



HIGHER LEARNING COMMISSION

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November 1, 2016

Dr. Anthony A. Frank
President
Colorado State University
102 Administration Bldg.
0100 Campus Delivery
Fort Collins, CO 80523

Dear President Frank:

Attached is a copy of the Multi-Location Visit Report completed following the visit to Colorado State University. As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-Location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or the attached report, please contact Pat Newton-Curran (pnewton@hlcommission.org).

Sincerely,

Higher Learning Commission



FORM

Multi-Location Visit Peer Review Report

Institution: Colorado State University

Additional Locations Visited:

| Location Name | Location Address (<i>street, city, state and ZIP code</i>) | Date Reviewed |
|--------------------------------|---|---------------|
| University of Alaska Fairbanks | 901 N. Koyukuk Dr. 182 Arctic Health Research Fairbanks, AK 99775 | 9/23/2016 |
| Denver Center | 475 17 th Street, Suite 300 Denver, CO 80202 | 10/15/2016 |

Peer Reviewer

Name: Janna L. Oakes, PhD

Institution: Regis University Title: Associate Provost

Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report in PDF format at http://www.hlcommission.org/document_upload. When submitting, be sure to select the following: Role – Peer Reviewer, HLC Process – Required Reports, File Type – Multi-Location Report. The report is due within 30 days after the last additional location is visited.

Overview Statement

Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention Needed

Comments:

Both locations visited were at the addresses provided by the institution. The institution's general approach to off-campus instruction is to emulate, as closely as possible, the quality of content and instruction delivered at its main campus in Fort Collins, Colorado. CSU's general student population is steady, and is expected to increase by as much as 6% to 35,000 students within the coming decade. While growth is not planned for the Doctor of Veterinary Medicine (DVM) program at University of Alaska Fairbanks (UAF), growth is occurring at the Denver Center, which serves as a face-to-face delivery site for the distance delivery arm of the institution ("CSU Online").

The Doctor of Veterinary Medicine (DVM) program is particularly unique as a consortial arrangement and as an approved location. As partners mutually committed to providing qualified veterinarians to serve Alaska's rural communities, the two institutions enjoy an unusually collaborative working relationship. The DVM program at UAF is a 2+2 doctoral program; even while studying at the UAF location, students are enrolled as CSU students and all courses are transcribed by CSU. The students at UAF are enrolled as CSU students and pay CSU tuition. CSU retains just 10% of the tuition plus \$500 per student to cover administrative costs while Alaska students complete the first two years of the DVM program at UAF. The second two years of the program are then completed by the cohort of 10 Alaska students at CSU's Fort Collins, Colorado campus where they join the 138 Colorado-based DVM students.

For both the UAF location and the Denver Center location, primary responsibility for instructional oversight rests with appropriate instructional leaders at the main campus in Fort Collins, where program advisory boards provide insight regarding the direction of academic programs. Master syllabi are required regardless of the delivery mode or the location at which a course is taught. While response rates are typically low, student course evaluations are reviewed every semester by department-specific instructional leaders, and used as a coaching tool as needed.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

The University has processes in place for determining growth and sufficiency needs at additional locations. Program directors meet with faculty prior to each semester to determine specific needs. When needs do arise, program staff work to determine whether the needs can be met within the confines of available resources.

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

The DVM facilities at UAF are well planned, and can accommodate cohorts twice the size of those currently enrolled. Both facility size and equipment available exceed the program's current needs. The size of cohorts is intentionally set at 10 to ensure capacity for continued excellence in program delivery in the final two years of the program, at which point the Alaska cohort joins the program's larger cohort at CSU's campus in Colorado. While some parties interviewed at UAF would like to see the program grow, faculty at both institutions are firm in their assertion that growth for growth's sake would not be wise. Rather, the faculty are committed to closely

monitoring the mastery and performance of the first two UAF cohorts to ensure that consistent, quality instruction and support is in place before making expansion decisions about the program.

