COLORADO MESA
UNIVERSITY

Achieving a Higher Degree

Appendix A: List of Optional Supporting Documents
Appendix B: Federal Compliance and List of Required Documents
Self Study November 2013

Report to the Higher Learning Commission of the
North Central Association of Colleges and Schools

coloradomesa.edu

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Appendix A:

List of Optional Supporting Documents

Colorado Mesa University

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COLORADO MESA UNIVERSITY
HLC SELF-STUDY SUPPORTING DOCUMENTS FILE

Additional documents which support the assertions of the self-study will be available to the Visiting Team while on campus. These supporting documents address the topics listed in the outline below.

Please note that the outline structure below is meant to serve as a guide to locate specific documents within the folder structure of the Supporting Documents file.

I. HLC Documents:

A. 2013 Self-Study
1. Self-Study Report 2013 – CMU Submission
2. Minutes – Steering Committee
3. Minutes – Criterion 1 Committee
4. Minutes – Criterion 2 Committee
5. Minutes – Criterion 3 Committee
6. Minutes – Criterion 4 Committee
7. Minutes – Criterion 5 Committee
8. Third Party Comment Announcements

B. Prior CMU-HLC Documents
1. General
   a. CMU History with the Higher Learning Commission
   b. Organizational Profile
   c. Statement of Affiliation Status
   d. Institutional Updates
      1) Institutional Update_2011-2012_Financial Indicators
      2) Institutional Update_2011-2012_NonFinancial Indicators
      3) Institutional Update_2012-2013_Financial Indicators
      4) Institutional Update_2012-2013_NonFinancial Indicators
2. 2003 Self Study
   a. Self-Study Report 2003 – CMU (MSC) Submission
   b. Comprehensive Visit – Continued Accreditation – Action Letter – 20040427
   c. Comprehensive Visit – Continued Accreditation – Team Report – 20031110
3. 2006 Focused Visit
   a. Comprehensive Follow-up Action Letter – 20070711
   b. Comprehensive Follow-up Team Report – 20061113

      c.   Comprehensive Follow-up CMU (MSC) Submission - 20061113

   4. Change Requests

      a.   Distance Delivery

         1) Action Letter – 20100818

         2) Focused Visit – Team Report – 20091116

         3) CMU (MSC) Submission Report - 20091116

      b.   Master of Arts in Education

         1) Education (MA) – Evaluators Panel – Action Letter – 20060511

         2) Education (MA) – CMU (MSC) Submission – 20060511

      c.   Montrose

         1) Nursing and Hospitality Management – Action Letter – 20120823

      d.   Nursing

         1) Action Letter – 20110718

         2) Desk Review – Action Letter – 20110819

         3) Focused Visit – Team Report – 20110207

         4) CMU (MSC) Submission – 20110207

      e.   HLC Approval – Colorado State Patrol – Credit Hours toward B.A.S., Public Administration/Public Safety

II. Academic and Student Affairs:

   A. Faculty

      1. Main Campus

         a.   Full-time Faculty Vita (Fall 2011)

         b.   Lecturer Vita (Fall 2011)

         c.   Summary of Qualifications Spreadsheet

      2. Montrose Campus – Lecturer Vita (Fall 2011)

      3. Western Colorado Community College (WCCC)

         a.   WCCC Full-time Faculty Vita (Fall 2011)

         b.   WCCC Lecturer Vita (Fall 2011)

         c.   WCCC Faculty Credentials

      4. High School Scholars Program (HSS)

         a.   HSS Faculty Vita (Fall 2011)

         b.   HSS Faculty Qualifications Spreadsheet

         c.   HSS Teaching Approvals

      5. Teaching Roster (Fall 2013)

   B. Library

1. Consortium Memberships
2. Information Literacy Standards
3. Library Collection Development Policy
4. Mission and Values

C. Professional Staff Vita
1. Administration (Management Team)
2. Academic Affairs
3. Admissions
4. Student Services

D. Syllabi
1. Fall 2011
2. Fall 2013

E. Student Handbooks and Guides
1. Student and Academic Policy Guide
2. Student Athlete Handbook

F. Transfer Agreements
1. Transfer-Articulation Agreements
2. Mechanical Engineering Partnership Program (CMU and CU/Boulder)

G. University Catalogs (AY 2004-05 – AY 2013-14)

H. Viewbook (Fall 2012)

III. Facilities:

A. Master Plans

B. Campus Expansion

IV. Finance and Administration:

A. Budgets (FY 2008 – FY 2012)

B. Contracts/Agreements
1. Academic Exchanges and Affiliations
2. Health Care Providers
3. New Start Tutoring Program (Smartthinking)
4. School Districts
5. Student Counseling Services
6. Student Health Center
7. Police (Campus Safety)

