Assurance Argument

Colorado State University - CO

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Introduction

Colorado State University, the flagship campus of the CSU System, is a major public research University in Fort Collins, Colorado. A doctorate-granting institution established in 1870, CSU is the state's land-grant University. Its mission is to offer access to an excellent education, provide outreach to the people and communities we serve, and conduct purpose-driven research, addressing challenges facing our state, nation, and world, while playing an essential role in Colorado's development.

<u>Highlights of the Last Ten Years</u>

In 2019, after serving for 11 years as CSU's 14th president, Dr. Tony Frank vacated the role to serve as the CSU System chancellor. In July 2019, Ms. Joyce McConnell became the 15th president and the first woman to lead the University. She joined CSU from West Virginia University, where she served as a law professor, dean of the College of Law, and as provost and vice president for academic affairs. She successfully led the institution through the COVID-19 pandemic. In the summer of 2022, she concluded her tenure as president and, after a national search, Ms. Amy Parsons was selected as our 16th president. While her selection was finalized in December 2022, she began serving in her role in February 2023. Parsons previously served in various senior executive leadership roles at CSU and the CSU System.

There is much for CSU to be proud of over the last ten years.

- Colorado State University successfully responded to the extraordinary challenges of the COVID-19 pandemic. We dedicated 50% of federal CARES Act funding to financial aid to support our students and used the remaining to reimburse them for services they no longer had access to (mainly housing, dining, and recreation). Faculty and staff retention was a top priority (including student hourly). We employed a variety of one-time funding mechanisms to entirely avoid layoffs. Collaboration among the college deans and representatives from the Office of the Registrar, the Public Safety Team, Facilities Management, The Institute for Learning and Teaching, Information Technology and Information Systems, CSU Online, Student Affairs, and Faculty Council leadership resulted in no unplanned closures during the pandemic ensuring our students continued their educational progress. CSU researchers worked on 25+ projects related to the COVID-19 pandemic. These efforts garnered CSU a top 4 ranking in the Best Universities Solving the Coronavirus Pandemic (along with Harvard, Oxford, and the

Massachusetts Institute of Technology). The 2020 Year in Review report expands upon our efforts across the institution.

- CSU is a doctoral institution maintaining R1 Carnegie Classification with very high research activity. In FY22, research expenditure totaled $456.9 million; a 46% increase in the last ten years. The increase was in both federal and non-federal funding. Our research mission is evidenced throughout the Assurance Review.

- Diversity, equity, and inclusion (DEI) has been a significant focus for the institution. This included reactively responding to student demands and proactively centering DEI throughout our practices. Our DEI efforts are found throughout the Assurance Review in each of the Accreditation Criteria.

- The All-University Core Curriculum has been re-imagined and re-invigorated to better meet the needs of our students. Improvements included the creation of a DEI foundational competency, adoption of new learning outcomes for all courses with guaranteed transfer to other public Colorado institutions, and the incorporation of interdisciplinary first-year seminars. The revisions began in 2017 and with nearly full implementation completed in Fall 2022.

- The University Strategic Plan was developed through a highly inclusive process and fully adopted by the Board of Governors in 2022. The first ever Academic Master Plan (AMP) was developed in 2022, also with broad campus input, as an essential building block of the strategic plan. Both effectively link the tri-part mission of the institution to budget and planning.

- In alignment with our Physical Development Master Plan, CSU realized the investment of $1.6 billion in buildings and infrastructure over the last ten years to support the institutional mission. More than 50 large projects were completed including an on campus multi-use stadium, new academic and research facilities, new construction and renovations to housing and dining spaces, and creation of the Translational Medicine Institute. The 2024 plan will prioritize, in alignment with the University Strategic Plan and the Academic Master Plan, improvements to South Campus, Foothills Campus, Clark Building, and upgrades to residence halls.

- In 2015, CSU became the first university in the world to earn a Platinum STARS rating and has now done so four consecutive times. Courses focused on sustainability can be found in all academic departments and in the last three years, 14 building and/or construction projects have been awarded LEED certification. In spring 2021, the President's Sustainability Commission advocated for — and the institution adopted — an

accelerated goal of being carbon neutral by 2040. For the eighth consecutive year, in 2023, CSU was recognized a one of 31 universities in the nation to earn a perfect Green Honor Roll score from Princeton Review for providing a healthy and sustainable quality of life on campus, for preparing students for employment in the clean-energy economy, and for environmentally responsible school policies.

- CSU continues to be recognized nationally for its efforts and impact. Ranked #1 4-year college in Colorado for cost to attend, efforts to ensure student success, and program prominence. Ranked in the top 10% of colleges for diverse, accomplished, and well-paid faculty members based on student reviews and key statistics from the U.S. Department of Education. Ranked in the top 15% of public universities in America. Ranked 5th as a top producing Fulbright Scholar institution. One of only 10 doctoral universities worldwide recognized for comprehensive sustainability efforts, including environmental, social, and economic dimensions. Recognized for being one of the top 25 Peace Corps volunteer-producing colleges and universities.

Accreditation History

Colorado State University (CSU) was first accredited by the North Central Association in 1925 and has continued to be accredited since that time. Accreditation at the doctoral degree granting level was attained in 1974. The last Comprehensive Evaluation was completed in Fall 2013. In January 2014, the Higher Learning Commission Institutional Actions Council (IAC) continued our accreditation with the next Reaffirmation of Accreditation slated for 2023-24.   At the same time, the IAC voted to affirm our eligibility to select the Open, AQIP, or Standard Pathway for reaffirmation of accreditation. The institution selected the Open Pathways model.

Responses to Feedback from the 2013 Comprehensive Evaluation

The 2013 Evaluation Team found that CSU had made adequate progress in addressing challenges identified in the 2004 site visit, was in full compliance with Federal Requirements, and met all Criteria for Accreditation without concern. It was determined that the institution had the structures, policies, and procedures in place to assess itself and adjust as necessary. The Team did identify areas of challenge for the institution to which attention has been given as follows:

Challenge 1: While evidence of some increased diversity, equity, and inclusion (DEI) activity was noted, budgetary alignment with our DEI priorities was lacking. Additionally, it was identified that the institution struggled to define diversity.

Response 1: The institution has worked hard over the last 10 years to define and center DEI in all we do. While this is still being fully realized, demonstrable progress has been made as described in Criteria 1.C. Significant financial resources have funded the expansion of the Office of Inclusive Excellence, student success efforts (described in our Quality Initiative), expansion of faculty/staff professional development opportunities, hiring of the first Assistant Vice President for Indigenous and Native American Affairs, and hiring of staff within the colleges focused on DEI. Additionally, the institution was awarded a National Science Foundation ADVANCE Grant and an Association of Public and Land-Grant Universities' Student Experience Grant to further focus our DEI efforts for faculty and students.

Challenge 2: While the importance of the Extension programs was verified, incongruent budget cuts were also identified.

Response 2: In June 2021, the CSU System Board of Governors voted to invest $8.58 million for Expanded Rural Engagement. With these resources, fourteen statewide and regional specialists were hired in the fall of 2022. Specialists have started working in four regions –western, mountain, southern, and eastern –to begin to better understand the challenges and opportunities facing stakeholders in their communities. Their work falls in four main areas: accessible education, improved health, vibrant communities, and thriving economies that support regional and agricultural development (see Criterion 1.B.3.).

Challenge 3: Learning outcomes were not identified or assessed for co-curricular activities and the use of assessment data in the continuous improvement of degree programs could be improved.

Response 3: In 2019, the Division of Student Affairs (DSA) adopted learning domains that make it transparent to students that learning is initiated and reinforced in co-curricular spaces and map to the Institutional Learning Objectives. The domains are framed using the Council for the Advancement of Standards Learning and Development Outcome domains and reflect best practices from the National Association of Student Personnel Administrators, Student Affairs Administrators in Higher Education, and the American Association of Colleges and Universities. Additionally, the DSA director of assessment updated the co-curricular annual

reporting and program review process to include the assessment of student learning. The DSA director of assessment works collaboratively with the director of assessment for academic programs to ensure a coordinated approach to the assessment of student learning. This includes crosspollinating membership in the Academic Assessment Council and the DSA Assessment Steering Committee.

In the last ten years, CSU has strengthened its scaffolded approach to the assessment of student learning. This approach is shaped by clearly stated general education, discipline-specific, and cocurricular Student Learning Outcomes (SLOs) that support one or more of our Institutional Learning Objectives (ILOs). Enhancements have been made in leadership, infrastructure, practice, and technology (see Criterion 4.B.1.).

Challenge 4: While the All-University Core Curriculum (CSU's general education program) was found to exceed the minimums specified in the Assumed Practices and the State of Colorado requirements, it was noted that there were important discussions about intent and learning outcomes, which warranted further discussion on campus. This included the suggestion to consider how assessment of the AUCC can fit into the academic program review process.

Response 4: CSU has revised the general education program to address student needs and has improved alignment with the statewide Guaranteed Transfer (GT) Pathways curriculum. This intensive process included developing a common set of learning outcomes that delineate the expectations for course content and skill development across the AUCC, culminating in a capstone experience that integrates foundational learning in the AUCC with the major. Using the new AUCC learning outcomes and conceptualizing the AUCC as a program, in spring 2023 a faculty working group created an AUCC assessment framework, which outlines a systematic approach to assessment and learning improvement across courses and student populations. The framework centers collaborative assessment projects that will use results to improve curriculum, instruction, and learning support services and processes. Additional details are provided in Criteria 3 and 4.

Challenge 5: The institution lacked a mechanism for compiling faculty credentials on a macro level.

Response 5: Significant effort has been put into validating the faculty credential data in the human resources system of record and into populating missing data. That process is now repeated annually. Data are available for public access online.

Challenge 6: While measurement of student success metrics was identified, it was perceived to be largely limited to the metrics of the institution's performance contract with the Colorado Department of Higher Education. It was noted the institution should also articulate and track "local" metrics which may prove to be more durable.

Response 6: The Office of Institutional Research, Planning and Effectiveness has continued to expand the student success metrics it tracks and has published dozens of research briefs and program outcomes analyses based on local leading indicators of student success including course completion, course taking patterns, major changing patterns, co-curricular program participation, financial aid distribution impact, etc. (see Criterion 5.A.2. and the Quality Initiative Report).

<u>Preface of the Current Assurance Argument</u>

This Assurance Argument has been written expressly for the Colorado State University (CSU) 2023-24 Comprehensive Evaluation for Reaffirmation process of the Higher Learning Commission (HLC). It represents the institutional improvements since the last reaffirmation in 2014 as well as our compliance with the HLC's Criteria for Accreditation.

The reaccreditation process on campus was overseen by the President, Executive Vice President, and Provost and planning activities were led by the Accreditation Planning Team which was chaired by the Vice Provost for Planning and Effectiveness and included a Special Advisor to the Provost, and a Presidential Fellow. The President's Cabinet served as the steering committee.

The process of gathering evidence for the Assurance Review began in Spring 2022 and included broad and diverse input through the six work groups, meetings with division/college leaders, meetings with each employee council and the student senate, multiple open fora, a web page with process updates and solicitation for input, and administration of HLC's Student Opinion Survey. The initial drafting process relied heavily on the Accreditation Planning Team and work groups. More well-developed drafts were then edited by division/colleges leaders and leadership of each of the employee councils. Documentation of the process is provided as evidence and is also available online (https://www.ir.colostate.edu/accreditation/).

Criterion 1 - Mission

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

1.A - Core Component 1.A

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

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

Argument

1.A.1 The mission was developed through a process suited to the context of the institution.

The University at Fort Collins, named Colorado State University in 1957, was declared to be a state institution of higher education in Article VIII of the Colorado Constitution. The distinct role and mission of the institution is clearly and publicly articulated in Colorado Revised Statutes Title 23 Article 31.

The statutory role and mission are operationalized in a strategic mission statement that is developed through the institutional strategic planning process (detailed in Criterion 5.C) and is formally affirmed by the Board of Governors of the Colorado State University System in accordance with CSU Board Policy 300.

1.A.2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The strategic mission statement and related value statements, guiding principles, and Principles of Community are made public on the CSU System website and in the General Catalog. Each represents our land-grant heritage, including recognition of our intended benefit to the citizens of

Colorado, our focus on educational access, and our excellence in research, service, and teaching.

CSU's Land Acknowledgement is a statement rooted in our heritage and crafted by a work group of Indigenous faculty and staff as well as other officials at CSU. Adopted in 2018, the statement recognizes the long history of Native peoples and nations that lived and stewarded the land where the University now resides. It is spoken at any full-day or multi-day event.

1.A.3. The mission and related statements identify the nature, scope, and intended constituents of the higher education offerings and services the institution provides.

The public nature of the institution is stated in our mission and incorporated in our values of accountability, civic responsibility, opportunity, and access.

The scope of our mission as a research university providing excellence in teaching, service, and extension is clearly stated. It is further anchored in our guiding principles, which, in part, state CSU is "a community dedicated to higher learning in which all members share in pursuit of knowledge, development of students, and protection of essential conditions conducive for learning." (General Catalog).

The mission statement explicitly identifies our intended constituents as the citizens of Colorado but goes beyond state boundaries to include the nation and the world.

1.A.4. The institution's academic offerings, student support services, and enrollment profile are consistent with its stated mission.

Academic Offerings

The Official List of Colleges, Departments, Degrees, Majors, and Minors is provided as evidence of the scope of educational offerings. It is updated annually.

Student Support Services

The Division of Student Affairs (DSA) fosters an inclusive campus community that supports students and staff holistically in the development of their unique potential. DSA supports students through services and resources including housing, dining, student orientation, recreation, student government, student organizations, legal assistance, career services, transition programming, health, well-being, and crisis intervention. The DSA FY22 Annual Report is provided as evidence and the division's activities which are further discussed in Criteria 3.C and 3.D.

Enrollment Profile

The student profile is becoming increasingly diverse as evidenced in the Fact Book (data are also available on the Institutional Research, Planning and Effectiveness website in interactive form with a CSU ID).

Consistent with the institution's land-grant mission, Colorado residents represent 66% of Fall 2022 undergraduate enrollment and 6% of resident undergraduates attended rural high schools. Demonstrating our commitment to access, about 1 in 5 resident instruction undergraduates are a Pell Grant recipient and 38% identify as either a first-generation student or URM.

The undergraduate admissions rate was 91% for Fall 2022. The average high school GPA is 3.7 and about 1 in 5 graduated in the top 10% of their high school class. In recognition of the inherent bias in national college admissions tests, CSU is test optional in its admissions process and in its distribution of financial aid. This practice is being codified in a Test Optional Policy currently under development.

In alignment with the institution's public control, about 84% of enrollment is eligible for state support while 16% is cash funded (ineligible for state support).

1.A.5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The mission is made public in the General Catalog and on the CSU System website.

The strategic imperatives of the University Strategic Plan operationalize the statutory mission. Each reflects our multi-faceted mission and is intentionally focused through priorities that were developed with broad campus input, discussions with external constituent groups, and collaboration with Board of Governors (as described in Criterion 5.C).

The land-grant ethos is also evident in the missions and strategic plans of the colleges and administrative divisions (see Criterion 5.C.3).

Sources

- Board Policy 300
- Colorado Constitution
- CRS 23
- DSA Annual Report FY22
- FactBook_FY23
- Land Acknowledgement Presidential Announcement
- Land Acknowledgment
- Official List of Colleges, Departments, Degrees, Majors, and Minors
- Principles Of Community
- UCC Annual Report (FY22)
- University Strategic Plan

1.B - Core Component 1.B

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

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

Argument

1.B.1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

With responsibilities for the State of Colorado Agricultural Experiment Station, Cooperative Extension Services, Colorado State Forest Service, and Colorado Water Center, CSU's focused commitment to the public good is unwavering.

- The Colorado Agricultural Experiment Station (AES) has worked toward agricultural, environmental, and community economic viability for more than 150 years and oversees eight research centers across the state that, in 2022, supported 119 research projects. The Colorado Climate Center, within the Department of Atmospheric Science and with the support of the AES, is recognized by the American Association of State Climatologists.
- For more than 100 years Cooperative Extension Services has supported Colorado communities by offering reliable information to co-create effective solutions for pressing issues. Extension puts resources within easy reach of each of Colorado's 64 counties as evidenced by the list of field offices. The 2022 Extension report is provided as evidence of activities.
- The Colorado State Forest Service is an agency of the Warner College of Natural Resources and provides a wide range of services that deliver measurable and impactful results using a nonregulatory approach, strategic partnerships, and personalized service. With field offices across the state, it works with residents and partners to improve the health of Colorado's forests, offering leadership, resources and guidance. The CSFS Strategic Plan is provided as evidence.
- The Colorado Water Center (CoWC) brings together the work of the Colorado Water Institute and the CSU Water Center to lead an interdisciplinary approach to water issues. It is one of 54 Water Resources Research Institutes created by the Water Resources Act of 1964, which collectively form the National Institutes for Water Resources. The 2022 Annual Report is provided as evidence.

The University Strategic Plan includes many priorities focused on the public good (e.g., access to high-quality education; impactful sustainability-related research and scholarship; transdisciplinary approaches to human, animal, and planetary health; critical thinking for global citizenry; collaboration campuses; the Spur Campus; etc.), and our budget is directly connected to those strategic priorities (as described in Criterion 5.C).

As a high-level indicator of CSU's commitment to the public good, the institution is home to the Association for Undergraduate Education at Research Universities (UERU), a national consortium of research universities dedicated to innovation and excellence in undergraduate education. CSU agrees deeply with the recent Boyer 2030 Commission report, sponsored by UERU (The Equity/Excellence Imperative: A 2030 Blueprint for Undergraduate Education at Research Universities), that "excellence and equity are inextricably entwined" and that "research universities have an opportunity to lead higher education...toward increased equity, excellence, and strengthened democracy...and that there is no greater public good."

1.B.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

CSU is a public not-for-profit institution of higher education and does not generate revenue for other entities or organizations except for the CSU System. The distribution of core revenues is detailed in the most recent IPEDS Finance Survey. Funds provided to the CSU System from the campus are used to support the administration of the System office and to contribute to System initiatives. A current example of such an initiative is the Spur Campus, a no-cost public facility in Denver to connect with youth, elevate research, and provide community service focused on food, water, and health.

1.B.3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

In 2016, CSU was awarded the Association of Public and Land-Grant Universities (APLU) Innovation and Economic Prosperity (IEP) Universities Place Award. Achieving the designation requires deep and demonstrated commitment to economic engagement.

In 2018, CSU earned the APLU IEP Talent Award, which recognizes institutions that have demonstrated exemplary commitment to and achievement in economic and community development.

CSU is one of 64 public R1 institutions to have earned the Carnegie Foundation's Community Engagement Classification. Earning the classification demonstrates important aspects of our institutional mission, identity, and commitments to community engagement.

The institution engages with its external constituencies through each of the three components of its mission: research, teaching, and engagement as follows:

Research

In FY22, as reported in the [sponsored programs annual report](#), research expenditures totaled $456.9 million. Augmenting the basic research of the institution, the applied research enterprise is notably strong and focused on the needs of external constituents. Additional significant accomplishments and activities since the last reaccreditation are offered here as evidence of that focus; however, the impact of research can also be found throughout this assurance argument in each criterion.

External to campus, the Vice President for Research facilitated corporate strategic partnerships including those with Zoetis, Lockheed Martin, Mars, and Woodward; assisted in the creation of CERES, a land-grant coalition focused on Ag Innovation and nationally recognized by the Bipartisan Biodefense Commission; chaired the Colorado Laboratory Federation of 29 federal labs in the region as well as the Colorado Energy Research Collaboratory; worked to represent CSU in Washington, D.C.; and was active in the Colorado Biosciences Association. Additionally, researchers regularly provide testimony that informs critical discussions ([Koontz](#), [Schultz](#), [Cheng](#)).

Throughout 2020-22, CSU teams worked on 25+ projects related to the COVID-19 pandemic. Researchers developed four vaccine candidates and created innovative methods and diagnostics to detect the virus. The faculty partnered with Fort Collins-based Woodward Inc. to develop a low-cost, durable ventilator that could be quickly manufactured and deployed. At the request of Gov. Jared Polis, CSU coordinated testing of new personal protective equipment to safeguard front-line workers. Teams of researchers monitored impacts of the pandemic on senior-care facilities, supply chains, mental health, and the efficacy and distribution of federal stimulus funds. Across the board, CSU engaged with public and private entities and organizations, identifying, and implementing new best practices to mitigate pandemic-related challenges. These efforts, described in the [2020 Research Magazine](#), garnered CSU a top 4 ranking in the [Best Universities Solving the Coronavirus Pandemic](#) (along with Harvard, Oxford, and the Massachusetts Institute of Technology).

The [Center for Environmental Management of Military Lands](#) began with a call from the U.S. Army Corps of Engineers in 1985. It is a multidisciplinary team of natural, physical, and social scientists who lead diverse projects and programs to meet the dual imperatives of mission readiness and resource stewardship. This requires extensive collaboration with the Department of Defense and other state and federal public agencies, including the National Park Service and Bureau of Land Management. Specific services and specialties include climate change adaptation, environmental planning and compliance, integrated training area management, geographic information systems/geospatial analysis, and tribal consultation and support.

There are multiple research efforts focused on sustainable agriculture. The new [Soil Carbon Solutions Center](#) finds ways to store carbon in the earth to benefit agriculture and climate. Additionally, an international coalition co-led by CSU is working on a [$19 million project](#) to study how rangeland management affects soil health. Further, the College of Agricultural Sciences launched [seven new research projects in FY23](#) under the Nutrien-funded Solutions to

Colorado Commodity Challenges program. [AgNEXT](#), now in its third year, added more research to study animal and agriculture safety.

Teaching

Each of CSU's eight colleges engage with external constituents and respond to their needs in both curriculum development and delivery. Often this is accomplished through the constitution and use of formal advisory boards, but it is also accomplished in less formal ways such as engagement in disciplinary organizations. All new degree program proposals must include a statement of justification that includes an environmental scan (an assessment of work force demand, competitor programs, etc.). In these ways, faculty incorporate input from external constituents to ensure relevancy and rigor in all academic offerings.

The CSU Veterinary Health System engages with individual clients and serves them in a variety of ways while educating the next generation of researchers and veterinarians. The James L. Voss Veterinary Teaching Hospital, Flint Animal Cancer Center, Diagnostic Laboratories, Equine Reproduction Laboratory, and Johnson Family Equine Hospital each contribute to societal good one patient at a time, and just as critically contribute to the rapidly emerging field of translational medicine by expediting the application of world-class research to clinical treatments in both humans and animals.

The [CSU Spur](#) campus at Denver's National Western Center brings together research, teaching, and engagement activities in a modern-day approach to the University's land-grant mission. CSU Spur is free and open to the public year-round. More than 30 projects originating from CSU Fort Collins are hosted at CSU Spur. Multiple departments, such as Social Work and the School of Education deliver courses at this site location.

Extension, Engagement, and Outreach

CSU's Office of Engagement and Extension (OEE) delivers on the land-grant mission by making the University's educational programs, services, and resources accessible to all, enabling individuals to function as agents of change and build thriving communities. OEE includes [CSU's Extended Campus](#), [Extension](#), and the [Colorado Water Center](#). The [report](#) provided to the Board of Governors in February 2023 (section 10 of the meeting materials) provides updates on the major initiatives of OEE and how they engage with external continuants to meet community needs.

Additionally, the [Continuum of Engaged Scholarship](#) was developed as a framework to support the institution's engaged research, teaching, and service activities. Adapted from the International Association for Public Participation, CSU's Continuum of Engaged Scholarship provides a roadmap for us to challenge ourselves with the goal of continuous improvement.

Following Colorado's wildfires in 2020, CSU began requiring all Extension agents to complete basic FEMA courses and meet with county emergency managers to help prepare for disaster recovery and emergency management. In this way, Extension is an important part of [FEMA's Whole Community](#) approach to disaster response. CSU also participates in the national

Extension Disaster Educational Network, a National Institute of Food and Agriculture funded network, composed of representatives from Extension organizations in 50 states and two territories to shares educational material and experiences about disaster preparedness, response, and recovery. Relationships formed across this network facilitate regional cooperation during multi-state disasters.

Sources

- 2022 Federal Extension Report
- 2022-23 Finance
- 2023 Carnegie Community Engagement Classification
- AES Project List
- AgNEXT
- APLU IEP Place Award
- APLU IEP Talent Award
- BOG Action Item Board Reserves Draw for Rural Initiative June 2021 - signed
- BOG Materials February 2023
- CEMML Timeline
- Colorado Water Center Annual Report
- Continuum of Engaged Scholarship
- Core Facilities List
- CSFS Strategic Plan 2021-2025
- CSU Spur Projects FY23
- Dual Enrollment Agreements
- Extension Field Offices
- FEMA Whole Community
- FFAR Grant Award
- FY22 CHA Annual Report
- Office of Sponsored Programs Annual Report SP22
- Research Magazine 2020
- SCCC Proposals Summary 2019-2022
- Soil Carbon Solutions Center
- Spur Campus
- Testimony Cheng
- Testimony Koontz
- Testimony Schultz
- The Best Universities Solving the Coronavirus Pandemic
- The Equity/Excellence Imperative
- University Strategic Plan

1.C - Core Component 1.C

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

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

Argument

CSU has a long-standing and deep commitment to supporting its students, faculty, staff, alumni, and broader community as they engage in a multicultural and increasingly globally connected society. This is evidenced throughout this assurance argument in every criterion as it is part of the very fabric of the institution.

Our Principles of Community were developed through the Office for Inclusive Excellence and endorsed by the President's Cabinet in December 2015. Each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University. The Principles help us express what our community stands for and guide our expectations for one another.