While neither the Associate Dean of Veterinary Academic and Student Affairs at CSU nor Associate Dean of Veterinary Medicine at UAF were able to articulate what their respective financial "break even" points are in terms of cohort size for the UAF program partnership, both institution's program leaders expressed comfort with the size of the program at the present time. The current UAF cohort size of 10 is sustainable for both institutions; this prudent approach to growth ensures a continued focus on program quality over revenue generation. If the partners mutually decide to grow the size of the Alaska DVM cohort in the future, this will be easy to accomplish as qualified applications to the UAF program this year exceeded available seats.

Associate Dean Frye from CSU's Colorado DVM program travels twice per year to UAF. Her dialogues with the cohorts keep her well informed about and responsive to learners' needs and concerns. Admissions personnel and the financial advisor travel to UAF more frequently. The CSU DVM head of instruction travels to UAF to meet with each faculty member regarding instructional issues and instructional feedback. The head of assessment visited UAF for the same reason this summer. Administrative and instructional personnel at both institutions cite a shared commitment to preparing veterinarians to serve Alaska's rural communities and a highly dedicated and collegial faculty as the origin of the program's success.

Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

At a cost of \$5.4 million, the impressive new University of Alaska Fairbanks veterinary medicine facility was built specifically for the DVM program, and was designed to accommodate cohorts of 20 (though the current cohorts are limited to 10). Classrooms, offices, study carrels, collaborative study areas, and laboratory space are scheduled efficiently and are accessible for persons with disabilities. In addition, the University's external access points feature partitioned access to keep out the sub-zero winter temperatures. Much of the campus infrastructure can be accessed through indoor tunnels, an especially useful feature given the Alaskan winter climate.

DVM facilities are well planned and can accommodate growth in the size of admitted cohorts. Both facility size and equipment available exceed the program's current needs. Offices for DVM faculty are located within one building with exception of the anatomist, who is housed near the anatomy lab. The study carrels and collaborative study space are used heavily by DVM students, as is the shared kitchen. Vending and campus dining options are available for students, and there are several local eateries near the campus. The DVM locker room areas (which are necessary for students living in dry cabins) provide private showers and lockers for students and faculty. Classrooms feature comfortable seating, appropriate lighting and access, and current instructional technology.

Laboratory space for the program provides ample learning resources such as skeletal models, dissection tables and equipment, simulators, a macerator, embalming equipment, and a state-of-the-art necropsy suite. Microscopes and other veterinary and laboratory tools are plentiful, and storage space is both adequate and secure. The University of Alaska Large Animal Research Station (LARS) provides a unique opportunity for DVM students to research native large species such as muskox, reindeer, and caribou, as well as cattle and other large species.

DENVER CENTER

The small Denver Center is located in the heart of downtown Denver; its highly visible location is convenient to public transit and local eateries. Paid parking is available for stakeholders who choose to drive personal vehicles to the location. The suite features three modern instructional classrooms, one of which is equipped with laptop computers for student use and one that contains a smart board for faculty use. All classrooms are comfortable and well lit, and offer comfortable furnishings and new instructional technology. Classrooms A and B are separated by a collapsible wall; this option provides an instructional space for up to 50 persons.

The Denver Center also offers a small reception area and shared kitchen area for faculty, students and staff, as well as five offices. Building management provides evening and weekend security, and vending options are available in the basement of the high-rise building. The facility is attractive, modern, and accessible by persons with disabilities. Additional meeting and event space is available upon request to the CSU Alumni Association, which is also housed at this address. There is a small bookstore available at this location; however, its hours do not accommodate weekend students at the location.

Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

This program is particularly unique as a consortial arrangement for a 2+2 doctoral program; while studying at UAF, students are enrolled as CSU students and courses are transcribed by CSU. The students are enrolled as CSU students and pay CSU tuition. American Veterinary Medical Association (AVMA) accredits the CSU DVM program; the accreditor visited and approved the partnership and location in advance of student admission to the program. The next AVMA site visit is scheduled to occur in February 2017.