C. Human Resources (Employment)
1. Employee Listing (February 2013)

2. Professional Personnel Employment Handbook

3. State Personnel System Employee Handbook (Classified Staff)

D. Financial Audits (FY 2008 – 2012)

E. Incorporated Entities

1. Alumni Association

2. Little Mavericks Learning Center

3. Mavericks Club

4. Real Estate Foundation

5. University Foundation

F. Student Billing, Employment and Tuition

1. Billing and Refund Policies

2. Student Employment Policies and Handbooks

3. Tuition Program – Western Undergraduate Exchange

V. Governance:

A. Associated Student Government

1. Constitution and By-laws

B. Board of Trustees

1. Meeting Agendas and Minutes (July 2003 – May 2013)

2. Trustee Policy Manual

C. Classified Staff Council

1. By-laws and Roster

D. Faculty Senate

1. Constitution and By-laws

2. Meeting Minutes (AY 2008-09 – 2012-13)

a. Faculty Senate Minutes

b. Undergraduate Curriculum Committee Minutes

c. Graduate Council/Graduate Curriculum Committee Minutes

d. WCCC Curriculum Committee Minutes

e. Assessment Committee Minutes

3. Manuals and Forms

a. Policy and Procedures Manual for Faculty Senate Standing Committees

b. Combined Curriculum Policies and Procedures Manual

c. Curriculum Change Forms

Appendix B – Part 1:

Federal Compliance

Colorado Mesa University

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Section 1

Assignment of Credits, Program Length, and Tuition

CMU Response
Section 1. Credits, Program Length, and Tuition: Colorado Mesa University assigns credits hours in a manner consistent with generally accepted practice, establishes length of programs comparable to peer institutions, and sets tuition at levels based on program requirements and costs.

A. Credits
CMU's academic calendar operates on a semester system for its undergraduate and graduate programs – 15 weeks of instruction plus a final exam period – a term length that is consistent with common practice in higher education. The summer session is a shorter 11-week term that includes seven-, four- and three-week subcomponents; the University also offers an intensive January term between the two traditional semesters. Credit awarded for courses offered on an accelerated schedule, courses meeting in nontraditional time periods, and courses delivered in different instructional modes have comparable student expectations, time commitments, and credit hours to courses delivered in a traditional, site-based format. The academic year calendar, by semester, is published on the Registrar's website, and in the Catalog (inside front cover).

In order to ensure that CMU courses fulfilled the credit-hour requirements of the U.S. Department of Education's mandated policy on the credit hour, a working group met during the spring 2012 semester to formally document a credit hour definition for all coursework. The working group was composed of the Faculty Senate president, chairs of the Faculty Senate's three curriculum committees (Undergraduate, Graduate, and Western Colorado Community College) and its Assessment Committee, the Faculty Assessment Coordinator, HLC Criterion 3 and 4 Committee Chairs, two academic department heads, the Assistant Vice President for Academic Affairs, and the Vice President for Academic Affairs who chaired the group. The group began its review with the University's existing semester-long credit hour definition, a metric that was consistent with the minimum requirements of the Colorado Commission on Higher Education (CCHE) and had been used by CMU for decades. The working group ultimately concluded that the University's definition was in compliance with federal specifications but proposed that 1) the definition of credit hour be expanded to cover more course types and delivery formats, and 2) the requirements be documented in CMU's curriculum manual.

In April 2012, the following policy for one credit hour delivered over a 15-week semester was proposed and approved by the Faculty Senate at its April 26th meeting. The policy, along with a table specifying requirements by course type and format, is a section in the Faculty Senate's Combined Curriculum Committee Policies and Procedures Manual (p. 14, line 429):

> *Colorado Mesa University defines a contact hour as 50 minutes and a credit hour (a.k.a. semester hour) as 750 minutes (15 contact hours) of academic engagement plus a minimum of 1,500 minutes (30 hours) of student preparation, reflecting a 2:1 relationship between student preparation and academic engagement for a typical lecture course. The minimum hours of student preparation per credit hour doubles for graduate-level courses. The required time per credit hour does not vary regardless of wherever or however courses are delivered.*

The specific number of course credit hours is established as part of the course creation process within a program, and faculty members make credit-hour recommendations based on expected student learning outcomes. The Faculty Senate's Undergraduate and WCCC Curriculum Committees, along with the Graduate Curriculum Committee, evaluate proposed courses and programs to ensure that they meet the credit- and contact-hour requirements.

The vast majority of CMU courses award three credit hours for successful course completion and follow the time requirements described in the policy. They meet 150 minutes per week, most frequently either for 50 minutes three times a week (for a Monday, Wednesday, Friday schedule) or for 75 minutes twice a week (for a Monday-Wednesday or Tuesday-Thursday schedule). General practice is that one credit may be assigned to laboratory sections ranging from 50 to 100 minutes (one to two "hours"), two credits for sections ranging from 100 to 150 minutes (two to three "hours"), etc.

The variation in time-to-credit ratio reflects both the intensity of the laboratory experience and the time required out of class to develop reports. Field classes typically carry the same or fewer credits per class hour compared to laboratory classes, since time can be spent in transit to sites and/or in relatively low-intensity learning activities. Credit for field work, clinical placements, internships, and all other forms of instruction and scheduling (i.e., coursework offered at off-campus sites and by other delivery modes) is expected to meet the requirements articulated in the Credit Hour Policy.