1.C.1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Informed Citizenship

The Institutional Learning Objectives (ILOs) were finalized in 2020 after an extensive and collaborative development process including staff and faculty that began in 2017. They provide a framework for curricular and cocurricular coherence regardless of degree level, are conceptually linked to our Principles of Community, and align with individual course and program-level learning domains and outcomes. Each of the ILOs addresses components of informed citizenship including creativity, reasoning, communication, personal and social responsibility, and collaboration.

The All-University Core Curriculum (AUCC) provides undergraduates with competencies, knowledge, and skills that build a foundation for lifelong learning and informed citizenship. To maintain relevancy in a diverse and global society, reform of the AUCC has been a significant institutional focus over the past few years (see Criterion 3.B.3).

The Center for Public Deliberation (CPD) recently earned an [American Civic Collaboration Award](#) which recognized the Center as "a pioneering model adopted by other universities" that demonstrates the critical nature of universities in providing accurate information, training informed citizens, and elevating the quality of communication the communities we serve. Every semester, the CPD selects 15-20 students who, after substantial training, facilitate community conversations and support productive dialogue across differences while earning credits toward their degree.

[Student Leadership, Involvement, and Community Engagement](#) (SLiCE) provides an important link between students and their surrounding communities. SLiCE brings together student organizations, student leaders, and student volunteers under one umbrella, making our campus a better community and preparing students to be engaged and informed citizens. Being involved in SLiCE programs allows students to enrich their academic and social experiences at CSU and is [positively associated with increased levels of student success](#).

In 2018, CSU won a Platinum Seal from the [ALL IN Campus Democracy Challenge](#) and was subsequently awarded a [Gold Seal in 2020](#). A Platinum Seal indicates that 50% of students voted in the 2018 midterm election, and the Gold Seal certifies that 70-80% of the student body voted during the 2020 presidential election. In 2022, the Institute for Democracy & Higher Education found that 87.2% of eligible CSU students were registered to vote and that 87.6% of those registered to vote did so. These rates surpass registration and voting rates of similar institutions. Within CSU, our rates increased from both 2014 and 2018. The final [report](#) is provided as evidence.

According to 2022 National Survey of Student Engagement (NSSE) results, 43% of senior respondents reported engaging in community service or volunteer work weekly; 80% reported attending events that address important social, economic, or political issues some, quite a bit, or very much. The [2022 NSSE report](#) is provided as evidence.

Workplace Success

Nearly three of every four undergraduates complete an internship prior to graduation, according to the most recent [First Destination Report](#). Results show higher job placement rates and higher starting salaries for those students compared to peers that did not complete a similar experience. The [2022 NSSE results](#) show that 50% of senior respondents had completed or were currently involved in completing an internship, co-op, field experience, student teaching, or clinical placement. An additional 27% still planned to complete this type of experience prior to graduation.

Every undergraduate major requires a capstone experience that offers the opportunity for integration and reflection on a student's nearly completed undergraduate education. The integrative nature of this high impact practice prepares students for life after graduation, whether that is in the workplace or furthering their formal education.

CSU Career Center services are available to all current students and alumni up to a year after graduation. After one year, alumni can access individual consultations through a jointly funded

program by the Career Center and the Alumni Association. In 2022, staff completed thousands of individual sessions related to topics such as career exploration, cover letters and resumes, mock interviews, and job search strategies. Additionally, staff held workshops and trainings and gave presentations in classrooms in every college. Their focus on expanding the career ecosystem, leading through equity and inclusion, and elevating student employee development positively impacts student/alumni preparedness for the workplace. Examples are below, and additional details are available in the [Center's Annual Report](#).

- Career Ecosystem: Three Career Education Coordinators, seven Career Education Managers, and five part-time hourly staff create the career ecosystem across campus through both curricular and cocurricular avenues in partnership with the academic colleges, external offices, and the internal Employer Relations team.
- Equity: The Career Center allocated over $230,000 to almost 150 students during the academic year serving predominately first-generation, Pell-eligible, students of color, and undocumented students to support their preparation for the workforce. The program launched in Spring 2020 with a modest $25k allocated to seven students. In AY21, the program awarded 10 students $50,000 and in AY22 awarded eight students $26K.
- Student Employment: A [2020 report](#) indicated that on-campus employment is positively associated with student success. Importantly, this association is even stronger for students who hold traditionally underserved identities. Overall, students who work during their third year have higher four- and six-year graduation rates compared to students who did not work, and the association is slightly stronger for students with underserved identities. Employment helps to prepare students for the workforce after graduation.

The Multicultural Undergraduate Research Art and Leadership Symposium (MURALS) provides a platform for students holding under-represented identities to highlight their scholarly work. MURALS is inclusive, rigorous, and culturally relevant. From its inception in 2015, it has provided more than 500 students with an opportunity to enhance their presentation skills and to represent themselves and their departments in a professional academic setting. The most recent [annual report](#) is provided as evidence. Throughout MURALS, undergraduate students work closely with graduate student coordinators and a faculty guide to advance their creative and scholarly works. The objectives of the program prepare students for workplace success by promoting skills such as collaboration, communication, logic, adaptation, and leadership.

The [Office for Undergraduate Research and Artistry](#), part of [The Institute for Learning and Teaching](#), also serves as a resource to promote and expand experiential learning for undergraduate students through high impact practices with skilled mentors. Students participate in workshops to develop their research skills, earn Mentored Research and Artistry Distinction, network with other student and faculty researchers, display their work at various events (both internal and external to CSU), and submit their work to peer reviewed journals. CSU is positioned well to provide these experiences by leveraging our strengths as an R1 institution.

1.C.2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

The Office of Equal Opportunity (OEO) monitors and supports University compliance with federal and state laws and CSU policies prohibiting discrimination and harassment (see Criterion 2).

Also described in Criterion 2.A.2, Human Resources (HR) ensures integrity in employment practices through guidance, training, and intervention (as necessary). Beyond what is required by law, HR also advocates on behalf of CSU faculty and staff. For example, they advocated for LGBTQ+ faculty/staff with medical insurance providers so employees can now select a provider that recognizes non-binary gender identities, provides coverage for same gender legal civil union, allows medically necessary treatments such as hormone therapy for gender reassignment, or provides benefits that follow the World Professional Associates for Transgender Health guidelines when approving sex reassignment services.

Through universal design principles and inclusive design standards, CSU aspires to meet and exceed Americans with Disabilities Act (ADA) requirements. The Inclusive Physical and Virtual Campus Policy affirms our commitment to creating and sustaining a welcoming, accessible, and inclusive campus for populations of varying physical ability.

The Supplier Inclusion Program supports the University's goals for promoting inclusive, equitable, and socially responsible purchasing. We are committed to establishing mutually beneficial relationships with diverse suppliers and to identifying and enhancing supplier opportunities.

As described in Criterion 5.C.3, the strategic planning process over the last few years was highly inclusive and the resulting plan centers diversity, equity, inclusion (DEI) in every strategic imperative and the FY23 priorities described in Criterion 5.B.2.

1.C.3. The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

In 2010 and every five years thereafter, students have provided the president with demands for action to focus DEI across our mission. Major themes of their demands are below.

Year	Themes
2010	- Maintain and enhance student diversity offices. - Increase support for Native students and students of color. - Fund a full-time vice president of diversity.
2015	- University diversity-related strategic plans. - Increase diverse employee and student populations. - Revise the AUCC requirements for DEI. - Student mental health and well-being. - ASCSU (Associated Students of Colorado State University) changes.

2020	• Student-athlete-specific needs. • Revise Student Conduct Code. • DEI training. • Student mental health and well-being. • Enhance bias-incident response and support. • Security and safety for students of color.

Creation of the full-time vice president for diversity role was in direct response to the 2010 student demands. That position, now titled Vice President for Inclusive Excellence, oversees a division with 54 employees all focused on fostering an inclusive campus environment through the active engagement of employees and students.

Advances in our DEI work over the last 10 years includes but is not limited to the following:

- Development and implementation of a plan to eliminate equity gaps for student populations traditionally underserved by higher education. These efforts are described in our Quality Initiative Report.
- Faculty Council voted in May 2020 for revisions to the core curriculum to require diversity and dialogue courses on par with mandatory coursework on math and composition (described further in Criterion 3.B). The revisions were implemented in Fall 2022.
- The Asian Pacific American Cultural Center, the Black/African American Cultural Center, El Centro, the Pride Resource Center, the Native American Cultural Center, the Student Disability Center, and the Women and Gender Advocacy Center moved from the Division of Student Affairs into the Office for Inclusive Excellence to increase institutional coordination of DEI efforts.
- Additional DEI student-focused opportunities were developed through the Division of Student Affairs, including the Diversity, Inclusion & Belonging Module that is offered to all incoming undergraduate students, the Students Empowering & Engaging in Dialogue (SEED) workshops, and the Educate Yourself blog.
- The CSU Health Network developed opportunities for students to engage in topics such as mindfulness, well-being, and identity-exploration. In Fall 2020, CSU Health Network staff reviewed best practice recommendations to guide efforts to support the mental well-being of racially minoritized and LGBTQ+-identifying students. This work is ongoing.
- In Fall 2021, CSU adopted its Pronoun Statement to support and encourage those who choose to share their pronouns in professional and academic spaces, including wherever names are provided, such as meeting and classroom introductions, name badges, email signatures, and course syllabi. This was done to encourage the CSU community to show respect for others. The Pronoun Statement committee hosted a Pronoun Statement Workshop for campus.
- The Bias Reporting System was developed as an effort to understand and assess the current state of bias-related incidents at Colorado State University in order to better meet the needs of our diverse community. When a bias report is submitted, it is automatically sent to members of the Bias Assessment Team. From there the process looks slightly

different depending on the specific details of each report. The [Bias Incident Reporting Flow Chart](#) is provided as evidence.

- The First-Generation University Initiative was initially formed after a [president's message](#) asking faculty and staff to identify if they were a first-generation college graduate with the intent to engage first-generation faculty and staff in intentionally supporting the success of first-generation students. In 2019, CSU joined the [First Scholars Initiative](#) as part of our overall student success efforts.
- The Symposium for Inclusive Excellence began in 2001 as a one-day event and has now grown into a week-long hybrid conference featuring dozens of sessions relating to DEI. It is open to the CSU community, as well as CSU alumni, affiliates, and others. The [2022 agenda](#) attracted 2,295 attendees.
- Beyond the symposium, DEI professional development for employees is fostered through the [Creating Inclusive Excellence Program](#), the [Faculty Institute for Inclusive Excellence](#), the [Chairs/Heads Institute for Inclusive Excellence](#), and the Educate Yourself blog.
- In 2018, the Multi-Cultural Staff and Faculty Council developed the [CSU Diversity, Equity, Inclusion, and Campus Climate Blueprint](#), which called for colleges and divisions to create, enact, and assess tailored [diversity plans](#). The Office of Inclusive Excellence assisted in this process using the Multicultural Organization Development Model. Through these plans, each of the eight colleges hired faculty and/or staff dedicated to DEI efforts and have made curricular improvements and research contributions that focus on DEI topics.
- The Employee Climate Survey results offer actionable insights that inform process and policy improvements. Recent [results](#) indicate almost 80% of employee respondents felt the people with whom they interacted treated each other with respect, more than 85% agreed with the statement that CSU creates a supportive environment for employees from diverse backgrounds, and 54% agreed or strongly agreed that the climate has become consistently more inclusive of all employees. However, results differed by employee demographic, and these differences are where our opportunities lie.
- In 2020, Faculty Council passed a [resolution to support the student demands](#) and to share action and responsibility for them. As a result, efforts were made to strengthen language in the [Academic Faculty and Administrative Professional Manual](#) on how DEI efforts are evaluated for faculty promotion, tenure, and post-tenure review decisions.
- Housing and Dining Services (HDS) piloted the Everfi Diversity, Equity, and Inclusion module with student employees in Summer 2019 and additional student employee groups were added each semester afterward. The module will continue to be a foundation course in the Elevate Student Supervision certificate program. Additionally, a student advisory group, HDS Residential Climate Student Advisory Committee, was created and implemented in Fall 2020. This group offers suggestions, provides input, and shares experiences of minoritized students who live on campus. Documentation of [DEI work in HDS](#) is provided as evidence.
- ASCSU passed a [bill](#) that established the Diversity, Equity, and Inclusion Caucus, which works to pass tangible legislation, create a sense of belonging for all students, and promote a more inclusive environment. Creation of the Caucus is just one of the many advances ASCSU has made to support DEI efforts. The [FY21 report](#) is provided as evidence.

- A comparative analysis of Student Conduct Codes at other institutions was conducted to review bias-related expectations and accountability standards. As a result, the [CSU Student Conduct Code](#) was updated, to clearly define abusive behavior and discriminatory harassment that students could be held accountable for under the Student Conduct Code. The Board of Governor's meeting materials from [May 2018](#) are provided as evidence of the changes.
- The [National Science Foundation awarded an interdisciplinary Colorado State University team nearly $1 million for an ADVANCE Adaptation grant](#) to enhance the retention and promotion of gender equity in STEM disciplines. The research team will use the funding for added support positions in the Office for Inclusive Excellence and the Office of Equal Opportunity, as well as funding for faculty member and departmental leaders to support equity University wide. The team also recently hired a program manager to help lead initiatives and set strategies to drive success. The vice provost for faculty affairs is working to extend the grant activities beyond the STEM disciplines as part of a larger initiative focused on faculty DEI training and performance review.
- In Fall 2018, The Institute for Learning and Teaching developed the [Teaching Effectiveness Framework](#) (TEF), which provides faculty with a set of pedagogical competencies to help develop teaching practices. It is comprised of seven essential, interrelated domains of effective teaching practices, each grounded in the scholarship of teaching and learning. One of the domains is inclusive pedagogy: a student-centered teaching approach that considers all students' backgrounds, experiences, and learning variabilities in the planning and implementation of student engagement activities, equitable access to content, mutual respect, and a more robust learning experience for all learners. The TEF was [recognized in 2019](#) at the annual Leadership in Higher Education Conference as a best practice.
- In March 2023, CSU hired its first [assistant vice president for Indigenous and Native American affairs](#) (a direct report to the President). The leadership of our [CSU Native American Advisory Council](#) envisioned and advocated for the position, helped lead the search, and (with the support of the president and chancellor) helped persuade the Board of Governors (BOG) to transfer authority for up to $500,000 of annual revenues from properties CSU still retains from its original land grant to support the work of this position and outreach to tribal and Indigenous populations. [BOG Policy 207](#) is provided as evidence.

Sources

- 2010 Student Demands
- 2015 Student Demands
- 2018 Civvy Award
- 2020 Student Demands
- 2020-2021 First Destination Report
- ADVANCE Partnership Grant Award
- ALL IN Challenge

- ALL IN Challenge - Gold Seal 2020
- ASCSU AY21 Senate Progress Report (Response to Student Demands)
- ASCSU Bill 5003
- AUCC Guidelines
- AVP Hire
- Best of the 2019 Leadership in Higher Education Conference
- Bias Incident Reporting Flow Chart
- Bias Reporting System
- Board Policy 207
- BOG Materials May 2018
- Career Center Annual Report AY22
- Chairs-Heads Institute for Inclusive Excellence
- Creating Inclusive Excellence Program
- CSU Health Network Summary
- DEI and Campus Climate Blueprint
- Diversity Inclusion and Belonging Module
- Employee Climate Survey Results
- Faculty Institute for Inclusive Excellence Annual Report
- First Generation President Letter
- First Scholars Participation Agreement
- HDS DEI
- Inclusive Physical and Virtual Campus Policy
- Institutional Learning Objectives
- MURALS Annual Report
- Native American Advisory Council
- NSLVE Campus Report
- NSSE 2022
- Office of Undergraduate Research and Artistry
- On Campus Work and Success
- Principles Of Community
- Pronoun Statement
- Pronoun Workshop
- QI Report
- Resolution to Support Student Demands
- SEED Workshops
- SLiCE Research Brief
- Student Leadership
- Supplier Inclusion Program
- Symposium Schedule 2022
- Teaching Effectiveness Framework
- University Diversity Plans

1.S - Criterion 1 - Summary

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

Summary

Assurance Evidence Summary

The evidence, both described and attached for review, affirms that CSU continues to meet the requirements of Criterion 1.

- The institution's mission is publicly and formally articulated in Article VIII of Colorado Constitution. The strategic mission statement is collaboratively developed with and adopted by the Board of Governors with faculty, staff, and student input. The ethos of the land grant mission is present in the strategic plans of every division and college.
- The educational programs delivered at CSU are appropriate to our mission including undergraduate, graduate, and professional degrees. The breadth of academic programs, relevance of the All-University Core Curriculum, and integration of cocurricular experiences prepare students to be informed citizens and be successful in the workforce after graduation.
- Our admission rate and freshman profile reflect our access mission and our strong commitment to the public good is embodied throughout our tri-part mission.
- The institution demonstrates its value of diversity, equity, and inclusion in a variety of ways including our Principles of Community, Land Acknowledgement, Pronoun Statement, strategic planning priorities, responsiveness to student demands, and expansion of the Office of Inclusive Excellence.

Criterion 2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

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

Argument

CSU is committed to conducting its affairs transparently, ethically, and in compliance with all laws, regulations, and University and board policies. Students, faculty, and staff are expected to share in this commitment, act with integrity, and report any suspected compliance issues.

Our institutional values, as stated in the [General Catalog](#), guide all of CSU's activities.

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

The Office of Internal Audit is housed in the CSU System, not at the institution, and provides independent assurance of the University's operations and controls. Areas of review are selected annually based on a variety of risk factors and discussions with senior leadership. An audit plan is then provided to the Board of Governors for approval by the Audit and Finance Committee. The most recent external audit report and an update on the FY23 internal audit activities, as provided to the Board of Governors in section 4 of the [February 2023 meeting materials,](#) is provided as evidence.

The University Policy Office maintains a centralized institutional [Policy Library](#), provides a consistent business practice for adopting and changing policies, and facilitates transparent policy development that embraces the shared governance model of the University. Policies foundational to fair and ethical behavior include [Conflict of Interest](#), [Discrimination and Harassment](#), [Accommodating Individuals with Disabilities](#), [Inclusive Physical and Virtual Campus](#), [Nepotism](#), and [Sexual Harassment](#).

Expectations of both individual and institutional ethical conduct are also affirmed within the [Student Code of Conduct](#), [Student Bill of Rights](#), [Associated Students of CSU Code of Ethics](#), [Academic Faculty & Administrative Professional Manual](#), [Colorado Department of Personnel](#)

Board Rules and Administrative Procedures and linked in the online Consumer Information and Disclosures.

The Board of Governors' policies 107 and 108 address their Code of Ethics and Conflict Management, respectively.

Suspected compliance issues can be reported on the CSU System Compliance Reporting Hotline. Students may also file a formal complaint as described in the General Catalog, Student Complaint Reporting Policy, and Consumer Information and Disclosures. A log of student complaints is maintained and reviewed annually by representatives from student affairs, the graduate school, and the provost's office to identify any trends that might indicate a systemic issue.

2.A.1. The institution develops and the governing board adopts the mission.

See Criterion 1.A.

2.A.2. The institution operates with integrity in its financial, academic, human resources, and auxiliary functions.

Finance

The CSU Financial Rules are issued by the University controller and approved by executive leadership pursuant to authority granted by the Board of Governors of the Colorado State University System, University president, vice president for University Operations, and the chief financial officer (CFO). These rules are subject to applicable federal and state laws and regulations and are construed and applied in accordance with Governmental Accounting Standards Board (GASB) standards. The controller may amend these rules as required to remain current, with approval of the CFO and notice to the president's cabinet.

As described in Section C.1.2.9.5.J of the Academic Faculty & Administrative Professional Manual, the Faculty Council Committee on Strategic and Financial Planning (CoSFP) performs multiple responsibilities related to the financial integrity of the institution. A recent CoSFP agenda and current membership list are provided as evidence of its function.

Article 29 of the Colorado Constitution sets forth ethical principles for government employees. As a public institution, CSU and its employees are subject to the article's prohibitions and enforcement by the Independent Ethics Commission. Policies foundational to the financial integrity of the institution include Educational Business Activities, Cost Sharing for Sponsored Projects, and Student Fees.

CSU was a critical design partner for and now utilizes both Kuali Financials and Kuali Research to monitor operational transactions and workflows. In addition to creating efficiencies in processing, both systems create audit trails of activity to help ensure integrity in financial and research operations through appropriate access and compliance with relevant rules and procedures.

As a public institution, finances are public information and available in multiple ways, including the Financial Transparency Report, Integrated Postsecondary Education Data System (IPEDS) Finance Survey, Budget Data Book, and Independent Audit Reports.

Academics

The Academic Faculty & Administrative Professional Manual (Section I.5.1) is explicit about the responsibilities of faculty regarding academic integrity:

- Every course syllabus states clearly that the course will adhere to the Academic Integrity Policy and the Student Code of Conduct.
- The instructor addresses how academic integrity applies specifically to their course (homework, written assignments, lab work, group projects, quizzes, examinations, etc.).
- The instructor decides which course components will use an honor pledge. For those components, the instructor (minimally) allows students to sign an affirmative honor pledge. However, the instructor may elect to offer the opportunity to write out the pledge and/or students may be given the opportunity to include an honor pledge along with electronic submissions of their work.

The Institute for Learning and Teaching (TILT) provides resources related to academic honesty and integrity. Student resources include a tutorial, answers to FAQs, and definitions and examples of several types of misconduct. Faculty resources include tutorials and best practices to promote academic integrity and strategies to manage academic dishonesty. TILT has also been essential in informing current discussions related to artificial intelligence.

The General Catalog includes information about academic standards and policies. Category 3.B of the All-University Core Curriculum and Institutional Learning Objectives also speak to ethical decision making.

The Provost's Ethics Colloquium was launched in 2016 to promote cross-disciplinary, cross-college conversations about ethics-related issues. By highlighting existing ethics seminars and activities, encouraging additional events, and providing virtual resources, the colloquium fosters increased interaction and collaboration among faculty and staff members working with an ethical perspective on a variety of issues facing the community. The colloquium resumed in Fall 2022 after being temporarily paused during the pandemic and is now managed in the Center for Ethics and Human Rights.

The Faculty Council Committee on Scholastic Standards recommends to the Faculty Council policies related to undergraduate academic standards and regulations and procedures for implementing and enforcing these policies. It also hears and renders decisions on appeals of academic dismissal and retroactive withdrawal (see Section C.2.1.9.5.I of the Academic Faculty & Administrative Professional Manual).

The academics of the institution are inextricably connected to its research and scholarly activities. The safeguards for the integrity of those activities are detailed in Criterion 2.E.

Human Resources and Equal Opportunity

Human Resources ensures integrity in employment practices through guidance, training, and intervention (as necessary). The [Human Resources Manual](#) is available for employees and supervisors to:

- Provide personnel and payroll policies/procedures.
- Outline employee classifications, regulations, and benefits.
- Establish requirements and instructions for submission of Human Resources System data.
- Outline the conditions, methods, and schedules of employee pay.
- Provide format and instructions for the time and effort reporting system.
- Outline provisions and procedures of the workers' compensation insurance coverage.

The Office of Equal Opportunity (OEO) monitors and supports University compliance with federal and state laws and CSU policies prohibiting discrimination and harassment.

- CSU maintains and annually updates an Affirmative Action Plan (AAP) that explains the University's efforts to meet the letter and spirit of Affirmative Action obligations for women and federally defined minority groups. The most recent AAP reports for [faculty](#) and [staff](#) are provided as evidence.
- The University's search and selection process for faculty and professional staff is overseen by OEO to ensure adherence to all applicable laws and policies. This includes the requirement of an OEO coordinator on every search committee and OEO training for every search committee chair as well as OEO approval of search committee membership, evaluation criteria for applicants, advertising plan, composition of the applicant pool, semi-finalist candidates, interview results, and the final candidate list. Resources for the search process include a detailed [Search Manual](#).
- Every position vacancy posting includes a statement of nondiscrimination approved by OEO.
- OEO works with Human Resources in the hiring process used for state classified employees to ensure compliance with affirmative action and nondiscrimination requirements.
- OEO serves as a resource for and provides support and training to units, departments, and University constituencies regarding matters related to equal opportunity, affirmative action, discrimination, and harassment.
- OEO leads the University compliance with the Americans with Disabilities Act and Title IX of the Education Amendments of 1972.
- OEO, if necessary, conducts investigations and resolves complaints of discrimination and harassment in accordance with university policies and state or federal laws.

Guidance from OEO and Human Resources was essential in ensuring an equitable and successful institutional response to the COVID-19 pandemic. Considerations for flexible work options were made with the understanding that the University's workforce and activities do not lend themselves to a "one size fits all" solution for employee work arrangements. Differences among units and departments are considered when/if flexible work arrangements are determined.

Supervisors and employees are empowered to create arrangements that work for their units and job functions. Flexible work options are a privilege, not a right, and may be revoked if employee performance is negatively impacted. A teleworking policy was approved and provides options for managers and employees to consider flexibility in the workspace.

Auxiliary

Intercollegiate Athletics

The Office of Athletics Compliance reports directly to the president to maintain its independence. It is responsible for 1) providing instruction and awareness of National Collegiate Athletic Association (NCAA) and the Mountain West Conference rules and regulations to coaches, administrators, student-athletes, and prospective student-athletes 2) providing interpretations of rules and ensuring compliance 3) monitoring activity such as recruiting, eligibility, financial aid, amateurism, playing and practice limitations, etc., and 4) investigating and reporting any rule violations. Colorado State University has never been sanctioned by the NCAA for major violation. A current list of violations is provided as evidence. The office provides compliance information for prospective and current student-athletes, coaches, boosters, alumni, supporters and agents, and faculty and staff.

