator and is on-site to provide administrative assistance for students, teach, and help build community. They also serve as a liaison for students, as needed, with other faculty teaching in the program.

The incorporation of a "flipped classroom" approach is an example of how the location meets student needs. The original intent was to require students to view the lectures on-site together and then work through problems outside of class. Based on student feedback, these rooms have been reformatted into "flipped classrooms" where students view the asynchronous lectures on their own and then come together, with the Program Coordinator, to work through problems.

Accessibility of IT hardware is another example of meeting student needs. The COB IT team and CSU System assess and provide technology as needed. In 2021, thirty new laptops were purchased for the location and fifteen laptops were made available for checkout by students when they are on site outside of class hours.

There are both indoor and outdoor spaces for students to gather. A coffee shop is located on site and serves snack items as well as beverages. Because the building is physically located on the ACC campus, CSU students enjoy access to the same spaces and amenities as the community college students.

Thrive Training Room

Faculty have the opportunity to provide input into the appropriateness of the location, to ensure the location can serve students appropriately and effectively, and to implement the curriculum of the program. The OLPC Ph.D. program is specifically designed for senior managers, VPs and CEOs of companies and other organizations. Students are experienced professionals who expect a high-quality learning experience and amenities aligned to that level. This requires access to safe learning spaces, adequate lighting, state-of-the-art technology, access to restaurants (they have a break for lunch on Saturdays), easy access to and from Denver International Airport (approximately 35% of OLPC students travel to Denver from out-of-state), and convenient access to public transportation.

The current location is a co-working space that is privately owned and nicely equipped with technology, classroom/meeting space, and gathering space for students. An on-site manager is available to address issues that may arise while the cohorts are there, such as parking, security, technology, and HVAC. Although no final decision has been made, it is highly likely the Thrive Training Room will be closed prior to fall 2022 and that the OLPC program will move to CSU Spur, an urban campus within the reimagined National Western Center with state-of-the-art classroom and meeting space. This move is unrelated to the quality of the current location (which is quite high) but is instead a strategic move to unify the presence of CSU in the Denver market.

The lead faculty serves as the Program Coordinator and is on-site to provide support to students, teach, and help build community among cohorts. This position also serves as a liaison for students, as needed, with other faculty teaching in the program.

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

There are a variety of mechanisms (e.g., Program Review, Academic Master Plan, and the Courageous Strategic Transformation) to continually assess funding and staffing demands and adjust, as necessary. Programs delivered at additional site locations participate in the University Academic Program Review process which requires an introspective self-study to be completed by departmental/school faculty. Executive leadership representing each area of the institutional mission reviews the self-study, including discussions related to rightsizing, staffing, student demand, facilities, and resources. The Board of Governors receives annual summaries of each review. Further, the institution is creating an Academic Master Plan (which will inform discussions of additional locations) as a foundational component of the Courageous Strategic Transformation planning process. Both will include information that will lead to the completion of an assessment of faculty and staff requirements for moving the institution forward through 2026.

Student credit hours delivered through OEE at additional locations are cash funded (not eligible for state support). Therefore, tuition adjustments are independent of any tuition adjustments for the Fort Collins campus. The tuition revenue is distributed (exact percentages vary by program) between the academic department/school, the college, campus divisions, and OEE. The OEE share is ear-marked for marketing, recruitment, and student advising and support, similar to such supports established for CSU Online programs. The department share is used to hire faculty, provide additional student support, and supplement marketing and recruitment.

Sturm Collaboration Campus at Castle Rock

As part of the College of Business, the Accounting program meets or exceeds AACSB Standard 3 which addresses faculty and staff resources including the strategic deployment of sufficient staff and faculty to support student learning.

Thrive Training Room

The number of full-time faculty within the OLPC program has remained constant since the 2018-19 academic year. With respect to funding adjustments, tuition adjustments depend on what the market will bear. The tuition, while high compared to other CSU programs delivered through OEE, is lower than similar programs at competitor institutions (see Appendix A). The OLPC program uses its share of the revenue split to support the operations of its academic home, the School of Education, to fund faculty salaries (both within and beyond the OLPC

doctoral program), and to support student and faculty participation at conferences, presentations, etc.

Facilities

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

   See response to Institutional Planning Q1.

Institutional Oversight

1. 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?

   Oversight of promotion and marketing materials is detailed in Marketing and Recruiting Information Q1.

   The Collaboration Campus strategy, with its planned community college partnerships, will support enrollment growth across the institution in service to the state of Colorado. Assessment of program viability will continue to require both OEE and the academic departments/schools to consider current and future student demand, analysis of competitor programs, department/school resources (including instruction and advising capacity), and CSU's overall ability to support faculty and students.

   Additional discussion of current and future enrollment is provided in Q1 of the Overview Statement.

   Sturm Collaboration Campus at Castle Rock

   Even with the anticipated enrollment growth, the Collaboration Campus will be able to stay in balance with the current space, technical capacity, and administrative resources.

   Thrive Training Room

   Current plans for growth and enrollment will ensure that the OLPC program remains well within balance regarding space, technical capacity, and administrative resources.

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

   All credit-bearing courses are faculty designed and must go through the full curriculum approval process regardless of course delivery mode or location. Procedures for the curriculum approval processes are outlined in the Curricular Policies and Procedures Handbook. In addition, the New Course Approval Form in the Course Inventory Management (CIM) system requires essential elements, such as learning outcomes, content description and sequence, pedagogical techniques, and an assessment plan to be detailed.

Course credit is consistently determined by the contact hours required to cover the subject matter contained in a course and does not vary by delivery location. The University Curriculum Committee (UCC) has standard contact hour guidelines that meet or exceed requirements from the Colorado Department of Higher Education (Table 1 Contact/Credit Hour Conversion Table).

If course or program delivery occurs both on-campus and at an additional location, the learning outcomes are identical. This consistency is why the transcript is agnostic to delivery location in its record of credits and degree(s) awarded. Demonstration of course/program outcome equivalency is a requirement of the program review process where delivery occurs both on and off-campus. The department chair/school director, in collaboration with program coordinators, also provides assurance of equivalency when courses/programs undergo the UCC approval process.

Course content, program requirements, outcomes, and assessment are the responsibility of the academic department/school wherever and however instruction occurs. Faculty continually review content and pedagogy through the results of the Course Survey, discussions among faculty and trends in assignments/quizzes/tests. Results from additional site locations can be isolated and reviewed separately from main campus based on the section ID.

Additionally, academic departments/schools have policies, procedures, and process in place to oversee the graduate and undergraduate curriculum.

Sturm Collaboration Campus at Castle Rock

As part of the College of Business, the Accounting program meets or exceeds AACSB Standard 4 which addresses undergraduate curriculum development and governance.

The Program Coordinator at this site originally taught in the Accounting Department on the Fort Collins campus. Further, the Program Coordinator and the site director meet regularly with the Accounting Department Chair for thorough communication, planning and debriefing.

The Program Coordinator continually requests informal feedback from students, however, the plan is to create a formal process for this at the end of each academic year pertaining to program delivery as a whole, instead of at the course level.

Minutes of the Undergraduate Program Committee are accessible online with CSU credentials. In accordance with the Department Code, “The Undergraduate Program Committee (UPC) is responsible for all aspects of the department's undergraduate program, to include new programs of study, undergraduate certificates, revisions of materials describing the program, revisions to requirements of existing programs, new courses, revisions to existing courses, elimination of courses, program evaluation (e.g., assurance of

learning), and work with Accounting Advisory Board as appropriate. The UPC is composed of at least three faculty members appointed by the Department Chair."

CSU now allows graduate students to count nine credits of their UG credits toward a graduate degree. In response, the Accounting Department is exploring whether this could be a way to drive more students to the Master of Accountancy program. This would create a pipeline from the two-year transfer degree to the graduate degree.

Thrive Training Room

The OLPC Ph.D. program went through the School of Education (SOE) and University standard processes for initial approval. Since then, the curriculum has been reviewed formally through the academic program review process. The SOE (and this program) is currently in the midst of the Program Review process and will have a full self-study completed in June 2022. This review includes an introspective discussion of the curriculum and pedagogy as well as any updates that may have been made since the last review. Less formally, the input of students is solicited regularly through the Course Survey and open dialogue with the faculty. Feedback through these mechanisms is positive and indicates the curriculum is meeting the needs and expectations of both current and former students.

Institutional Staffing and Faculty Support

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

Qualified Staff/Faculty: Colorado State University is an equal opportunity/equal access/affirmative action employer fully committed to achieving a diverse workforce and complies with all Federal and Colorado State laws, regulations, and executive orders regarding nondiscrimination and affirmative action. Recruitment and hiring of qualified staff and faculty begins with the search process. The process involves a committee of existing faculty/staff with knowledge of the position and the qualifications (both required and preferred) as well as a representative from the Office of Equal Opportunity. The search committee reviews applicant materials, interviews applicants, and forwards only the top candidates to the hiring authority who makes the final decision.

Selection of faculty members, regardless of where they teach, is the responsibility of individual academic departments or Special Academic Units and is codified in section E.4 of the Academic Faculty and Administrative Professional Manual. The process is the same for faculty teaching at additional site locations. In fact, many of the current faculty that teach at the additional locations in Colorado also teach regularly on the main campus in Fort Collins.

As with CSU's on-campus faculty, faculty teaching at the additional site locations meet the requirements of Higher Learning Commission Assumed Practice B.2. Faculty credentials are publicly available online.

Sufficient Staff/Faculty: Periodic review of academic programs and departmental/school operations (human resources, facilities, organization, administration, etc.) is required and described in the Academic Faculty and Administrative Professional Manual (section C.2.4.2.2).

See Institutional Planning Q2 for further details.

Sturm Collaboration Campus at Castle Rock

As part of the College of Business, the Accounting program meets or exceeds AACSB benchmarks for faculty qualifications.

The faculty teaching the Collaboration Campus undergraduate courses all have earned graduate degrees in the discipline except for one who brings significant professional experience at an accounting firm and an undergraduate degree in the discipline. That experience, combined with a degree, as judged by the department head and college Dean, is extensive and qualifies her to teach undergraduate accounting courses. As further evidence of faculty qualifications being equivalent to those on main campus, most current faculty that teach for the Collaboration Campus also teach on main campus.

Thrive Training Room

There are two full-time tenure track faculty dedicated to the OLPC Ph.D. program, in addition to the Program Coordinator. Additional part-time/adjunct faculty are hired, as needed, to teach specific courses that align with their expertise, following all established CSU policies and guidance. The hiring process includes qualifications review by the three dedicated faculty, the Director of the SOE, and the college Dean. One of the OLPC faculty also teaches research courses for other programs on campus. All faculty have earned doctorate degrees.

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

Support: The selection of faculty at additional locations is the responsibility of the academic department/school. All new employees (faculty and staff) are invited to participate in the University Employee Orientation to learn about the land-grant mission and about how CSU delivers on that mission. Further, OEE provides on-site support to faculty and staff working at Collaboration Campus locations.

Evaluation: CSU has different annual review processes for state classified staff, administrative professional staff, and faculty. Each administrative and academic unit has established formal procedures for annual reviews that align with the requirements of the Colorado State Personnel System Annual Evaluation Process or the Academic Faculty and Administrative Professional Manual (section D.5.5 or E.14.1 as appropriate).

The performance evaluation of faculty that teach at the additional locations is the responsibility of their academic department/school. Details of the evaluation process are

available in the department/school code and apply to all faculty regardless of where they teach (on campus or at an additional site location). The Board of Governor's receives summaries of the evaluations at the August meeting each year.

Sturm Collaboration Campus at Castle Rock

As part of the College of Business, the Accounting program meets or exceeds AACSB Standard 3 which addresses faculty and professional staff support, evaluation, and promotion.

New COB faculty participate in a college specific orientation in addition to the institutional orientation. Orientation materials cover topics such as college/departmental administration, faculty expectations, annual reviews, program of study etc.

Department chairs in the COB evaluate faculty annually (including those who teach off-campus). The Dean receives the evaluations in a standardized format from the chairs. Faculty members receive a copy of their written appraisal and may make a rebuttal statement if they choose.

The Program Coordinator at the Collaboration Campus goes through the annual evaluation process like all other faculty. Completion of support staff evaluations occurs in accordance with CSU Human Resource policies.