One certificate program, offered through CMU's community college division, is the exception to the above description: Peace

Officer Standards and Training (POST), a part of the Criminal Justice program at the associate/certificate level. The POST program prepares students for careers in law enforcement after they complete 37 credit hours delivered over 15 calendar weeks. Following the requirements of the Colorado State Patrol, students must live on-campus seven days a week for the first eight weeks, with off-campus passes allowable for the remaining seven weeks. During non-class hours, cadets are expected to study the required coursework starting at 7 a.m. and finishing at 7:30-8 p.m.

Other than for the POST program, a student will enroll, on occasion, for an unusually large number of hours. The University discourages this practice, as reflected by the small number of students documented in the four-year summary below. Of the 264 students who registered for 22 or more credit hours in a term between summer 2008 and spring 2012, 141 were associated with the POST program. Excluding the POST students, an average of 31 students (out of an average headcount of 7,510, or 1.6 percent) across all other majors did so for each of the four years.

During academic year 2012-13, the Faculty Senate's Academic Policies Committee reviewed and revised the University's policy on student overloads. The new policy specifies that students in good academic standing generally limit their credit-hour load to no more than 18 credit hours per semester; for those with grade point averages of 2.00 or lower, the credit-hour limit will be 15 hours per term (Catalog, p. 40, col. 1). Those seeking to enroll in 19 to 21 hours in fall or spring semesters, or 10 to 12 hours in the summer, will be required to obtain their advisor's approval. Any student interested in enrolling in more than 21 hours must submit a written plan for success during the overload period and obtain signatures from their academic advisor, academic department head, and the Vice President for Academic Affairs.

CMU UNDERGRADUATES BY DECLARED MAJOR ENROLLED FOR
22+ CREDIT HOURS IN A SINGLE TERM, SUMMER 2008 - SPRING 2012

Department	Major	Student Count
Art	Studio Art	1
Biological Sciences	Biology	9
Business	Accounting-Public Accounting	0
	Bus Administration	17
	Construction Management	1
Comp Sci, Mathematics, Stat	Computer Science	3
	Mathematics	1
Health Sciences	Nursing	3
Kinesiology	Athletic Training	2
	Kinesiology	14
	Sport Management	4
Lang, Lit, Mass Comm	English	0
	Mass Communication	7
	Spanish-Applied Professional	1
Music	Music	4
Physical & Environ Sciences	Chemistry	1
	Env Science & Technology	5
	Geology	1
Social & Behavior Sciences	Criminal Justice (Bachelor)	4
	Psychology	2
	Public Admin/Public Safety	1
	Social Science	2
	Sociology-Human Services	1
Teacher Education	Teacher Education & Licensure	1
Theatre Arts	Theatre Arts	10
Western CO Community Coll	Criminal Justice/POST (AAS/Certif)	141
	Culinary Arts	2
	Electric Lineworker	1
	Manufacturing Technology	9
	Transportation Services	7
	Visual Communications, AAS	1
Advising Ctr	Undeclared	8
	Total	**264**
	Annual Avg (excluding POST)	**31**

Source: Office of Institutional Research

B. Program Length
1. Institutional Context for Curriculum Requirements
CMU offers academic programs that span associate degrees through the doctorate, technical and professional certificates, as well as minors. More specifically, CMU awards the following:

- Technical Certificate;

- Associate of Applied Science;
- Associate of Arts;
- Associate of Science;

- Bachelor of Applied Science;
- Bachelor of Arts;
- Bachelor of Business Administration;
- Bachelor of Fine Arts;
- Bachelor of Science;
- Bachelor of Science in Nursing;

- Master of Arts, Education;
- Master of Business Administration;
- Master of Science in Nursing;

- Doctor of Nursing Practice.

Credit-hour requirements and program length for all levels of CMU degrees are comparable to similar programs at CMU's peers and most accredited institutions of higher education. All programs are reviewed either by an external reviewer on a six-year cycle or as part of a specialized accreditation review, a confirmation that CMU programs meet the expectations of those usually found at other colleges and universities. That process is outlined in CMU's Academic Program Review Manual.

Colorado Revised Statutes 23-1-125 specifies a maximum of 60 semester credit hours for associate of arts or science degrees and 120 hours for baccalaureate degrees unless a higher number is required for program accreditation. (See "B2. Statewide Context for Curriculum Requirements" below for more details.) Program requirements, including curriculum and number of credit hours, are the responsibility of the appropriate faculty members and subsequently approved by the University faculty as part of the program-approval process. The University's program length is consistent with similar programs at peer institutions.