DVM students are oriented to the program quickly: within three days, they have moved in to UAF housing and completed the UAF orientation before flying to Colorado for the CSU orientation. During the UAF orientation, faculty and staff meet with the cohort to welcome them and provide program details. Students complete a scavenger hunt for University resources, make campus parking arrangements, and receive their student identification cards. They complete a

professionalism seminar and enjoy a barbeque with faculty, staff, and students from the second-year cohort. The new cohort meets with student services, the graduate school dean, students from the second year cohort, university services and recreation. Software is loaded onto students' computers, and then the new cohort heads to CSU for a two-day orientation with the Colorado cohort of new DVM students. There they enjoy in team building in the mountains, meet their CSU advisor, and participate in the veterinary oath and coat ceremony.

There is a faculty "course coordinator" for each course at each location (Colorado and UAF), and the partners enforce the same academic standards (70% required to pass). The program has in place a remediation program for students who earn below 70% but above 65% in a class. The grade can only remediate up to 70% and 10 credits can be remediated within the program. Teaching assistants are available to help DVM students in their courses, as are research professionals, who hold a master's degree or higher.

The Associate dean at CSU referenced ensuring that syllabi for courses are at least 50% or more similar between UAF and CSU sections as an area for CSU to work on. This was contradictory to the institution's report, which states that the course objectives "are the same at both locations." During the visit to UAF, it was clarified that CSU's aim is to have identical student learning outcomes (this is distinct from the course content, delivery methods, and assessments). Content and delivery may differ by instructor. The partners also strive to have at least 50% similarity between major assessments.

Both locations share the same capstone exam, which occurs at the end of years one, two, and three of the DVM program. Instructional leaders at UAF would like to see an improved strategy regarding the capstone exams. There is some sentiment that the capstone may be a learning inhibitor, and at times faculty feel pressured to "teach to the test." The capstone is a substantial stressor for students, though this sort of assessment is common to DVM and other medical programs. Capstone performance of last year's UAF cohort (the program's first cohort) was at 90% of the Colorado cohort's average on the first-year capstone exam. In the UAF cohort, 3 of 10 students did not pass the capstone, in the Colorado cohort, 9 of 138 did not pass. While this is impressive performance for the partnership's first cohort, CSU's Associate Dean Frye and UAF's Associate Dean Reynolds are working together on a strategy for bringing capstone performance of students at the two locations into closer alignment.

UAF faculty have been qualified by CSU to teach the CSU DVM courses in Fairbanks. To qualify as faculty for the DVM program, board qualifications by area of specialization are important considerations, as are research interests and research accomplishments. Classes are generally delivered at the site via face-to-face instruction, through hybrid delivery with synchronous interactions at each respective site, or asynchronously via the Canvas course management system.

New UAF are assigned a faculty mentor to help them maneuver the system and to provide immediate instructional feedback. The UAF dean assesses faculty performance annually; CSU has input regarding quality of instruction within the DVM program. In the event that a UAF faculty member was not performing satisfactorily, Dr. Reynolds (UAF) & Dr. Frye (CSU) concur that they would communicate openly and work together to ensure that instructional quality standards for the program are upheld. Student course evaluations differ by location; UAF students are using UAF student evaluations, and CSU want UAF cohort students to complete a CSU course evaluation for each class. Students at UAF cited this as a minor frustration.

Syllabi, class notes, and lecture slides are shared freely between the faculty at CSU and UAF, and UAF faculty report that they feel well supported in their teaching. Each faculty member sends a monthly report to the associate dean and DVM curriculum committee chair regarding student

progress. The UAF student cohort has the advantage of small class sizes; as a result, they experience more hands-on with animals and a greater rate of participation in summer research projects with a variety of species. The UAF DVM program benefits from wonderfully supportive local practices, which provide shared learning experiences using case materials from local Fairbanks veterinary practices. Because of the small class sizes, faculty make extensive use of creative teaching methods such as the case method, flipped classrooms, etc. Both institutions are "One Health" oriented, though CSU focuses more on more agricultural and food animals, while UAF focuses on game and subsistence communities.

Curricular improvements rest with CSU in collaboration with Dr. Reynolds at UAF. At a minimum, each course is formally reviewed every 4 years. On an on-going basis, however, faculty course coordinators at CSU and UAF are in frequent communication with one another to continuously inform and improve individual courses and student performance on key assessments within each course.