In 2020, football operations were paused as an external investigation into allegations of emotional abuse and racial insensitivity was launched by executive leadership. The two-month investigation did not find evidence to substantiate the allegations but did result in procedural recommendations. The report is provided as evidence as are the recommendations.

The finances of the Department of Athletics are externally audited annually. The final report is provided to the Colorado Legislative Audit Committee, Office of the State Auditor, Board of Governors, and president. The most current report is provided as evidence. Data related to the success of student-athletes is also reported to the NCAA annually. The most recent report is provided as evidence.

The faculty athletics representative (FAR) helps ensure the academic integrity of the athletics program, represents CSU and its faculty in the relationship between the NCAA and the institution, and provides significant leadership in the governance of CSU's intercollegiate athletics programs. The FAR also participates in student-athlete exit interviews, facilitates student-athlete participation on athletics boards and committees, and informs student-athletes about the FAR role as an independent source of counsel, assistance, and information.

The Faculty Council Committee on Intercollegiate Athletics recommends policies pertaining to intercollegiate athletics, reviews compliance with policies adopted, and acts in an advisory capacity to the director of athletics (see Section C.2.1.9.5.d of the Academic Faculty & Administrative Professional Manual).

Other Auxiliary Units

Auxiliary unit budgets and activities are reviewed at least twice each year given that their nature can be more volatile than those of units funded through education and general funds. Each of the reports for FY22 Q3 are provided as evidence of the solvency and financial integrity of the units (Athletics, DSA, CSU Online, and PVM). The Auxiliary units were particularly impacted during the pandemic, and multiple areas within these units required budgetary infusions from central administration. Those budgets are now returning to a steady state of self-sufficiency.

Sources

- 2020 Football Recommendations
- 2022-23 Finance
- Associated Students of CSU Code of Ethics
- Athletics FY23 Q3 Report
- AUCC Guidelines
- Board Policy 107
- Board Policy 108
- BOG Materials February 2023
- Budget Data Book
- Colorado Constitution
- Colorado Department of Personnel Board Rules and Administrative Procedures
- Colorado State University Financial Rules
- Committee on Intercollegiate Athletics Membership
- Committee on Scholastic Standards Membership
- Committee on Strategic and Financial Planning Membership
- Consumer Information and Disclosures
- CoSFP meeting 2023-04-27
- CSU Athletics Racial Climate Investigation Report
- CSU Online FY22 Q3 Report
- CSU System Compliance Reporting Hotline
- DSA FY22 Q3 Report
- Faculty Resources for TILT
- Faculty Utilization and Placement Goals Analysis
- Financial Transparency Report FY22
- HR Manual
- Independent Audit Reports
- Institutional Learning Objectives
- NCAA GSR 2016 Cohort
- NCAA Membership Financial Reporting
- NCAA Violations
- OEE Presentation 2023
- PVM FY23 Q3 Report
- Search Manual
- Staff Utilization and Placement Goals Analysis
- Student Bill of Rights
- Student Resources for TILT

- University Org Chart

2.B - Core Component 2.B

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

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

Argument

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

2.B.1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure, and accreditation relationships.

Institutional accreditation and specialized accreditation are two ways the institution presents itself clearly and completely to its constituents. Accreditation documents are available online including the schedule and outcomes of specialized accreditation. The mark of accreditation with HLC is displayed on the accreditation main page for public verification of institutional accreditation.

The General Catalog is updated and published every August. It reflects curricular updates approved during the previous academic year. Updates to academic offerings between publications are available in the Class Schedule or through the degree audit process. Students may access both through RAMweb (the student portal).

Faculty credentials are available online for public access and updated regularly based on CV data validated and entered into the human resources system of record. Faculty and staff salaries are also available online and updated every two weeks.

University standing committee meeting agendas and minutes as well as other accountability reports are made publicly available online to provide clear and complete information about the operations of the institution.

Information related to the Cost of Attendance such as base tuition/fees, differential tuition, course fees, technology fees, living arrangements, and other anticipated costs are available online.

The Colorado State University Police Department is a full-service department with officers who are fully certified through the Colorado Police Officer Standards and Training board. CSU's

Annual Security and Fire Safety Report is made publicly available by the department as part of our efforts to be fully transparent about the institution. The General Catalog also includes a link to the report.

Consumer Information and Disclosures are linked at the bottom of the CSU home page and provide information related to such topics as financial aid, professional licensure preparation, state reciprocity agreements, academic resources, health and safety, and student outcomes.

The CSU Board of Governors membership, meetings (announcements, agendas, minutes, and live streams), bylaws, policies, and procedures are all publicly available on the CSU System website.

2.B.2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose, and economic development.

Evidence to support claims made by the institution is available through college and division reports and a variety of data portals.

The Consumer Information and Disclosures website links to student outcomes such as results from the First Destination reports, student-athlete graduation rates, and student enrollment and success data in a variety of publications on the Institutional Research, Planning and Effectiveness (IRPE) website including the Fact Book. These data may be disaggregated by college, department, program, and a variety of student demographics using the IRPE interactive reports (CSU ID required). Student survey data are also available on the IRPE website as are research briefs related to a variety of topics including high impact practices, student success initiatives, equity and access, and curricular interventions.

Assessment of student learning is detailed in Criterion 4.B.

The Colorado Department of Higher Education provides earnings data for graduates by institution and program as evidence of the potential financial return on investment for a CSU degree. Wage data are also available in the First Destination reports.

Additionally, the Division of Student Affairs produces an annual report as evidence of the cocurricular experiences in which students can participate. The DSA program review reports further document their impact as do many of the research briefs published by the Office of Institutional Research, Planning, and Effectiveness.

Evidence of economic development claims are described in Criterion 1.B.3.

The annual reports from the Vice President for Research and many other areas are available online to support our claims of their unique contributions to the educational experience.

Sources

- 2020-2021 First Destination Report
- Annual Security and Fire Safety Report
- DSA Annual Report FY22
- FactBook_FY23
- Office of Sponsored Programs Annual Report SP22

2.C - Core Component 2.C

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

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

Argument

The Colorado Constitution and revised statutes leave the supervision and control of the Colorado State University System to the CSU Board of Governors. The System is a body corporate of the State of Colorado and is composed of the three Colorado State University campuses, their constituent agencies, institutes, and services. As stated in CSU System Policy 101, the System is intended to "foster the continued development and institutional integrity" of each of the institutions.

2.C.1. The Governing Board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

The Board of Governors (BOG) consists of 15 members: nine voting and six nonvoting advisory members. The governor of Colorado appoints the voting members to serve four-year terms, and each may be appointed to a maximum of two terms. The advisory members include one faculty member and one student from each institution. Advisory members are elected by their institution to a one-year term; faculty representatives can serve a second term if reelected. Board membership biographies, bylaws, and Policy and Procedures Manual are attached as evidence.

Onboarding of new BOG members is conducted at the time of their appointment. The chancellor, campus presidents, and system staff provide overviews of each campus and lead discussions about the system, including vision, mission, bylaws, governance, policies, and organizational structure. Each campus president may, as the meetings rotate location, provide an informational session about their specific campus (new facilities, campus updates, etc.).

The Board functions with five standing committees: Executive, Academic and Student Affairs, Audit and Finance, Real Estate/Facilities, and Evaluation. Advisory members serve on all but the Executive and Evaluation committees. Most matters that come before the Board have been received and reviewed in depth by one of these standing committees. The standing committee meetings are scheduled so all board members, not just committee members, may attend. Actions of the committees are then presented to the full Board and the public at the next regular meeting.

2.C.2. The governing board's deliberations reflect priorities to preserve and enhance the institution.

As stated in Article IX of the CSU System bylaws, "all decisions of the board, board officers, System staff and the institutions must be made solely on the basis of a desire to promote the best interests of the System and its institutions."

Board minutes demonstrate engagement in discussions of the priorities of the CSU System and each of its institutions. Minutes show the board and its discussions to embrace shared governance, be forward-looking, and be directed toward sustainability and continuous quality improvement of all CSU campuses. While the board may approve policies and programs brought forward through the campus committee processes, it does not set campus policy or mandate which programs of study should be delivered. Finalized minutes are available online and a recent set are provided as evidence.

2.C.3. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

In accordance with CSU System Policy 102, regular board meetings occur at least once a quarter in places, on dates, and at times established by the board according to a schedule published before the beginning of each fiscal year. The 2022-23 schedule is provided as evidence. It is also available on the System website. The May 2023 Board Book is provided as evidence that discussions focus on, among other topics, governance issues, strategic planning, financial operations, and legal commitments.

2.C.4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties.

The Board's bylaws include Article IX, Conflict of Interest, which is more fully described in the Board Policy 108. Article IX expressly states that, "although members of the board may have allegiances to and associations with a particular System institution and/or community, as well as other outside interests, their paramount fiduciary obligation is to serve the best interest of the board and the System."

To preserve their independence, both CSU STRATA (real estate management, technology transfer, intellectual property management etc.) and the CSU Foundation are organized as private, not-for-profit corporations, legally separate from CSU and the CSU System.

2.C.5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

As permitted in Article I of the [CSU System bylaws](), the board delegates authority "to the chancellor, the institutional presidents, or other officers or agents to approve and execute contracts, agreements, grants, warrants, and other binding legal instruments in the name of the board and perform such other duties as the board deems proper and necessary." The board also delegates personnel matters, including the power to hire and terminate employees exempt from the State Personnel System.

Sources

- Board of Governors Bylaws Adopted 2012
- Board of Governors Policies
- Board Policy 101
- Board Policy 102
- Board Policy 108
- BOG Materials May 2023
- BOG Meeting Calendar
- BOG Minutes Feb 2023
- Members of the Board of Governors

2.D - Core Component 2.D

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

Argument

"As an academic community, Colorado State University embraces academic freedom. This freedom comes with responsibilities; faculty are expected to follow professional standards for discourse and publication, to indicate when speaking on matters of public interest that they are not speaking on behalf of the institution, and to conduct themselves in a civil and professional manner consistent with the normal functioning of the University" (Academic Faculty & Administrative Professional Manual Preface). In April 2022, Faculty Council passed a resolution to reaffirm the institutional commitment to academic freedom.

CSU considers freedom of expression and inquiry essential to a student's educational development and complies fully with Colorado Senate Bill 17-062, which addresses student free speech on campus by prohibiting public institutions of higher education from limiting or restricting student expression in a student forum.

Additionally, the University recognizes the right of all University members to engage in discussion; to exchange thought and opinion; and to speak, write, or print freely on any subject in accordance with the guarantees of the federal and state constitutions. This recognition is stated in the General Catalog.

In Fall 2019, the dean of the College of Liberal Arts charged a committee with developing resources to support faculty as they cultivate a classroom climate conducive to open inquiry and engaged learning. A fundamental driver for the project was to increase conversations and discussion around academic freedom and inclusive pedagogy.

Since 1999, a Freedom of Speech course (SPCM349) has been offered through the Department of Communication Studies. The course focuses on historical and philosophical precedents to freedom of speech, the development of free speech principles in the U.S., and the ethical obligations of speakers. Enrollment averages 160 students per year.

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

In Fall 2022, CSU published a guide to help students, faculty, and staff better understand free speech and the First Amendment to the Constitution. The guide, titled "Talk, Talk, Talk: A Quick Guide to Free Speech at Colorado State University," was published as an insert in the Aug. 25 print edition of the Rocky Mountain Collegian. Volunteers handed out copies of the guide on the Lory Student Center Plaza and were available to answer questions and have

informal discussions about the First Amendment with members of the CSU community. [Resources](#) specific for faculty in the classroom are also available.

The institutional commitment to academic freedom and free speech is explicitly addressed and reaffirmed in several documents:

- [Freedom of Expression and Inquiry Policy](#)
- [Student Conduct Code](#)
- [Academic Faculty & Administrative Professional Manual](#) (Section E.8.)
- [General Catalog](#)
- [Free Speech and Peaceful Assembly Policy](#)

The CSU System hosts a website to help educate about the rights and responsibilities related to free speech, peaceful assembly, civic engagement, and voting. The goal is for all CSU System students, faculty, and staff to use their voices and voting rights thoughtfully and responsibly to make a difference. Additionally, [Board of Governors Policy 129](#) specifically addresses free speech and peaceful assembly.

Sources

- Board Policy 129
- Faculty Council Academic Freedom Resolution
- Faculty Manual Preface
- Faculty Resources for Free Speech
- SB17-062
- Talk Talk Talk: A Quick Guide to Free Speech

2.E - Core Component 2.E

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

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

Argument

2.E.1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior, and fiscal accountability.

The Office of the Vice President for Research (OVPR) oversees a multitude of units, policies, and programs and provides vision, leadership, and support for CSU's research enterprise. The current organizational chart is provided as evidence of its structure.

Office of Research Collaboration and Compliance

The Institutional Animal Care and Use Committee (IACUC) reviews and regulates the use of animals in research following standards established by the Animal Welfare Act, The Guide for the Care and Use of Laboratory Animals, and The Guide for the Care and Use of Agricultural Animals in Research and Teaching. IACUC Policies and Guidelines and schedule and deadlines are provided as evidence. CSU's animal care program has an assurance with the NIH Office of Laboratory Animal Welfare (OLAW) and has been fully accredited by AAALAC International. Veterinary clinical trials are overseen by the IACUC and the Clinical Trials Review Board which adheres to the American Veterinary Medical Association's policy on Establishment and Use of Veterinary Clinical Studies Committees.

The Biosafety Team ensures the safety and security of biological research performed at CSU. The Biosafety Manual provides training resources. The team also conducts period lab visits of BSL-1/ABSL-1 and BSL-2 /ABSL-2 laboratories and annual visits for all BSL-3/ABSL-3 laboratories.

The Institutional Biosafety Committee (IBC) reviews, approves, and maintains a record of all research and teaching activities that utilize pathogens (human, plant, or animal), agents, human body fluids or tissues, or recombinant or synthetic nucleic acid molecules. A recent agenda and

the IBC Policies and Guidelines are provided as evidence. In April 2023, the IBC had 611 active protocols and in 2022 reviewed 109 new protocols and 500 continuing renewals. The committee follows the membership requirements of the NIH Guidelines. The current IBC membership roster is provided as evidence. The IBC monthly meeting minutes serve as our internal reporting mechanism and are required by the NIH Guidelines. Externally, an annual report is submitted to the National Institutes of Health Office of Science Policy to ensure that our IBC is appropriately constituted and meets the expectations of the NIH Guidelines.

Office of Research Integrity

The Office of Research Integrity (ORI) provides training and support for the Responsible Conduct of Research and Responsible and Ethical Conduct of Research. A 12-module online training via the Collaborative Institutional Training Initiative (CITI) is available to employees. This training is transferrable to other institutions enrolled in the CITI Program. Since its implementation in December 2021, over 1,500 researchers have successfully completed the training. There are also 20 face-to-face training courses across 19 departments offered each year. These courses enroll an average of 800-1,000 graduate students and postdocs annually.

Additionally, the office manages grievances filed for allegations of research-related misconduct, applies dispute resolution procedures, and convenes faculty and other adjudicatory bodies when misconduct is at issue.

Office of Secure and Global Research

CSU employs Technology Control Plans (TCP) as the primary mechanism to document measures associated with Controlled Unclassified Information (CUI). The CUI-Award-Lifecycle outlines necessary training for the PI if there is a potential for CUI. If CUI is identified, a System Security Plan is built to provide an overview of security requirements. As per the Academic Faculty & Administrative Professional Manual (Section D.7.15.2), research is generally designed to avoid classification of facilities, procedures, and results. However, under exceptional circumstances, classified research does occur. Therefore, CSU maintains a facility clearance and works with researchers who require secure space. This is only allowed on a case-by-case basis and requires that researchers submit an engagement request.

Secure and Global Research also implements the TCPs for contracts with specific security requirements, including access by foreign nationals, security and classification of the technology, and rules that must be followed for the duration of the contract.

Export Control Procedures (ECP) provide guidance and standard procedures to facilitate compliance with United States export control laws and regulations to establish a procedural framework and clarify responsibilities. Secure and Global Research vets all foreign shipments from CSU, as well as shipments to military bases, including U.S. territories. All shipments processed through the CSU Shipping Department must be cleared prior to shipping. It is the office's responsibility to determine the export classification number (ECCN) required for international shipping, weighing both the materials involved in the shipment and restrictions on the destination country. If a license is necessary, Secure and Global Research will work with the

appropriate federal agency to expedite the request. Secure and Global Research is also required to vet all foreign nationals visiting or collaborating with CSU faculty and/or staff and determine whether license is necessary for the individual(s). Secure and Global Research vets H1 and J1 visa applications and determines whether a license from the Office of Foreign Assets and Controls (OFAC) is required for the visa applicant. Secure and Global Research also works with procurement officials to determine whether we can purchase goods and services from a specific foreign entity.

Office of Conflict of Interest

CSU's Conflict of Interest (COI) program is overseen within the OVPR. The Conflict of Interest Policy is set forth in the Academic Faculty & Administrative Professional Manual (Section D.7.6-D.7.7). Faculty and administrative professionals are required to complete the Annual Role and Responsibility Survey upon initial employment and annually thereafter, as well as provide an update form whenever there is a change to the individual's commitments. Principal investigators and others involved in U.S. Public Health Service agency-funded projects must also comply with the Financial Conflicts of Interest in Public Health Service Funded Projects Policy. Complex cases are assessed by the Conflict of Interest Committee, composed of the COI Office director and members from the research community, the Provost's Office, the Office of the Vice President for Research, the Office of General Council, Procurement, and CSU STRATA.

The COI process is integrated with the Office of Sponsored Programs' (OSP) pre- and post-award processes. To comply with federal requirement, at proposal stage OSP must confirm that all key personnel listed on a proposal must have a current COI disclosure. At award and with subsequent amendments, OSP is required to check to be sure that the key personnel's COI disclosures have been completed and if a conflict has been disclosed, obtain confirmation from CSU's COI Office that the conflict is either managed or the conflict itself does not have a nexus with the subject award. When appropriate, the COI Office issues management plans that require transparency with scientific collaborators, university offices, and added oversight or separation of duties if needed.

Institutional Review Board

The Institutional Review Board (IRB) processed 687 new protocol submissions, 899 resubmissions, and 26 closures for 1,586 active protocols in FY23. IRB staff maintain current knowledge of a variety of regulations including those of the Department of Health and Human Services, Food and Drug Administration, Department of Education, State of Colorado, Office for Human Research Protections, and elsewhere. Membership complies with the requirements of 45 CFR 46.107. The IRB is functionally separated so that biomedical research proposals and renewals are reviewed separately from social, behavioral, and educational research. IRB membership is a service responsibility; members are not paid. IRB members and chairs (BMR & SBER) serve a three-year term, which may be renewed. New members are nominated by the IRB and research community and appointed by the vice president for research or their designee. CSU holds Federal Wide Assurance for the protection of human subjects and is seeking further voluntary accreditation through AAHRPP.

Council of Research Associate Deans

The Council of Research Associate Deans provides advice and recommendations to the OVPR regarding the strategic direction of the full spectrum of the CSU research enterprise. The group discusses operational and policy dimensions but also serves a critical role in the two-way communication between the colleges and OVPR. This communication is vital to ensuring that new/updated policies, regulations, and practices that ensure research integrity are shared throughout the institution.

Relevant Policies

- Animal Care and Use
- Biosafety
- Classified Research
- Conflict of Interest
- Cost Transfers on Sponsored Projects
- Dual Use Research of Concern
- Effort Reporting
- Export Control
- Human Subject Research
- Research and Research-Related Misconduct
- Research Data
- Sponsored Projects Accounts Receivable

2.E.2. The institution provides support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

The Office of Sponsored Programs (OSP) serves as the primary coordinating office for externally funded activities. The most recent OSP annual report is provided as evidence.

The Research Acceleration Office (RAO) supports investigators and investigative teams, particularly interdisciplinary teams, in discovering and applying for both internal and external funding opportunities. With an emphasis on career growth and the development of globally impactful research projects, the RAO seeks to support investigators not just during the proposal process but for the duration of their careers at CSU.

2.E.3. The institution provides students guidance in the ethics of research and use of information resources.

Ethics of Research

CSU is committed to upholding the highest standards of ethical conduct in research through extensive training programs on Responsible Conduct in Research (RCR) and oversight and adjudication of misconduct if necessary. Students, postdoctoral fellows, PIs, and key personnel engaged in research funded by the National Institutes of Health (NIH), National Science

Foundation (NSF), and National Institute of Food and Agriculture (NIFA) are required to complete RCR training. The training focuses on nine core areas:

1. Ethics and social responsibility in research
2. Conflict of interest
3. Use of animal/human subjects and safe laboratory practices
4. Mentor/mentee responsibilities
5. Collaborative research
6. Data acquisition, management, sharing, and ownership
7. Research misconduct
8. Responsible authorship, publication, and peer review
9. Fiscal management and responsibilities.

Additional mechanisms for providing RCR training include courses, a monthly RCR discussion series, and recurring workshops covering topics such as data management, rigor and reproducibility, mentoring, diversity and inclusion, science communication, professional writing, and professional development. These offerings come from units across campus including the Libraries, Office for Inclusive Excellence, Office of Research Integrity, and Graduate School. Individualized mentoring from faculty advisors is also a critical part of RCR training. In addition, CSU has several undergraduate research programs and specific RCR courses/workshops, including the NSF Research Experiences for Undergraduates course and the Office of Undergraduate Research and Artistry RCR training.

Use of Information Resources

The Advanced Writing requirement of the AUCC expects students to use discipline specific criteria to evaluate information sources and evidence and to select, evaluate, and synthesize appropriate sources and evidence in their writing. Additionally, the requirement expects students to reflect on the implications and consequences of context and consider alternative perspectives, all of which culminate in information literacy.

The CSU Libraries help students navigate and ethically evaluate information and knowledge systems using a variety of resources such as research publications and primary source materials. The Libraries developed an Information Literacy Toolkit based on the Association of College and Research Libraries' Framework for information literacy. The toolkit enables instructors to embed information literacy into their curriculum. Support for asynchronous classes is also available and may include instructional videos, worksheets, and lesson plans. Librarians also meet individually with students to provide research support and meet with groups of students in workshops and cocurricular training. Additionally, the Critical Information Literacy Guide helps students in 1) developing sophisticated strategies for reading, evaluating, synthesizing, and using sources in support of a claim, 2) reflecting critically on how to synthesize, communicate and create knowledge, 3) engaging thoughtfully with alternative perspectives, and 4) becoming more critical and creative users of emerging technologies.

CSU Libraries provide programming and consultations emphasizing best practices on common copyright issues and fair use considerations. In doing so, they play a crucial role in fostering

copyright education, empowering the campus community to navigate copyright complexities responsibly and make informed decisions. In addition, employees of the Libraries support and consult on higher level research for needs such as data management and best practices, open scholarship, measuring and increasing research impact and support for research protocols such as systematic reviews.

The ability to reason, including the use of information, is one of the five Institutional Learning Objectives that represent what it means to earn a CSU degree at any level.

2.E.4. The institution enforces policies on academic honesty and integrity.

CSU offers significant education on academic honesty and integrity for faculty and students through The Institute for Learning and Teaching (TILT). Further, the Academic Faculty & Administrative Professional Manual (Section I.5.1) guides all instructors to address academic integrity on every course syllabus. The Faculty Council incorporates standards for course syllabi from CSU's Honor Pledge into the Faculty Manual.

Through Canvas (CSU's enterprise learning management system), multiple tools have been made available to faculty to deter/detect plagiarism and cheating, including Turnitin, Gradescope, Honorlock, and Respondus. Additional tools may be employed in specific disciplines. For example, the Department of Computer Sciences uses Measure of Software Similarity, a free program developed at Stanford to detect plagiarism in computer code assignments.

Proctoring protocol for online and on-campus courses requires that students be monitored while sitting for an examination. The Curriculum Information Management System requires identification of proctoring protocols, which vary by course section.

CSU subscribes to iThenticate, the anti-plagiarism software used by NSF which allows proposals and manuscripts to be reviewed prior to submission to guard against potential future claims of plagiarism or self-plagiarism.

Student behavior is governed by the Student Conduct Code which mandates students and student organizations maintain standards of personal integrity in concordance with the institution's educational goals by which the University affirms student freedoms coupled with full responsibility as members of the academic community. Included within the Code is the prohibition of academic misconduct, including but not limited to cheating, plagiarism, unauthorized possession of academic materials, falsification, and facilitation of acts of misconduct. In addition, the College of Veterinary Medicine and Biomedical Sciences maintains the Doctor of Veterinary Medicine Code of Honor. Specific procedures for cases of academic misconduct are described in this code and in the Academic Integrity Policy and Academic Misconduct Procedures (CSU Honor Pledge) and sections of the General Catalog.

The procedures for addressing academic misconduct are detailed in the General Catalog. Any student found responsible for having engaged in academic misconduct is subject to academic penalty and/or University disciplinary action.