In addition to catalog information and program-specific admission requirements, a detailed outline of required courses is communicated to students on a program sheet, as are grades and/or grade point averages as relevant. See the program sheet for Physics as an illustration. Each major is presented in a clear and consistent format, with the curriculum organized according to general education, coursework in the major, elective courses, and supplemental information as appropriate. Additionally, faculty advisors can run an electronic report for students so that both can easily track progress toward meeting program requirements. All program sheets are listed on the Academic Affairs website, and program overviews (including course descriptions) are found in the "Programs of Study" section of the Catalog (p. 56). Both sources are accessible to students, faculty, staff, and the public.

Program sheets specify the applicable general education requirements, courses required in the major (ranging from 42 to 78 semester credit hours), and unrestricted electives that can range from 0 to 36 semester credit hours. To fulfill CMU's residency requirement, baccalaureate-seeking students must complete a minimum of 30 of their last 60 semester hours of credit at the University. At least 15 semester hours in the major courses must be numbered at the 300 level or higher. To receive an associate degree from CMU, students must complete a minimum of 15 of the last 30 semester hours at the institution. Program requirements can vary by degree category due to factors such as accreditation and/or state approval specifications. The program sheet with the relevant graduation requirements is the one in effect at the time a student declares his or her major, provided that the student remains continuously enrolled as defined in the applicable catalog.

At the graduate level, CMU master's degrees require a minimum of 30 semester credit hours beyond the baccalaureate degree, generally with a maximum time of six calendar years for degree completion, except for the Masters of Science in Nursing, which has a maximum time limit of four years. The University's sole clinical doctoral program specifies an additional 74 semester credit hours after completion of the bachelor's degree. The maximum time allowed for the completion of the doctoral degree in Nursing is six calendar years from the first semester of admittance into the doctoral program. A complete list of requirements for each degree level is found in the Graduate Policies and Procedures Manual (p. 6), the Catalog (p. 102, col. 1).

The appropriate CMU curriculum body – the Graduate, Undergraduate, or WCCC Committee – carries out the first review of a proposed program using the criteria articulated in the Combined Curriculum Committee Policies and Procedures Manual (p. 26, line 851), followed by the Faculty Senate, the Vice President for Academic Affairs, and the President, who make a recommendation to CMU's Board of Trustees. Program proposals then are submitted to the CCHE, whose staff review is limited to whether the proposed program is consistent with the institution's role and mission. A complete list of CMU's degree programs, their associated concentrations, emphases, or cognates is found in the Catalog, beginning on page 56, and on the program sheets listed on the Academic Affairs website.

2. Statewide Context for Curriculum Requirements

The broader context for program requirements is two-fold: a) the requirements of the Colorado Commission on Higher Education (CCHE) regarding the general education core for baccalaureate degrees and b) the Colorado Student Bill of Rights. The CCHE specifies a general education core of 31 semester credit hours for Colorado public institutions operating under a performance contract, to which institutions can add institution-specific requirements. Based on this requirement, CMU's core requirements are:

Colorado Mesa's Baccalaureate General Education
Core Content Area and Required Semester Credit Hours

Communication	6 hours	
Mathematics	3 hours	
Natural Sciences	7 hours	
(one course must be lab-based)		
Arts & Humanities	6 hours	
History	3 hours	
Social & Behavioral Sciences	6 hours	
CCHE General Education Core Total		31 hours

Additional CMU lower division requirements beyond the core:

Applied Studies	3 hours
Wellness	3 hours
Degree Category (if applicable)	3 - 6 hours
CMU General Education and Additional Lower Requirements Grand Total	40 - 43 hours

The Colorado Student Bill of Rights (C.R.S. 23-1-125) mandates that students enrolled in public institutions of higher education have specific rights, some of which are excerpted here:

> *(1) Student bill of rights. The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:*
>
> *(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than 60 credit hours or their baccalaureate programs in no more than 120 credit hours unless there are additional degree requirements recognized by the commission;*
>
> *(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;*
>
> *(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;*
>
> *(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;*
>
> *(g) A student's credit for the completion of the core requirements and core courses shall not expire for 10 years from the date of initial enrollment and shall be transferrable.*
>
> *(2) Degree requirements. The commission shall establish a standard of a 120-hour baccalaureate degree, not including specific professional degree programs that have additional degree requirements recognized by the commission.*

CMU is in compliance with these expectations. Other student rights are found elsewhere in this chapter dealing with transfers (Section 3) and public disclosures (Section 6).

C. Tuition
1. The State Context for Setting Tuition Levels

The University's annual budget-planning process serves as the foundation for setting tuition rates within the parameters set by Colorado Revised Statutes (C.R.S.) 23-5-130.5:

> *(2) (a) In setting the amount of tuition pursuant to this section, a governing board shall not increase the*

tuition rate for undergraduate students with in-state classification by more than 9 percent per student or 9 percent per credit hour over the tuition rate for the preceding fiscal year; except that a governing board may increase said tuition rate by more than 9 percent per student or 9 percent per credit hour over the tuition rate for the preceding fiscal year if the governing board complies with the requirements specified in subsection (3) of this section and the Colorado Commission on Higher Education, referred to in this section as the "commission," approves the increase.