Thrive Training Room

Full-time tenure track faculty teaching in the OLPC Ph.D. program undergo the same annual evaluation process as faculty on main campus. The Director of the School of Education (SOE) leads the annual review process. The SOE is currently in the process of delineating annual review processes for part-time/adjunct faculty. Further, the Program Coordinator frequently visits the classrooms of the other faculty to observe, participate, and ensure the appropriate learning experience for students. On occasion, both SOE and college leadership have also visited the program to meet students and foster their connection to main campus. While these visitors have not formally evaluated the program, their input and advice are welcomed and considered.

Student Support

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

Academic Services: An academic advisor, housed in the academic department/school, supports students, helps with onboarding, and assists with questions related to credits, transfer courses, etc. Additional guidance related to graduation requirements, planning, and forms is also provided. Tutoring is also available either online or in person on the Fort Collins campus. All CSU students, including those at additional site locations, have access to the Writing Center and other support through The Institute for Learning and Teaching (TILT).

Student Services: Students at additional site locations pay student fees and are provided access to University services such as the Libraries, Student Financial Aid, Career Center, Student Resolution Center, Office of Inclusive Excellence, Student Disability Center, etc. These services may be accessed either in person or remotely. Faculty provide information to students about these services and CSU Extended Studies, as part of OEE, provides links to these services online.

Sturm Collaboration Campus at Castle Rock

The Program Coordinator at Sturm is the instructor for face-to-face delivery and supports attendance in labs and Mosaic courses. The Accounting Department has also provided graduate assistant (GA) support to assist with upper division courses. Student feedback was positive to this approach, citing more Fort Collins – Sturm peer connection.

There is a dedicated academic advisor for Sturm students. That position meets with Sturm students individually the week prior to starting the program and students are encouraged to meet with her each semester to stay on track and/or seek answers pertaining to their academic plan. This is the same process as how Fort Collins students are welcomed and advised. Students in the Accounting program are provided with the same major completion map whether a student at Sturm or CSU Main Campus.

The Program Coordinator conducts an annual in-person student orientation with faculty in the program, the department chair, and Undergraduate Programs Office personnel. Introductions are made with the academic advisor, campus director and faculty at that time.

Just prior to finals week, a mindfulness workshop is held by the CSU Health Network for one class period in ACT211. This has received great feedback from students, who welcomed the reminder of CSU's health services available to them at a stressful time. Ongoing virtual mindfulness workshops are offered to all CSU students, including those at Sturm.

Further, activities on the Fort Collins campus are posted on the virtual sign board outside of the classrooms at the additional location.

Thrive Training Room

The first day of class in the OLPC Ph.D. is an eight-hour orientation to explain the curriculum and expectations; introduce faculty and their expertise; preview university resources including the University library, writing workshops, and other resources; and discuss how the program evolves over eight semesters of coursework, what happens after coursework is completed, preliminary exams, dissertation proposals and the processes unique to each of these milestones. The progression of the degree program (similar to the degree map for undergraduate programs) is also available online. A one-hour tutorial on accessing and using the CSU online library is provided as is the contact information for the School of Education assigned Librarian.

It should also be noted that in the first semester of coursework, students are expected to complete a literature review which requires them to gain familiarity with the CSU Library system, how it works, how to access articles and dissertations, etc.

There is also time devoted for new students to meet with existing/previous students. During this time, new students can ask questions, gain advice, and hear from others about their experience in the program. This has been an important part of the orientation process where new students understand they are part of a larger community. Some make connections that will last a lifetime, create new employment opportunities, and hear about the difficulties and successes of those who have gone before.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid, and job placement services?

All CSU students (on-campus and off-campus) must complete the registration process to be assigned an electronic identification (eID) which is required to access RAMWeb (the student portal). RAMWeb provides students with online access to their financial information, course schedule, Canvas (the Learning Management System), personal records, job vacancies, and more. For an additional fee, students at additional locations may access CSU student health insurance.

The programs delivered at additional site locations are cash funded (assessed different tuition than those on campus and not state supported). As a result, students are not eligible for Colorado's in-state undergraduate student subsidy known as the College Opportunity Fund. The programs are, however, Title IV eligible. The Office of Financial Aid provides those services for both on-campus students as well as students at additional site locations.

<u>Sturm Collaboration Campus at Castle Rock</u>

As part of the College of Business, the Accounting program meets or exceeds AACSB Standard 6 which addresses learner progression including policies and procedures for admissions, acceptance of transfer credit, academic progression, and support for career development.

COB's dedicated Career Management Center (CMC), which is separate from the CSU Career Center, participates in ACT 211 (*Accounting Professional Skills*), in the same ways that this collaboration is in effect with the Fort Collins ACT211 courses. In the first semester of the program, the CMC presents twice in the class on resume writing, interview skills, and on building a social network. As a requirement of the course, students must utilize CMC drop-in hours (which they access virtually), for required touchpoints regarding their elevator pitch and LinkedIn review. They also may opt for a full-length mock interview. CMC services are available to them as students and as alumni.

All but one of the students at the Collaboration Campus have secured workforce internships. Well prepared students may be able to participate in internships as early as their sophomore year, as opposed to their junior year.

Sturm students also have the option of attending CSU's 'Meet the Firms' recruiting event in Fort Collins. The Sturm students are encouraged to carpool and attend together.

Thrive Training Room

Recruitment of new students typically begins in OEE; however, potential students often meet with the Program Coordinator to discuss the intent, expectations, and impact of the program before applying. Applications are processed in OEE, and students' registration is facilitated by OEE staff and the Program Coordinator.

Significantly, the Graduate Programs Coordinator in the SOE serves as a liaison for students as they make their way through the program. The position is based on main campus but serves as a crucial resource for students at the Thrive Training Room to assist with the administrative processes of the Graduate School, Student Financial Aid, program deadlines, graduation, etc.

As most OLPC doctoral students are currently employed, job placement/advancement and related discussions are often part of the classroom experience and the less formal interactions between students. For example, students share position vacancy announcements and strategies for promotion with other students. Students both build and reinforce their professional network through these discussions.

3. What evidence demonstrates that student concerns are being addressed?

Students can raise concerns in a variety of ways from informal to formal. Informally, discussions may occur with faculty/staff at any level (program, department, college, institution). Additionally, CSU Extended Campus has an internal Appeals Committee that manages registration appeals. The goal of this committee is to address the unique circumstances of online and distance students. Most appeals are requests for late withdrawal and refund due to unforeseen circumstances.

The academic departments/schools and the Office of the Provost/EVP manage all grade appeals (on campus and at additional site locations) per University policy.

More formally, students have the right to file a formal complaint. The Student Complaint Reporting Policy is intended to help the University identify any serious or systemic problems or issues affecting the educational experience. The policy, like all other University policies, applies to all CSU students regardless of where their educational experience is delivered. Resources for filing a complaint are provided in the General Catalog both in the explanation of students' rights and our state authorization compliance.

Sturm Collaboration Campus at Castle Rock

Several examples have been cited in this report where student feedback resulted in changes to program content and delivery. The "flipped classroom" format of program labs resulted from Sturm student feedback. The creation of a self-paced Accounting Fundamentals Review Course to bridge the transition into the accounting program was based on program input from Sturm students and has been made available to Fort Collins and Sturm students alike.

Sturm students complete standardized CSU course evaluations. The Sturm students are identified by a specific course section. Instructors can evaluate feedback from Sturm students separately and directly respond to Sturm-specific needs.

Thrive Training Room

Students complete standard CSU Course Surveys at the end of each semester. These are an important part of the annual evaluation process for faculty (tenured and adjunct).

All doctoral students also have the opportunity to provide anonymous feedback about the program and their advisor through the SOE's annual advising survey. The general student feedback has been overwhelmingly positive with concerns being minimal. The most common issue or concern has to do with the program workload and balancing that with other demands (careers, family, etc.). In fact, over the years, only six students have left the program, out of a total of approximately 70 students (8.5%), before earning their degrees. One case was due to a student accepting a new position overseas. The other five were all cases of difficulty managing children, family, careers and the PHD workload in addition.

Evaluation and Assessment

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

See Institutional Oversight Q2 for details about curricular quality assurance.

Institutional Learning Objectives (ILOs) were finalized in 2019 after an extensive and collaborative development process including staff and faculty that began in 2017. They are intended to provide a framework for curricular and co-curricular coherence regardless of degree level; they are conceptually linked to our Principles of Community and aligned with individual course and program-level learning outcomes. It is important to note that due to the timing of the adoption of the ILOs (just prior to the COVID pandemic), they have not yet been widely socialized and programs are just beginning to align learning outcomes with them.

Sturm Collaboration Campus at Castle Rock

The COB has a detailed process for assessing learning outcomes with specific roles and responsibilities assigned to the college, program, and department. Accounting is an area of concentration with the Business B.S. Students who choose the accounting concentration must take at least 23 credits of accounting-specific courses in addition to the All-University

Core Curriculum and College of Business courses. Program learning outcomes are at the degree level, not the concentration level. Concentration outcomes are assessed at the course level.

Assessment efforts are guided by the COB Undergraduate Assurance of Learning Committee which is composed of one faculty member from each department. Thorough assessment requires data collection, analysis, review, improvement planning, and improvement implementation. This detail helps ensure accountability for action in cases where outcomes fall short of established targets. Results are widely distributed to faculty (and staff) so everyone in the COB has a sense of both the scope and progress being made with respect to student learning. If shortcomings are identified, course coordinators submit a one-page report detailing planned improvements for the next fall and the process is repeated.

Appendix B shows the alignment between course and program learning outcomes as well as a discussion of how the PLOs align with ILOs. The full AACSB report is available for review should additional detail be desired.

Thrive Training Room

It was noted during the additional site location visit in 2016, that learning outcomes for the OLPC-PHD needed to be more thoroughly developed and connected, more broadly, with the institution. The lack of a scaffolded approach to course, program, and institutional level outcomes was observed. Since then, improvements have been made (see Appendix C).

While course learning outcomes are stated in course syllabi, the OLPC-PHD program learning outcomes are not; instead, they are discussed on the first day of class during orientation. In addition, all OLPC doctoral students are required to submit original research to a referred journal and to design, research, write, and defend a dissertation. Feedback from reviewers is central to the assessment of student abilities/knowledge as is performance on the preliminary examination and dissertation defense.

2. 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?

See Institutional Oversight Q2 for details about curricular quality assurance.

Sturm Collaboration Campus at Castle Rock

The Collaboration Campus employs the same instructors, learning outcomes, assessments, and grading rubrics/scales as the main campus Accounting program. The College of Business has been favorably evaluated for undergraduate assurance of learning under AACSB Standard 5. Syllabi from ACT 311 (one from on-campus section and one from the off-campus section) are provided in Appendix D as evidence of curricular equivalency.

Thrive Training Room

The Education and Human Resource Studies Ph.D. with a specialization in Organizational Learning, Performance, and Change is only delivered at the Thrive Training Room; there is no analogous on-campus program. While there is not an analogous program on main campus, the research courses are also taught on main campus. Syllabi for both course sections are the same except for the date/time/location of class; the instructors, content, learning outcomes, materials etc. are the same.

Continuous Improvement

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

Colorado State University requires that, in accordance with Section I.8 of the Academic Faculty and Administrative Professional Manual, all course instructors must conduct at least one student survey for each course section they teach utilizing the standardized University-wide instrument. The Course Survey is administered by the University via Canvas. As described by the CSU Testing Center, which manages the survey process, the survey is designed to provide instructors with formative feedback and is to be used for course improvement. In addition, it is designed to provide students with information with which to make informed decisions on future course choices.

Further, review of the assessment of learning results detailed in Evaluation and Assessment Q1 help to keep focused on continuous improvement in the curriculum, pedagogy, and the actual delivery site since results can be disaggregated to the course section level.

Sturm Collaboration Campus at Castle Rock

Recent examples include the creation of two courses. CIS 370 (a business analytics course) was created to meet disciplinary evolution in the business sector. A self-paced online Accounting Fundamentals course was created to assist with any struggle during the advancement to more challenging accounting courses from the entry level courses. The courses have been well received by students and faculty alike and have been made available to both main campus and Sturm students.

There is a 2+2 articulation agreement in place (signed in April 2020) which guarantees graduates of the ACC AA - Accounting transfer into the CSU Business Administration – Accounting B.S. This formalization of transferability is another example of continuous improvement.