Sources

- AAALAC Notification
- Academic Integrity Policy
- AUCC Guidelines
- BMR Roster
- Classified Research Engagement Request
- Collaborative Institutional Training Initiative
- Council of Research Associate Deans
- Critical Information Literacy Project Guide
- CSU Biosafety Manual
- CSU Policies June 2023
- CUI Award Lifecycle
- Doctor of Veterinary Medicine Code of Honor
- Export Control Procedures
- Faculty Resources for TILT
- FWA Notification
- IACUC Policies and Guidelines
- IACUC Schedule and Deadlines 2023
- IBC Policies and Guidelines
- IBC roster 2022
- IBC-RMS Submission Accepted
- Information Literacy Toolkit
- Institutional Biosafety Committee Meeting Agenda May 2023
- Institutional Learning Objectives
- Office of Sponsored Programs Annual Report SP22
- OLAW Notification
- ORCC Training Data
- OVPR Org Chart
- PAM Guidelines
- Principles Of Community
- PST Annual Report 2023
- RCR Courses June 2023
- SBER Roster May 2023
- SGR Procedures
- Student Resources for TILT

2.S - Criterion 2 - Summary

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

Summary

Assurance Evidence Summary

The evidence, both described and attached for review, affirms that CSU continues to meet the requirements of Criterion 2.

- The University Policy Office maintains an extensive policy library that includes well developed policies related to Academic Affairs/Faculty Administration, Admissions and Enrollment, Athletics, Equal Opportunity, Finance, Human Resources, Information Technology, Public Safety/Risk Management, Research, and Student Affairs. The Office has processes in place to standardize policy development and ushers draft policies through the process to ensure the campus community has ample time and opportunity to provide input.
- Expectations of both individual and institutional ethical conduct are also affirmed within the Student Code of Conduct, Student Bill of Rights, Associated Students of CSU Code of Ethics, Academic Faculty & Administrative Professional Manual, Colorado Department of Personnel Board Rules and Administrative Procedures and linked in the online Consumer Information and Disclosures.
- Through the General Catalog, Consumer Information and Disclosures, Net Price Calculator, committee minutes, accreditation outcomes, and other mechanisms, the institution clearly and accurately represents its operations and impact.
- The Board of Governors' policies and procedures ensure its autonomy in decision-making.
- The institution firmly supports academic freedom and freedom of expression. Faculty Council recently passed a resolution re-affirming this support and many training and resource materials have been created for both faculty and students.
- The Office of the Vice President for Research has structures, policies, and practices in place to ensure integrity in the research enterprise. The organization maintains multiple external assurances of that integrity.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

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

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

Argument

Criterion 3. Teaching and Learning: Quality, Resources, and Support

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

3.A.1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

Curricula are designed and continually reviewed by faculty with disciplinary expertise. Faculty are the foundation for ensuring the currency and rigor of CSU courses and programs are appropriate.

The Curriculum Policy and Procedures Handbook is a compilation of curricular standards for both courses and degree programs. Additional resources include the Graduate Certificate Policy and Procedures, Undergraduate Certificate Policy, and Study Abroad Course Policy. These quality standards apply to all courses and programs regardless of when, where, or how they are delivered.

Proposals for new courses and programs include the instructional delivery mode, contact hours, credit hours, student learning outcomes, and intended assessment methods to ensure appropriate rigor. New program proposals are reviewed through a multi-phased process involving the institution's various governance levels, Board of Governors, and Colorado Commission on Higher Education.

Existing courses and programs undergo periodic faculty review to ensure quality standards. That review can result in courses being retained (with or without changes) or being removed from the curriculum. The 2022 UCC annual report is provided as evidence of the number of courses added and deactivated.

Academic program review is central to ensuring curricular quality and an appropriate level of rigor (see Criterion 4.A.1).

The Academic Master Plan exemplifies our focus on program currency and rigor by identifying and articulating the distinctive knowledge and skills that Colorado State University students will need in the future and projecting areas of academic growth over the next five to 10 years. The plan is a critical component of the University Strategic Plan.

Each of the colleges as well as many academic units rely on an advisory board composed of CSU faculty and individuals from outside CSU who are leaders in their disciplines from applied settings to help inform degree relevancy and rigor. An advisory board is required if a professional doctorate (D.V.M., O.T.D., D.Eng.) is delivered, but the practice is widespread.

Inclusion of an internship, practicum, field experience, or other placement experience is another way programs ensure curricular currency and an appropriate level of rigor. In 2022, 2,521 students completed this type of placement as part of their degree program.

See Criterion 3.B.1 for discussion of the rigor of the general education program.

See Criterion 4.A. for discussion of the quality assurance of transfer credits.

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

As described in the General Catalog, the institutional course numbering system differentiates levels of the curriculum based on course content and learning outcomes.

Academic programs are differentiated by discipline (CIP code and prefix) and degree level as found in the Official List of Colleges, Departments, Degrees, Majors, and Minors. Program learning outcomes differ accordingly as described in the General Catalog, Graduate and Professional Bulletin, and on departmental websites. Course learning outcomes are articulated by faculty in the course syllabus and are discussed in class. This is monitored through the program approval process and then through the academic program review process (see Criterion 4.A.1).

All undergraduate degrees require at least 120 credits and completion of the All-University Core Curriculum (or equivalent transfer courses) and discipline-specific courses.

Master's degrees are classified as Plan A, B, or C as stated in Official List of Colleges, Departments, Degrees, Majors, and Minors. Plan A degrees require the preparation of a thesis; Plan B degrees instead require either a scholarly paper, exam, portfolio, or similar project; and

Plan C degrees are designed as professional degrees with course work only. All master's degrees are rigorous, but the learning is demonstrated differently across the three plans.

A doctoral degree is the highest degree conferred at CSU. There are two types of doctoral degrees that may be earned at CSU: the Doctor of Philosophy (Ph.D.) and professional doctorate (P.D.). The P.D. programs include the Doctor of Veterinary Medicine, Doctor of Occupational Therapy, and Doctor of Engineering.

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

CSU is comprised of the main campus in Fort Collins and four HLC approved additional site locations. CSU does not have any contractual agreements with other entities for them to deliver CSU courses or programs.

Dual and Concurrent Enrollment is described in Criterion 4.A.4.

The Curriculum and Catalog Administration Office maintains the policies and procedures that apply to all courses and programs regardless of where they are delivered (on main campus or elsewhere) or by which instructional mode they are delivered (hybrid, online, face-to-face, etc.). Page 22 of the Curriculum Policy and Procedures Handbook states the delivery method should have "no adverse outcome on course quality or student learning outcomes" and provides a list of considerations for faculty to address during the course proposal process. Courses must go through the full approval process in order to be offered in a delivery mode that differs from that originally approved. During the pandemic, Faculty Council passed a resolution to temporarily bypass that full approval process for the 2020-21 academic year, allowing approved courses to be available in face-to-face, online, and/or mixed face-to-face formats consistent with quality standards and unit priorities. This increased our responsiveness during that unparalleled time and supported continuity in learning.

As a residential campus, most course sections are delivered on campus in face-to-face classrooms. A smaller proportion are delivered hybrid or online, and other delivery modalities are even less common. Fall 2022 data are provided as evidence. Instructional delivery modes are defined at CSU in accordance with federal standards. The class schedule indicates the intended instructional delivery mode, and instructors are required at the end of each semester to report (for each section taught) the format in which it was actually delivered. This would only differ from the intended delivery method in unusual circumstances, such as faculty injury or illness.

Consistency in learning across delivery modes and locations is essential because degrees are transcripted as a CSU credential without regard to where or by which delivery method courses are taught. Consistency is monitored in multiple ways as follows:

- The initial program approval process involves extensive review, which includes discussion of where and how courses will be delivered and ensures identical learning outcomes.
- The UCC retains review of all courses and programs with less than 75% of content delivered face-to-face to ensure the faculty-student interaction is substantive and that quality is not negatively impacted.
- The academic program evaluation process requires evidence of learning equivalency if course sections are delivered in multiple modalities or in multiple locations (see Criterion 4.A.1).
- CSU Online courses incorporate Quality Matters Standards to ensure adherence to research-based best practices in course development. More than a dozen other Colorado colleges and universities use these same standards which are considered best practice.
- When a course has multiple sections taught through different modalities or locations, they are often taught by the same faculty member. For example, the faculty teaching in the Social Work programs in Fort Collins are the same faculty teaching at the Spur campus. In fall 2022, 73% of CSU Online faculty also taught on the main campus in face-to-face classrooms.
- Many AUCC courses with multiple sections are overseen by a coordinator to ensure consistency regardless of who teaches the course. For example, the LIFE Core Curriculum coordinator is a professor in the Department of Biology who coordinates the LIFE 102 and LIFE 103 courses (regardless of which department or faculty teaches them). Similar coordinator positions exist for foundational Chemistry, Mathematics, and English courses.
- Every section taught (regardless of when, where, or how) is required to provide students with the opportunity to respond to the Course Survey (described in Criterion 4.B.1), which allows faculty to look at formative feedback across multiple sections of the same course.

The quality of CSU's online programs was ranked highly by U.S. News and World Report in 2023.

8 Best Online Master's in Computer Information Technology Programs for Veterans

#12 Best Online Bachelor's in Psychology Programs (tie)

#14 Best Online Master's in Computer Information Technology Programs (tie)

#17 Best Online Master's in Business Programs for Veterans (Excluding MBA) (tie)

#26 Best Online MBA Programs for Veterans

#29 Best Online Bachelor's Programs for Veterans (tie)

#31 Best Online Master's in Engineering Programs for Veterans

#33 Best Online Master's in Business Programs (Excluding MBA) (tie)

#42 Best Online Bachelor's Programs (tie)

#44 Best Online MBA Programs (tie)

#51 Best Online Master's in Engineering Programs (tie)

Multi-Location Reviewer Reports (2016, 2022) are provided as evidence that the educational quality delivered at our additional site locations was found to meet the standards of the HLC.

CSU Education Abroad sends students abroad each year to more than 80 countries. The quality of those experiences is monitored in the Office of International Programs (OIP) through site visits, review of course materials, and student evaluations. CSU courses delivered abroad are subject to the same curricular review as courses delivered on the main campus as described in the Curricular Policies and Procedures Handbook (p. 23-26).

CSU is the educational partner for Semester at Sea, an international experience sponsored by the Institute for Shipboard Education (ISE). The Institute for Shipboard Education and Colorado State University renewed their affiliation agreement through 2027 (it began in 2016). All Semester at Sea credits are earned through CSU courses, subject to the same curricular review as all other CSU courses, and with identical learning outcomes as the on-campus courses. The University also appoints each voyage's academic dean from among its most accomplished faculty to further ensure academic quality. The Chief Academic Officer (CAO) holds a joint appointment at CSU and the ISE. The current CAO has been a faculty member at CSU since 2000, well before joining ISE.

Sources

- 1046 20161101 Multi Location Visit - Reviewer Analysis
- 1046 20220429 Multi Location Visit - Reviewer Analysis
- Academic Master Plan 2023-2027
- AUCC Guidelines
- CRS 23
- Curriculum Policy and Procedures Handbook
- FA22 Delivery Mode
- Graduate Certificate Policy and Procedures
- Institute for Shipboard Education
- New Program Proposal Process
- Official List of Colleges, Departments, Degrees, Majors, and Minors
- Quality Matters Standards
- Resolution for Temporary Instructional Delivery Mode
- Study Abroad Course Policy
- UCC Annual Report (FY22)
- Undergraduate Certificate Policy
- University Strategic Plan

3.B - Core Component 3.B

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

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

Argument

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

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements.

The Colorado Department of Higher Education, pursuant to Colorado Revised Statute 23-1-108, convened their General Education Council and implemented "a core course concept that defines the general education for all public institutions of higher education" in Colorado. That core was created based on the Association of American Colleges and Universities' Essential Learning Outcomes framework and is the basis of CSU's All-University Core Curriculum (AUCC). Core student learning outcomes coupled with content criteria guide the development of AUCC courses to foster high-quality learning experiences. CSU also added a level of depth and integration in advanced study that is appropriate for a bachelor's degree.

Each AUCC course calls upon the instructor to introduce and reinforce academic success skills, provide students with ample and prompt feedback to encourage their academic progress and development, encourage reflection and development of metacognition, and foster an academic mindset. Teaching that encourages this mindset involves setting high and realistic goals for students; making clear the course objectives and academic competencies they help to develop; and demonstrating connections among content, competencies, and life applications. It

encourages ongoing effort and makes it explicit that productive studying, active engagement in learning experiences, practicing, questioning, participating, reflecting, and learning from mistakes contribute to student success.

The AUCC enhances the University's mission of excellence in teaching and learning by using evidence-based educational practices and scaffolding student intellectual skills across the curriculum. The thoughtfully developed learning outcomes speak to the Institutional Learning Objectives as evidenced in the attached map.

3.B.2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

See Criterion 3.B.1.

3.B.3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

The Institutional Learning Objectives (ILOs) represent the distinctive features of a CSU education, including our sustained commitment to equity and excellence. The ILOs are, in principle, linked to the University's Principles of Community.

Our multi-phased reform of the AUCC centered growth opportunities and the skills required to thrive in an increasingly globally connected world.

- In 2016, the Colorado Department of Higher Education (CDHE), with broad input, updated the Guaranteed Transfer (GT) Pathways General Education Curriculum to focus on specific competencies. Because the CDHE general education curriculum is the basis for CSU's AUCC (as described in Criterion 3.B.1), the updates caused us to review, and revise as necessary, all AUCC courses. All course revisions went through the full University Curriculum Committee approval process.
- The Diversity, Equity, and Inclusion (DEI) Foundational Competency in the AUCC was created in response to student demands (2010, 2015, 2020) for curricular reform. The final report of the AUCC 1C Task Force of Faculty Council describes the development and adoption process. It replaces the previous Global and Cultural Awareness category, moving it from an Educational Foundations and Perspectives requirement to a Fundamental Competency requirement; critical to reflecting the importance of DEI within an undergraduate degree and mirroring the increased importance the institution has placed on DEI over the last 10 years (see Criterion 1.C.3). The DEI Foundational Competency engages students in the study of cultural identities, explores the interactions among these identities, and reflects upon patterns of interaction related to the larger contexts in which they take place, focusing on U.S. cultures as they are situated within a global context. These courses provide opportunities to expand self-awareness, examine perspectives, and engage in dialogue to analyze personal and social responsibility, social

systems, and contemporary contexts. There are currently nearly 30 courses for students to choose from within this category of the AUCC. Assessment of this competency is of paramount importance in FY24 and may result in the addition/deletion of courses designated to meet this requirement.

- Additional opportunities for AUCC revision have begun with a 2022 Teagle Foundation National Endowment for the Humanities planning grant. The $250,000 grant is funding two years of innovation in the undergraduate core curriculum focused on first-year seminars employing interdisciplinary inquiry into essential questions about diversity and the human experience. Lessons from the initiative are expected to inform changes in the curriculum and in pedagogical approaches to general education.

Faculty participate in inclusive pedagogy training through The Institute for Learning and Teaching as a major component of the institution's student success plan. Their impact extends beyond the AUCC and demonstrates the value the institution places on incorporating DEI into the educational experience across all degree programs (undergraduate and graduate). Faculty professional development is further described in Criterion 3.C.5.

CSU Education Abroad and Semester at Sea (Spring 2023 voyage itinerary attached as evidence) experiences expand the human and cultural awareness of participants who, in turn, bring that expanded awareness back to campus. Related, international students enrolled at CSU bring their unique perspectives to our classrooms and campus. Although the numbers dropped during the pandemic, we anticipate enrollments to rebound as travel and visa restrictions are lifted. Enrollments have been split nearly 50/50 between graduate and undergraduate programs recently and the vast majority were enrolled in face-to-face, on-campus courses (not online courses). Enrollment trends are provided in the Fact Book as evidence.

Additional opportunities for students to learn about human and cultural diversity exist within the educational experience. The educational experiences provided by the Division of Student Affairs and the Office for Inclusive Excellence are described in 3.D.1.

3.B.4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

CSU is a Carnegie Classification R1 Doctoral university with "very high research activity" and currently manages $457M annually in research expenditures (an increase of 46% over the past decade). The most current annual report is provided as evidence. The research mission contributes to all University mission elements; sponsored projects supported salary for 350 tenured and 57 tenure-track faculty and 1,180 graduate research assistants in FY22. Additionally, in FY22, sponsored projects funding supported $12.4M in capital equipment, including specialized instrumentation and unique research equipment.

The research enterprise contributes to all aspects of the institution and is therefore discussed throughout the assurance argument in each of the five criteria.

Sources

- 2010 Student Demands
- 2015 Student Demands
- 2020 Student Demands
- AUCC 1C Final Report
- AUCC Guidelines
- AUCC Outcomes Map
- CRS 23
- Education Abroad
- FactBook_FY23
- Institutional Learning Objectives
- Principles Of Community
- Semester at Sea SP23
- Teagle Foundation Grant Award

3.C - Core Component 3.C

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

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

Argument

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

3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

Aggregated demographics for faculty and staff are publicly available in the Fact Book and on the Institutional Research, Planning, and Effectiveness website in interactive reports with a CSU ID. We recognize that our faculty and staff profile does not yet mirror the students we serve, nor does it reflect the demographics of the state of Colorado. However, with intentional recruiting efforts (described in Criterion 2.A.2) and campus climate improvement efforts (described in Criterion 1.C.3), gains have been made in diversifying our workforce. Employees holding under-represented racial/ethnic identities now account for 18% of the total compared to 13% 10 years ago. In FY14, women accounted for 45% of tenured faculty and 33% of tenure-track faculty; they now account for 51% and 37%, respectively.

3.C.2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

Sufficient Faculty Numbers

CSU places immense value on its faculty as evidenced by both the focus on compensation in the University Strategic Plan (and its first-year priorities described in Criterion 5.B.2) and the protection of faculty positions (and salaries) during the budget shortfall of the pandemic. See Criterion 5.B.1 for a fuller discussion of the institution's human capital resources.

In FY23, 1,892 faculty (58% tenured or tenure-track) brought our educational mission to life. In the past 10 years a net of 182 additional faculty have been hired (43 tenured/tenure-track). Trends for employee headcounts and FTE are available in the Fact Book. A trend report of student credit hour production by course level and faculty tenure status is provided for review. As reported in the Common Data Set, 57% of sections with undergraduate enrollment have fewer than 30 students. The Format 40 in the Budget Data Book summarizes the student faculty ratio as 20:1 for lower division courses and 13:1 for upper division courses. For graduate courses, the ratio is about 6:1.

For the AUCC, a course capacity team meets regularly to review the entering class as it builds to ensure seat availability. The course capacity and waitlist report is updated nightly and accessible online (with a CSU ID) for the team to use interactively. Similar processes are conducted by individual departments to ensure students have access to the courses they need.

A longer-term, more strategic analysis of instructional capacity occurs in the program review process, which informs a faculty hiring plan (the full program review process is described in Criterion 4.A.1). This process also accounts for anticipated faculty attrition as well as new and deactivated programs on the horizon.

Continuity of Faculty

Supporting continuity, the Academic Faculty and Administrative Professional Manual (section E.2.1.3.) states, for faculty with a contract appointment, "all contracts shall have a specified ending date and a term of at least two (2) years. At least one (1) year prior to the expiration of the contract, the faculty member shall either be given a new contract that replaces the current contract or informed that the contract may be allowed to expire." Further, in March 2023 the Colorado legislature passed a bill to extend the allowable contract length for teaching faculty from three years to five. Faculty with continuing appointments have no specified end date.

During the pandemic, voluntary retirement incentives were offered as an opportunity to align the University's salary costs with decreased revenues. In FY21 and FY22, 76 and 71 faculty (respectively), left the institution — most as part of the incentivizing program. Outside of the pandemic, in the last decade, about 96% of the tenured/tenure-track faculty were retained

annually. This high retention rate maintains faculty continuity. Tenured/tenure-track faculty retention rates are provided as evidence and available online on with a CSU ID.

3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial offerings.

Policy for the selection of faculty members is detailed in the Academic Faculty and Administrative Professional Manual (section E.4). The review of credentials and qualifications is conducted by the faculty to ensure appropriate peer review within the discipline. Minimally, a candidate's highest degree must be more advanced than the courses they teach unless their degree is terminal or professional. Ninety-seven percent of tenured/tenure-track faculty have earned a terminal or professional degree in their discipline. Faculty credentials are available for review. Dual credit students are enrolled in the same courses as other CSU students. We do not deliver any courses to high school students at the high school. We do not outsource any teaching activity to other entities.

3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Annual and periodic comprehensive reviews of faculty performance are codified in sections C.2.5, E.12, and E.14 of the Academic Faculty and Administrative Professional Manual. The results are reported to the Board of Governors annually. The most recent report is provided as evidence. After receiving tenure, faculty receive a comprehensive review every five years based on a summary of all annual reviews since the last comprehensive review or the acquisition of tenure. The review includes an updated curriculum vitae, a self-analysis by the faculty member, and a statement of goals and objectives.

The Provost's Office is working with Faculty Council, department chairs, and deans to continuously improve the faculty evaluation process. Use of Interfolio is being piloted to provide the technology infrastructure for an improved process. The announcement to campus about the use of Interfolio is provided as evidence.

Additionally, faculty are required to administer a Student Course Survey to every class section they teach, regardless of where or how course content is delivered, in accordance with the Academic Faculty and Administrative Professional Manual (section I.8). The survey is designed to provide instructors with valuable formative feedback to continually improve their teaching. They may also choose to participate in peer reviews to have their teaching evaluated.

3.C.5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Faculty stay current in their discipline through a myriad of ways, such as involvement in disciplinary organizations, publishing and/or presenting, collaborating with or serving on advisory boards, conducting ongoing research, etc. Participation in such activities is reviewed in the annual evaluation and the promotion and tenure processes. Faculty professional development

is supported through funding opportunities to attend conferences and/or proceedings, release time, an institutional National Center for Faculty Development & Diversity membership, and other mechanisms of support funded by the division or unit if not centrally.

CSU demonstrates its commitment to excellence in teaching by investing in professional development and mentoring services for all faculty through The Institute for Learning and Teaching (TILT). TILT's high-quality programs have been well attended, especially in the past few years. During the pandemic, 420 instructors completed at least one full TILT Best Practices in Teaching course, 980 completed an online training/workshop, and more than 100 faculty attended training for the Canvas LMS (Learning Management System) and Echo360 (platform for video-based learning in higher education). Overall, faculty logged 14,773 professional development hours directly devoted to improving their teaching to meet student needs during the pandemic.

A notable TILT contribution has been the Teaching Effectiveness Framework (TEF) which provides instructors with a set of pedagogical competencies to help focus their developing teaching practice. Introduced to faculty at the 2019 TILT Summer Conference, it also provides a common language and definition of teaching effectiveness that facilitates discussion of best practices. In May 2021, the Faculty Council favorably reviewed the TEF for department use in annual review goal setting and as a tool for improving teaching effectiveness in all modes of instructional delivery. The Teaching Effectiveness Initiative allows instructors to earn a Certificate of Achievement in each of the seven domains of the TEF upon completion of professional development experiences.

Other TILT programs of note include the following:

- Teaching Squares, a nonevaluative and supportive peer teaching observation program completed by 70 participants from 25 departments, with more than 400 observations occurring since 2018.
- The Master Teacher Initiative, a campus-wide peer mentoring program wherein coordinators respond to the needs and interests of faculty in specific disciplines through emailed teaching tips and regular conversations.
- Now in its 44th year, the Professional Development Institute offers short sessions on a wide range of topics designed to enhance faculty, staff, and graduate student professional growth and personal enrichment during a three-day period each January. On average each year from 2013-22, PDI has offered 111 sessions to 913 attendees, 172 of whom are faculty or graduate teaching assistants (GTAs).
- TILT's two-day Summer Conference, held each May, provides peer-led workshops on teaching, learning, and assessment, and brings high profile keynote speakers to campus. Attendance at the conference averages 145 participants annually.
- The Best Practices in Teaching (BPiT) curriculum includes a series of three-week online courses covering a wide range of pedagogical topics, including active learning, critical thinking, inclusive pedagogy, teaching online, and creating learning outcomes and assignments. Since BPiT launched in Fall 2019, 643 instructors representing all eight colleges, 69 academic departments, and 12 student and academic support units have completed one or more BPiT courses; 1,367 courses have been completed.

- Graduate students are supported through the Graduate Teaching Certificate of Completion Program, resulting in a Teaching ePortfolio that illustrates graduate students' teaching expertise and serves as a valuable tool in academic job searches. From 2013-22, 152 graduate students completed the program, with 309 current participants.
- All first-time Graduate Teaching Assistants (GTAs) must complete training jointly developed by TILT, the Graduate School, the Division of Student Affairs, and the Office for Inclusive Excellence. GTAs are introduced to universal learning and teaching issues, pedagogical best practices, and strategies for assessing student outcomes. An average of 307 GTAs complete the training each year. In response to the pandemic, TILT created a fully online version of the training and offered it for the first time in Fall 2020 for 353 GTAs. The invitation to GTAs and the email to deans, directors, and department heads for Fall 2023 are attached as evidence of the required nature of the training.

3.C.6. Instructors are accessible for student inquiry.

As per the Academic Faculty and Administrative Professional Manual (section E.5.3), faculty members are both "expected to meet their classes regularly and at scheduled times" and to "make time available for student conferences and for advising and mentoring, if these are included in the faculty member's scope of duties. Office hours should be convenient to both the students and the faculty member with the opportunity provided for prearranged appointments." Communication of this is standard in every course syllabus. A syllabus template is available to faculty by TILT to ensure all required elements are included. The Rubric for an Inclusive Course Syllabus and other resources are also available to help faculty create a welcoming and positive tone for the course, both of which encourage students to meet with faculty.

Results from the 2022 National Survey of Student Engagement (NSSE) indicated that both first year and senior respondents were significantly more satisfied with their faculty interactions at CSU than respondents at peer institutions. Critically, during the pandemic, the NSSE Pulse Survey results showed a higher proportion of respondents at CSU rated their faculty interactions as "very good" or "excellent" when compared against a national reference group.