The UAF program does a great deal of student-engaged animal research with free-range and wildlife animals. UAF's Institutional Animal Care and Use Committee (IACUC) is very thorough, and tends to be able to process requests efficiently when research protocols are submitted appropriately with all supporting documentation. This is relevant because the UAF faculty are currently working on a number of sponsored research projects (\$28M). The faculty published 26 papers in peer-reviewed journals last year, and all have terminal degrees within their respective specialties.

DENVER CENTER

CSU Online is a cash-funded enterprise and does not rely on state or University funding. CSU's program advisory boards provide input regarding curriculum and programming. Because the Denver Center is a small site for face-to-face delivery through CSU Online, programs approved for delivery at the location must use instructional designers at CSU Online and The Institute for Learning and Teaching (TILT).

TILT instructional designers use standards incorporated from Quality Matters course development rubrics to ensure student engagement, quality, and consistency. After the first delivery of the course, faculty refine based on student feedback and mastery. Subsequently, courses are formally reviewed every three years. TILT also provides faculty development opportunities for those teaching in CSU Online programs, including those at the Denver Center. Topics include copyright law, lecture video capture, and other need-to-know trainings relevant to faculty members.

The Associate Provost for Instructional Innovation oversees general TILT and operational issues. Program directors and deans, who oversee instructional issues, stay abreast of student and faculty needs by visiting the location and attending classes on occasion. All CSU Online programs undergo a required comprehensive program review every five to six years, a requirement that is consistent for all programs throughout the University regardless of location or delivery mode.

The Ph.D. program in Education and Human Resources with specialization in Organizational Learning, Performance, and Change is currently the sole face-to-face program delivered entirely at the Denver Center. At this time, advising is done by the two doctorally qualified faculty members in the program, Drs. Chermack and Korte, who are housed at the Fort Collins campus (located approximately 50 miles northwest of the Denver Center). Despite the School of Education having had twelve directors since 2007, this program is well led and well supported.

Drs. Chermack and Korte in the CSU School of Education keep a close eye on quality indicators and stay in personal contact with the cohorts of doctoral students enrolled. Feedback from students informs ongoing improvements and adjustments to curriculum and services for students. Student course evaluation data is reviewed for each course, and informs instructional and curricular adjustments as needed. Use of master syllabi and key texts is required for each class. Because the doctoral students in this program attend as cohorts, scheduling is made simple, and the two faculty members travel to the Denver Center frequently for teaching and advising purposes.

A Master's Degree in Social Work, which will be facilitated via blended/hybrid delivery, will start in January 2017. In fall 2017, a new blended Master's Degree in Communication and Media Management will also be delivered at the Denver Center. The 2017-18 academic year will also see the launching of three new non-credit programs in Project Management, Construction Management, and a PHR/SPHR certification.

Institutional Staffing and Faculty Support

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

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

While all faculty interviewed during the visits to University of Alaska Fairbanks and the Denver Center met or exceeded HLC's Guidelines for Determining Qualified Faculty, the institution's multi-location report references "...in accordance with HLC policy requiring 12 graduate credits in the discipline." It is important to note that the HLC Guidelines reference 18 graduate credits in the discipline as a minimum requirement, not 12 graduate credit hours. During the time of CSU's next reaffirmation visit, the federal compliance panel and peer review teams are encouraged to look closely at faculty files to ensure that the University is complying with the most recent HLC faculty qualification guidelines.

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

UAF faculty have been qualified by CSU to teach the CSU DVM courses in Fairbanks. To qualify as faculty for the DVM program, board qualifications by area of specialization are important considerations, as are research interests and research accomplishments. All of the DVM faculty have terminal degrees in their respective areas of specialty and related board certifications.

CSU has input into UAF hiring decisions for new DVM faculty, and CSU has input regarding the teaching portion of UAF DVM faculty members' annual evaluations. In the event that a UAF faculty member was not performing satisfactorily, Dr. Reynolds (UAF) & Dr. Frye (CSU) concur that they would communicate openly and work together to ensure that instructional quality standards for the program are upheld. Student course evaluations differ by location; UAF students are using UAF student evaluations, and CSU want students to complete a CSU course evaluation for each class. Students at UAF cited this as a minor frustration.