Thrive Training Room

One example of improvement is the delivery of the program in Denver. It was originally located on main campus with traditional class times throughout the week. It was moved to Denver and the schedule adjusted to every other Saturday format in 2010. The main reason for this was the realization that most students were commuting to Fort Collins from Denver multiple times a week. Strategically, it was decided the quality of the applicant pools could

be improved if CSU "took the program to them" and made access to faculty and other students more convenient.

A more recent example focuses on delivery mode rather than location. Since being required to pivot to remote learning during the pandemic, there have been requests (some from current students, and many more from prospective students) for the program to be entirely online. While this would provide increased flexibility for students, faculty felt that the cohort interactions and engagement were not as rich as when delivery is face-to-face. While the OLPC doctoral program recognizes that changing demographics and student learning demands may necessitate a transition to a more fully online mode of deliver, program faculty also recognize that such a move would require significant planning and course re-design to ensure program quality.

Marketing and Recruiting Information

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

CSU adheres to the highest standards of truth in advertising in its marketing and recruitment materials. This is true both on campus and at additional site locations. The University's Central Communications Policy (last revised in 2019) requires a central communication model to ensure quality and adherence to our brand and graphic standards. Further, all printed material published by colleges, departments, units, or academic offices of the University which contain reference to academic programs must be fact checked by the Provost/EVP's Office (Curriculum and Catalog Administration) and by University Communications. This includes departmental and institutional brochures and materials designed for distribution to the public and/or campus community.

While most marketing and communication materials for additional site locations are created by OEE staff, they also go through the academic department/school for review as well as a centralized review as required by policy.

Further, as an institutional member of the Public Relations Society of America (PRSA), CSU adheres strictly to the PRSA Code of Ethics that require the preservation of integrity in our communications including that they are honest and accurate in service of the public interest.

Sturm Collaboration Campus at Castle Rock

Since the program delivered at the Collaboration Campus is set up specifically for transfer students from the community college, much of the marketing materials are co-created and co-branded to provide an accurate depiction of the full pathway, including requirements for completion. Since CSU is representing as a System in this space, the CSU System logo is used in general marketing. When marketing the accounting program CSU Fort Collins logo, colors,

fonts, and rules are followed. Marketing support is provided through the Office of Engagement and Extension as well as the College of Business.

- https://biz.colostate.edu/academics/undergraduate-programs/community-college-partnerships/sturm-collaboration-campus
- https://www.arapahoe.edu/academics-programs/programs/accounting

The Program Coordinator coordinates efforts with the CSU Extended Campus student success coach to make sure students and coaches have correct information.

Materials (including websites) are continually updated so that current information is presented. For example, since the creation of the program, the COB has reduced the math requirement for admissions criteria, which has been accurately reflected within the promotional materials. The COB Collaboration Campus program web page is embedded into promotional materials with a QR code, making the flyers more flexible as the web page can be updated in real time. ACC also sends out social media posts, which the Campus Director and ACC marketing staff collaborate on.

Thrive Training Room

As stated in Institutional Planning Q2, marketing and recruitment for programs delivered through OEE are typically created by OEE and are funded through the tuition split. However, it is noted that, due to staffing turnover in OEE, a more strategic and timely approach to marketing the OLPC doctoral program is urgently needed. Additional marketing and communication support (e.g., website updates, social media posts) is provided by a half-time marketing and communications staff person in the School of Education as well as the communications team in the College of Health and Human Sciences.

Appendix A

OLPC Tuition Comparison

School Name	Price/Credit	Total Credits	Total Price	Website
Colorado State University Online	$960.00	60	$57,600.00	https://www.online.colostate.edu/degrees/olpc-phd/
University of Minnesota	$1,606.10	72	$115,639.20	https://www.cehd.umn.edu/olpd/graduate-programs/human-resource-development/phd/
University of Georgia	$2,583.17	66	$170,489.22	https://coe.uga.edu/academics/degrees/phd-learning-leadership-organization-development/
George Washington University	$1,932.50	60	$115,950.00	https://gsehd.gwu.edu/programs/doctorate-human-and-organizational-learning
University of Texas at Tyler	$480.00	60	$28,800.00	https://www.uttyler.edu/academics/phd/human-resource-development-degree/
Texas A&M University	$1,165.52	72	$83,917.44	https://eahr.tamu.edu/academics/ph-d-in-educational-human-resource-development-emphasis-in-human-resource-development/
University of Illinois at Urbana-Champaign - Online program	$740.00	64	$47,360.00	https://online.illinois.edu/online-programs/doctoral-programs/hrd
University of Illinois at Urbana-Champaign	$1,301.25	64	$83,280.00	https://ler.illinois.edu/our-programs/human-resources-phd/

Appendix B

Program Learning Outcomes (PLOs) Overview

Undergraduate AOL Performance - FA20 Data

Note - All courses are taught every academic year.

Program Learning Goals	Objective	Undergraduate Programs Learning Objectives	BUS100	BUS201	BUS220	ACT210	ACT220	BUS260	CIS200	CIS370	BUS300	FIN300	MKT300	MGT301	MGT320	BUS479
1	1	A) Construct and B) analyze financial & op reports				A) and B)										
1	2	Use fin/op data to make bus/capital alloc dec														
2	3	ID target market														
2	4	Appreciate the impact of the market environment														
2	5	Understand the process used to develop a mktg strat for target mkt														
3	6	Understand leadership principles														
3	7	Effective communication														
3	8	Collaborate A)within and B)across organizations														
4	9	Understand risk and time value of money														
4	10	How to use/value different types of securities														
4	11	Make sound financial management decisions														
5	12	Understand role of information tech in bus														
5	13	Use of tech tools to solve problms/make decisions														
6	14	A)ID / B)analyze ethical aspects														
6	15	Apply moral reasoning to ethical situations														
6	16	Defend recommendations to ethical courses of action														
7	17	Understand dynamics of global business environment														
7	18	Apply global perspective to decisions														
8	19	Understand env/social/econ dim. of sustnblty														
8	20	Manage sustainability in orgs														
		NOTE: Courses are taught every semester.														