Beginning in fiscal year 2011-12, and for a period up to five years, the legislation gave public higher education governing boards the authority to raise resident, undergraduate tuition above nine percent annually, subject to CCHE approval of a financial accountability plan (FAP). Like all Colorado public institutions, CMU (then-Mesa State College) was required to submit and receive approval of a financial accountability plan that addressed:

a. The percentage rate increase for tuition;

b. The manner in which the governing board shall ensure that access and affordability for enrollment of low- and middle-income students will be preserved, taking into account the availability of federal, state, institutional, and private monies;

c. Measures the institution will take to reduce student debt load, including the amount of institutional funds the governing board will allocate to need-based financial assistance;

d. How the institution will address the needs of underserved and underrepresented students; and

e. Assurance that operational flexibility provided in statute will not reduce the level of service and quality.

In December 2010, the CCHE approved CMU's Financial Accountability Plan through fiscal year 2015-16.

2. Institutional Process for Setting Tuition and Fees
At the institutional level, the tuition-setting process centers on the University's Strategic Plan and reaffirms a commitment to balancing affordability and quality.   As outlined in the Trustees Policy Manual (p. 26, line 661), the process for setting tuition and fees involves the President consulting with elected student leaders and then making an initial recommendation to the Board of Trustees, which makes the ultimate decision.   Proposed course-specific fees are posted for a defined period of time to allow any student to challenge a fee change. General fees are recommended through the student government's Fee Advisory Council and brought forward to the administration, and ultimately to the Board, for action. Approved tuition and fees are posted on the University's website and updated annually.

3. Tuition and Fee Levels
The CMU Board of Trustees approved a tuition increase of 5.5 percent for fiscal year 2013-14. This is the third consecutive year that tuition increases have been set below 6 percent. Fiscal years 2011-12 and 2012-13 rate increases were 5.47 percent and 5.58 percent, respectively. The fiscal year 2011-12 rate was the lowest increase of all Colorado four-year public institutions that year, and the change to fiscal year 2012-13 change was the second lowest in the state. According to CCHE's FY 2012-13 Tuition and Fee Report, CMU ranked 10th of the 12 four-year public institutions when comparing base tuition and fee rates. Additionally, there were no increases in mandatory student fees for the fourth consecutive year. It is estimated that for fiscal year 2013-14, CMU will have, or be among, those Colorado public institutions with the lowest tuition and fees.

Information on undergraduate tuition and fees is available to students on the University's Business Office website and in the Catalog (p. 26) under the section "Expenses at Colorado Mesa University." Information is also provided about Colorado's College Opportunity Fund (COF), which provides a stipend to eligible undergraduates. The stipend pays a portion of the total in-state tuition while attending a Colorado public institution or participating private institution. Course-specific fees also appear in the course schedule produced for each term.   On the website, there is a current schedule of tuition and fees based on the number of credit hours, an explanation of reduced tuition rates for students from states in the Western Undergraduate Exchange and the CMU's Mountain and Plains Tuition Program, and room and board expenses.
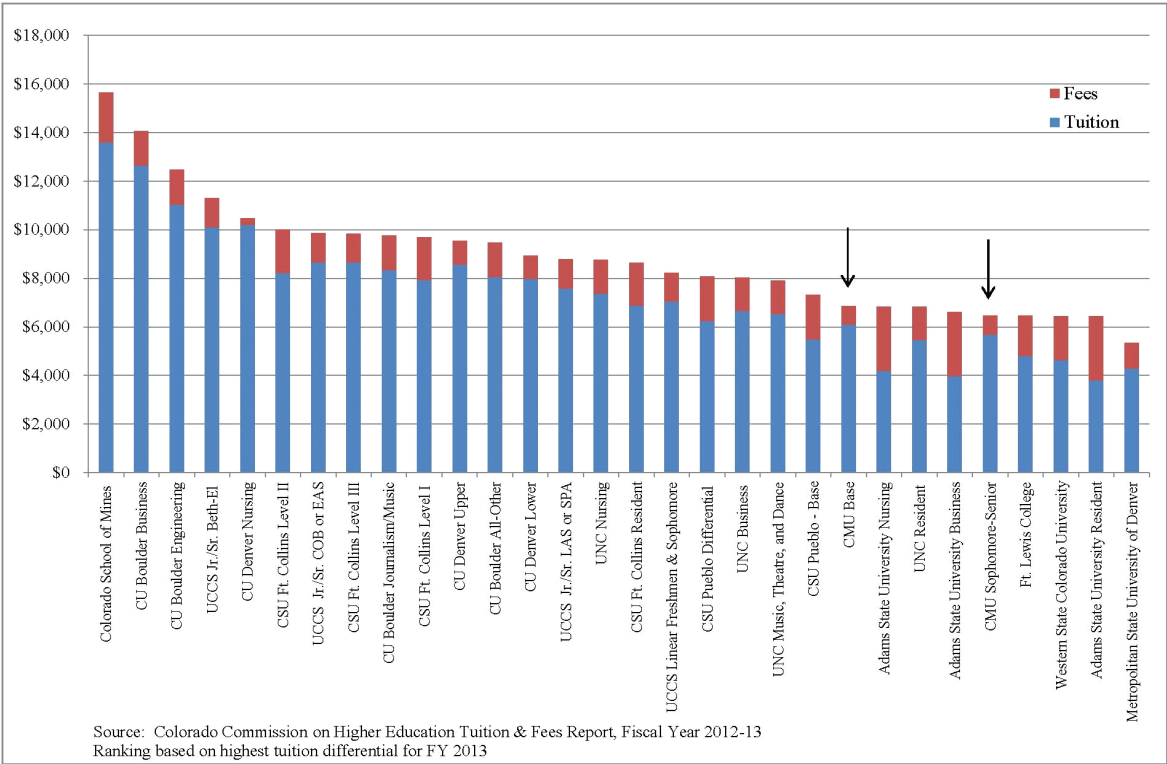
Additionally, there were no increases in mandatory student fees in fiscal years 2011-12 and 2012-13, and the Board approved the elimination of 326 academic course fees in fiscal year 2011-12. The loss of fee revenue to academic programs was offset by a portion of the 5.47 percent tuition increase in order to hold the total program funding constant. At their May 2012 meeting, the trustees approved an Institutional Plan for Student Fees in compliance with House Bill 11-1301 (Section 2), which details the process for future student fee increases. Approval of the plan by the CMU Associated Student Government was unanimous.