The UAF location enjoys sufficient support from administrative support professionals, the financial advisor for students, student support services from institution, research professionals, and teaching assistance. Qualifications for these personnel are both consistent and sufficient.

DENVER CENTER

The Denver Center is staffed by a Program Director and a Program Manager who have primary responsibility for the day-to-day operation of the Denver Center. CSU faculty and administrators review faculty credentials. Qualifications for all Denver Center personnel are consistent and sufficient.

The Ph.D. program in Education and Human Resources with specialization in Organizational Learning, Performance, and Change is taught and advised by five full-time faculty members from CSU's School of Education in Fort Collins. All five faculty are doctorally qualified. The Master of Social Work (MSW) program employs nine instructors to teach the program; one holds a Ph.D. and eight hold MSW degrees and additional credentials. The program boasts an 8:1 student-to-faculty ratio.

Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

One of the primary stressors for DVM students is the substantive cost of the program. Thus, CSU provides a financial advisor to work with all DVM students; he travels to UAF regularly, as do Admissions personnel. CSU faculty and advisors meet regularly with students as needed via Skype, and UAF faculty meet regularly with students in person regarding academic assistance.

Health care is available through UAF, while CSU provides services from a staff psychologist for DVM students, services for students with disabilities, peer tutoring, and online library resources. In addition, UAF students communicate with their CSU cohort peers regarding academic content via the cohort's social media (Facebook) page and e-mails.

Students interviewed expressed a deep understanding that as one person, a veterinarian in one rural community, they can make a tremendous difference. They expressed particular appreciation for the strong community orientation of the UAF program, and felt that upon program completion they will be uniquely prepared for rural practice by virtue of where they are studying.

DENVER CENTER

Upon admission, CSU Online students are assigned a 'student success coach.' The function of the success coach is to serve as a resource for students during their education at CSU to connect them with University resources and to help them persist through graduation. Denver Center students do make use of available tutoring services; of interest is data that shows most users of tutorial services tend to earn a grade of "B" or higher in the class for which tutoring was sought. CSU Online students have access to all University services, including library resources, tutorial assistance, and writing assistance.

Ph.D. students at the Denver Center report flexibility and faculty support as the thing they appreciate most regarding their student experience. Students appreciate the timely feedback on assignments and rigor of the program. They do struggle to some degree with questions about how to access location and University resources, and several students did not know they had been assigned a student success coach. Additionally, the students reported having some difficulty accessing needed library resources. CSU School of Education Library Liaison Sica expressed an eagerness to come to the Denver Center and offer an orientation to virtual CSU library resources for classes and cohorts. Associate Provost Palmquist is currently working to remedy both concerns.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box: ☐ Adequate ☒ Attention needed

Comments:

Of interest to the visiting team for CSU's next Comprehensive Evaluation Visit should be the degree to which all instructional programs have explicitly stated program learning outcomes (PLOs), and the extent to which PLOs are mapped to institutional learning outcomes (ILOs).

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

The Associate dean at CSU referenced ensuring that syllabi for courses are at least 50% or more similar between UAF and CSU sections as an area for CSU to work on. However, the report states that the course objectives "are the same at both locations." During the visit to UAF, it was clarified that CSU's aim is to have identical student learning outcomes (this is distinct from the course content, delivery methods and assessments); content and delivery may differ by instructor. Consistency in course learning objectives regardless of location or delivery method in the DVM programs should be checked at the institution's next Comprehensive Visit.

The partners aim to have at least 50% similarity between major class assessments. APPENDIX A depicts UAF course grade averages by class. This data suggests that differences between Colorado and Alaska cohorts are generally not statistically significant. Student performance on major assessments in each course is tracked by CSU. The first cohort of UAF DVM students perform "as well or slightly below" the Colorado cohort. Course coordinators and the curriculum committee chairs are also involved in ensuring that curricular improvements are made as student performance data necessitates.