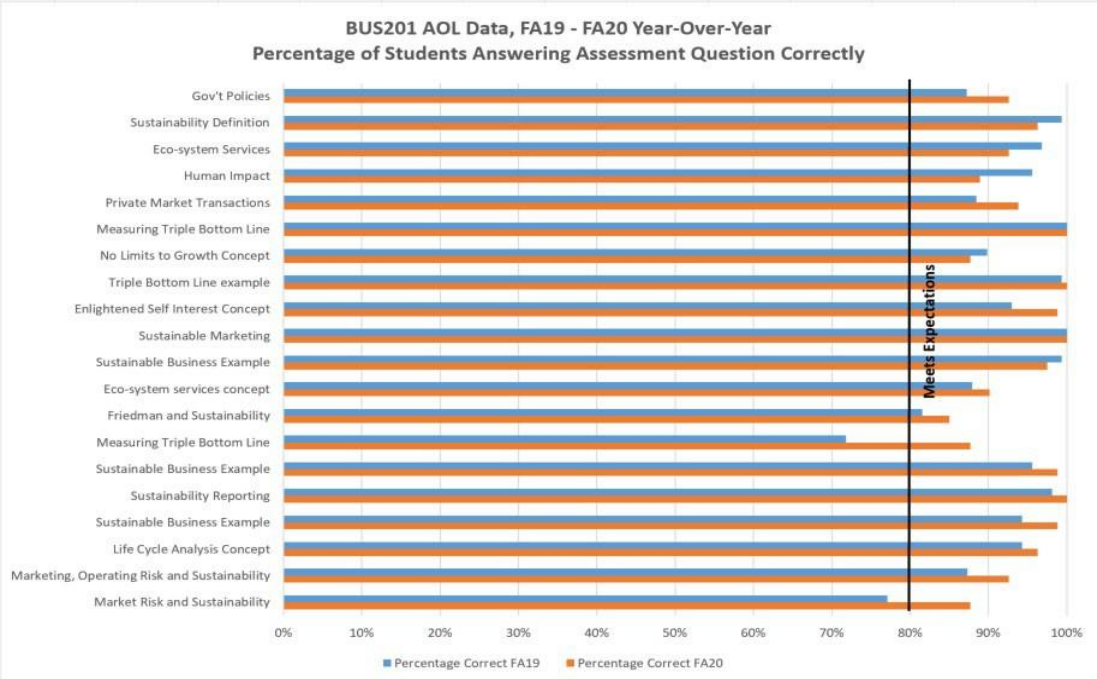
No Data Received

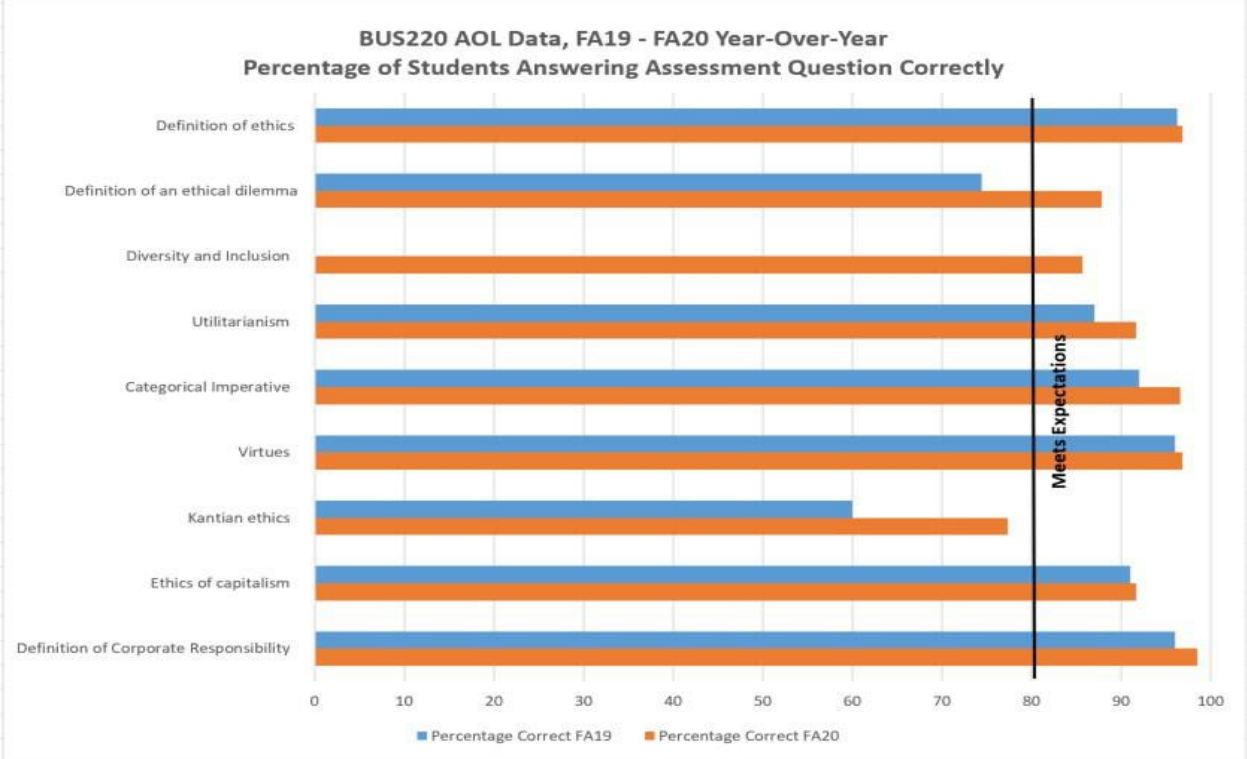
Received Data, Pending Analysis

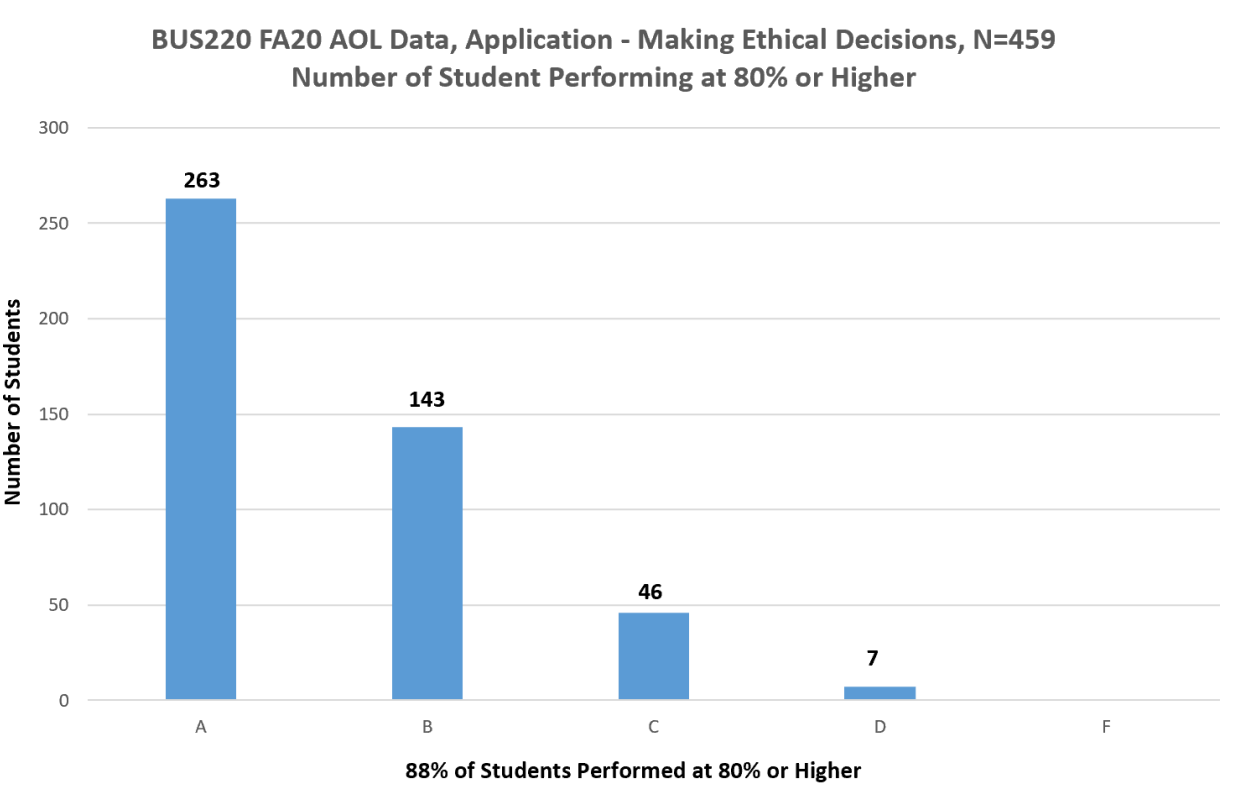
Meets Expectations: ≥ 80%

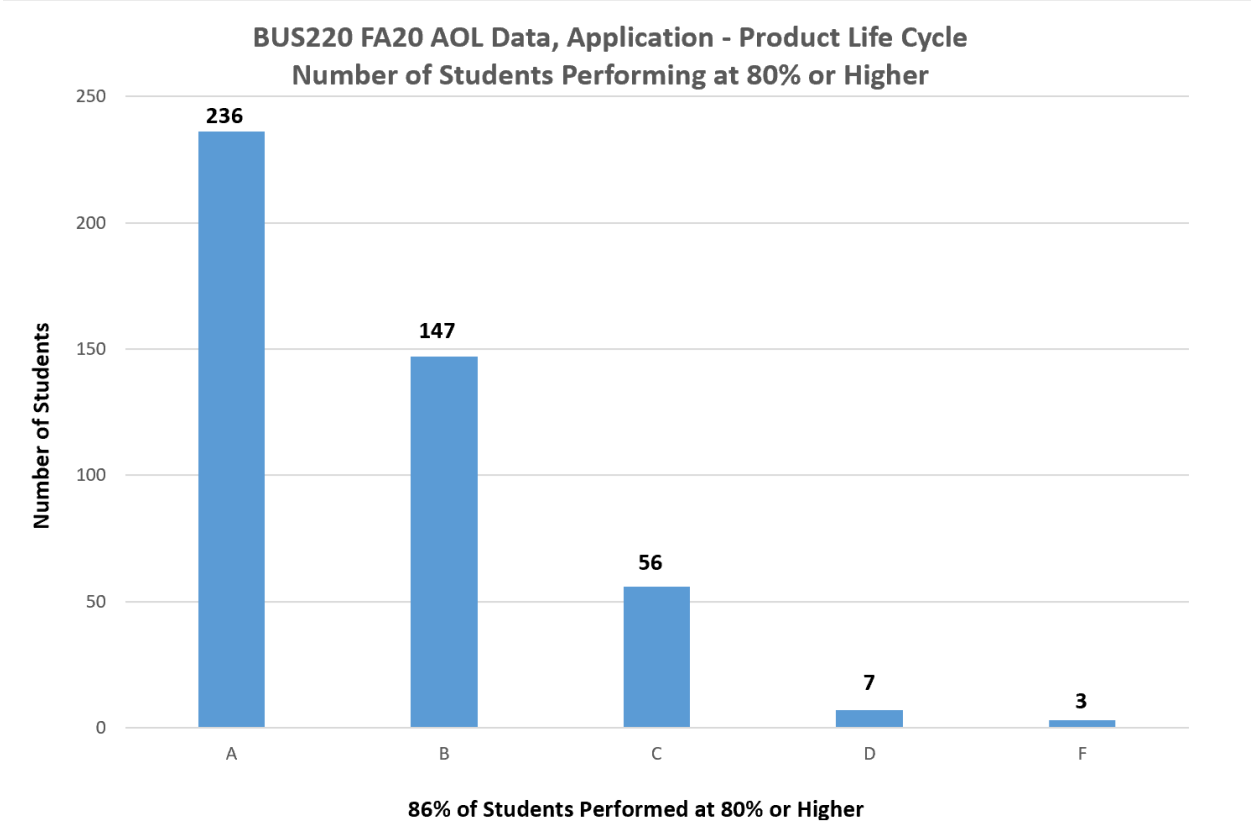
Improvement Cycle Recommended: < 80%

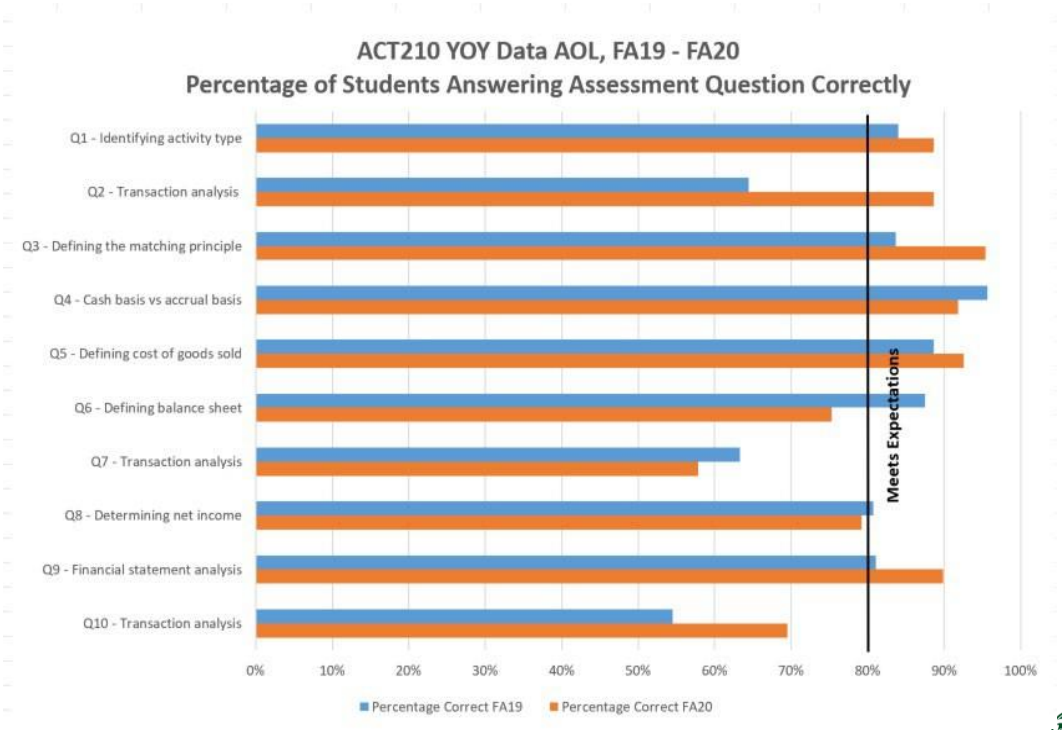
PLO Assessment Details



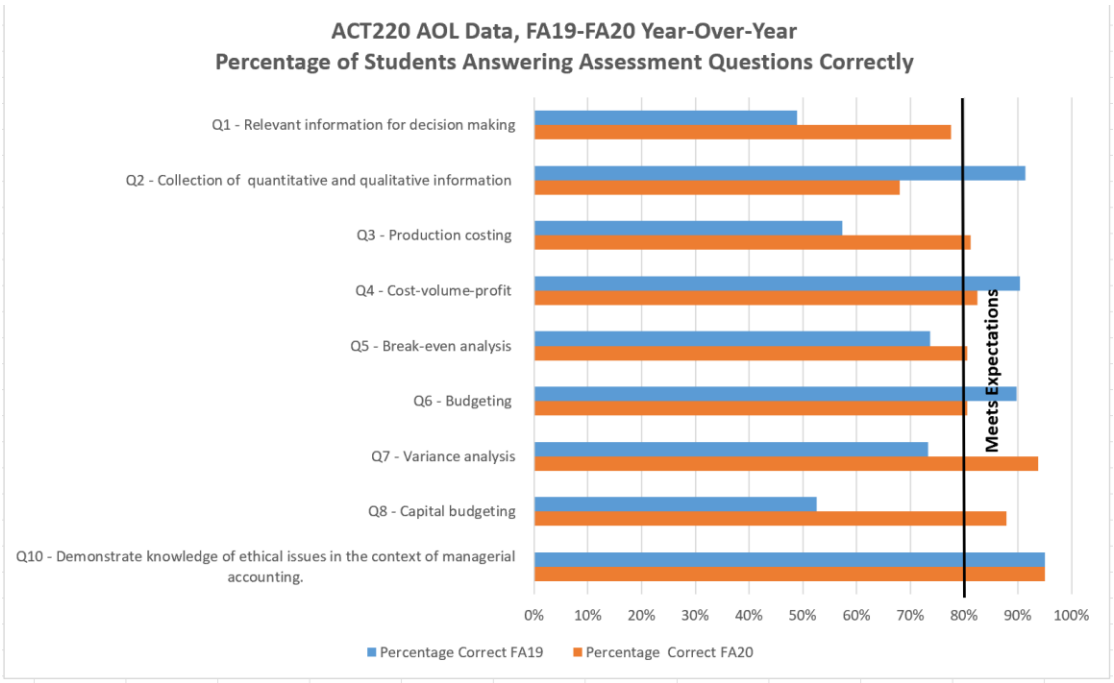

BUS220 AOL Data, FA19 - FA20 Year-Over-Year
Percentage of Students Answering Assessment Question Correctly
Definition of ethics
Definition of an ethical dilemma
Diversity and Inclusion
Utilitarianism
Categorical Imperative
Virtues
Kantian ethics
Ethics of capitalism
Definition of Corporate Responsibility
Meets Expectations
0
10
20
30
40
50
60
70
80
90
100
Percentage Correct FA19
Percentage Correct FA20


BUS220 FA20 AOL Data, Application - Making Ethical Decisions, N=459
Number of Student Performing at 80% or Higher
Number of Students
300
250
200
150
100
50
0
263
143
46
7
A
B
C
D
F
88% of Students Performed at 80% or Higher

