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

Assurance Evidence

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

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

Enrollment and Access support services

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

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

Student Affairs' assessments of students' needs for support services

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

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

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

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

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

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

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

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

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

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

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

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

Integrating academic and co-**curricular experiences**

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

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

Providing quality venues and related services that support learning

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

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

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

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

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

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

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

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

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

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

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

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

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

The Access Center

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

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

Admissions Criteria

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

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

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

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

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

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

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

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

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

aware of academic resources on campus after attending the orientation.

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

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

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

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

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

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

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

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

The Honors Program

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

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

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

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

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

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

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

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

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Academic Probation
(new freshmen at end of first Fall term, by entering cohort)
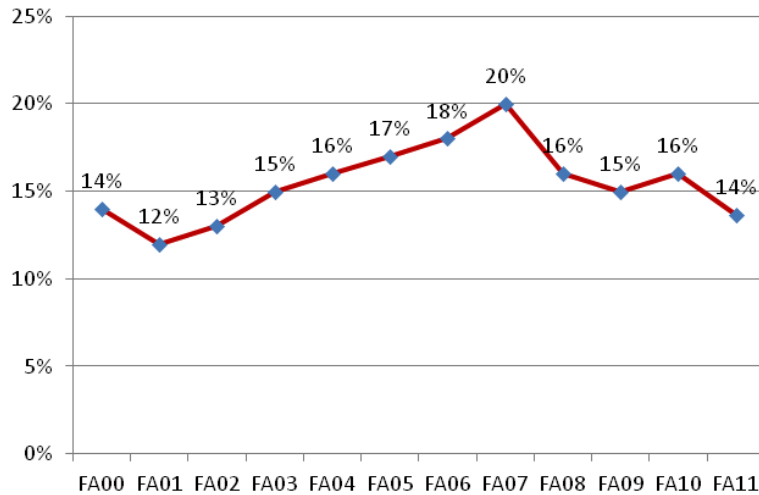
Source: Based on Data from the Center for Advising and
Student Achievement, Fall 2011

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

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

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

Course Development Resources and Initiatives

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

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

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

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

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

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

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

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

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

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

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

Overview of CSU Libraries

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

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

Assessment/Evaluation of Services and Operations

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

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

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

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

CSU Libraries Transformational Activities

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

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

Strategic Initiatives

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

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

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

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

Summary

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

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