3.C.7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities, are appropriately qualified, trained, and supported in their professional development.

See Criterion 5.B.1 for a description of how staff qualifications are determined, and the professional development opportunities made available at CSU.

The Division of Student Affairs periodically (since 2008 there have been six administrations) conducts a Quality of Work Life Survey to track staff experiences over time. One of the domains of the survey focuses on staff training, performance, and feedback. On a five-point scale, results have been generally positive. Performance feedback was reported as effective in guiding and developing work, adequate orientation is provided for new employees, and expectations of performance are clear and reasonable.

Specific examples of professional development within student support service areas include the following:

- Advisors and Academic Success Coordinators attend monthly meetings to learn about the alignment between university priorities and their professional practice and to secure their commitment to implementing the University Advising plan. Additionally, advising summits are held annually and include extensive professional development opportunities. Discipline-specific training also occurs within the academic departments and colleges.
- The CSU 2021-22 Priority 1 Training Program has been successful in providing training to 255 TRIO personnel (including those at CSU) over the course of three on-site and one virtual training and supplemental webinars between the October 1, 2021, and June 1, 2022, period. The training participants represented TRIO Programs from 41 states.
- Residence Life staff complete annual training, as evidenced in the 2022 Training Schedule, which includes topics such as the Helping Model, engaging residents, inclusivity, opening procedures, bias response, campus partners, and others.

Sources

- 2023 GTA Invitation Fall
- Best Practices in Teaching
- Budget Data Book
- Common Data Set
- Course Survey 2023
- DSA Quality of Work Survey
- FactBook_FY23
- Faculty Activity Report - BOG June 2023 revised
- Faculty Council May 2021 Meeting Agenda
- First-time Graduate Teaching Assistants Training
- Graduate Teaching Certificate of Completion Program
- GTA Orientation
- Master Teacher Initiative
- NSSE 2020 Pulse Survey Results
- NSSE 2022
- Office of Sponsored Programs Annual Report SP22
- Paraprofessional Staff Training Schedule
- Pilot Launch of Interfolio
- Program for the 2023 PDI
- Rubric for an Inclusive Course Syllabus
- SB23-048
- SCH Trends
- Syllabus Template
- Teaching Effectiveness Framework
- Teaching Effectiveness Initiative
- Teaching Squares
- TILT Summer Conference Program

- TRIO Report FY22
- TTF Retention
- University Strategic Plan

3.D - Core Component 3.D

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

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

Argument

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

3.D.1. The institution provides student support services suited to the needs of its student populations.

The Division of Student Affairs (DSA) is proud of its efforts to enhance, appreciate, and support a healthy and diverse community. Below are examples of DSA programs and services and the FY22 annual report is provided as evidence.

- Physical and mental health services
- Navigation services including Student Case Management, Student Legal Services, and Student Resolution Center
- Support and programs for adult learners, student veterans, foster/independent students, and undocumented, DACA & ASSET students
- Basic Needs Support, including Rams Against Hunger, SNAP benefit assistance, employment and internship support, housing and utility assistance, and transportation security
- Engagement with students' parents and families
- Support and leadership for the Bias Assessment Team, Tell Someone, and Student Death Response Team

Until recently, Student Diversity Programs and Services (SDPS) were part of the Division of Student Affairs, but they are now housed in the Office for Inclusive Excellence. The eight SDPS Centers include the following:

- Asian Pacific American Cultural Center (APACC)
- Black/African American Cultural Center (B/AACC)
- El Centro
- Pride Resource Center
- Native American Cultural Center (NACC)
- Student Disability Center
- Students Empowering & Engaging in Dialogue (SEED)
- Women and Gender Advocacy Center (WGAC)

The Educational Advisory Board Student Campus Climate Survey, completed in 2020, provides evidence of their support and activities. Sixty-one percent of respondents were aware of programs or activities promoting DEI several times each academic year, and another 23% were aware of hearing about these opportunities at least once a semester.

In Fall 2023, a newly created position will be filled to coordinate already existing and new first-generation support services with the hope of closing the graduation equity gap between first-generation and continuing generation students which is the largest equity gap among new first-year students.

University Housing not only houses about 8,000 students each year, but also supports student engagement in significant ways. A NSSE 2021 report shows first-year students who live on campus reported higher levels of engagement across items in each of four domains — awareness, connection, learning, and thriving — compared to off-campus students. A 2020 research brief describes the association between University Housing and student success.

Further, a One-Stop office will open this academic year in the center of campus to bring financial aid, enrollment, bill pay, and other student services into one location to better support students.

3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Preparatory Instruction

Since FY20, the Academic Advancement Center (AAC) has increased its capacity and now serves an additional 500 students annually. Services include holistic support for students with disabilities, undocumented students, limited income, first-generation, and URM students. The association between the AAC and student success is reported in a 2022 research brief. Academic support services at the AAC include tutoring (online and in person), structured study groups, and academic skills building workshops.

Precollegiate programming has become even more critical as we are now serving students with significant learning erosion stemming from the pandemic. Participation in summer bridge programs has increased since 2019 from 40 to 101 in 2023. The success of program participants led to the program's expansion as a critical student success strategy.

Wolves to Rams provides advising, scholarships, stipends, workshops, mentorship, and paid research training to Front Range Community College (FRCC) students who plan to transfer to CSU into a STEM major. Program participants have access to financial planning resources, personalized transfer advising, academic support, and professional development opportunities.

There are multiple variations of a first-year seminar for incoming students. Seminar courses may be located within an academic major, within a learning community, or focused on student identities, but all of them strive to build community, set high (but attainable) expectations for academic performance, and help orient students to the resources available to them. Overall, seminar participation is associated with higher levels of student success as evidenced in a 2018 report.

The Pathways to Academic Success Seminar (PASS) is delivered through the Academic Advancement Center and provides a space for academic reflection, strategies for academic success, and developing academic skills. TRIO students who earn a GPA under 2.3 are enrolled automatically in the Seminar.

Students who require algebra for their major and do not place into MATH 117 (college algebra) or higher complete a self-guided preparatory Entry Level Mathematics (ELM) tutorial and have unlimited attempts to pass the ELM exam. Similar tutorials and testing are also available at the precalculus level. Students who do not pass the exams may continue to try or may decide, in consultation with their advisor, to select a major that does not require algebra or calculus. The College of Engineering has partnered with the Department of Mathematics to create a streamlined precalculus course to specifically serve new engineering majors before their first fall enrollment. A research brief describing outcomes is provided as evidence.

Course Placement

Each fall, around 10% of the entering class requires developmental coursework in accordance with Colorado Commission on Higher Education Policy (I)-(E)-6. This primary determination is made based on SAT/ACT scores (or other allowable assessment outcomes) and is followed by a secondary determination for both composition and mathematics as described below.

- All incoming undergraduates are subject to the Composition Placement Guidelines, which describe multiple placement options depending on the student's specific circumstances.
- Students whose degree program allows them to satisfy their mathematics requirement with MATH 101 (Math in the Social Sciences), MATH 105 (Patterns of Phenomena), or STAT 100 (Statistical Literacy) can do so without completing the math placement assessment. Students wishing to take a math course other than those must complete the placement assessment unless they scored a three or higher on an Advanced Placement Calculus Exam (either AB or BC) or have transfer credit in a math course at the level of College Algebra or above.

Learning Support

Tutoring at The Institute for Learning and Teaching (TILT) employs a drop-in peer group model to provide about 180 hours of academic support to students each semester. In AY21-22, TILT offered tutoring in 20 math and science courses and saw more than 4,000 visits to the tutoring center. Students who attend tutoring at TILT perform better than their peers who do not; a recent report is provided for review. Additional tutoring services are delivered in the Accounting Tutoring Lab, Calculus Center, Chemistry Learning Resource Center, Precalculus Center, Statistics Success Center, Eagle Feather Tutoring Center, the Writing Center, and through Adult Learner and Veteran Services.

In 2018, TILT launched a Learning Assistant Program to support large-enrollment chemistry and biology courses. More than 90 peer educators facilitate in-class small-group learning activities and discussions to promote deeper learning and active engagement. From Fall 2018 to Spring 2022, the Learning Assistant Program supported about 11,000 course enrollments. In addition to academic support during class time, learning assistants provide supplemental academic support outside of the classroom through drop-in group tutoring, one-on-one tutoring, study groups, and exam review sessions. In AY22, 43% of students enrolled in these course sections participated in learning assistant facilitated activities outside of the classroom. The program is associated with increased rates of student success; a recent report is provided as evidence.

CSU offers students a variety of residential and nonresidential learning communities and residential theme programs that bring cohorts of students together in shared learning experiences. These opportunities are described in the General Catalog. The most recent learning communities report is provided as evidence of their positive association with student success.

Student-Athlete Support Services provides individualized support for student-athletes through a variety of learning resources, as appropriate to their current academic performance. In addition to subject-specific tutoring sessions available to all student-athletes, support for learning challenges is also available.

3.D.3. The institution provides academic advising suited to its offerings and the needs of its students.

The Academic Advising Network is coordinated by the Provost's Office with oversight and delivery of advising services in the colleges and departments, except for exploratory studies undergraduates who receive advising through the Collaborative for Student Achievement. There are currently 104 Academic Success Coordinators (ASCs) and professional advisors serving undergraduates resulting in an average caseload of about 240 students. The University Academic Advising Strategic Plan is evidence of the vision for academic advising, and the FY23 Implementation Plan is provided to show initial actions.

Results about advising services from the 2022 administration of the National Survey of Student Engagement (NSSE) advising module were generally positive. Results about advising from the First Destination Survey, administered annually, have also been positive showing 85% of undergraduate respondents rating their advising satisfaction as excellent or better than average.

Graduate students are assigned a faculty advisor within their academic department. The advisor is the chief source of advice for the program of study. Most graduate students are required to have an advisory committee for which their advisor serves as chair (Plan C master's degree and graduate certificate students are required to have an advisor but not a committee). The committee aids in general advising, helps create a plan for degree completion, periodically evaluates progress toward degree completion, and administers the final examination. Recent updates to sections E.5.3 and E.12.1 of the [Academic Faculty & Administrative Professional Manual](#) include expectations for graduate mentoring. [Minutes](#) of the Board of Governors approval of those updates in May 2022 are provided as evidence.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

Technological Infrastructure

The Division of Information Technology (DoIT) has evolved since 2020, bringing together three departments (Academic Computing, Information Systems, and Telecommunications) that previously operated independently. The current [organizational chart](#) is provided as evidence of the new structure. The Experience and Collaboration unit of DoIT has responsibility for software licensing, research computing and cyberinfrastructure, application development and user support services, and academic technology, providing the primary technology support for teaching and learning at the institution. [DoIT By The Numbers](#) and the division's [strategic plan](#) are provided as evidence of activity and vision.

CSU students created the University Technology Fee in 2003 to support campus wide technology projects. Fee management and project administration are overseen through the University Technology Fee Advisory Board, which is composed of student representatives from each academic college, the Graduate School, Undeclared Leadership Council, and Associated Students of Colorado State University. Recent [minutes](#) are provided as evidence of the Board's discussions. Students continue to invest over $500k annually in the campus wireless network, with a specific focus on coverage in academic spaces and student-centric facilities, like Morgan Library and the Lory Student Center. These spaces rarely have access points in service that are more than three years old because of the students' investment.

In 2021, CSU implemented a Palo Alto next-generation [firewall system](#) to protect the networks of the CSU Fort Collins campus and the CSU System. Funding was also received from the Colorado General Assembly to modernize the core campus network architecture and replace aging infrastructure. The [Joint Budget Committee Funding Bill](#) is provided as evidence. The allocated funding sets up a 7–10-year refresh cycle for the entire campus network that covers the main data centers and all academic and research spaces.

Current DoIT project updates are available [online](#) for review.

Libraries

CSU Libraries (Morgan Library and the Veterinary Teaching Hospital Library) include online resources and services as well as 24-hour study space and more than 40 student study rooms including adaptive technology rooms. Morgan Library is open approximately 130 hours per week and is staffed for reference help, IT support, course reserves, and inter-library loan. Students and instructors may use any of more than 300 desktop computers and may check out Windows and Mac laptops, Chromebooks, iPads, and other technology to support learning.

Online students have full access to library databases, electronic journals, and all other services. Access to the Libraries' resources was found to be adequate at our additional site locations as documented in recent HLC Multi-Location Visit Reports (2016, 2022).

Librarians are available to provide instruction and personalized reference and research services. Online interactive library tutorials for learning how to conduct library research are also available. The Technology Training Center (TTC) in Morgan Library provides training on Office 365, Adobe Creative Cloud, Canvas, Echo 360, i-Clickers, and other applications and classroom technology. The CSU Library document delivery services include full text databases of current news, business, and scholarly articles; full text electronic journals available anytime via Sage, the library catalog system; online databases for journals in all academic disciplines; and rapid web-based delivery of any journal, article, or book chapter through the Zap system. The most recent IPEDS Libraries Survey is provided as evidence of the library's resources and collections. The 2021 Libraries Strategic Plan is provided as evidence of the services provided and the vision for the future.

Laboratories and Clinical Practice Sites

CSU believes deeply in the high impact of hands-on learning. There are clinical practice sites and laboratories across campus to facilitate this. Recent projects to build or upgrade experiential learning spaces include but are not limited to the following:

- The Mountain Campus is a 1,600-acre site located west of Fort Collins at 9,000 feet elevation to provide opportunities for academic field studies, educationally focused conferences, and mountain research. The campus is open from mid-May to mid-October where over 300 students stay annually as part of CSU academic programs. During the pandemic, the Cameron Peak Fire (the third largest fire in state history) burned nearly 620 acres of the campus (about 1/3 of the total site). While most structures were spared, significant work went into ensuring the site was safe to reopen after the pandemic. A new wastewater plant and the Donald and Esther Harbison Experiential Learning Center were completed in 2023.
- The CoBank Center for Agricultural Education at the Agricultural Research, Development, and Education Center includes laboratory, teaching, technology, and office space in support of CSU's Agricultural Education teacher licensure program. The 16,477-square-foot facility was completed in September 2015 with a $3.3M investment.
- The JBS Global Food Innovation Center includes a complete livestock and meat processing center with arena, holding and harvesting areas, a research and development center, lecture hall, and a meat demonstration classroom. It is also home to the Temple

Grandin Animal Handling & Education Center. The 36,000-square-foot facility was completed in April 2019 with a $21M investment.

- The James L. Voss Veterinary Teaching Hospital is the primary clinical teaching space for the Doctor of Veterinary Medicine program, which was ranked #2 in the nation by U.S. News and World Reports in 2023. A recently approved $278 million upgrade to the facility will support a new curriculum and accommodate more students to meet the growing needs for veterinary professionals in the region and in the nation.

Museums and Performing Spaces

The University Center for the Arts (UCA) houses the School of Music, Theatre, and Dance; the Gregory Allicar Museum of Art; the Avenir Museum of Design and Merchandising; and select faculty and courses from the LEAP Institute for the Arts and the Department of Art and Art History.

- There are five performance venues at the UCA plus acting labs, dance studios, rehearsal rooms, and practice rooms. There are also production areas (costume shop, electrics shop, paint shop, and scene shop), classrooms, and lab spaces. In addition to performances, the venue hosts summer camps, seminars, and institutes as part of CSU's community engagement.
- The Avenir Museum of Design and Merchandising was renovated and enlarged in 2016. It now contains three galleries, a classroom and seminar space, a library, a conservation laboratory, and expanded collection storage and management areas.
- The Allicar Museum of Art includes more than 10,000 square feet of galleries, augmented by teaching facilities and an additional 4,000 square feet of state-of-the-art collection storage facilities and exhibition preparation spaces. The Museum is accredited by the American Alliance of Museums, a distinction earned by fewer than 4% of museums in the nation.

The Lory Student Center (LSC) Arts Program includes the Duhesa Gallery, the Hallery, and the Curfman, which strive to expose more students to the visual arts by bringing them to a central and heavily used location on campus. Throughout the LSC, there are over 250 artworks, all of which are managed by the Arts Program. Moreover, these pieces create a diverse visual experience for all LSC visitors.

Sources

- 1046 20161101 Multi Location Visit - Reviewer Analysis
- 1046 20220429 Multi Location Visit - Reviewer Analysis
- 2020-2021 First Destination Report
- 2022-23 Libraries
- AAC Participation and Student Success final
- Academic Advising Implementation FY23
- BOG Minutes May 2022
- Colorado Commission on Higher Education Policy I.E.6

- Composition Placement Guidelines
- DoIT by the Numbers
- DoIT Firewall Purchase Order May 2021
- DoIT Org Chart
- DoIT Strategic Plan 2022-2025
- DSA Annual Report FY22
- EAB Student Campus Climate SP20
- ENcouarge Research Brief
- First Year Seminar and Student Success Report
- Housing Persistence Research Brief
- Joint Budget Committee Funding- Bill
- Learning Communities 5 Year Summary
- Libraries Strategic Plan 2021
- NSSE 2021 Housing Results
- NSSE 2022 Advising Module
- TILT Learning Assistant Program
- TILT Tutoring Assessment Report
- University Academic Advising Strategic Plan
- UTFAB Minutes
- Wolves to Rams Grant Award

3.S - Criterion 3 - Summary

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

Summary

The evidence, both described and attached for review, affirms that CSU continues to meet the requirements of Criterion 3.

- The Curriculum Policy and Procedures Handbook is a compilation of CSU's curricular standards for both courses and degree programs (graduate and undergraduate). Additional resources include the Graduate Certificate Policy and Procedures, Undergraduate Certificate Policy, and Study Abroad Course Policy. These quality standards apply to all courses and programs regardless of when, where, or how they are delivered. There are a variety of mechanisms in place to ensure equivalency.
- The relevancy and rigor of the academic programs is appropriate to the level of degree. Every degree program has learning outcomes that are reflective of both the degree level and the discipline. Additionally, CSU added a level of depth and integration in advanced study within the general education requirements that is appropriate for a bachelor's degree (distinguishing it from the requirements of a 2-year degree).
- The Diversity, Equity, and Inclusion (DEI) Foundational Competency in the AUCC was created in response to student demands (2010, 2015, 2020) for reform to campus-wide curriculum. The final report of the AUCC 1C Task Force of Faculty Council describes the development and adoption process. It replaces the previous Global and Cultural Awareness requirement, moving it from an Educational Foundations and Perspectives requirement to a Fundamental Competency requirement; critical to reflecting the importance of DEI within an undergraduate degree and mirroring the increased importance the institution has placed on DEI over the last 10 years.
- Demonstrating sufficient faculty numbers, the student:faculty at CSU ratio is 17:1 and 57% of course sections with undergraduate enrollment have fewer than 30 students. Less than 22% have more than 50 students.
- Faculty stay current in their disciplines through a variety of means and are provided a multitude of professional development opportunities annually to enhance their teaching effectiveness.
- Student support services are delivered primarily by the Division of Student Affairs, Division of Enrollment and Access, TILT, Athletics, and the Office of Inclusive Excellence. Student support staff are hired based on qualifications determined by others within their service area and are provided with additional training each year.
- There are currently 104 Academic Success Coordinators (ASCs) and professional advisors serving undergraduates resulting in an average caseload of about 240 students (lower than the best practice recommendation of a maximum of 300). They assist students in connecting with faculty, academic supports, and services for personal well-being.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

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

Argument

4.A. The institution ensures the quality of its educational offerings.

4.A.1. The institution maintains a practice of regular program reviews and acts upon the findings.

Board of Governors Policy 303 requires that regular reviews of all approved academic programs occur at least once every seven years. The schedule of evaluations is provided to the board annually and is posted online. As much as possible, the internal process coincides with specialized accreditation timelines. Final reports are presented to the provost with a summary subsequently provided to the full board. FY23 summaries are provided as evidence of the process.

Section C.2.4.2.2.d of the [Academic Faculty and Administrative Professional Manual](#) requires that evaluations of academic programs and departmental operations be conducted concurrently. While the departmental faculty may initiate a request for an interim evaluation, they are ordinarily conducted every five to seven years.

- The Evaluation of Academic Programs enables the department faculty to assess the demand for and quality of the academic programs they deliver. This includes a review of student learning outcomes and attainment (detailed in Criterion 4.B), the curriculum, and outcomes after graduation. Additionally, instructional modality and location are reviewed for equivalency across course sections and student success rates are reviewed from an equity perspective. Further, the All-University Core Curriculum learning outcomes are reviewed as well as the unit's contributions to the Institutional Learning Objectives.
- The purpose of the Evaluation of Departmental Operations is to enable faculty to evaluate the human resources, facilities, work environment, organization, administration of the department, and other aspects of departmental operations to maintain and improve morale, effectiveness, and productivity. Formalized agreements (2+2 agreements, partnerships, institutes, centers etc.), and the unit code are also reviewed.

The provost retains oversight for the evaluations, but the process is managed by the vice provost for planning and effectiveness. The process culminates in an Action Plan developed by the faculty that addresses departmental aspirations for continuous improvement. The Action Plan is then considered in planning and budgeting processes at the college and institutional levels. Examples of that consideration regularly include the creation and/or discontinuation of academic programs, faculty hires (notably cluster hires), and start-up funding. Other Action Plan strategies have included revisions to the curriculum, learning outcomes, assessment plans, and unit code.

It is noteworthy that the evaluation process itself is also reviewed each year and improvements are made. For example, the report template has evolved over time to incorporate faculty feedback. The process and report template are currently under a more comprehensive review because there is concern that having the evaluations finalized in the spring semester is too late in the budget construction process for meaningful consideration. A retreat was held in June 2023 focused on this. [Considerations](#) from the retreat are provided as evidence. A new template will be employed beginning in FY24.

The Division of Student Affairs (DSA) conducts program reviews every five years. The vice president for student affairs (VPSA) retains oversight for these reviews, but the process is managed by the DSA's director of assessment. The DSA [review template](#) is provided as evidence. The final self-study is reviewed by the unit's supervisor and the director of assessment before a final presentation is given to the VPSA. Units then report progress on their plans for improvement annually. A recent [program review](#) from the DSA is provided as evidence.

The enterprise repository system for program evaluations and reviews, Compliance Assist, is cloud-hosted by Anthology. Adoption of Anthology's Planning Module is not yet as widespread. While it has been fully adopted in the DSA, roll out to academic units was paused at the onset of the pandemic. It has now resumed, but we anticipate a couple of years until full adoption is achieved.

4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

The transfer policy is stated in the General Catalog and on the Office of the Registrar website. The Office of the Registrar is responsible for determining transfer equivalencies, under the direction of the academic departments.

- Credit earned at two-year institutions cannot be assigned equivalents to CSU's upper division courses.
- Academic courses from regionally accredited institutions of higher education completed with a C- or higher are generally accepted in transfer. However, if a course(s) was completed more than 10 years ago, direct equivalencies are not granted in the initial evaluation but instead are reviewed by the academic unit.
- Courses that by name or description are developmental, remedial, or preparatory do not transfer for CSU credit.
- Vocational and/or technical courses do not transfer unless the work is judged by the departmental faculty to be pertinent to a particular curriculum.
- CSU participates in many Colorado Department of Higher Education (CDHE) statewide transfer agreements. Additionally, the institution has other formalized MOUs that guarantee transfer with specific institutions. All signed agreements are kept in a repository maintained by the Office of the Provost.
- CSU accepts transfer credit for prior learning, including College Board Advanced Placement, the College-Level Examination Program, International Baccalaureate examinations, international transfer and Education Abroad, Service Schools and Courses of the Armed Services (when carrying a baccalaureate credit recommendation in the latest *Guide to the Evaluation of Educational Experiences in the Armed Services* prepared by the American Council on Education), and some noncollegiate institutions.

There are three ways, as follows, for prospective and current undergraduate students to determine how credits from another institution will transfer to CSU.

- Transferology is an online tool that shows how courses from hundreds of other institutions will transfer to Colorado State University.
- Students unable to locate equivalencies in Transferology may contact the Transfer Student Center to request a Tentative Transfer Evaluation (TTE). Courses are reviewed by the Office of the Registrar and results are sent within a few weeks to the requestor.
- A review is automatically initiated by the Office of the Registrar once official transcripts from other institutions are submitted.

Credit may also be evaluated for transfer to a graduate program with the approval of the adviser, committee, and Graduate School. There is no right to transfer graduate credits; each case is assessed individually and accepted or rejected on its merits. The number of credits that may be transferred is limited to less than half of the total degree requirements. Additional details are provided in the Graduate and Professional Bulletin.

4.A.3. The institution has policies that ensure the quality of the credit it accepts in transfer.

See Criterion 4.A.2.

4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Course prerequisites and co-requisites are established through the course proposal and review process of the University Curriculum Committee (UCC), which concludes with Faculty Council approval (as described in the Curricular Policies and Procedures Handbook). The Office of the Registrar enforces requirements during the course registration process in the student information system. However, final responsibility is delegated to the academic departments through authority to override prerequisites for students whom the faculty believe to be otherwise adequately prepared for the course.

Curricula and learning outcomes are developed by the faculty in the academic units and evaluated during the new course and program proposal processes. Recent minutes of the UCC are provided as evidence. Details about student learning outcomes at all levels are detailed in Criterion 4.B.

Learning resources and course materials are identified by instructors and can vary by section even though the course learning outcomes are identical. For large enrollment courses with multiple sections, instructors may decide to use the same learning resources, but academic freedom allows them to select their own materials if desired. The instructor and department are responsible for communicating learning resource requirements to the Libraries, Bookstore, and other units as appropriate.