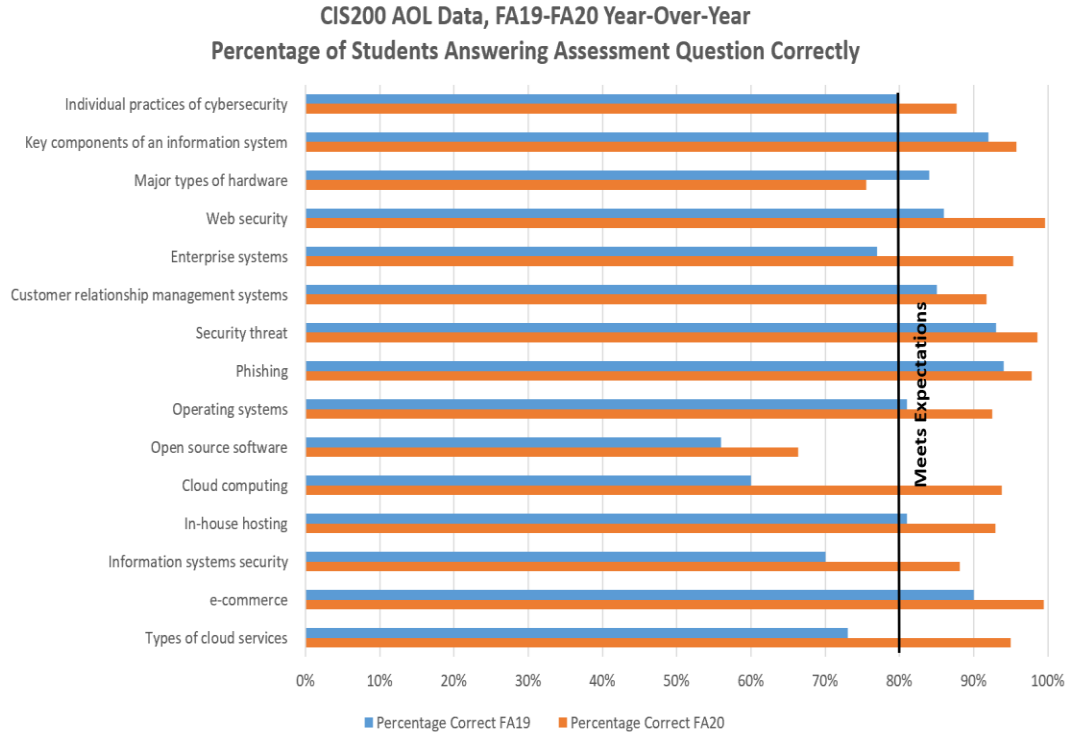




COLLEGE OF BUSINESS
COLORADO STATE UNIVERSITY



COLLEGE OF BUSINESS
COLORADO STATE UNIVERSITY



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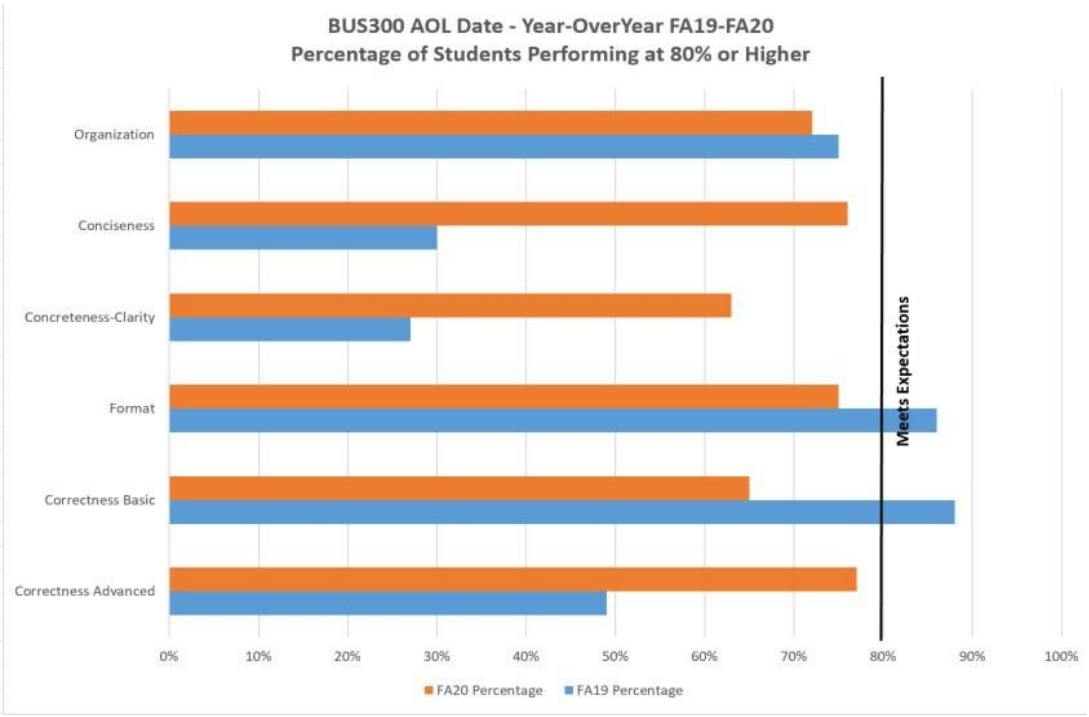
COLORADO STATE UNIVERSITY



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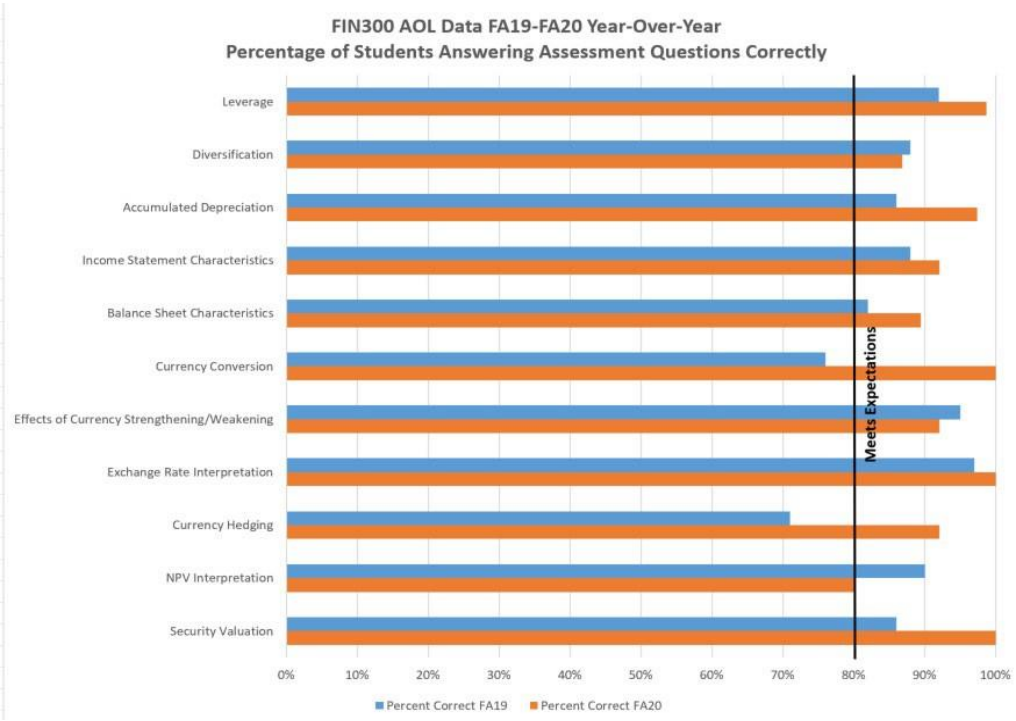

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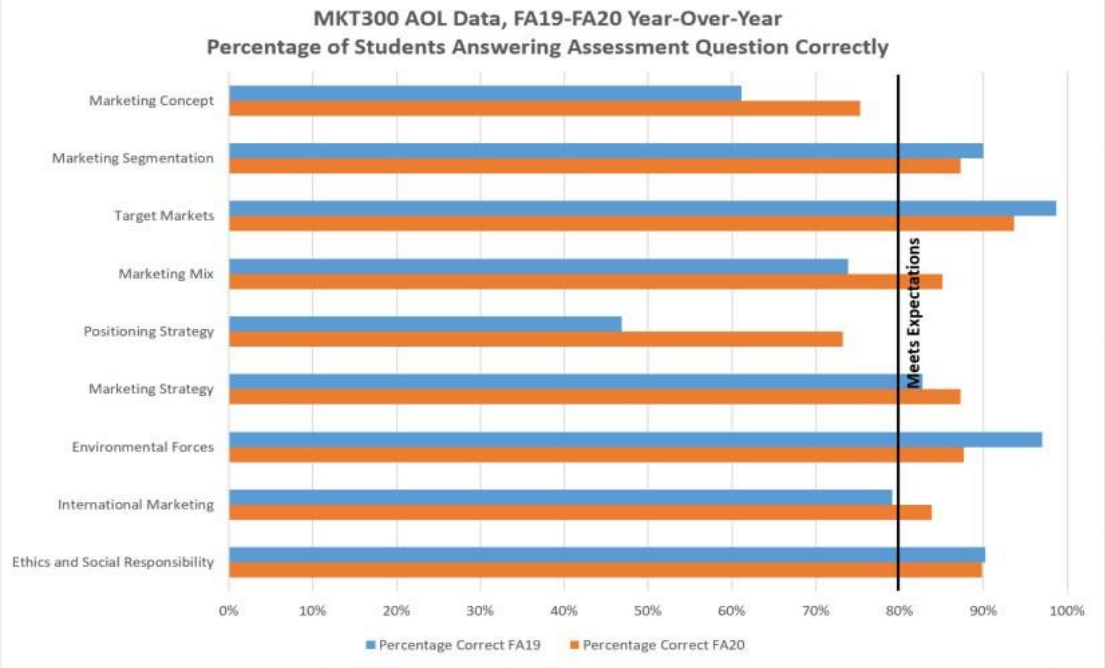

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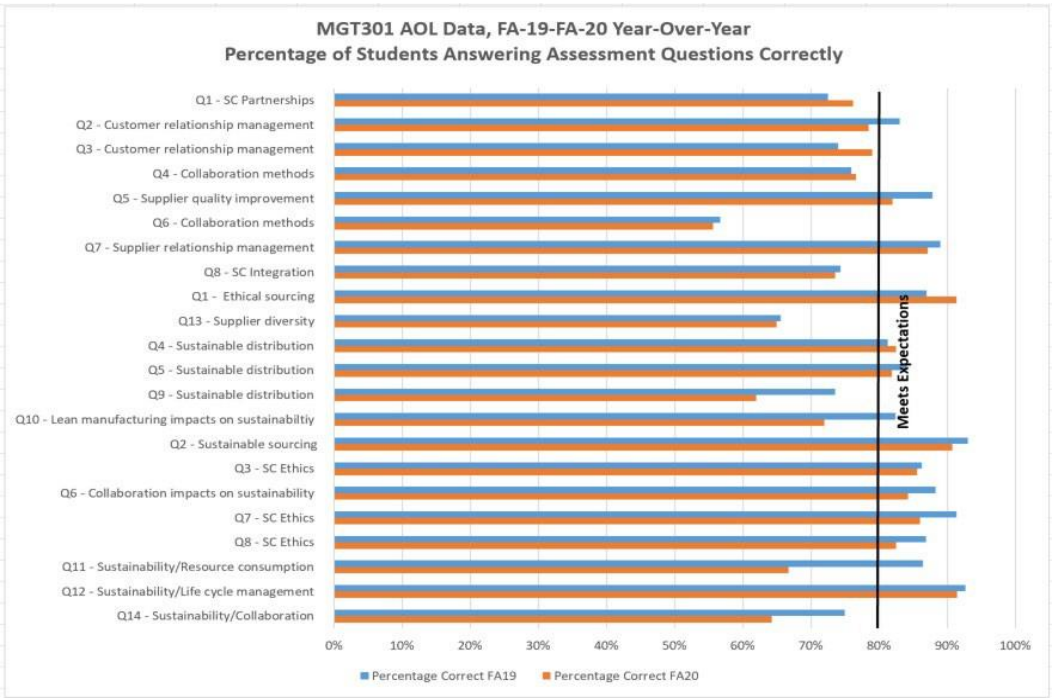