CMU does not have any differential undergraduate tuition rates by program. It is CMU's belief that differential tuition rates can create additional financial barriers to students from low-income families, thus disproportionately limiting their access to

programs that can lead to high-earning jobs. The University anticipates remaining at or below its current ranking with peer and competitor institutions and deferring programmatic undergraduate differential tuition rates for the foreseeable future.

CMU has differential graduate tuition rates based on a student's residency status (resident versus non-resident students) and academic program as shown in the following table. Tuition differential at the graduate level is based on minimally covering instructional costs and maintaining competitive pricing, while retaining perceived program quality. Direct costs associated with business courses are higher than those for nursing course delivery, which are considerably higher than they are for teacher education courses. As is commonly the case, tuition for the graduate program in business is highest because faculty in those fields often can earn higher salaries from alternative employment opportunities outside academia. Tuition for the graduate-level nursing programs similarly is higher due to other employment options for the faculty as well as significant program investments in technology and equipment. Salaries of faculty members in both of these fields were adjusted in spring 2007 due to competition from the private sector. The pricing of CMU graduate coursework, nonetheless, falls well below the average of other graduate courses in the same discipline statewide.

TUITION AND FEE COMPARISONS FOR COLORADO PUBLIC
FOUR-YEAR INSTITUTIONS, FY 2012-13
(Based on 30 Credit Hours)

Source: Colorado Commission on Higher Education Tuition & Fees Report, Fiscal Year 2012-13
Ranking based on highest tuition differential for FY 2013

CMU GRADUATE TUITION AND FEES, FY 2012 - 13
(Based on 18 Credit Hours)

Graduate Tuition and Fees by Student Category	Tuition	Fees	Total
Continuing Students			
Resident	$4,281	$461	$4,742
Non-Resident	$11,853	$461	$12,314
Business - Incoming*			
Resident	$5,864	$586	$6,449
Non-Resident	$16,754	$586	$17,339
Health Sciences - Incoming*			
Resident	$5,774	$586	$6,359
Non-Resident	$16,574	$586	$17,159
Teacher Education - Incoming*			
Resident	$5,504	$586	$6,089
Non-Resident	$15,764	$586	$16,349

*Includes one-time Matriculation Fee of $125.00

For enrollments in courses delivered online, the institution adds a $30 per credit hour premium that recognizes the added costs of course development, faculty compensation, and the intensive technology infrastructure. Even with the $30 premium, CMU ranks below the median in price for online instruction with competitive institutions as shown below.

COMPARISON OF FY 2012-13 ONLINE UNDERGRADUATE TUITION AND FEES AT COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Institution	Undergraduate Tuition & Fees[1]
University of Colorado-Colorado Springs	$421
University of Colorado	$420
Colorado State University-Global	$350
Colorado State University-Fort Collins	$349
University of Northern Colorado	$325
Adams State University	$269
Colorado Mesa University	**$259**
Metro State College of Denver	$250
Fort Lewis College	$200
Colorado State University-Pueblo	$149

[1]Lowest Tuition Differential, Net of COF

Sources: Institutional Web Pages; Registrar Office Phone Survey, Spring 2013

Finally, it should be noted that since 2007, CMU has significantly increased student financial aid. Between fiscal years 2003-04 and 2011-12, institutional financial aid grew from $700,000 to $4.3 million, reflecting a 517 percent increase, while aid from all sources ballooned by $46 million, expanding from $26 million to $76 million over the same timeframe.