CSU supports faculty in locating and creating quality open educational resources (OER) for their courses to promote equity and access to course materials. The institution is a member of the Open Textbook Network and has several large enrollment courses (ex: AA 100, ECON 202, ECON 204) which have successfully used OER, saving CSU students over $2M to date. A Spring 2022 update is provided as evidence. In 2020, Professor Medora Huseby won Governor Polis' Outstanding Z Course award for General Microbiology. The award recognizes high quality courses that use only free OER textbooks and learning resources. These types of investments and accomplishments have established a foundation for long-term institutional growth in OER use. In the coming year, we are strategically focusing on expansion of OER to courses with high enrollment, high DFW rates, or high textbook costs.

The assessment of instructor qualifications is assured through the hiring process, which is the academic department's responsibility (see Criterion 5.B.1).

In Colorado, dual enrollment refers to high school students enrolled in college-level courses; students are responsible for if/how the CSU credits will support their high school requirements

and are responsible for their tuition. Concurrent enrollment refers specifically to the Concurrent Enrollment Programs Act (C.R.S. §22-35-101) and the Colorado Department of Education rules for administration. Concurrent Enrollment student tuition is paid by their school district (at the community college rate) and the credits are approved to apply toward their diploma requirements. Both dual enrollment and concurrent enrollment students are admitted to CSU as nondegree seeking. There are no courses delivered face-to-face in high schools. Students are enrolled in courses with other CSU students. Therefore, the course rigor, learning outcomes, and faculty qualifications are identical for all students enrolled in the course. Agreements are in place with multiple school districts in Colorado. A complete list is provided as evidence.

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

Specialized accreditation is maintained by dozens of programs at CSU and is an important public indicator of academic quality as determined by peer review. Often these programs are designed to prepare students for licensure and specialized accreditation can help to ensure the curriculum meets licensure requirements. A list of current accreditations is available online.

In 2022, the Center for Educator Preparation (part of the School of Education) voluntarily opted not to pursue reaccreditation with the Council for the Accreditation of Educator Preparation (CAEP). Instead, the school pursued and earned accreditation through the Association for Advancing Quality in Educator Preparation. There have been no other changes regarding the agencies through which CSU programs are accredited.

4.A.6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

A variety of efforts are made to understand the success of our graduates as follows:

First Destination Report

Data from multiple sources are compiled and shared with the CSU community in the First Destination and Satisfaction Report. The overall knowledge rates (the percentage of graduates that CSU has knowledge of their post-graduation plans) for the FY21 graduating class was 65% (n=3,357) for undergraduate students and 64% (n=1,426) for graduate students. These knowledge rates are about 15 points lower than we usually see (perhaps an artifact of the pandemic). However, results were similar to prior year findings: 91% of 2020-21 undergraduates had either a job offer or secured plans for employment/further education at graduation. Approximately 250 graduate schools admitted CSU students. Data sources contributing to the knowledge rates include the following:

- First Destination Survey (FDS): The FDS is administered to all students as part of the Graduation Ready process. Annual survey administration includes graduates from

summer, fall, and spring. At graduation, if a student either does not respond or does not know their plans after graduation, they are re-surveyed in November.

- National Student Clearinghouse (NSC): The NSC Student Tracker allows the institution to identify graduates who enrolled in further education. This not only increases the knowledge rate, it triangulates the self-reported data from the FDS.
- LinkedIn: CSU contracts with a third-party vendor to scrape LinkedIn for data about recent graduates. Validation efforts are made to ensure the accuracy of these data.

Colorado Department of Higher Education

The Colorado Department of Higher Education matches recent graduates to Colorado unemployment insurance records through a memorandum of understanding negotiated with the Colorado Department of Labor and Employment. These results are published on a public dashboard by institution, program, and degree level. The advantage to this approach is that wage data are available beyond just one year after graduation. However, the data are only available for graduates employed in Colorado. Additionally, employees in certain sectors are not captured in the data set (e.g., federal employees because the federal government does not pay unemployment insurance to the State of Colorado).

Licensure Pass Rates

Licensure pass rates are maintained by multiple departments including but not limited to social work, occupational therapy, veterinary medicine and are an additional indication of success after graduation.

Sources

- 2020-2021 First Destination Report
- AUCC Guidelines
- AUCC Outcomes Map
- Board Policy 303
- Career Center FY20 DSA Program Review
- Colorado Department of Education Rules for Administration
- Concurrent Enrollment Agreements
- Considerations for Academic and Departmental Review
- CRS 22-35-101
- CSU OER Briefing
- Curriculum Policy and Procedures Handbook
- DSA Learning Domains
- DSA Program Review Template
- FY23 Program Review Summaries
- Institutional Learning Objectives
- North American Veterinary Licensure Pass Rates
- Occupational Therapy Licensure Pass Rate
- Program Review Schedule

- School of Social Work Licensure Pass Rates
- Transfer Policy
- UCC-Minutes-4-7-23-FC

4.B - Core Component 4.B

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

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

Argument

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

Colorado State University advances its educational mission with the assessment of learning at the institutional, program, and course levels. The faculty set high standards for their classrooms and programs, and regularly engage in instructional and curricular revisions based on the information they collect.

Since the last reaccreditation in 2014, CSU has strengthened its scaffolded approach to the assessment of student learning. This approach is underpinned by clearly stated general education, discipline-specific, and cocurricular learning outcomes that support one or more of our Institutional Learning Objectives (ILOs). An outcomes matrix connecting the various levels of learning is provided as evidence.

- Institutional Learning Objectives were finalized in 2020 after an extensive and collaborative process that began in Fall 2017. They are intended to provide a framework for curricular and cocurricular coherence regardless of degree level and are conceptually linked to our Principles of Community. They are aligned with individual course and program learning outcomes as well as learning outcomes in the Division of Student Affairs.
- The All-University Core Curriculum (AUCC) reflects core general education competencies defined and required by the Colorado Department of Higher Education (CDHE). Additional CSU requirements, such as a capstone experience, have been included to bring CDHE's core competencies into current context and add integrative learning experiences characteristic of a bachelor's degree.
- Discipline-Specific Learning Outcomes:
  - Course learning outcomes (CLOs) are required as course proposals are submitted for initial approval per the Curricular Policies and Procedures Handbook (p.13). Once the course is approved, the CLOs are required to be clearly stated in every syllabus regardless of where or how courses are taught. Additionally, the CDHE

has approved many of the AUCC courses for inclusion in the [GT Pathways program](#); the CLOs of those courses are regulated and reviewed by the CDHE to ensure transferability across Colorado institutions.

- o Program learning outcomes (PLOs) distinguish every degree program from every other offered at CSU. New program proposals require PLOs to be mapped to CLOs. Faculty are provided [guidance](#) in how to write PLOs. After program approval, PLOs are described in the general catalog in program descriptions and are continually reviewed during the academic program evaluation process (see Criterion 4.A.1).
- In 2019, the Division of Student Affairs (DSA) adopted [learning domains](#) that make it transparent to students that learning is initiated and reinforced in cocurricular spaces. The domains are framed using the Council for the Advancement of Standards Learning and Development Outcome domains and reflect best practices from the National Association of Student Personnel Administrators, Student Affairs Administrators in Higher Education, and the American Association of Colleges and Universities.

4.B.1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

Effective assessment requires the institution to provide leadership and infrastructure, processes for evaluating the quality and relevancy of curricula, and technology platforms for documenting results. CSU has been thoughtful about these responsibilities.

Leadership and Infrastructure

CSU has taken key steps to strengthen assessment leadership and infrastructure over the past five years as follows:

- In 2018, the Office for Inclusive Excellence hired an associate vice president for strategic initiatives and assessment. While the position was not created to focus on student learning, it has been important in raising awareness of equitable assessment practices. A qualitative and survey research analyst was also hired in 2022.
- In 2020, The Institute for Learning and Teaching (TILT) hired an associate director of assessment. This role and other TILT staff provide critical support for faculty to incorporate evidence-based and meaningful assessment practices into course and/or curriculum revisions. A new instructional designer position was subsequently created to further support faculty development and the incorporation of course learning outcomes and classroom assessment techniques into their practices. TILT staff have also been integral in the academic program evaluation process by providing feedback about learning outcomes, assessment processes, and pedagogical innovation.
- In 2021, the DSA updated their program review process to center equity using an adaptation of the National Association of System Head's Equity Action Framework. The DSA director of assessment role was expanded from a 0.5 FTE to a 1.0 FTE. Additionally, many other roles across the division have responsibilities for assessment included in their job descriptions and the Assessment Steering Committee has convened monthly for nearly 20 years.

- In 2022, a director of assessment was hired to report to the vice provost for planning and effectiveness and maintain responsibility for coordinating the assessment of student learning at all levels and within all academic areas of the institution. Prior to this, academic assessment efforts were led through a distributed model and while advances were made in the meaningfulness of assessment practices under that structure, it was decided that a level of centralization would create improved continuity and focus. Significant work has begun under the leadership of this position.
  - The Academic Assessment Council, co-chaired by the director of assessment and the vice provost for undergraduate affairs, was constituted and charged with providing shared and representative leadership for curricular assessment and ensuring coordination across campus that advances student learning and equitable assessment practices.
  - A plan for the assessment of general education is under development because the AUCC has undergone significant revision in the past few years (described in Criterion 3.B). The group has been discussing institutional values of assessment and attended the Indiana University–Purdue University Indianapolis Assessment Institute together to lay the groundwork for their work and shared vision.
  - The inaugural CSU Assessment Leadership Academy was held to help faculty spearhead assessment initiatives, including effective communication, creating efficient processes, and working collaboratively to make meaning of assessment results.
  - FY24 goals for assessment are provided as evidence of our desire to continue strengthening our assessment of student learning.
- The 2023 TILT summer conference focused on assessment. The conference schedule is provided as evidence.

In addition to the more recent activities described above, there are long-standing assessment leadership and infrastructure components as follows:

- The Committee on Teaching and Learning (CoTL), a standing committee of Faculty Council, provides recommendations on issues regarding policies, practices, and standards for maintaining and improving the quality of teaching and learning as well as student outcomes assessment. CoTL was instrumental in the development and eventual adoption of the ILOs, Ethical Principles of Learning Analytics, redesign of the Student Course Survey, and updates to the Academic Faculty and Administrative Professional Manual regarding the appropriate use of the course survey data.
- The University Curriculum Committee (UCC) of the Faculty Council reviews all new courses and programs proposals and changes to existing ones. This review includes learning outcomes and the associated assessment plan. The institutional director of assessment attends UCC meetings as an ex-officio member to further ensure continuity across institutional practices.

Processes

Assessment occurs in discrete curricular and cocurricular spaces but also at the institutional level, with each using a variety of direct and indirect methods.

Faculty professional development for assessment occurs primarily through TILT as described in Criterion 3.D.4.

New program proposals must include a section on the Continuing Assurance of Student Success and Learning, including assessment methods and plans for continuous improvement.

Existing academic programs engage in periodic program evaluation (see Criterion 4.A.1). The statement of learning outcomes and description of the corresponding assessment practices are required as part of the self-study that faculty complete during that process. Faculty also include evidence of how assessment results have been used to improve the curriculum and/or pedagogy. Program evaluation has been the primary venue for advancing curricular improvement efforts and for increasing faculty involvement in assessment. Examples of assessment methods discussed in the program evaluation process are described below.

- Capstone Experience: Every undergraduate program of study is required to include a capstone experience that consists of a designated course or sequence of courses that offer the opportunity for integrative and reflective learning. Review of student work during the experience is a primary source of direct assessment of learning.
- Portfolio and Reflection: While the effort and time involved in portfolio and/or reflections is significant, some programs are moving in this direction because it gives students a chance to demonstrate integrative and reflective learning from a personal perspective. The Physics B.S. portfolios include homework problems, solutions, and in-class performance.
- Internship, Practicum and/or Employer Feedback: Many academic programs request feedback about student performance from internship providers and employers. This assessment helps to ensure the curriculum maintains its relevancy and that students are well prepared (an example is provided as evidence).
- Course Survey: Each semester, instructors (regardless of where or how course content is delivered) are required to conduct at least one student survey for every course they teach using a common survey administered via Canvas. The survey is designed to provide instructors with valuable formative feedback to be used for course improvement. In addition, results are available online to students to help inform future course choices.
- Doctoral Candidacy Examination and Thesis/Dissertation Defense: While the pass/fail rates of candidacy examinations and defenses are indicative of overall student learning, many programs have moved to employ rubrics to standardize the assessment and more precisely understand which learning outcomes are met and to what degree.
- Peer-Reviewed Publications/Presentations: Peer review is a valuable assessment tool even if the work is not accepted, as the student has experts in the discipline providing feedback. Some programs require Ph.D. candidates to prepare and submit a manuscript for publication in a peer-reviewed scientific journal.
- Licensure or Certification Examination Pass Rates: Multiple programs on campus prepare students for disciplinary licensure or certification (see Criterion 4.A.6). For those programs, examination pass rates are part of their assessment plans and the licensure requirements themselves are central to maintaining curricular relevancy.

- Specialized Accreditation (see Criterion 4.A.5): Most specialized accrediting agencies require the assessment of student learning outcomes. Assessment results and reviewer feedback are used formatively by departments.

At CSU, as at most universities, the sophistication of assessment activity varies across academic units. We recognize and celebrate the programs that do assessment well and are aware that investments must be made to improve processes in other areas. This is the impetus for the updates to leadership and infrastructure discussed earlier in this criterion.

CSU also conducts assessment at the institutional level and shares information with academic and cocurricular units. Examples follow:

- Collegiate Learning Assessment Plus (CLA+): The CLA+ was last administered at CSU in 2016. The full [report](#) is provided as evidence. Administration of the CLA+ was put on hold while the AUCC was being revised. It has not been determined if we will continue to use the tool.
- National Survey of Student Engagement (NSSE):
  - The NSSE has been used at CSU since 2012. Results from [2019](#) and [2022](#) are provided as evidence. Results are often disaggregated by department (curricular or cocurricular) and shared with faculty and staff along with item-level comparisons between groups as a way to monitor progress on equity goals. Results are also available [online](#).
  - In 2020, the NSSE experimental General Education module was administered to seniors as a pilot assessment for the Institutional Learning Objectives (ILOs). Items within the module were mapped to the ILOs. The mapping and [results](#) are provided as evidence of the process.
  - In 2020, the NSSE Pulse module was administered to gauge the experience of our students during the pandemic. While not directly addressing student learning outcomes, results helped us understand if students had the needed academic support necessary during that time and how they were perceiving the quality of the educational experience. [Results](#) are provided as evidence.
- The Taking Stock Survey is sent to all new first-year and transfer students the fourth week of the first semester and is an important source of information. While not directly assessing student learning, results allow the institution to intervene early to support learning. [Results](#) are provided as evidence.
- The [Cooperative Institutional Research Program](#) (CIRP) Freshman Survey is sent annually to first-year students. While also not directly assessing student learning, results allow the institution to better tailor programs and services to meet student needs and develop targeted interventions, if warranted.

Technologies

Process Management: From 2002-14, CSU used an in-house solution as a repository system for assessment plans and results. The tool contributed to a culture of assessment that was lauded as "innovative" by the [National Institute for Learning Outcomes Assessment](#) (Kinzie, 2011). As is

common for in-house tools, it could not be sufficiently developed to meet the growing needs of a large campus and was replaced by a suite of Anthology products.

Adaptive Learning:

- Multiple systems of adaptive learning are used to gauge prior learning for appropriate course placement including in the Department of Chemistry, the Department of Mathematics, and the Department of Languages, Literatures, and Cultures.
- Pre-calculus mathematics is taught using adaptive learning technology. Resources are provided in an online format and students are encouraged to interact with instructors and tutors in the walk-in Learning Center. The Student Guide is provided as evidence. Although much of the coursework can be completed remotely, students are required to complete proctored exams on campus. The new student success structure includes a working group entirely focused on this series of courses (see Criterion 4.C.3).
- In Summer 2016, TILT received a grant from the Personalized Learning Consortium (PLC) of the Association of Public and Land-grant Universities (APLU) for Accelerating Adoption of Adaptive Courseware in high-DFW, large-enrollment general education courses. In addition to courseware, high-impact, evidence-based teaching practices were added to course sections engaging in the grant. Over three years, more than 34,000 students in 326 sections participated in redesigned courses. Two of the resulting peer-reviewed publications (1, 2) are provided as evidence.

Learning Management System (LMS): Effective use of Canvas, CSU's LMS, was largely limited to online courses prior to the pandemic. However, during the pandemic, use of the LMS within face-to-face or hybrid courses expanded significantly. One positive by-product of the expanded use is that Canvas learning analytics can now be used for formative assessment and formalized research. Examples follow:

- From 2018-20, faculty from across five departments participated in a pilot project aimed at leveraging the Canvas Outcomes feature, other assessment tools, Science of Learning (SoL) resources, and instructional design approaches to improve student achievement of course learning outcomes in high enrollment lower division courses. The project yielded many deliverables, including training videos and other resources as well as scalable structures for obtaining in-course learning analytics (at the time a manual process).
- Following the initial Canvas Outcomes project, TILT conducted another pilot to measure proficiency of learning outcomes in the Chemistry capstone course. TILT provided workshops and resources to the faculty to assist them in articulating course learning outcomes and to align these outcomes to the Chemistry PLOs, the AUCC general education learning outcomes, and the CSU Institutional Learning Objectives. Faculty successfully used the tool to grade individual students' proficiency of course learning outcomes using a rubric, but it was deemed that a similar approach would not be feasible for many AUCC courses given the large class sizes in 100- and 200-level courses. Moreover, it was determined that it is not a feasible tool for measuring outcomes across multiple colleges and programs.

- Grading of Scantron exams is no longer centrally supported. Instead, a site license for Gradescope is available for all courses through the LMS. The tool can be used to score bubble sheet exams as well as handwritten, problem-based homework and exams.
- U-Behavior is a learning and teaching method that uses the Canvas quiz tool to promote optimal study behaviors (empirically shown to be associated with improved student learning), including spaced retrieval, active recall, interleaving, and self-regulating practice. Over 3,000 students are engaging with U-Behavior each academic year, and adoption is growing. It is consistently positively associated with performance on comprehensive final exams. EDUCAUSE selected U-Behavior as a significant learning technology, and it was one of only six to be highlighted in the "Elevation of Instructional Design, Learning Engineering, and UX Design in Pedagogy in Practice" category of EDUCAUSE's 2020 Horizon Report.

4.B.2. The institution uses the information gained from assessment to improve student learning.

Assessment results described above are used in continuous improvement processes across campus in every college and throughout student affairs. Evidence includes the number of significant course and program changes approved by the University Curriculum Committee (UCC) and the recent multi-year revision of the All-University Core Curriculum (described in Criterion 3.B.3).

The UCC 2022 annual report documented 184 program proposals and 645 course proposals indicating the faculty's commitment to the process of continuous improvement and a deep understanding of the current state and outlook for their discipline.

In preparation for AUCC revisions, from 2014-16, faculty from across the state, including CSU, worked to articulate the CLOs and Content Criteria for each core curriculum area, linking state guidelines to disciplinary standards. It was agreed that both CLOs and Content Criteria would appear in every syllabus for every class in the core curriculum, along with a statement attesting to the transferability of the course across public institutions in the state. Every CSU GT Pathways course syllabus was then submitted to the UCC for approval. About 160 AUCC courses have been revised to meet the state requirements for GT Pathways. An additional 40 have been created as new AUCC courses with the current state requirements for GT Pathways.

Departments and colleges use assessment results and student success data to inform changes in curriculum and academic support. The Engineering Education Initiative and First Four Weeks Initiative are examples. The College of Liberal Arts has also developed a Student Success Discussion Kit that integrates data with resources on high-impact practices. Along with this kit, the college offers mini grants for departments to address specific gaps or issues they identify.

4.B.3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional, and other relevant staff members.

The assessment of student learning reflects best practices in that it is not done solely for compliance but as part of a growing culture of continuous improvement. Our structures, processes, and technologies involve faculty and staff from across campus, and information gathered through assessment is used to improve teaching effectiveness and update curricula, programs, and services as appropriate. The institution continues to advance our scaffolded approach to student learning and the assessment thereof, recognizing that assessment must be genuine and sustainable inside and outside of the classroom to be useful.

See prior responses for Criterion 4.B.

Sources

- 2020 EDUCAUSE Horizon Report
- A Transformative Approach to Incorporating Adaptive Courseware
- Accelerating Adoption of Adaptive Courseware
- Accelerating Adoption of Adaptive Courseware Grant Award
- Adaptive Courseware Implementation: Investigating Alignment
- Assessment Leadership Academy Agenda
- Atadero Engineering
- AUCC Assessment Framework AY24-29
- AUCC Guidelines
- AUCC Outcomes Map
- CIRP Freshman Survey Results
- CLA Student Success Discussion Kit
- Course Survey Report
- CSLOs and Content Criteria
- CSU Academic Assessment Council
- Curriculum Policy and Procedures Handbook
- DSA Learning Domains
- Engineering Education Initiative
- Ethical Principles of Learning Analytics
- First Four Weeks
- FY 2022 McNair Grant Award
- Guaranteed Transfer Pathways General Education Curriculum
- Institutional Learning Objectives
- Learning Outcomes Assessment and Improvement at CSU
- New Program Proposal Process
- NILOA CSU
- NSSE 2019 Results
- NSSE 2020 General Education Results
- NSSE 2020 Pulse Survey Results
- NSSE 2022
- Physics Learning Objectives
- PLO Guide Presentation
- SOWK 488 BSW Field Placement Assessment

- Spring 2016 CLA+
- Taking Stock Survey Results
- The Guide to Taking Precalculus Courses
- TILT Summer Session Agenda
- U-Behavior
- UCC Annual Report (FY22)

4.C - Core Component 4.C

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

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

Argument

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

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

CSU has earned national recognition as an APLU Project Degree Completion finalist for its focus on undergraduate student success. In 2017, the student success leadership team updated the campus student success plan and developed recommendations for future action. Implementation of that plan began in 2018 and was approved in 2020 as our Quality Initiative (QI) with three specific goals:

- Attain an 80% six-year graduation rate for the first-time, full-time entering cohort.
- Attain a 60% four-year graduation rate for the first-time, full-time entering cohort.
- Close equity gaps absolutely (without statistical control for other demographic variables).

The plan focused intently on equity, knowing that an array of interconnected initiatives would positively impact all students but would have a differentially positive impact on students holding under-represented identities.

We also received a $3.4 million [Ronald E. McNair Scholars Program Grant](#) from the U.S. Department of Education to focus on preparing these same populations of undergraduates for doctoral programs.

4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The Institutional Research, Planning, and Effectiveness (IRP&E) [website](#) provides online interactive data to campus that allows for disaggregation by race/ethnicity, income status, gender, major, registration status, rural status, and other student characteristics. The Board of Governors [meeting packet](#) from December 2022 is provided as evidence (p.283) of our disaggregated tracking of success rates. Further, [research briefs](#) are completed regularly to provide a more in-depth understanding of specific initiatives. Recent briefs informed decisions related to [financial aid distribution](#), [admissions](#), [learning communities](#), and [course outcome disparities.](#)

The institution's Quality Initiative (QI) was focused on our student success strategies, use of disaggregated data, accomplishments, challenges, and lessons learned for moving forward. The final [report](#) is provided as evidence.

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

Progress toward our student success goals has been slower than we had hoped, which caused us to revise the leadership structure and strategy implementation to be more agile and outcome-oriented with clear expectations of responsibility and accountability.

- The student success leadership structures had decentralized to such a degree that coordination and accountability were compromised. Effective Spring 2023, the size and complexity of the leadership was decreased to improve coordination and accountability. The new structure is on page 7 of the [QI Report](#).
- Too many initiatives led to fatigue and underfunding. Moving forward, initiatives will be limited to only those that are scalable and have the ability to make an institutional impact on our most vulnerable populations.

4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

The institution makes student success data available for use by faculty and staff as well as the public at large. This reflects best practices and includes access to public reports such as IPEDS ([Completions](#), [GRS](#), [GRS200](#), [Outcome Measures](#)), NCAA reports, [Student Achievement Measure](#), [College Scorecard](#), the institutional [Fact Book](#), the [Common Data Set](#), and [online](#) interactive tools with a CSU ID.

Several exciting developments have occurred since the last comprehensive site visit related to the institution's ability to gather, analyze, and use data to better inform our student success practices as described below.

- Our [Quality Initiative](#) required expansive use and disaggregation of student success data. The institution began collecting data to identify our rural students. It came to light those students, especially those who also hold under-represented identities, were demonstrating lower rates of success than their peers. As a result, the CSU Board of Governors provided funding for a [Rural Initiative.](#) The most recent [update](#) to the BOG is provided as evidence.
- Partnership with the Center for the Study of Learning Analytics supported our use and expansion of [U-Behavior](#) (see Criterion 4.B). Initial results show positive associations between use of the tool and course outcomes and also suggest URM students show a disproportionately positive association after considering high school GPA.
- CSU was the fourth university in the U.S. to sign a contract with the Educational Advisory Board for their advising and predictive analytics tool, *Navigate*. Over the last two years, we have diligently worked to update the historical data and factors in the predictive model thereby increasing its accuracy. The increased accuracy allows Academic Success Coordinators and professional advising staff to move to an equity-focused model that prioritizes students who are identified with potential support needs, a major component of the [Academic Advising Strategic Plan](#)
- Work is underway, and a data authority has been named, to capture cocurricular engagement data in our systems to allow us to better identify behaviors associated with higher levels of success.