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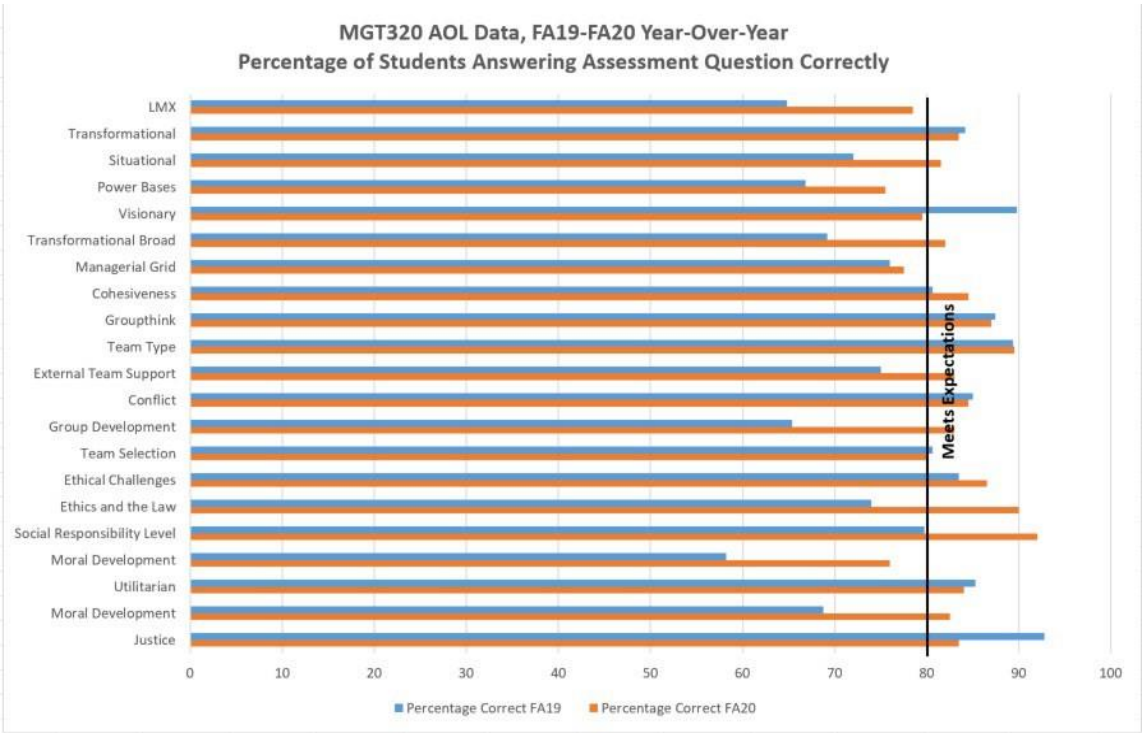
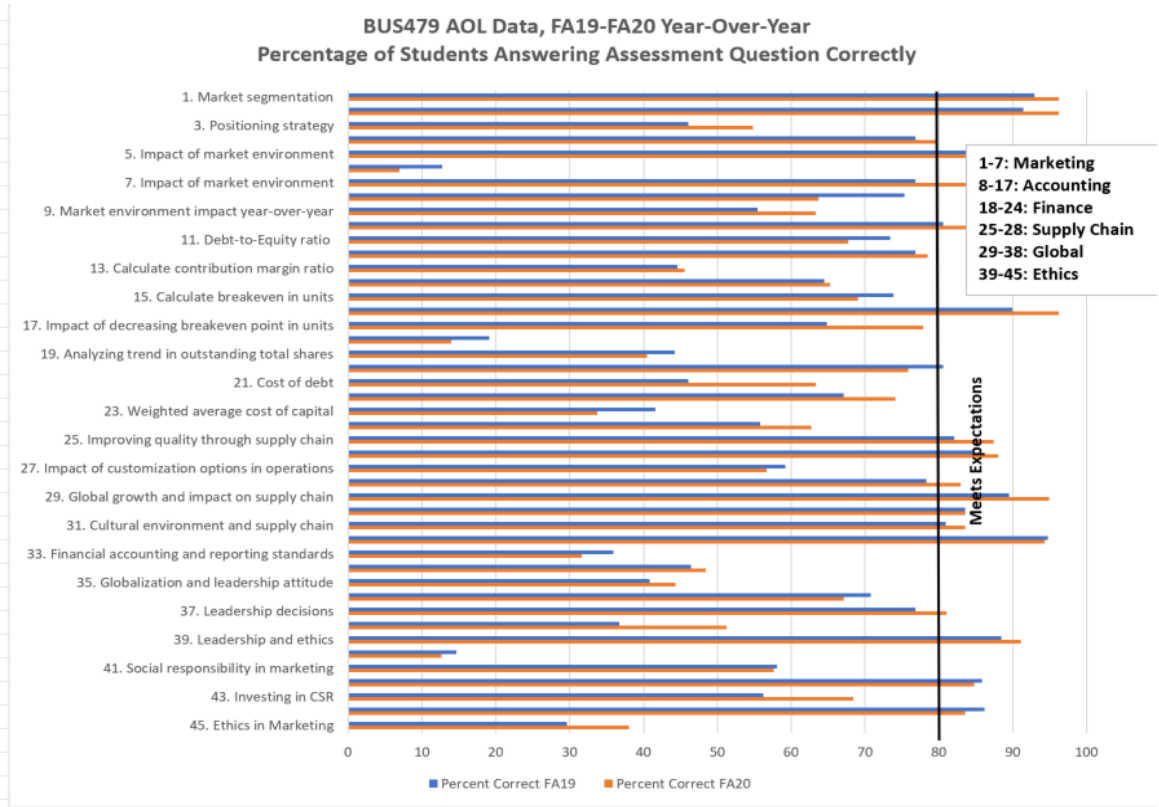
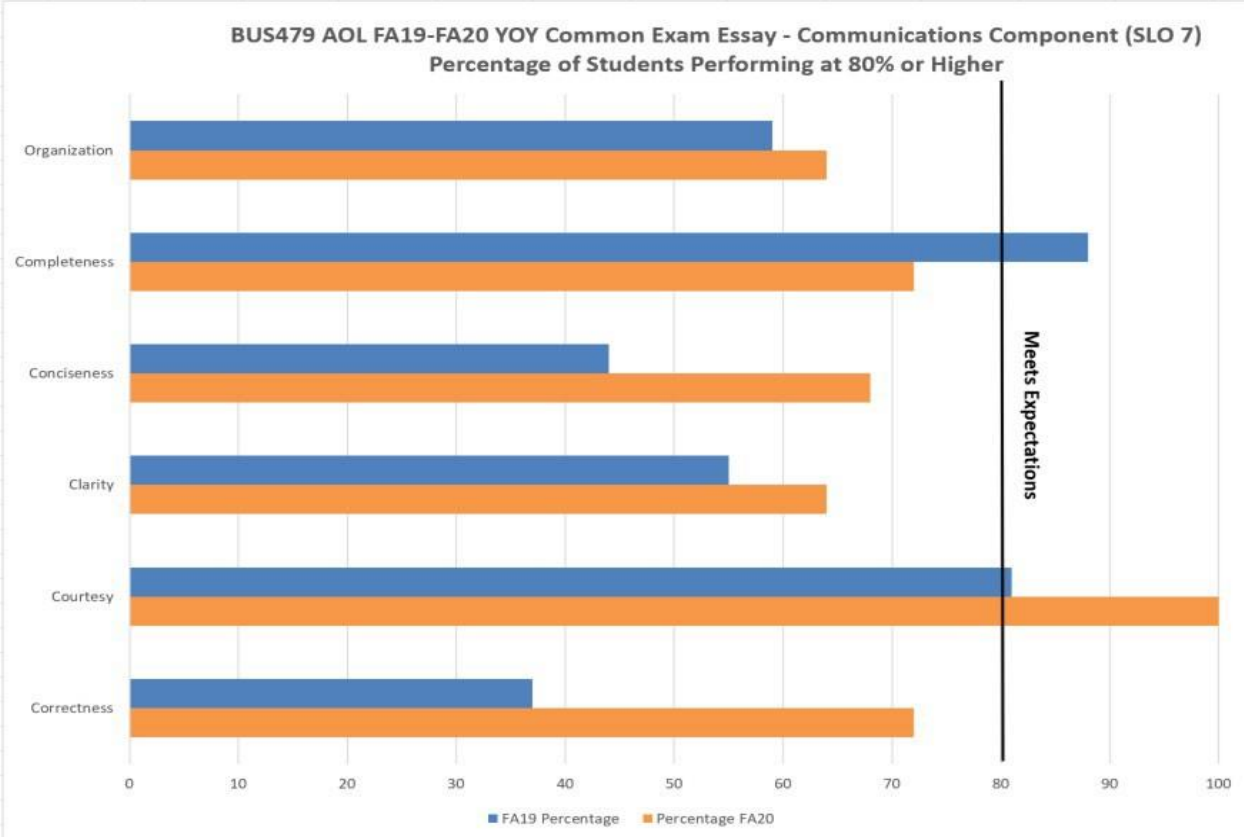


COLLEGE OF BUSINESS
COLORADO STATE UNIVERSITY



COLLEGE OF BUSINESS
COLORADO STATE UNIVERSITY



Institutional Learning Objectives

The B.S. aligns with the Institutional Learning Objectives as listed below:

- Creative and Aesthetic Expression (BUS 100, BUS 220, BUS 300, MKT 300, BUS 479)
- Ethical Foundations of Sciences and Societies (BUS 100, BUS 220, BUS 260, MGT 320)
- Economic and Financial Literacy (ECON 202, ECON 204, FIN 300)
- Natural, Physical, Social and Behavioral Scientific Knowledge (BUS 250)
- Qualitative and Quantitative Methods for Acquiring, Interpreting and Using Data (CIS 200, STAT 204, BUS 370, ACT 210, ACT 220, MGT 301, BUS 479)
- Historical Knowledge (BUS 220, BUS 250, MGT 320)
- Civic and Political Knowledge (BUS 250)
- Cultural and Global Knowledge (BUS 100, BUS 220, BUS 201, MGT 320, BUS 479)

Creativity: The college collaborated closely with the Philosophy Department to design a new course, BUS 220 (Ethics in Contemporary Organizations), to help students understand ways of thinking/ reasoning and to understand the meaning and importance of moral actions. In early February another new course, BUS 250 (Music Business – Shifting the Social Landscape), was approved that will help students understand the role of the music business in societal evolution.

Reasoning: Business is a very applied degree program and a large focus is on helping students acquire the skills with which to reason and make decisions. Five of the eight program learning objectives address knowledge application to decision making. A recently added new required course, (CIS 370 – Data Analytics), was designed to help deepen students' understanding of the tools and techniques associated with understanding patterns and trends in big data.

Communication: Communication is practiced and assessed throughout the curriculum but is a primary focus in BUS 300 (Business Communication) and BUS 479 (Strategic Management). Both courses contain improvement cycles to increase proficiency of students' communication skills.

Responsibility: Helping students understand the importance of equity and inclusion has become a significant concern for the COB. Toward this end, an assistant dean has been hired with primary responsibility for coordinating DEI efforts within the college. Several faculty workshops have also been held and faculty/staff have voluntarily attended DEI training sessions hosted by The Institute for Teaching and Learning. In the curriculum, DEI has become a significant component of BUS 220 (Ethics in Contemporary Organizations) and is addressed to varying degrees in several other core business courses.

A new course, BUS 201 (Foundations of Sustainable Enterprise) was added to the business core. This 1-credit course helps students understand the foundational concepts of sustainability with a focus on the triple bottom line with concerns over people, profit, and planet.

The Senior Survey (survey administered to all students in the capstone BUS 479 course) asks about perspectives on feeling welcomed and valued by other CSU students, faculty, and staff. It also asks about their perceptions of how well the undergraduate experience in the COB has prepared them to be culturally competent with respect to living and working in a diverse society. Results of all three questions are positive.

Collaboration: Education for collaboration toward the effective and sustainable stewardship of human, economic, and environmental resources is a strength for the COB. This is a central tenet of Business for a Better World and faculty/staff take it seriously. It can be found in the academic programs, faculty research, and the outreach/service activities with which the college is involved. Several of the courses mentioned above support these objectives, but additional content on leadership and groups is delivered in MGT 320 (Contemporary Management) and communicating a vision, mission, and purpose that encourages commitment and action in others is important content the capstone course, BUS 479 (Strategic Management). In addition, many courses, especially upper division courses, involve group work and coaching/mentoring on effective team processes is shared in these courses.