Sources

Academic Program Review Manual 2012
Calendar_Registrar Web_Calendars
Catalog 2013-2014 (Page 104)
Catalog 2013-2014 (Page 2)
Catalog 2013-2014 (Page 28)
Catalog 2013-2014 (Page 42)
Catalog 2013-2014 (Page 45)
Catalog 2013-2014 (Page 58)
CCHE CMU Financial Accountability Plan-Dec 2010
CCHE Tuition Fees Report
Faculty Senate Combined Curriculum Policies and Procedures Manual 2013 (Page 14)
Faculty Senate Combined Curriculum Policies and Procedures Manual 2013 (Page 25)

- Faculty Senate Combined Curriculum Policies and Procedures Manual 2013 (Page 26)
- Financial Aid - Awards Paid to Students FY 2004-2012
- Graduate Policies and Procedures Manual_2012 (Page 11)
- Legislation_CRS 23 1 125_CO Stu Bill of Rights
- Legislation_House Bill 11-1301-Gov Boards-Personnel (Page 2)
- Program Sheet-BS_PhysicalSci_Physics_1314
- Program Sheets list_2013-14_Web Page
- Trustee Agenda Book_2012_0521 (Page 15)
- Trustee Policy Manual - 2013
- Trustee Policy Manual - 2013 (Page 26)
- Tuition and Fees_Web Page
- Tuition-Fees Colo 4-yr Public Institutions
- Western Undergraduate Exchange (WUE)_Home Page

Section 2

Institutional Records of Student Complaints

CMU Response

Section 2. Student Complaints: Colorado Mesa University has processes in place to address student complaints in a fair, equitable, and timely manner and monitors the complaints to address students' concerns and improve their educational experience.

A. CMU's Handling of Student Complaints.

CMU takes student complaints seriously. Historically, CMU has relied on a decentralized model for addressing student complaints, based on the belief that most complaints are effectively resolved informally by individuals closest to the situation. These individuals have the most experience with the applicable policies and procedures, are most familiar with the specifics of a student's circumstances, and can draw from similar situations to propose solutions that are fair and equitable. The University's administration expects that a timely response be made as part of an effort to reach a satisfactory resolution before a student complaint reaches the central administration level. This approach has prevented most problems from rising to the status of a formal complaint, and Colorado Mesa students generally find the current processes acceptable. Based on the results from the 2012 administration of the Noel-Levitz Student Satisfaction Inventory (p. 10, item 71), the average level of CMU student agreement with the statement "Channels for expressing student complaints are readily available" was 5.09. The average for the national comparison group was significantly lower at 4.80.

CMU students can follow the process for filing a formal complaint as outlined in policy, but the resolution for most student issues is articulated in the Student and Academic Policies Guide (p. 19) and in specific policies on the Academic Affairs website. The University's formal Student Complaint Policy is followed by a table of policies and procedures and the location where a student will find details associated with the specific concern. If the issue does not fall within one of the options listed in the table, the student follows the procedure outlined in the policy. Further, if students are unsure of the most appropriate avenue for addressing a specific concern, they are directed to contact one of the identified offices.

Graduate student appeals, their criteria, and processes are outlined in the Graduate Policies and Procedures Manual (p. 14), developed by the Graduate Studies Advisory Committee and the Office of Graduate Studies. In addition, information on admission and termination appeals can be found in the Catalog and on the Academic Affairs website. Graduate students may appeal:

- an unfavorable admission decision;
- termination from a program;
- for readmission to the program following suspension;
- grade assignments;
- the constitution of the supervisory or thesis committee;
- supervision of research;
- unfavorable advancement to candidacy decisions;
- sanctions imposed for academic dishonesty; and/or
- general graduate education policies.

In general, most appeals are initially directed to the department head or program coordinator overseeing the program and the student involved. Appeals are submitted in writing within two, four or six weeks – depending on the timing and nature of the appeal – by the student following the notification of an adverse decision. Admission appeals do not rise above the level of the program department head. For other appeals, the student may submit an appeal in writing to the Graduate Studies Advisory Committee or the Director of Graduate Programs within two weeks of an adverse decision by the department head or program coordinator. The final level of appeal is the Vice President for Academic Affairs. Grade appeals and appeals of sanctions resulting from academic dishonesty at any level follow the procedure outlined in the Student and Academic Policies Guide (p. 21).

Beyond filing a complaint, CMU students have various means of communicating concerns, as well as ideas, to the institution:

- Student satisfaction surveys: Staff members from the Office of Institutional Research and Assessment (OIRA) conduct a number of student surveys focused on gauging students' satisfaction and opinions for purposes of identifying areas in which the institution can improve. National benchmarked surveys used for this purpose include Noel-Levitz's Student Satisfaction Inventory (SSI), National Association of College and University Food Service Survey, Educational Benchmark's Residence Life Survey, and Educational Benchmark's College Union Survey. The national surveys are administered on a rotating basis

and compared across years to examine performance. In addition to these instruments, focused internal surveys have been created and administered by OIRA that include surveys on satisfaction with the University Recreation Center, Student Life/Student Activities, J-Term Activities, and Student Orientation. These are administered periodically as well and serve to assist directors in making improvements in student experiences.