During our Quality Initiative, we are proud to have created or contributed to several practices and tools we believe other institutions will find useful:

- CSU was selected as one of six universities in the APLU-supported and Raikes Foundation-funded [Student Experience Project](#) (SEP). We recently contributed to materials released in the [SEP Resource Hub](#).
- CSU was selected as the lead institution in the [APLU Powered by Publics: Scaling Student Success Western Land Grant Cluster](#). Recent efforts have focused on reducing curricular complexity via the open source [Curricular Analytics](#) tool. An example [curricular map](#) is provided as evidence.
- The Association for Undergraduate Education at Research Universities is housed at CSU and the executive director is part of our student success leadership team. The Association recently published the groundbreaking [Boyer 2030 Commission report: A 2030 Blueprint for Excellence & Equity in Undergraduate Education at U.S. Research Universities](#).
- CSU was solicited to participate as the only U.S. university in an international study exploring equity and student success impacts of COVID-19 through the National Centre for Student Equity in Higher Education through the University of Sydney. The report, [Recommendations for Equitable Student Support During Disruptions to the Higher Education Sector: Lessons from COVID-19](#) was published in 2022.

- A short blog viewing student success work through the lens of universal design with a CSU student success author was published through the National Association of System Heads (NASH).
- Recently, three CSU student success staff contributed a chapter to a published book on designing equitable learning communities.

Sources

- 1046 QIP Review Colorado State U
- 2022-23 Completions
- 2022-23 GRS
- 2022-23 GRS 200
- 2022-23 Outcomes Measures
- Admissions Research Brief- High School GPA as a Success Indicator
- Applying Universal Design Thinking to Opportunity Gap Closure
- BOG Action Item Board Reserves Draw for Rural Initiative June 2021 - signed
- BOG Materials December 2022
- BOG Materials February 2023
- Common Data Set
- Delivering on the Promise of HIPs
- FactBook_FY23
- Financial Aid Distribution Research Brief
- FY 2022 McNair Grant Award
- Gaps in Math Achievement by Demographic
- Key Plus Learning Community Research Brief
- Mechanical Engineering Curricular Analytics Map
- Powered by Publics Scaling Student Success
- Project Degree Completion Finalist
- QI Report
- Recommendations for Equitable Student Support during Disruptions- Lessons from COVID19
- Rural Initiative Update BOG
- Student Experience Project
- The Equity/Excellence Imperative
- U-Behavior
- University Academic Advising Strategic Plan

4.S - Criterion 4 - Summary

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

Summary

The evidence, both described and attached for review, affirms that CSU continues to meet the requirements of Criterion 4.

CSU ensures the quality of the educational programs, learning environments, and support services wherever and however it is delivered, and we are focused on continual improvement.

- The institution ensures the quality of its educational and cocurricular programs both in the initial approval process and in the program evaluation process. We are currently in the midst of revising the program evaluation process to further ensure its usefulness in our planning and budgeting processes.
- There are currently 44 programs that maintain specialized accreditation.
- The scaffolded structure of learning outcomes has been enhanced since the last comprehensive review and now includes outcomes at the course, discipline, general education, cocurricular, and institutional level that build appropriately. Evidence is provided that assessment occurs at each level and that results are used for continuous improvement.
- The structures in place for assessment have been strengthened and expanded since 2018 demonstrating our institutional commitment to the process.
- The institution has been recognized nationally for its commitment to student success. Our Quality Initiative was entirely focused on our continued efforts. Despite the pandemic, we did make some gains (although we have not yet realized our goals) and we developed critical insights that will support our continued efforts.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

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

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

Argument

Criterion 5. Institutional Effectiveness, Resources, and Planning

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

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

The Colorado State University Board of Governors, on December 16, 2022, confirmed Amy Parsons as the 16th president of CSU – effective Feb. 1, 2023, following a highly competitive, nationwide five-month search process. An organizational chart of the University is provided as evidence of the reporting and operational structure of the institution. The organization of the University is outlined in the Academic Faculty & Administrative Professional Manual (section B).

5.A.1 Shared governance at the institution engages its internal constituencies — including its governing board, administration, faculty, staff, and students — through planning, policies, and procedures.

Shared governance is designed to engage the entire University community through direct and representative participation in planning and decision making.

The Board of Governors endorses and embodies the principles of shared governance as evidenced by the open exchange of perspectives at their meetings and the intentionality with which input is solicited. As per Policy 110, the Board complies with the requirements of Colorado Open Meetings laws (CRS 24-6-101). Meeting dates are posted publicly before the fiscal year begins per Policy 102 as part of the intentional effort to invite public participation. Public comment is then heard at the beginning of every meeting. Moreover, faculty and students sit as Advisory Members of the BOG.

The Academic Faculty & Administrative Professional Manual is, as described in its preface, the document that formally captures the shared understanding of the cooperative compact among the Board of Governors of the Colorado State University System, University administration, faculty, and administrative professional staff. It is used to effectively guide the institution. Edits to the manual may be suggested by the Administrative Professional Council or the Faculty Council, but changes are expected to be co-drafted (see section H) in the spirit of shared governance. They are then voted on by both councils, and if approved, they are forwarded to the Board of Governors for final approval.

A multitude of committees and teams work collaboratively to share in the leadership of the institution.

- The President's Cabinet is representative of the institution. The provost and chair of Faculty Council represent the faculty and colleges while the remainder of the body represents operational divisions of the University. These meetings are not open to the public, but the membership provides updates back to their respective area(s) of campus and brings input from their area(s) to the meetings. Additionally, cabinet members regularly attend employee council meetings and meetings of both the Associated Students of CSU and the Graduate Student Council.
- The Executive Leadership Team includes the members of the President's Cabinet plus all college deans, vice provosts, and chairs of the employee councils. This group meets once or twice per semester to share information, exchange ideas, and participate in workshops or training.
- The Council of Deans (COD) membership is codified in the Academic Faculty & Administrative Professional Manual (section B.2.4). The provost serves as the chair; other regular members include the deans, chair of Faculty Council, vice provosts, vice presidents, and the chair of the Faculty Council Committee on Strategic and Financial Planning.
- The Advisory Committee on Undergraduate Affairs (ACUA) addresses issues concerning undergraduate academics, student life, enrollment, and access that affect the quality of the undergraduate experience. The group links University offices that support the undergraduate experience and acts as a deliberative body for policies proposed by other entities.
- CSU employees participate in shared governance by taking part in events, providing input in policy development, serving on committees, or serving on one of three different

representative councils based on their employee classification: Faculty Council, Classified Personnel Council, or Administrative Professional Council. Each employee council is structured with a general membership, standing committees, and an executive committee. Employee councils have representation on a variety of institutional committees.

- The Enrollment Council is comprised of leaders within the Division of Enrollment and Access and critical campus partners, such as Orientation, Transition, and Family Programs and Housing and Dining Services. The Council ensures coordination of services and an equity-centered student focus. Topics include new student onboarding and transition services, registration priority and hold policies, planned leave, and summer enrollment, to name a few.
- The University Curriculum Committee (UCC) evaluates and approves/disapproves course and program modifications, additions, and deactivations in accordance with the Academic Faculty & Administrative Professional Manual (section C.2.1.9.5.k) and membership is set in accordance with section C.2.1.9.5.m including one faculty representative from each college and the Libraries, the chair of Faculty Council (ex officio), the provost or the provost's designee (ex officio), one undergraduate student, and one graduate student.
- The Associated Students of CSU (ASCSU) is composed of elected representatives from all eight colleges, each office of Student Diversity Programs and Services, exploratory studies students, and graduate students. The current membership list is provided as evidence. ASCSU oversees the allocation of student fees (about $67M annually) and student representation is present on many standing committees of the institution. Student leadership opportunities are described in the General Catalog.
- The Graduate Student Council, through a representative membership, has developed effective relationships with administrators to advance the interests and protect the rights of the graduate student body. The group was instrumental in the recent creation and adoption of a multi-year approach (currently underway) for the University to assume the cost of all mandatory student fees for graduate assistants.

Evidence of collaboration with external constituencies is provided in Criterion 1.B.3.

High-level examples of shared governance include the development and adoption of the University Strategic Plan (described in Criterion 5.C), Institutional Learning Objectives (described in Criterion 4), Academic Master Plan (described in Criterion 5.A.3), budget construction (described in Criterion 5.B.3), advances in DEI efforts (described in Criterion 1.C.3), and the drafting of this Assurance Argument (described in the preface).

5.A.2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

The Office of Institutional Research, Planning and Effectiveness (IRPE) provides data and analyses to inform conversations and decision making across the institution. Data, reports, and research briefs are democratized on the IRPE website. In addition to IRPE, many other areas use and/or share data to inform decision making. The following are examples (not an inclusive list)

of how data has informed important decisions and the explicit connection to strategic planning initiatives.

Student Success

The Office of Admissions, during the holistic application review process, identifies Students Recommended for Support (SRS) based on information provided in the application materials (circumstantial hardship, academic preparation, etc.). A research brief analyzing the success of SRS students is provided as evidence of the data that informs discussions of how to best support these students.

Advisors use the SRS flag to prioritize their caseload for an equitable approach to their work during the first four weeks of each semester. After that point, advisors switch their attention to the Support Priority Score for each student on their caseload in our instance of the Educational Advisory Board student success management system (Navigate). That score is based on predictive modeling with many variables but critically includes an indicator of early course performance. Through Navigate, faculty and/or staff can view student information, run reports, implement outreach, and use the information to help advise students.

In 2019, a Financial Aid Distribution analysis looked at the level of unmet need and the association with persistence. Results were used to guide financial aid packaging levels by increasing support to limited income students.

The Community for Excellence (C4E) creates an asset-based approach to equitable learning experiences. In addition to recognizing the critical importance of educational partners in a student's home community, C4E leverages the power of a network of campus partners to facilitate belongingness through scholar contact relationships and connections to programs and services. A 2020 study showed overwhelmingly positive results that informed expansion of C4E as a necessary component of our overall student success strategy.

Many other uses of data in our student success efforts are detailed in our Quality Initiative Report.

Salary Equity and Market Competitiveness

Market Competitiveness: Faculty and staff salary data from the College and University Personnel Association are analyzed annually to inform out-of-cycle salary increases and salary negotiations for new employees as well as more comprehensive budget construction discussions. In FY24, $670,000 is being deployed as the beginning of a multi-year attempt to be more competitive with our salaries.

Between-Groups Equity: In the summer of 2015, a salary equity work group was formed to look at potential salary equity issues for tenured and tenure-track faculty. The final report of that group is provided as evidence. Since then, a between-groups equity analysis has been completed annually. Results signal to the institution where further inquiry may be warranted.

Individual Equity: An individual salary analysis is completed annually to identify tenured and tenure-track faculty salary outliers. Data are provided at the individual faculty level to college deans and department chairs for further scrutiny. The FY23 College of Liberal Arts report is provided as an example of what is distributed to the colleges and departments. An explanation is required to be provided to the vice provost for faculty affairs about each outlier (both high and low). In FY23, there were a total of 26 equity raises totaling $151,497 is salary adjustments made as a direct result of this analysis.

Climate and Sustainability

Climate Action Plan: In spring 2021, the President's Sustainability Commission advocated for — and the institution adopted — an accelerated goal of being carbon neutral by 2040. CSU's Climate Action Plan is a roadmap for how to reach that goal through eight mitigation strategies. To track emissions, a Greenhouse Gas Inventory is conducted annually by Facilities Management. It not only quantifies emissions but also provides actionable insights, including which campus activities are producing emissions and at what level, which has helped us reduce emissions by 31% from FY11 to FY21 even as both enrollment and square footage increased.

The Sustainability Tracking, Assessment, and Rating System (STARS): STARS is a self-reporting framework and comprehensive benchmarking tool to gauge how well our sustainability efforts and campaigns are performing. In 2015, CSU became the first university in the world to earn a Platinum STARS rating and has now done four consecutive years.

5.A.3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy, and processes through effective collaborative structures.

Academic requirements, policies, and processes are the purview of the faculty and are codified in the Academic Faculty & Administrative Professional Manual (section I). However, others both on and off campus (students, alumni, advisory groups, etc.) often provide input for consideration.

The new degree proposal process includes extensive review by faculty, the Council of Deans, the Committee on Strategic and Financial Planning, provost, and University Curriculum Committee (UCC) before being voted on by the Faculty Council and submitted to the Board of Governors and the Colorado Commission on Higher Education (CCHE). Further, all certificate programs are screened/approved by HLC.

The Academic Master Plan (AMP) sets the academic agenda for the University. From inception to implementation, the goal of the AMP process was to engage faculty, staff, students, and administrators across CSU to help chart a path forward for the institution's academic enterprise. The process, led by the Office of the Provost, captured the ideas and input of hundreds of members of the campus community and is described in the AMP Overview. Membership of the AMP Advisory Committee, Planning Team, and Implementation Team are also provided in the overview as evidence of the process's collaborative nature.

Sources

- Academic Master Plan 2023-2027
- ASCSU Senate
- Board Policy 102
- Board Policy 110
- Climate Action Plan April 2022 Update
- Colorado State SSPMR
- Community for Excellence
- CRS 24-6-101
- CUPA Salary Studies
- Financial Aid Distribution Research Brief
- FY23 Between Groups Salary Equity Study
- FY23 Individual Salary Equity Distribution CLA
- Gaps in Math Achievement by Demographic
- Green Buildings Green @ CSU
- Green Globes
- Greenhouse Gas Inventory
- Institutional Learning Objectives
- New Program Proposal Process
- President's Cabinet
- QI Report
- Salary Equity Committee Report
- SRS Success Outcomes FA20
- STARS Report
- University Academic Advising Strategic Plan
- University Org Chart
- University Strategic Plan

5.B - Core Component 5.B

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

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

Argument

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

Colorado State University is committed to educating over 30,000 students each year at its main campus in Fort Collins, online, and at four additional site locations (Spur Campus, Sturm Collaboration Campus at Castle Rock, Adams State University, and the University of Alaska at Fairbanks). The University's mission is supported by annual expenditures totaling $1.4 billion, the hard work of 9,700 employees, and well-maintained physical resources.

5.B.1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever programs are delivered.

Recent HLC Multi-Location Visit reports (2016, 2022) are provided as evidence that the resources and infrastructure at our additional site locations is adequate to ensure equivalent educational experiences regardless of when or how they are delivered. The Spur Campus and the Adams State University site have not yet undergone HLC review as they are more recent approvals.

Qualified and Trained Faculty and Staff

Recruitment, hiring, and continued faculty and staff development are codified in the Human Resources Manual and the policies and resources therein. Standard practices are described below.

- Hiring of qualified employees begins with the search process, which involves a committee of existing faculty and/or staff with knowledge of the position and the qualifications as well as a representative from the Office of Equal Opportunity. The Search Manual is provided as evidence of the process. Selection of faculty members, regardless of where they teach (on campus or elsewhere) or through what modality they

teach (face-to-face, hybrid or online, etc.), is the responsibility of individual academic units as codified in section E.4 of the [Academic Faculty & Administrative Professional Manual](#).

- [Employee orientation](#) is mandatory for all new employees (regardless of where they are based). During orientation, employees learn CSU's history and the importance of our Principles of Community and receive hardcopies of the [Title IX Sexual Harassment Policy](#), Discrimination and Harassment Policy, [Consensual Relationships Policy](#), [Violence in the University Community Policy](#), and [Discrimination Complaint Procedures](#). New hires also receive an email with a link to Preventing Harassment and Discrimination training, which must be completed within two months of employment.
- Performance management differs by employee group.
  - The [Performance Management User Guide](#) provides resources for the State Classified process. It is the most structured of the three employee groups.
  - There are guidelines for the Administrative Professional evaluation process in the [Academic Faculty & Administrative Professional Manual](#) (section D.5.5). In March 2023, a preliminary [plan](#) was presented to the President's Cabinet to increase both consistency and adoption of the process for Administrative Professional staff. That plan was also presented to the Administrative Professional Council in April 2023 ([minutes](#) are provided as evidence).
  - Annual and periodic comprehensive reviews of faculty performance are codified in the [Academic Faculty & Administrative Professional Manual](#) (sections C.2.5, E.12, and E.14).
- Professional development opportunities are available for all employees.
  - The Graduate School delivers professional development opportunities to graduate students and postdoctoral scholars. Sessions are focused on personal and professional well-being, navigating academic careers, communicating research, grant writing, conflict management, negotiations, etc. Additionally, by [policy](#), all graduate students and postdoctoral mentees supported by funding from the National Institute of Health complete an [Individual Development Plan](#) (IDP). However, all graduate students and postdocs, regardless of funding source, are encouraged to have an IDP that is revised annually through consultation with their mentor(s).
  - TILT provides professional development for all faculty, instructors, and GTAs (see Criterion 3.C.5).
  - Talent Development designs and coordinates training and talent development opportunities for all CSU employees. The [Spring 2023 Training Catalog](#) is provided as evidence.
  - The Office for Inclusive Excellence provides training through an a la carte model facilitated by skilled diversity practitioners. Many training courses are a single session, but employees may also complete six Creating Inclusive Excellence Program courses to earn a certificate. Specific faculty programs include the [Faculty Institute for Inclusive Excellence](#) and the [Chairs and Heads Institute for Inclusive Excellence.](#)
  - CSU offers an Employee Study Privilege Program to help with the cost of tuition for employees to further their formal education. Reciprocal Study Privileges at

CSU Global, CSU Pueblo, and the University of Northern Colorado are also available. In Fall 2022, 544 employees took advantage of the tuition benefit.
- o See Criterion 2.E for details on faculty and student training opportunities related to research.

Infrastructure and Resources

Physical Resources

The physical resources of CSU reflect our tri-part mission. The CSU Fort Collins campus spans 4,773 acres. Numerous Agricultural Experiment Stations, Cooperative Extension offices, and Colorado State Forest Service sites across the state cover an additional 4,038 acres. In total, CSU has 696 buildings including 342 classrooms and 1,340 laboratories totaling 12,737,499 gross square feet. In addition to acres owned, CSU manages an additional 9,978,478 acres throughout the state, most of which is the Colorado State Forest.

Physical resource planning is integrally connected to the University Strategic Plan and the Academic Master Plan. With those plans now finalized, an update of the physical resource plan is scheduled to be completed in FY24. Physical resource plans are provided to the Board of Governors for approval and then submitted to the Colorado Commission of Higher Education on a 10-year cycle per CRS 23-1-106. The expiring plan realized the investment of $1.6B in buildings and infrastructure to support the institutional mission resulting in an increase of 3.4M gross square feet. The complete list of projects since FY14 is provided as evidence.

The efficient use of physical resources is a key element in managing costs. The Space Committee provides recommendations on the use of instructional, research, student, and administrative spaces. Recommendations are the result of consistent and strategic analysis as evidenced in recent committee minutes. The increased options for teleworking and hybrid/online instruction resulting from the pandemic have necessitated a full review of space utilization. Results of this review are not yet available but are expected in FY24. The statement of work for this review is attached as evidence of the process underway.

Controlled maintenance is usually completed with one-time funding in the budget process or through State Controlled Maintenance (SCM) funding. SCM is funded annually by the Colorado Legislature. The FY23 Long Bill is provided as evidence. The FY23 funding was $7,595,509 (shown on page 209). SCM Trends are also provided as evidence.

Auxiliaries are responsible for their own building maintenance in accordance with the University Standard Facility Conditions Index. Auxiliary building maintenance projects are coordinated at the vice president level. Facilities Management, Parking and Transportation Services, and Housing and Dining Services meet monthly to review new and upcoming projects.

Demonstrating responsible use of our physical resources, environmental sustainability is a key consideration in both capital construction and facilities upgrades and/or maintenance. Recent example projects are described below.

- From 2020-22, CSU added 20 new solar installations, nearly doubling the previous count. Solar is just one component of CSU's plan to be powered by 100% renewable electricity by 2030.
- The $20M Moby GeoX project, one of the largest geothermal energy exchange projects west of the Mississippi, was completed in 2021. The project was recognized by ENR Mountain States as the project of the year and has reduced utility usage for the Moby Complex by 50%.

Technology Resources

The Division of Information Technology (DoIT) serves as the central IT organization for CSU Fort Collins and the CSU System. The division's organizational chart is provided as evidence. Top priorities for the division are described in the IT Strategic Plan, which aligns directly with the University Strategic Plan, focusing on supporting student success, IT governance, IT security, and operational excellence. The FY23 operating budget for DoIT was $13,600,827 as evidenced in the FY23 College and Division Operating Budget Summary.

Enterprise IT services that support the administrative and business needs of the institution include Banner, Kuali Financial, Operational Data Store, Boomi Integrations Platform, Vista Plus, WebFocus Reporting, Digital Measures, and others. To facilitate institutional communications and collaborations, IT supports Microsoft 365 (Outlook, Teams, SharePoint, Office, etc.). Foundational services to support the operation and management of the enterprise IT environment include three wireless networks, device management, telecommunications, and a central help desk. Services supporting research activities include specialized storage and computation, high-performance computing, and research data services and software. Instructional technology and resources include Canvas, Echo360, and classroom support services. Information security services include GlobalProtect VPN, cybersecurity training and incident response, payment card processing, data security, and identity and access management (implementation of NetID and Duo two-factor authentication). IT security practices are specified in both the IT Security Policy and Acceptable Use Policy, approved by the IT Advisory Council, reviewed at least annually (and updated as needed), and posted in the Office of Policy and Compliance.

Major technology improvements of the past 10 years include CSU System campus integrations, moving Kuali Finance to the cloud, and significant teaching and learning support during the COVID-19 pandemic. Examples of the extraordinary response during the pandemic are as follows:

- Academic technology teams were quick to identify solutions and adapt their services when classes moved online for the Spring 2020 semester. Within a matter of weeks, all courses were available on Canvas for online instruction. The learning management systems team worked closely with Canvas, CSU Online, and TILT (The Institute for Learning and Teaching) to scale online instruction, and proctoring for high-stakes exams (e.g., mid-terms and finals) was made available to all of campus through ProctorU.
- Expanding Echo360 lecture capture technology was prioritized in Summer and Fall 2020. The availability of Echo360 lecture capture technology in campus classrooms has tripled

and is now available in over 200 classrooms. To make this technology as effective and efficient as possible for faculty, lecture capture was set up to begin and end automatically for each course scheduled in an Echo360 classroom.

- In partnership with divisions across the University, web developers created four novel resources to help our community keep teaching, learning, working, and engaging. These pages compiled resources like VPN instructions, security tips for Zoom, Microsoft Teams documentation, Wi-Fi solutions, and more. Content was submitted by groups such as the Office of the Registrar, CSU Online, Student Affairs, Human Resources, The Institute for Learning and Teaching, Collaborative for Student Achievement, Pandemic Preparedness Team, Risk Management, and CSU Libraries.
- Microsoft Teams was in the initial stages of deployment across colleges and divisions prior to the pandemic. Implementation was expedited and use was encouraged because the tool was already licensed and available to students, faculty, and staff. Training videos and resources were created to help the community adopt the tool quickly and effectively.

Human Resources

The largest and most valuable resource of the institution is our faculty and staff. Position classifications are as follows:

- Administrative professional (AP) positions are exempt from the State Personnel System under Colorado statutes but are not faculty positions. Positions in the Research Associate and Research Scientist series are AP.
- Faculty includes all personnel who carry academic rank (professor, associate professor, assistant professor, master instructor, senior instructor, instructor, and faculty affiliate). Six basic types of appointments exist for faculty: tenured, tenure-track, contract, continuing, adjunct, and transitional.
- State classified (SC) positions are those within the State Personnel System under Colorado statutes.
- Graduate Assistantships are part-time appointments held by graduate students while they are enrolled in their degree program.
- Other salaried positions include postdoctoral fellows and clinical interns.

The most recent IPEDS Human Resources Survey is provided as evidence of the distribution of the current workforce. Staff FTE and headcounts trends by employee type are publicly available in the Fact Book. The staffing reductions in FY21 and FY22 were a result of the pandemic. To avoid layoffs, eligible employees were offered a voluntary retirement incentive. The remainder of the reduction was voluntary, with employees deciding to leave the workforce entirely or accept opportunities elsewhere. While replacement hiring is happening, some non-instructional roles have been temporarily outsourced to ease the workload on remaining staff.

The employee climate and culture are regularly assessed and improved. The Employee Climate Survey, launched in 2012, is administered every two to three years to inform strategic decisions and investments. The most recent administration, in 2021, had a 44% response rate and 62% of respondents rated the work culture positively. The final report is attached as evidence. Findings from previous years have led to institutional improvements such as the implementation of

mandatory supervisor training, expanded DEI training opportunities, and improved transparency in decision-making and budgeting.

Human resource operations and infrastructure are a top priority of the University Strategic Plan. Planned improvements include a classification and equity study for administrative professional staff, development of signing and retention bonus guidelines, and adoption of a new system of record.

Fiscal Resources

One of the responsibilities of the Audit and Finance Committee of the Board of Governors is to review institutional fiscal management and performance. It also considers institutional budget requests and other budgetary matters. CSU System policies 200-210 explicitly address issues of budget and finance and are intended to cultivate a culture of prudent, informed, and sound judgment in managing resources. Further, institutional finances and budgets are agenda items at every board meeting.

The CSU System maintains a strong financial position and current credit ratings of Aa3 (Moody's) and A+ (S&P), indicating a low credit risk and the institution's capacity to meet its financial obligations. Factors considered in the ratings have included strong enrollment, an increase in unrealized gains, appropriate expense control during the pandemic, and responsible use of the Higher Education Emergency Relief Fund and the Coronavirus Relief Fund.