As previously mentioned, the UAF cohost scored slightly lower than the CSU cohort on the capstone exam required for year two of the program. Dr. Frye and Dr. Spencer continue to work with faculty to refine curriculum as data indicates.

DENVER CENTER

Use of master syllabi and key texts ensures content consistency between Denver Center courses and those offered at CSU's main campus in Fort Collins. Courses are refined continuously by

faculty, and are formally evaluated every three years. As previously mentioned, a formal program evaluation is conducted every five to six years.

The Ph.D. program in Education and Human Resources with specialization in Organizational Learning, Performance, and Change does not have formal program learning outcomes (PLOs). Rather, its assessment efforts focus solely on course learning objectives. Instructional leaders interviewed stated that student mastery is generally assessed through writing assignments, discussion, and applied workforce development projects. They report that measures of student performance on these assessments are continually used to refine instructional methods and curricular content for each course. The program also conducts two seminars that are intentionally focused on issues with which students in the cohort(s) are struggling.

The Masters in Social Work (MSW) has created matrices of course objectives to assignments for each course. A report is generated for each section of each course at the end of every semester. This approach emanated from the program's most recent program review. The program's Outcomes Committee analyzes student assessments by course.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

UNIVERSITY OF ALASKA FAIRBANKS (UAF)

As previously mentioned, the synergy between CSU and UAF faculty with regard to the curriculum is impressive. Course coordinators at both institutions discuss syllabi, course delivery, and course assessments. Common assessments are not demanded within DVM classes; the capstone examination between years one and two, years two and three, and years three and four serve as the common assessment tool.

For each class, 90% student mastery is the standard goal in the DVM program. A few UAF courses fell slightly below the 90% goal, so Dr. Spencer and Dr. Frye collaboratively established a plan for delivery and assessment to work toward the benchmarks. Exam questions are discussed between the two institutions, but not always identical. This allows for academic freedom despite the relative commonality of assessments.

The chair of the UAF DVM curriculum committee chair serves concurrently on the CSU DVM curriculum committee. Courses are continuously improved through the collaborative work of the course coordinators, and undergo a larger-scale review every four to five years. As this partnership program has just completed its first year, little data is available regarding data-informed improvements; this is something that should be checked during CSU's Comprehensive Visit.

DENVER CENTER

CSU Online has several Curriculum Task Groups organized by type of class that monitor courses

for problems related to content or delivery. Town Halls with students inform improvements to programs, courses, and the location. Complex survival analyses based on faculty and student behaviors are conducted through the Unizon consortium to inform targeted approaches to retention and persistence. While these analyses are largely focused on behaviors and grades as opposed to authentic assessment of student learning, they do represent an interesting best practice, which, as it is refined, would be a beneficial best practice to share with other institutions at the annual HLC conference.

Peer reviews and feedback are conducted regularly for faculty teaching in degree programs. In the Ph.D. program in Education and Human Resources with specialization in Organizational Learning, Performance, and Change, formative student feedback is sought at midterm and at the end of every course regarding both content and process. This feedback informs adjustments to current and future sections. In the MSW program, pre-tests and post-tests based on nationally benchmarked program accreditation competencies provide valuable data regarding areas in which students are not mastering important concepts. While these forms of assessment in both programs are acceptable, assessment in the absence of program learning outcomes is not robust assessment, and presents a notable opportunity for continued development.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box: ☒ Adequate ☐ Attention needed

Comments:

CSU's marketing team works closely with the Division of External Relations to ensure consistency of branding and messaging. Program directors and deans inform all marketing plans and marketing collateral. Prior to dissemination of marketing collateral and campaigns, program directors and deans proof and approve content to ensure accuracy, and the Curriculum and Catalog Office also reviews for accuracy and consistency. Admissions and enrollment personnel serve to ensure that individual students select degree programs that are aligned with her/his goals.

Because the UAF location is approved only for delivery of the DVM program, marketing is focused and targeted. Data in marketing materials for this location are extracted from University databases, and reviewed by the Data Specialist for accuracy. Admissions personnel visit Fairbanks regularly for targeted recruiting. However, several individuals interviewed asserted that word of mouth has been the greatest marketing tool for the UAF cohort.