Appendix C
OLPC Ph.D. Program Learning Outcomes & Course Alignment

	Recall, articulate, apply and critically analyze theoretical, scholarly and practical aspects of organizational planning, training / workplace learning, individual, team, process and organizational change, leadership, systems thinking and practice, evaluation and assessment of learning interventions and social, cultural and political issues in the workplace.	Engage in the scholarly process through the conduct of original research in the field of Organizational Learning, Performance and Change, and through the development of several manuscripts for publication including theoretical / conceptual work and empirical work, submit them for publication in refereed forums, as well as participate in the blind peer-review process.	Quantitatively and qualitatively analyze diverse questions focused on issues of individual, team, process and organizational learning, performance and change in a variety of contexts, taking into account a wide variety of system dynamics with attention to the assumption that different modes of inquiry serve different purposes and yield different forms of knowledge.	Recall, articulate and critically analyze the current state of knowledge in Organizational Learning, Performance and Change, including the identification of current research trends and areas that represent significant opportunity for inquiry.
EDOD 706 – Organizational Learning, Performance, Change (3 cr.)	Introduced	Introduced	Introduced	Introduced
EDOD 768 – Workforce Development (3 cr.)	Introduced / Practiced	Practiced	Introduced	Practiced
EDOD 761 – Evaluation and Assessment in OLPC (3 cr.)	Introduced / Practiced	Practiced	Introduced	Practiced
EDOD 769 – Theory and Practice of Change (3 cr.)	Introduced / Practiced	Practiced	Practiced	Practiced
EDOD 766 – Scenario Planning in Organizations (3 cr.)	Introduced / Practiced / Mastered	Practiced	Practiced	Practiced
EDOD 771 – Social, Cultural and Political Foundations of the Workplace (3 cr.)	Introduced / Practiced	Practiced	Practiced	Practiced
EDOD 772 – Theory Building in Applied Disciplines (3 cr.)	Introduced	Practiced / Mastered	Practiced	Practiced
EDOD 773 – Systems Leadership (3 cr.)	Introduced / Practiced	Practiced	Practiced	Practiced
EDRM 702 – Foundations of Educational Research (3 cr.)	Practiced	Practiced	Introduced	Practiced
EDOD 792 – Seminar: Human Resource Development (1-18 cr.)	Practiced	Practiced	Practiced	Practiced
EDRM 700 – Quantitative Research (3 cr.)	Practiced	Introduced	Introduced	Practiced
EDRM 704 – Qualitative Research (3 cr.)	Practiced	Introduced	Introduced	Practiced
EDRM 705 – Qualitative Data Analysis (3 cr.)	Practiced	Introduced	Practiced	Practiced
EDRM 707 – Quantitative Data Collection Methods/Analysis (3 cr.)	Practiced	Introduced	Practiced	Practiced
EDRM 792B – Seminar: Proposal Development (1-3 cr.)	Mastered	Practiced	Mastered	Mastered
EDOD 792 – Seminar: Human Resource Development (1-18 cr.)	Mastered	Practiced	Mastered	Mastered
EDRM 792A – Seminar: Research Methodology (1-18 cr.)	Mastered	Practiced	Mastered	Mastered
EDOD 799 – Dissertation (1-18 cr.)	Mastered	Mastered	Mastered	Mastered

OLPC Ph.D. Program Learning Outcomes & ILO Alignment

	Creativity	Reasoning	Communication	Responsibility	Collaboration
EDOD 706 – Organizational Learning, Performance, Change (3 cr.)	Introduced/Practice	Practiced	Practiced	Practiced	Practiced
EDOD 768 – Workforce Development (3 cr.)	Introduced/Practice	Practiced	Practiced	Practiced	Practiced
EDOD 761 – Evaluation and Assessment in OLPC (3 cr.)	Introduced/Practice	Practiced	Practiced	Practiced	Practiced
EDOD 769 – Theory and Practice of Change (3 cr.)	Introduced/Practice	Practiced	Practiced	Practiced	Practiced
EDOD 766 – Scenario Planning in Organizations (3 cr.)	Practiced	Practiced	Practiced	Practiced	Practiced
EDOD 771 – Social, Cultural and Political Foundations of the Workplace (3 cr.)	Practiced	Practiced	Practiced	Practiced	Practiced
EDOD 772 – Theory Building in Applied Disciplines (3 cr.)	Practiced	Practiced	Practiced	Practiced	Practiced
EDOD 773 – Systems Leadership (3 cr.)	Practiced	Practiced	Practiced	Practiced	Practiced
EDRM 702 – Foundations of Educational Research (3 cr.)	Practiced	Practiced	Practiced	Practiced	Practiced
EDOD 792 – Seminar: Human Resource Development (1-18 cr.)	Practiced	Practiced	Practiced	Practiced	Practiced
EDRM 700 – Quantitative Research (3 cr.)		Practiced	Practiced	Practiced	
EDRM 704 – Qualitative Research (3 cr.)		Practiced	Practiced	Practiced	
EDRM 705 – Qualitative Data Analysis (3 cr.)		Practiced	Practiced	Practiced	
EDRM 707 – Quantitative Data Collection Methods/Analysis (3 cr.)		Practiced	Practiced	Practiced	
EDRM 792B – Seminar: Proposal Development (1-3 cr.)	Practiced	Practiced	Practiced	Practiced	
EDOD 792 – Seminar: Human Resource Development (1-18 cr.)	Practiced	Practiced	Practiced	Practiced	
EDRM 792A – Seminar: Research Methodology (1-18 cr.)	Practiced	Practiced	Practiced	Practiced	
EDOD 799 – Dissertation (1-18 cr.)	Practiced	Practiced	Practiced	Practiced	

OLPC Ph.D. Assessment Plan and Results

Student learning is assessed through major class assignments and program milestones.

Faculty utilize rubrics to provide consistency in the assessment of class assignments across a multitude of criteria. The rubrics also serve as an effective way to clearly set performance expectations for students. Should a student struggle on any criteria of an assignment, the faculty intervene immediately.

The faculty advisor and a review committee have the primary responsibility for assessing broader dimensions of student learning at the program level. The faculty advisor serves as the committee chair

and is one of the three tenure-track/tenured faculty dedicated to the OLPC Ph.D. program. The other committee members are faculty from both inside and outside the SOE.

Performance on a preliminary examination, including both written and oral components, determines whether student learning is at a level sufficient to continue toward the doctorate. It is administered at least two semesters prior to the final examination. The committee provides its judgement (pass, fail, or pass with contingencies) and feedback to the student and the Graduate School.

The dissertation and its defense serve as the final examination. The defense provides an opportunity for students to demonstrate their proficiency in the program learning outcomes to their committee. A majority committee vote is necessary for a student to pass the examination. A tie vote is interpreted as failure; should this happen, the student would have one additional opportunity to try again. This has not yet occurred in the OLPC Ph.D. program. Students are well prepared by their faculty advisor prior to the final examination.

Each student is additionally required to submit original research to a referred journal (this requirement is unique to the OLPC program within the SOE). The reviewer feedback serves as both formative and summative in that it is used by students should they need to resubmit, and it also provides insights to faculty about the strengths of students nearing the end of the program. The acceptance rate is approximately 30%. Examples of publications, topics and journals are provided below:

Chermack, T. J., Coons, L. M., O'barr, G., & Khatami, S. (2017). The effects of scenario planning on participant reports of resilience. *European Journal of Training and Development.* 41(4), 306-326.

Chermack, T. J., Fofonah, I., Balthaser, S., Coons, L. M., Harmon, J., Wichmann, B., & Nathan, J. (2020). The effects of scenario planning on perceptions of emotional intelligence. *World Futures Review, 12*(1), 123-141.

Chermack, T. J., Lindsey, K., Grant, C., & Barber, V. A. (2019). The effects of scenario planning on perceptions of organizational agility. *Journal of Futures Studies, 24*(1), 15-28.

Veliquette, A. J., Coons, L. M., Mace, S. L., Coates, T., Chermack, T. J., & Song, J. H. (2012). The effects of scenario planning on perceptions of conversation quality and engagement. *International Journal of Technology Intelligence and Planning, 8*(3), 254-277.

Weitzman, F., & Chermack, T. J. (2013). Success and failure using scenario planning to enhance organizational longevity. *International Journal of Technology Intelligence and Planning, 9*(2), 81-92.

Appendix D

ACT 312 Syllabi

COLORADO STATE UNIVERSITY

INTERMEDIATE
ACCOUNTING II ACT 312

Fall 2021

Instructor: Dr. DeAnn Reaves, C.P.A. **Class Times:** TR 8:00-9:15am

Office: Rockwell Hall 251 – by appointment – Rockwell Hall

Office Hours:

Rockwell 251 *by appointment only*

Please e-mail for an appointment before arriving. Limited to one student at a time.

Contact Information: Email: mountainmamadr@live.com. I make every effort to respond to your email within 36 hours.

Course Website: canvas.colostate.edu

Course Description: Accounting 312 is an intermediate accounting course that examines the valuation, measurement and reporting issues related to selected financial statement items, with an emphasis on accounting for capital financing and liquidity. Accounting topics covered focus primarily on liabilities, equity, and the statement of cash flows. It is assumed that students have a strong accounting background since this is the 2nd Intermediate class.

Upon completion of the class, successful students will be able to:

1. Demonstrate knowledge and technical proficiency in financial accounting and reporting, specifically related to financing, liquidity and cash flows topics.
2. Reference and evaluate the impact of relevant guidance and underlying economics when applying accounting treatments.
3. Identify financial statement users affecting financial statement creation and interpretation.
4. Engage in high-level financial statement analysis regarding financing, liquidity and cash flows.
5. Clearly convey findings and analysis through written accounting communication.

COURSE MATERIALS:

Required:

1. Text: Intermediate Accounting with Connect, 10th Edition, Spiceland, Nelson, and Thomas. You should already have access to the materials in this course through your inclusive access subscription from Intermediate I last semester. Please contact me if you are having trouble accessing the content.

2. Course website via Canvas: canvas.colostate.edu
   The website will have up-to-date course information (including grades) as well as a link to our virtual MS Teams space, class notes, additional readings, and assignments. You will also find a link to Connect.

3. Calculator:
   Pursuant to departmental policy, there are only two calculators that can be used on ACT 311 exams: the TI503SV (also known as 'the little blue calculator') or the TI-BAII Plus (required for FIN 300).

COURSE FORMAT:

- The course material is presented through class lecture, assigned readings, problems, and cases. This course is designed to provide you with an in-depth understanding of the material covered. The material is complex and challenging, and its mastery is time consuming.
- **To succeed you must invest a substantial amount of time in learning the material outside of class.**
- Your understanding of the material is maximized through regularly attending and participating in class discussions and by practicing the concepts and methods presented. Questions about material are encouraged.
- After class, you should attempt the suggested practice problems to ensure your understanding of the material.

GRADING STANDARDS:

	Points
Midterm Exams (3 @ 100 each)	300
Comprehensive Final Exam	150
Homework (HW) via Connect, 1 drop	140
Smart Book (SB) via Connect, 1 drop	35
Cash Flows Project	50
Professionalism and participation	25
Total Possible Points	700

Grades will be calculated by dividing earned points by the 700 total available points. Please see the following grade cutoffs:

A+	>97%	B-	80-81%
A	92-97%	C+	77-79%
A-	90-91%	C	70-76%
B+	87-89%	D	60-69%
B	82-86%	F	<60%

EXAMS:

- There will be three midterm exams and a comprehensive final that will cover material from class lectures, assigned readings, projects, and assignments.
- **Make-up exams will not be allowed unless there is a documented illness or family emergency**
- Expect Exams to be in person. Extreme emergencies will be handled on a case- by- case basis but **arrangements must be made in advance.**

HOMEWORK:

- One homework assignment per chapter is assigned through Connect.
- Your lowest score will be dropped. I recommend completing all homework to help you learn the material.
- There are practice problems available with solutions. This is a good way to review the material and determine if you are understanding it.

SMARTBOOK ASSIGNMENTS:

- There will be one Smart book assignment per Chapter through Connect. Your lowest score will be dropped.

CASH FLOW EXCEL PROJECT:

- Details of this assignment will be posted on Canvas and discussed in class.

PROFESSIONALISM AND PARTICIPATION

- Accounting is a professional career. To prepare to be a professional, please practice in my class. This means being respectful, mentally engaged, and prepared.

GENERAL POLICIES AND OTHER INFORMATION:

Important information for students: All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.

- If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter (https://covid.colostate.edu/reporter/). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

- For the latest information about the University's COVID resources and information, please visit the CSU **COVID-19 site**: https://covid.colostate.edu/.