CSU has always operated with a balanced annual budget, except during and immediately following the pandemic, at which point reserves were deployed and budget cuts were implemented to avoid layoffs. The budget reflects the institution's complexity and size and how it conducts its land-grant mission. The institution holds $1.2B in long-term debt. The most recent independent audited financial statements are provided as evidence of our financial solvency. The most recent Fiscal Transparency Report, IPEDS Finance Survey, Budget Data Book, and Operational Budget Summary are provided as evidence of the institution's current revenue and expenditure distribution.

Funding for the academic mission of the institution comes primarily from tuition revenue and state support in the form of Colorado Opportunity Fund stipends that are distributed to Colorado resident students and then paid out to the University. A smaller amount of state support is generated from Fee for Service through which the University provides graduate education services (including the Doctor of Veterinary Medicine program) and community engagement. Additionally, a subset of operations, including the Lory Student Center, Housing and Dining Services, Athletics, and CSU Online, are self-supporting auxiliary enterprises funded through fees assessed to users of those services.

CSU Online is a cash-funded enterprise (not eligible for any state support) that delivers most of the online courses at the University. The most recent financial reporting to the Auxiliary Budget Committee is provided as evidence.

The CSU Foundation granted 10% more endowment-generated funding to the University in FY22 than in FY21. Specifically, $15.8 million was distributed for CSU programs and students. The one-year return on endowed assets outperformed the market overall. Current endowed assets are $532 million (a record high) and total invested assets are $665 million. The annual report is provided as evidence.

In 2020, University Advancement ended the most successful fundraising campaign in CSU history. The State Your Purpose campaign raised $1.28 billion in eight years. Funds helped support student financial aid, academic programming, sustainability efforts, and athletics. Funds also helped propel capital construction projects. More than $128 million will go to merit-based scholarships and $82 million to need-based scholarships; $378 million will go to research; and more than $1 million is earmarked for Rams Against Hunger, Ram Aid, and CSU Cares to support our community in challenging times. In 2022, there were 33,873 donors (one of every five were first-time donors) that gave $165.4 million.

CSU currently manages $457M annually in research expenditures with 46% growth over the past decade. The most current annual report is provided as evidence. The research mission contributes to all University mission elements; sponsored projects support salary for 350 tenured and 57 tenure-track faculty and 1,180 graduate research assistants in FY22. Additionally, in FY22, sponsored projects funding supported $12.4M in capital equipment, including specialized instrumentation and unique research equipment.

A new multipurpose, on-campus stadium was completed in 2017. Canvas Credit Union received naming rights to the facility through a $37.7 million partnership agreement announced in April 2018. This is but one example of our ability to foster public/private partnerships when appropriate.

In addition to generating new revenue, CSU has been diligent about reducing spending and gaining efficiencies where possible as responsible stewards of public funds. In February 2020, the Board voted to refinance a portion of our long-term debt at a lower interest rate. Minutes documenting the vote are provided as evidence. Regularly the annual budget model includes a reallocation percentage that moves operating budget from one priority to another. For example, a 1.3% reallocation in FY24 will be used to make progress on salary and compensation issues that were prioritized by campus in the University Strategic Plan.

5.B.2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources, and opportunities.

The University Strategic Plan was developed through a highly collaborative and inclusive process that considered the changing landscape of higher education and the needs of our stakeholders. The internal and external contexts in which we operate, including our current budget constraints as we recover from operating in a deficit during the pandemic, informed realistic priorities (in scope and number) for implementation in FY23. They were attainable and foundational to the success of the remainder of the plan in outyears.

FY23 priorities and status updates follow.

Students

- In Fall 2022, enrollment goals were set to continue to prioritize Colorado residents and make annual progress toward mirroring the demographics of the high school graduating class.
- Financial Aid will continue to be focused on reducing unmet need to be at or below levels found to be empirically associated with graduation.
- What was learned in the implementation of the Quality Initiative has been used to redesign the student success leadership organizational structure and delivery systems to focus on accountability and results. The number of initiatives centrally supported will be reduced to only those that have evidence of impact at the institutional level.
- The Academic Master Plan was developed with significant input from faculty, staff, and students. Programs will be created and discontinued, and resources (either new or reallocated) will be focused on implementing the plan.

Salary Equity and Market Competitiveness

- See Criterion 5.A.2.

Community

- In June 2021, the CSU System Board of Governors voted to invest $8.58M over the next three years in expanded support for rural Colorado students and communities. That resolution is provided as evidence. With these resources, fourteen statewide and regional specialists were hired in Fall 2022. Additional updates are described in the February 2023 report to the Board of Governors.
- In January 2023, the CSU System announced that 37 projects originating from CSU will be at the new CSU Spur.
- Discussions are underway to create additional site locations in rural Colorado and CSU Online has expanded its concurrent enrollment opportunities.

Research Reorganization

- Compliance functions were consolidated under an associate vice president with legal and ethical expertise and staffing has been added to each compliance area (vacancies still exist and will continue to be filled).
- The Conflict of Interest program was separated from Export Controls and additional staff were hired to address a backlog of submissions and create efficiencies in the process.
- The Clinical and Translational Research Office was created to support human, veterinary, and translational research.
- The Research Administration Process Improvement (RAPI) Committee was created to engage representation from the Office of the Vice President for Research, Office of Sponsored Programs, Council of Research Associate Deans, and departmental research administrators in critical process improvements, including the development of new and refinement of existing SOPs, policies, and research administration guidelines.

Operations and Facilities

- Funding has been secured and plans developed for a renovation of the academic spine of the main campus and South Campus. The June 2023 Board of Governor's [materials](#) are provided as evidence of past and ongoing commitments.
- A study has been commissioned to assess space utilization since the pandemic. It is currently in progress with an estimated completion in FY24. The [SOW](#) is provided as evidence.
- Until a new budget model is identified (a future priority of the strategic plan), the current interim step is to ensure the budget process is transparent. Efforts have been made to do so and are described in Criterion 5.B.3.
- Human Resources Operations:
    - Multiple pilot projects were designed and implemented related to hiring, position classification, and administrative professional performance management. Initial findings are encouraging, and these projects will be scaled up in FY24.
    - A new vice president for human resources was hired (after a national search) to focus on the specifics of operational improvements.
    - Innovative programs are being rolled out, including Well-being coaching, Wellsource (an interactive financial wellness tool), LGBTQ+ concierge benefits, and no-cost prescription drugs for preventive care. You@CSU, launched in February 2016, is an online portal that makes a range of mental health and support resources available to employees.
- The priority is to center diversity, equity, and inclusion in each imperative of the strategic plan and in all the University does. Recent advances toward this priority are described in Criterion 1.C.3.

5.B.3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

CSU has, for decades, used a conservative incremental model for annual budgeting. For example, projected enrollment increases are not included in base budgeting and are instead held out as one-time resources until the year after they are realized. The [budget process](#) consists of draft incremental budgets developed considering multiple scenarios based on parameters received from the Governor's Office, Colorado Department of Higher Education, and CSU System while considering the University's priorities as outlined in the [University Strategic Plan](#). Draft budgets are presented to the Board of Governors (BOG) throughout the year, and the final is approved in May or June of each year.

The timeline of budget process is below:

- September – The State Economic Forecast is released.
- October – The first draft of the incremental budget is presented to the BOG.
- November – The governor's budget is released.
- December- The second draft of the incremental budget is presented to the BOG.
- January – Joint Budget hearings begin in the legislature.

- February – Figure Setting is completed using enrollment estimates for the following academic year, and the third draft of the incremental budget is presented to the BOG.
- April – Funding for all state operations is finalized with passage of the Long Bill.
- May – The fourth draft of the incremental budget is presented to the BOG.
- June – The final budget is presented to and approved by the BOG along with tuition and fees for the subsequent academic year.

The president, provost, executive vice president, and CFO present various versions of the budget to constituents across campus (Faculty Council, Administrative Professional Council, State Classified Council, Council of Deans, Committee on Strategic and Financial Planning, Student Fee Review Board, etc.) for their input and to increase transparency in the process. The budget process is also discussed in town halls on campus and updates are sent out from the president's office.

One-time commitments are made throughout the year in alignment with strategic priorities. These are vetted by the president, provost, executive vice president, and CFO, and many turn into base funding the following fiscal year. Funding for these one-time commitments comes from current enrollment increases as the base budget is created from the prior-year enrollment. Beyond deferred and controlled maintenance, these commitments have been used for employee retention, purchase of equipment/tools, student success efforts, faculty startups, diversity, equity and inclusion initiatives, tuition sharing, climate initiatives and strategic initiatives related to marketing and communications, etc.

Finances are monitored throughout the year in many ways. Quarterly consolidated financial statements are prepared for review by the Board of Governors. Financial statements for Auxiliary units are prepared quarterly and units meet two to three times per year with central staff to review their current status as well as current year forecasts. The financial enterprise reporting system has a robust workflow system that requires greater approvals from more senior staff as the dollar of the transaction increases. There are controls in the financial system that block certain transactions from posting to incorrect object codes.

Through budget reallocations, executive leadership may shift resources to meet unforeseen opportunities or challenges. For example, during the pandemic auxiliary revenue dropped significantly, so resources were shifted to shore up those areas until on-campus activities resumed.

5.B.4. The institution's fiscal allocations ensure that its educational purposes are achieved.

The distribution of core expenses for FY22 (as submitted to IPEDS) shows 87% of expenses were allocated to instruction, research, and public service with only 8% allocated to institutional support. See Criterion 5.B.1. for additional details.

Sources

- 1046 20161101 Multi Location Visit - Reviewer Analysis

- 1046 20220429 Multi Location Visit - Reviewer Analysis
- 2014 Physical Development Master Plan
- 2022-23 Finance
- 2022-23 HR
- Academic Master Plan 2023-2027
- Acceptable Use for Computing and Networking Resources Policy
- Administrative Professional Council Meeting Minutes April 10
- AP Performance Management Proposal
- Best Practices in Teaching
- Board of Governors Policies
- BOG Action Item Board Reserves Draw for Rural Initiative June 2021 - signed
- BOG Materials February 2023
- BOG Materials June 2023
- BOG Materials Oct 2022
- BOG Minutes Feb 2020
- BOG Minutes Feb 2023
- Budget Data Book
- Budget Development Schedule
- Chairs and Heads (Leadership) Institute for Inclusive Excellence Packet
- Common Data Set
- Consensual Relationships Policy
- CRS 23-1-106
- CSU Moby Geo Exchange
- CSU Online FY22 Q3 Report
- CSU Space Assessment SOW
- CSU Spur Projects FY23
- CSU Writes
- Discrimination Complaint Procedures
- DoIT Org Chart
- DoIT Strategic Plan 2022-2025
- Employee Climate Survey Results
- Employee Orientation
- Endowment Report 2021-2022
- ENR Mountain States Best Projects 2021
- Facilities Management Project List
- FactBook_FY23
- Faculty Institute for Inclusive Excellence Annual Report
- Financial Transparency Report FY22
- FY23 College and Division OBS
- FY23 Long Bill Construction and Maintenance
- Graduate Teaching Certificate of Completion Program
- HR Manual
- IDP Form
- Independent Audit Reports
- Information Technology Security Policy
- Master Plan Planning Process

- Master Plan Planning Process- Clark Building
- Master Plan Planning Process- South Campus
- Master Teacher Initiative
- NIH Required Individual Development Plans
- Office of Sponsored Programs Annual Report SP22
- Operational Budget 2022-2023
- Performance Management User Guide
- Platinum Bicycle Friendly University
- QI Report
- SCM Funding Trends
- Search Manual
- SHEEO SHEF FY20 CO Profile
- Space Committee Meeting Minutes- May 2023
- STARS Report
- Talent Development Spring 2023 Training Catalog
- Teaching Effectiveness Initiative
- Teaching Squares
- TILT Annual Report
- Tuition and Fee History
- University Strategic Plan
- Violence in the University Community

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

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

Argument

5.C. The institution engages in systematic and integrated planning and improvement.

5.C.1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes, and affiliated centers.

Evidence for the alignment of institutional resources with the land-grant mission and priorities is provided in Criterion 5.B.4. Evidence of that alignment with the research enterprise follows.

The Kuali Research platform was implemented in a four-year effort beginning in 2015 to address the full sponsored projects lifecycle. Together with the Kuali Financial System, it provides award management from development to closeout.

In 2017, CSU implemented Huron's eCRT platform to support institutional compliance with federal effort reporting and certification requirements at a cost of $155,000. Outyear expenditures are $48,825.

The Office of the Vice President for Research (OVPR) is committed to supporting foundational research infrastructure and research facilities. In FY23, $3.3M was dedicated to the development of Core Facilities.

Centers, Institutes, and Other Special Units (CIOSU) promote scholarship in teaching, advanced training and/or research, provide academic support services, and/or perform service or outreach functions consistent with the mission of the University. These units extend beyond a single

academic unit and are interdisciplinary in nature. The current [list of CIOSU](#) is provided as evidence.

Research facilities upgrades in the last 10 years are additional evidence of budget alignment with the research enterprise and include the following:

- In 2014, an investment of $14.5M funded renovations of the Animal Sciences Building, including 41,558 square feet of lab, administration, and teaching space.
- In 2019, $21M was invested to construct the 36,000-SF addition of the JBS Global Food Innovation Center to the Animal Sciences Building.
- A new 30,000-SF headhouse/greenhouse facility for the W.D. Holley Plant Environmental Research Center was built for $7.5M in 2015.
- The Chemistry Research Building is a 60,000-SF research and teaching hood-intensive facility built at a cost of $55.4M.
- The extension and renovation of the College of Agricultural Sciences' original Shepardson Building, completed in 2022 at a cost of $43.5M, doubled the footprint of the building to 80,000-SF.
- The Advanced Beam Laboratory was completed in 2013 for $3.9M. The lab is a one-of-a-kind, 10,500-SF research facility on the Foothills Campus built to leverage the unique synergies between laser, microwave, accelerator, and light source technologies.
- The $22.9M Center for Vector-Borne Infectious Diseases Building opened in 2020, with 41,000-SF of laboratory space, insectaries, and offices. The center is home to about 80 researchers in 10 labs.
- A 65,000-SF addition to the Powerhouse Energy Campus was completed in 2014 at a cost of $11.5M. The building is a model for sustainable building practices and serves as the headquarters for the Energy Institute.
- The Translational Medicine Institute (TMI), with an investment of $65M, was completed in 2019 and provides 130,000-SF of human and animal health research, teaching, and clinical space.
- The Bay Facility, a $6.25M building, supports research programs in the Veterinary Health System with procedure space and holding rooms for rodents, rabbits, cats, dogs, and livestock.
- The CoBank Center for Agricultural Education, constructed in 2015 for $3.3M, encompasses 16,500-SF and includes laboratory, teaching, technology, and office space in support of CSU's Agricultural Education teacher licensure program.

5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Section C.2.4.2.2.d of the [Academic Faculty & Administrative Professional Manual](#) requires that an evaluation of academic programs and departmental operations be completed at regular intervals (described in Criteria 4.A.1). The Action Plan within the departmental evaluation is used to inform decisions related to academic master planning, resource allocation, faculty hiring, strategic planning, and curricular development.

The [Academic Master Plan](#) (AMP) also effectively links the academic mission to budget and planning. It is an essential building block of the [University Strategic Plan](#) and amplifies its four strategic imperatives. The AMP identifies the knowledge and skills students will need in the future and projects areas of academic growth for programs, research, and engagement activities over the next five to 10 years. It accounts for anticipated changing demographics of student populations along with evolving student needs and expectations for their learning experiences. To set realistic goals, implementation of the AMP will occur over multiple years. Below are the first-year priorities and their direct connection to institutional budget and planning.

- Highlight CSU's expertise and achievements with respect to interdisciplinarity, collaboration, and the seven academic themes: This priority will strengthen our brand awareness thereby serving many areas of the University Strategic Plan, including strategic enrollment management, financial sustainability, faculty recruitment, and growing the research enterprise. In 2023, two critical hires were completed to spearhead this priority: a vice president of marketing and communications as well as a director of presidential and administrative communications.
- Support processes, structures, and relationships that encourage development and institutionalization of interdisciplinary courses and programs: This priority will serve to distinguish CSU from other institutions, increase enrollment, and advance our research impact. For example, a new B.S. degree in Construction Engineering has been approved with enrollment to begin in Fall 2023.
- Add more flexible programs and degree offerings; introduce or modify programs to include offerings during evenings, weekends, and/or short sessions and in a variety of formats; and explore the use of micro-credentials such as badges, certificates, and stackable credentials to build toward a degree: This priority will increase enrollment and support students looking for a nontraditional approach to their education, including adult learners and those who have already earned a bachelor's degree. It will also help further our brand awareness as a student-ready institution interested in success after graduation. Examples that connect directly to planning include CSU's participation in the Colorado Department of Higher Education's (CDHE's) [Colorado Re-Engage Initiative](#) to award an associate degree in general studies, participation in CDHE's Reverse Transfer to allow students who transferred from a Colorado two-year institution to CSU to combine credits and apply them toward an associate degree, the development of graduate certificate programs, and the expansion of high school concurrent enrollment through CSU Online. The list of [district agreements](#) is provided as evidence.
- Provide incentives to expand graduate programs and support for graduate teaching and research assistantships through the budget allocation and enrollment modeling processes: This priority will not only increase enrollment but will also support growth in the research enterprise and create sustainable change by supporting professional development of GTAs that includes centering inclusive pedagogy. To date, this has been linked to budget through the hiring of a new dean of the Graduate School and the implementation of a multi-year plan for mandatory student fees to be covered for all GTA/GRA/GSA employees.
- Design distinct recruiting, retention, and student success strategies that promote education, research, and engagement for all underrepresented and underserved groups: This priority serves to increase enrollment, centers equity in the educational experience,

supports socioeconomic mobility, and encourages an informed citizenship. To date, this has been linked to the deployment of Board of Governors' funding, significant revisions to the All-University Core Curriculum (see Criterion 3.B.3) and the expansion efforts of inclusive excellence (see Criterion 1.C.3).

Differential tuition, tuition sharing, and the summer funding model are additional examples of how academic operations align with budgeting.

- After undergraduate students earn 60 credits (30 credits if in the College of Business), they begin to pay differential tuition in addition to base tuition. Each college's rates are based on program cost, demand, and graduates' earning potential.
- Tuition sharing agreements are common in the development of graduate programs. New programs may receive a share of the tuition initially generated by the program to support its start-up costs.
- Tuition for summer enrollment is shared back to the colleges as incentive to increase credit hour production, which serves the institution's student success goals.

5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The current University Strategic Plan was developed after an inclusive, systematic, and integrated process that involved active participation from campus community members and external stakeholders. Over a 12-month period beginning in 2020, the Executive Leadership Team and Council of Deans conducted brainstorming workshops, facilitated conversations, and surveyed campus to develop a planning framework. More than 2,000 people provided input. Listening sessions with each of the three employee councils, students, staff, alumni, donors, community members, and external partners were also completed. The planning framework, based on this input, was presented to the Board of Governors in June 2021 for their initial endorsement.

After that initial endorsement, 14 drafting groups were formed that represented a wide range of voices and our commitment to shared governance. These groups were co-championed by an academic and administrative lead and included campus leaders, faculty, students, administrative professionals, state classified staff, and key stakeholders. Each drafting group collected and synthesized broader input through public discussions and multiple town halls to articulate three to five achievable goals. These goals were further refined through design thinking charrettes to identify four strategic imperatives that were widely supported across the organization.

A full accounting of the planning activities is available in the University Strategic Plan as are the strategic imperatives and priorities as supported by the Board of Governors in May 2022. Note that the plan was originally titled the Courageous Strategic Transformation. The title was later changed to the University Strategic Plan, but the strategic imperatives and priorities stayed constant. The name change was simply a byproduct of the presidential transition in 2022.

In support of the University Strategic Plan, and integrated with it, are the Academic Master Plan, the plan for student success, and the strategic plans of each college (Ag. Sci, Business, Health

and Human Sci., Liberal Arts, Natural Sci., Vet. Med. and Biomed. Sci., Walter Scott Jr., COE, Warner College of Nat. Res.) and the Office of International Programs.

5.C.4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

The institution carefully monitors its financial position and revenue sources and sets and adjusts strategic initiatives based on those inputs. The monitoring of financial resources is described in Criterion 5.B.3. Due to our heavy reliance on tuition revenue, enrollment is also carefully monitored throughout the year.

As described in Criterion 5.B.3, the annual budget process protects the institution against single-year volatility in enrollment by excluding enrollment growth from the base budget until the year after it is realized. Additionally, the institution maintains reserves of about $3.5M to further insulate the budget.

5.C.5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy, and state support.

The University Strategic Plan allows for the flexibility to adapt to changing circumstances. Examples of institutional adaptation follow:

- The most salient example of successful institutional adaptability is, by far, our response to the COVID-19 pandemic. The institution never had an unplanned closure, continued to deliver on our mission, and embraced learning from the experience to improve our processes post-pandemic. The 2020 Year in Review report provides additional details.
- We have evolved the research enterprise to include a medical director, a Clinical and Translational Research Office, and a Translational Medicine Institute, anticipating continued growth in clinical trials and interdisciplinarity in these research areas.
- Recognizing technological advancements, CSU has adapted by advancing our IT infrastructure (see Criterion 5.B.1).
- The activities of the Academic Master Plan are all examples of the institution adapting to changing external factors by creating alternative pathways to degree and certificate completion, focusing on inclusive pedagogy, and creating new programs while discontinuing others. The institution is engaged with Hanover Research to incorporate environmental scanning data (enrollment trends, program demand, employer demand, etc.) into our continual review of our educational offerings. The environmental scan for the College of Agriculture is provided as evidence.
- The Rural Initiative (detailed in Criterion 1.B.3), serves the sole purpose of helping to address the ever-changing needs of the state. To be successful, it requires adapting to needs that change by location within the state and over time.
- The institution's increased focus on and value of inclusive excellence is a significant adaptation to an increasingly diverse and globally connected world (see Criterion 1.C.3). Our students and faculty are activists on campus who have demanded that equity be central to how we address each piece of our mission. Throughout the Assurance Argument, evidence of this centrality is noted.

5.C.6. The institution implements its plans to systematically improve its operations and student outcomes.

Accomplishments since the last HLC site visit are many, described throughout the Assurance Argument, demonstrating our ability to successfully implement our plans. The 2016 Strategic Plan focused on institutional opportunities related to five areas of focus with 11 goals. Highlights of systematic improvements driven by that plan are described below.

Student Access and Success

- The admission rate for new students has steadily increased since 2016 from 80% in Fall 2016 to 91% in Fall 2022. Simultaneously, the academic profile has remained stable, retention rates have increased, probation rates have decreased, and there are only two public land-grant R1 institutions with similar admission rates with higher graduation rates (report provided as evidence).

Research and Discovery

- Research expenditures increased from $332M to $447M from 2016 through 2021 as shown in trends reported in the sponsored programs annual report.
- The Translational Medicine Institute was brought to fruition and is now home to significant interdisciplinary research, veterinary continuing education courses, conferences, and meetings that include both internal and external constituents. Many other research facilities upgrades were completed (see Criterion 5.C.1).

Engagement

- The Fort Collins campus has been a primary partner in the development of the Spur Campus, which was voter approved in 2015 and fully completed in 2023.
- In 2017, CSU established the Salazar Center for North American Conservation. The Center accelerates the pace and scale of equitable, innovative, and durable solutions for nature and all people by connecting diverse leaders, communities, and resources across North America. The Center hosts annual international symposia, offers conservation incentive prices, and engages with community members to enhance conservation efforts across the globe.

Employees

- Faculty Council passed measures to ensure that contract, continuing, and adjunct faculty receive the same representation on the council and in their departments as tenured and tenure-track faculty.
- A salary floor matrix was implemented for all faculty at a cost of $1.432M.

Diversity, Equity, and Inclusion

- See Criterion 1.C.3 for a description of significant advances in inclusive excellence.

Resources

- Accomplishments related to fiscal, physical, and IT resources are described in Criterion 5.B.1.

Sources

- 2016 Strategic Plan
- 2020-year-in-review
- Academic Master Plan 2023-2027
- BOG Materials June 2021
- BOG Minutes May 2022
- Canvas Credit Union Naming Rights and Sponsorship Agreement Effective 7.1.18 (1)
- CIOSU List
- College of Agriculture Gap Analysis 2022
- College of Agriculture Strategic Plan
- College of Business Strategic Plan
- College of Health and Human Sciences Strategic Plan
- College of Liberal Arts Strategic Plan
- College of Natural Sciences Strategic Plan
- CORE Initiative HB21-1330
- CVMBS Strategic Initiatives
- Dual Enrollment Agreements
- Graduation Rate Comparison
- Office of Sponsored Programs Annual Report SP22
- OIP 2023-2026 Strategic Plan
- Rural Initiative Update BOG
- Salazar Center
- University Strategic Plan
- Walter Scott College of Engineering Strategic Plan
- Warner College of Natural Resources Strategic Plan

5.S - Criterion 5 - Summary

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

Summary

Assurance Evidence Summary

The evidence, both described and attached, affirms that CSU continues to comply with the requirements of Criterion 5.

- CSU plans proactively and ensures cohesion across our planning processes. Planning processes are inclusive and result in plans that are mission-centered, actionable, and adaptable. There is significant evidence of our ability to implement our plans, take advantage of opportunities as they arise, and face challenges effectively.
- Across the institution there is long-standing evidence of our ability to use data to meaningfully inform critical conversations, focus on improvement, and make decisions that are in the best interest of our students, faculty, and staff.
- Our resources are thoughtfully allocated and monitored continually to ensure our ability to fulfil each component of our mission. Budgeting processes are inclusive, and efforts are made to be transparent throughout the cycle.