Programming at the Denver Center is determined through careful monitoring of enrollment trends, the needs of the local community as determined through market research and analysis of competitor programs, and profit and loss statements for each program. Prior to rolling out a new program at the location, program directors have been required to establish enrollment and class size goals in relation to the program's advising capacity. Upon approval, the CSU Online Marketing Team creates a marketing plan and budget.

Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

- ☐ Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- ☒ Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- ☐ The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

CSU's facilities are appropriate for adult learning. They are visible, clean, accessible, and offer current instructional technology. Program-specific equipment is plentiful, and the institution plans prudently for growth. Marketing materials are concise and accurate. Services for students are ample, with several unique services such as financial advisors, staff psychologists, student success coaches and cohort Facebook pages to connect cohorts in separate states. The faculty are qualified, exercise appropriate authority over the curriculum, and are exceptionally student-centered. Students report that they have adequate support services, that their programs are sufficiently rigorous, and that they feel valued and respected. Overall, CSU has much to be proud of.

As mentioned on page three of this report, at the time of CSU's next Comprehensive Visit the federal compliance panel and peer review teams are encouraged to look closely at faculty files and the institution's faculty qualifications policy to ensure that the University is complying with current HLC faculty qualification guidelines, which require at least 18 graduate credit hours in the discipline (not 12, as articulated in the institution's report). Faculty interviewed during this multi-location visit all met or exceeded the HLC's guidelines of at least 18 graduate credit hours in the discipline.

During the course of the visit the reviewer discovered that not all programs have program learning outcomes (PLOs), and that PLOs are just beginning to be mapped to institutional learning outcomes (ILOs). Additionally, the DVM program at UAF has just completed its first (very successful) year; thus, limited student assessment data is available. The Comprehensive Evaluation Visit Peer Review Team is encouraged to check for PLOs and ILOs as well as consistency in course learning objectives and evidence of data-informed improvements to both curriculum and assessments within the DVM cohorts at the time of the Comprehensive Visit.

Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

- ☒ Yes ☐ No The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.
- ☒ Yes ☐ No HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.
- ☒ Yes ☐ No The institution has demonstrated success in overseeing at least three locations.
- ☒ Yes ☐ No The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.
- ☒ Yes ☐ No The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.

[illegible]

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| | |
| UAF | |
| Mean | 81 |
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| | |
| | |
| | 85.69 |
| UAF | |
| Mean | 88.16 |
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| | 85.69 |
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| Foundations VM611 | | | | | | | |
| CSU | | | | UAF | | | |
| Mean | 95.4 | | | Mean | 98.1 | | |
| Min | 87.3 | | | Min | 88.9 | | |
| Max | 103.9 | | | Max | 100 | | |
| | | | | | | | |
| Food animal VM648 | | | | | | | |
| CSU | | | | UAF | | | |
| Mean | 89.9 | | | Mean | 95.6 | | |
| Min | 75.4 | | | Min | 84.8 | | |
| Max | 97.9 | | | Max | 98.2 | | |
| | | | | | | | |
| Neurology VM619 | | | | | | | |
| CSU | | | | UAF | | | |
| Mean | 92.8 | | | Mean | 88.1 | | |
| Min | 77.6 | | | Min | 80.1 | | |
| Max | 100.1 | | | Max | 94 | | |
| | | | | | | | |
| Nurition VM623 | | | | | | | |
| CSU | | | | UAF | | | |
| Mean | 93 | | | Mean | 89.3 | | |
| Min | 79.9 | | | Min | 80.5 | | |
| Max | 100 | | | Max | 96 | | |
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98.1

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| UAF | |
| Mean | 98.1 |
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| Mean | 95.6 |
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| Mean | 88.1 |
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| UAF | |
| Mean | 87.1 |
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| Mean | 77.4 |
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| UAF | |
| Mean | 82.8 |
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| UAF | |
| Mean | 92.5 |
| | |
| | |
| | 86.2 |

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|--|--|--|---------------------------------|-----------|
| | | | paired ttest comparing averages | 0.0224401 |
|--|--|--|---------------------------------|-----------|