Students with Disabilities: If you have a documented disability with the Student Disability Center and anticipate needing accommodations in this class, please make an appointment with me to discuss your individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A verifying memo from Resources for Disabled Students may be required before any accommodation is provided.

Academic Integrity: This Course will adhere to the CSU Academic Integrity Policy of the Colorado State University General Catalog and Student Conduct Code. At a minimum, violations will result in a grading penalty in the course and a report to the Office of Conflict Resolution and Student Conduct Services.

ACT 312: INTERMEDIATE ACCOUNTING II

Section 750

INSTRUCTOR INFORMATION

Instructor: Falene Young, MAcc, CPA

Email: Falene.Young@colostate.edu
Meeting Times: MW 2:00-3:15pm, room 221
Office Hours: MW 12:30-1:30pm, CSU office

Communication Policy: Watch for Canvas announcements. I respond to emails within 24 hours Monday-Thursday. Responding to emails on Friday afternoon or over the weekend is not guaranteed.

COURSE DESCRIPTION & OBJECTIVES

Accounting 312 is an intermediate accounting course that examines the valuation, measurement and reporting issues related to selected financial statement items, with an emphasis on accounting for capital financing and liquidity. Accounting topics covered focus primarily on liabilities, equity, and the statement of cash flows. It is assumed that students have a strong accounting background, as this is the 2nd Intermediate class of a two-part series.

COURSE OBJECTIVES:

Upon completion of the class, successful students will be able to:

- Demonstrate knowledge and technical proficiency in financial accounting and reporting, specifically related to financing, liquidity and cash flows topics.
- Reference and evaluate the impact of relevant guidance and underlying economics when applying accounting treatments.
- Identify financial statement users affecting financial statement creation and interpretation.
- Engage in high-level financial statement analysis regarding financing, liquidity and cash flows.
- Clearly convey findings and analysis through written accounting communication.

TEXTBOOK / COURSE MATERIALS

1. **Text:** *Intermediate Accounting with Connect, 10th Edition*, Spiceland, Nelson, and Thomas. You should already have access to the materials in this course through your inclusive access subscription from Intermediate I last semester. Please contact me if you are having trouble accessing the content.
2. **Course website via Canvas**: https://canvas.colostate.edu/

   The website will have up-to-date course information (including grades) as well as class notes, additional readings, and assignments.

3. **Calculator:** Pursuant to departmental policy, there are only two calculators that can be used on ACT 311 exams:
   - TI503SV (also known as 'the little blue calculator'), or
   - TI-BAII Plus (required for FIN 300).

COURSE POLICIES

The course material is presented through class lecture, assigned readings, problems, and cases.

To succeed you need to invest a substantial amount of time in learning the material outside of class. The material is complex and challenging, and its mastery is time consuming.

Your understanding of the material is maximized through regularly attending and participating in class lectures and by practicing the concepts and methods presented. In class, please ask questions and become actively involved in class discussions. I encourage you to ask questions on issues that you are having a difficult time understanding.

After class, you should attempt the suggested practice problems to ensure your understanding of the material. If you are having difficulty with the material after we have discussed it in class, please utilize office hours.

CONNECT ASSIGNMENTS

- There will be Homework (HW) and Smart Book (SB) assignments to be completed via Connect.
- Your lowest score of each category will be dropped. This happens automatically in Canvas, so as soon as you have more than one assignment in each category completed, your score will reflect the appropriately dropped assignment.

ADDITIONAL PRACTICE PROBLEMS

- I have included additional practice problems with solutions for each chapter we cover. You may treat the practice problems as a review of the material and a test of whether you

understand the material. These problems are not required, although strongly encouraged, and will not be graded or contribute to your score.

CASH FLOWS EXCEL PROJECT

- Details of this assignment will be posted on Canvas and discussed in class.

EXAMS

- There will be three midterm exams and a comprehensive final that will cover material from class lectures, assigned readings, projects, and assignments.
- Exams are given in class on the dates are noted on the course schedule.
- Extreme emergencies will be evaluated on an individual basis.
- Please make sure to always bring your calculator. Sometimes I have a spare or two that can be borrowed, but if you do not bring one there is no guarantee that you will be able to use a calculator for your exam.

CLASS PROFESSIONALISM, PARTICIPATION, AND ATTENDANCE

You are preparing for a professional career. Coming to class on time and exhibiting professional behavior during each class session is necessary and expected. Regular class attendance is important since missed class meetings generally result in lower performance on exams. In addition, being an active participant will help you be successful in class. If you do miss a class, it is your responsibility to ensure that you turn in any assignments on time and that you understand the material covered in the class you missed.

GRADING POLICY

The grading scale for this course is based on 700 points, as described below:

Assignment	Points	% of Grade
Exam 1	100	14.29%
Exam 2	100	14.29%
Exam 3	100	14.29%
Comprehensive final	150	21.43%
Homework (HW) (8 x 20 pts each w/1 drop)	140	20.00%
Smart Book (SB) (8 x 5 pts each w/1 drop)	35	5.00%
Professionalism & Participation	25	3.57%
Cash Flows Excel Project	50	7.14%
TOTALS	**700**	**100%**

Course Grade Thresholds		
To Earn Final Grade of	Points Needed	% Needed
A+	677	96.67%
A	653	93.33%
A-	630	90.00%
B+	607	86.67%
B	583	83.33%
B-	560	80.00%
C+	537	76.67%
C	490	70.00%
D	420	60.00%

CANVAS INFORMATION & TECHNICAL SUPPORT

Canvas is the where course content, grades, and communication will reside for this course.

- Login for Canvas
- Canvas Support
- For passwords or any other computer-related technical support, contact the 35TCentral IT Technical Support Help Desk.
  - By phone at (970) 491-7276,
  - Or by email at help@colostate.edu
- Connect

The Technical Requirements page identifies the browsers, operating systems, and plugins that work best with Canvas. If you are new to Canvas quickly review the Canvas Student Orientation materials.

ACADEMIC INTEGRITY & CSU HONOR PLEDGE

This course will adhere to the CSU Academic Integrity/Misconduct policy as found in the General Catalog and the Student Conduct Code.

The use of online "homework helper" sites including, but not limited to, Chegg, NoteHall, Quizlet, and Koofers is not permitted in this course. Please reach out to me to discuss if a specific service you are thinking about using for this course is acceptable.

Use of these types of resources will be considered receiving unauthorized assistance and, therefore, a violation of the student conduct code. Using them may result, at the discretion of the instructor, in a zero for the course, assignment, quiz, or exam. All incidents of this type will be referred to the CSU Student Resolution Center and may be subject to additional University disciplinary action.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

Further information about Academic Integrity is available at CSU's Academic Integrity - Student Resources.

UNIVERSAL DESIGN FOR LEARNING/ACCOMMODATION OF NEEDS

I am committed to the principle of universal learning. This means that our classroom, our virtual spaces, our practices, and our interactions be as inclusive as possible. Mutual respect, civility, and the ability to listen and observe others carefully are crucial to universal learning.

If you are a student who will need accommodations in this class, please contact me to discuss your individual needs. Any accommodation must be discussed in a timely manner. A verifying memo from The Student Disability Center may be required before any accommodation is provided.

The Student Disability Center (SDC) has the authority to verify and confirm the eligibility of students with disabilities for the majority of accommodations. While some accommodations may be provided by other departments, a student is not automatically eligible for those accommodations unless their disability can be verified and the need for the accommodation confirmed, either through SDC or through acceptable means defined by the particular department. Faculty and staff may consult with the SDC staff whenever there is doubt as to the appropriateness of an accommodative request by a student with a disability.

The goal of SDC is to normalize disability as part of the culture of diversity at Colorado State University. The characteristic of having a disability simply provides the basis of the support that is available to students. The goal is to ensure students with disabilities have the opportunity to be as successful as they have the capability to be.

Support and services are offered to student with functional limitations due to visual, hearing, learning, or mobility disabilities as well as to students who have specific physical or mental health conditions due to epilepsy, diabetes, asthma, AIDS, psychiatric diagnoses, etc. Students who are temporarily disabled are also eligible for support and assistance.

Any student who is enrolled at CSU, and who self-identifies with SDC as having a disability, is eligible for support from SDC. Specific accommodations are determined individually for each student and must be supported by appropriate documentation and/or evaluation of needs consistent with a particular type of disability. SDC reserves the right to ask for any appropriate documentation of disability in order to determine a student's eligibility for accommodations as well as in support for specific accommodative requests. The accommodative process begins once a student meets with an accommodations specialist in the SDC.

COVID-19

Important information for students: Masks are required inside university buildings. You must also meet university vaccine or exemption requirements.

All students are expected and required to report to the COVID Reporter

(https://covid.colostate.edu/reporter/) **when:**

- You suspect you have symptoms of COVID, regardless of whether or not you are vaccinated and even if your symptoms are mild
- You have tested positive for COVID through a non-CSU testing site, such as home test or test at a pharmacy
- You believe you may have been exposed to COVID go to the COVID Reporter and follow the guidance under "I believe I have been in close contact with someone who has COVID-19." This guidance will depend upon your individual circumstances

You will not be penalized in any way for reporting symptoms or concerns.

Do not ask me as your instructor to report for you. It is your responsibility to report through the COVID Reporter promptly.

As your instructor I may not ask you about vaccination status or if you have COVID but you may freely volunteer to send me information from a public health official if you have been asked to isolate or quarantine.

When you complete the COVID Reporter, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600.

For the latest information about the University's COVID resources and information, including FAQs about the spring semester, please visit the **CSU COVID-19 site** https://covid.colostate.edu/.

THIRD-PARTY TOOLS/PRIVACY

Please note that this course may require you to use third-party tools (tools outside of the Canvas learning management system), such as Zoom and others. Some of these tools may collect and share information about their users. Because your privacy is important, you are encouraged to consult the privacy policies for any third-party tools in this course so that you are aware of how your personal information is collected, used and shared.

COPYRIGHTED COURSE MATERIALS

Please do not share material from this course in online, print, or other media. Course material is the property of the instructor who developed the course. Materials authored by third parties and used in the course are also subject to copyright protections. Posting course materials on external sites (commercial or not) violates both copyright law and the CSU Student Conduct Code.

Students who share course content without the instructor's express permission, including with online sites that post materials to sell to other students, could face appropriate disciplinary or legal action.

UNDOCUMENTED STUDENT SUPPORT

Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit Student Support Services for Undocumented, DACA & ASSET for resources and support. Additionally, only if you feel comfortable, please notify your professor so they may pass along any additional resources they may possess.

TITLE IX/INTERPERSONAL VIOLENCE

For the full statement regarding role and responsibilities about reporting harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, and the retaliation policy please go to: Title IX – Sexual Assault, Sexual Violence, Sexual Harassment.

If you feel that your rights have been compromised at CSU, several resources are available to assist:

- Student Resolution Center, 200 Lory Student Center, 491-7165
- Office of Equal Opportunity, 101 Student Services, 491-5836

A note about interpersonal violence: If you or someone you know has experienced sexual assault, relationship violence and/or stalking, know that you are not alone. As instructors, we are required by law to notify university officials about disclosures related to interpersonal violence. Confidential victim advocates are available 24 hours a day, 365 days a year to provide support related to the emotional, physical, physiological and legal aftermath of interpersonal violence. Contact the Victim Assistance Team at: 970-492-4242.

Religious Observances

CSU does not discriminate on the basis of religion. Reasonable accommodation should be made to allow individuals to observe their established religious holidays. Students seeking an exemption from attending class or completing assigned course work for a religious holiday will need to fill out the Religious Accommodation Request Form and turn it in to the Division of Student Affairs, located on the second level of the Administration building.

Once turned in, the Division of Student Affairs will review the request and contact the student accordingly. If approved, the student will receive a memo from the Dean of Students to give to their professor or course instructor.

Students are asked to turn in the request forms as soon as the conflict is noticed. Similarly, unanticipated conflicts requiring a religious observance, such as a death in the family, can also be reviewed.

CSU Principles of Community

Inclusion: We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents and contributions.

Integrity: We are accountable for our actions and will act ethically and honestly in all our interactions.

Respect: We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

Service: We are responsible, individually and collectively, to give of our time, talents, and resources to promote the well-being of each other and the development of our local, regional, and global communities.

Social Justice: We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

Diversity and Inclusion

The Mission, Vision, and Focus webpage of the Vice President for Diversity includes a comprehensive statement of CSU's commitment to diversity and inclusion.