- Student suggestions: The University's commitment to being responsive to its students was expanded in 2010 when it implemented the MAVzone electronic suggestion box as a means to respond to student concerns, many of which are suggestions and/or inquiries and do not reach the level of a complaint. This effort built on a long-standing system of campus comment boxes, whereby students can voice concerns via paper suggestions collected bi-weekly by the OIRA staff.

  Administrative staff members are charged with responding to issues in their own areas from both collection systems in an efficient manner when follow-up contact information is provided, as students can report anonymously if they choose to do so. Each academic year, the data from the student suggestions are aggregated and examined for frequency. Across four years, the five themes of most concern were dining, housing, a specific person, computers, and activities. While dining received the most suggestions across the life of the system, the number of submissions for it has decreased significantly with the fall 2010 opening of the new University Center that included new dining facilities. This likely explains the vast difference between fiscal year 2009-10 and subsequent years. Parking comments reflected a similar pattern when new parking facilities were built and included better lighting and cameras than were in place before the construction.

  Following the most recent analysis of student concerns, the University concluded that 1) access to support information and applications was scattered across department websites and MAVzone tabs, and 2) there was a need to consolidate the various campus help applications, improvement suggestion forms, and formal complaint procedures on to a single web page. This was accomplished by placing support web links on the login page of MAVzone, CMU's student web portal, and providing single sign-on to those services requiring authentication. By placing the identified collection of web link on the login page, the University expects to improve how it communicates ways in which students can request assistance, suggest change, or file a complaint. A second goal of the project is that it will provide better customer service by streamlining a student's request process than in the past when some requests were unnecessarily delayed due to students using the wrong form or application. Thus, a student entering a help desk ticket to request computer assistance, for example, will receive a quicker response from a qualified IT technician due to a more direct contact. Under the previous system, a response to the student would have been delayed since the student's submission went through the general student suggestion box that then was directed through several administrators before the request was given to a technician.

- Administrative interactions with student groups: Through a variety of avenues, CMU's President interacts with students and receives feedback on areas of the University that are functioning well and those in need of improvement. Among the different interactions are a weekly office hour, phone calls, emails, scheduled appointments, bi-weekly meetings with student government leaders, meetings with students in each residence hall each term, and periodic meetings with the Student Athlete Advisory Council. The Vice President for Student Services also meets regularly with student leaders.

If a student's complaint is not resolved after exhausting all available institutional processes, a student has the option of submitting a complaint to the Colorado Commission on Higher Education. CCHE hears appeals related to course transfer, violations of the Student Bill of Rights, and non-compliance with CCHE policies, such as transfer. Additionally, CCHE will consider appeals that suggest a Colorado public higher education institution may lack the appropriate policies or procedures required by CCHE policies, is not following the institution's own policies or procedures, or is not responding to a student's written appeal within 30 days. CCHE's appeal process is not designed to resolve disputes that are within the sole purview of the institution (e.g., admissions, grades, billing, financial aid, or athletic eligibility). Since 2004, only two students have filed a complaint with CCHE, and in both cases, CCHE staff concluded the University's actions were appropriate.

B. CMU's tracking of student complaints and their resolution; and
C. Learning and improvements in services or in teaching and learning based on complaint processes.
Prior to 2012, most tracking of student complaints was handled within individual administrative offices using varying formats. Since then, vice presidents' offices have adopted a more standardized format for record-keeping, though some have done it for a longer timeframe than others, so that 133 formal complaints have been logged centrally.

A review of the log showed that the largest share of complaints are associated with instructional issues (93), with the remaining 40 due to a variety of non-instructional concerns ranging from financial aid to credit transfer to information technology. The following narrative describes more detailed findings of the complaints recorded by the originating unit between 2010 and May 2013:

1. Academic Affairs: Student issues within this division are predominantly associated with a course, program, and/or instructor (85). Because these elements are so interrelated, they are reported together and often involve interactions

between a faculty member and student (e.g., grade appeal, instructor deviation from a syllabus, program admission, dismissal from program, credit transfer). Most concerns are resolved following existing University policies and procedures, usually at the department level, and follow University's procedures. Based on analyses and follow-up activity on the student complaints, some of the improvements in academic units include:

a. Improved communication to students and faculty (new or existing) regarding complaint and appeal procedures is ongoing. Information on the nature and process of complaints and appeals is provided at new faculty orientations, on course syllabi, through office staff in University offices, and on the CMU website.

b. Academic program faculty members periodically review department handbooks that outline complaint/appeal procedures with the goal of improved clarity and consistency with CMU policy.

c. Academic department heads/directors and administrative staff in academic and student support offices are routinely briefed and updated on changes to complaint and appeal procedures, so that students who inquire about the processes receive current information.

d. Continuous communication among various offices on campus (e.g., Academic Affairs, Student Services, President's Office) has led to more unified, consistent, and well-communicated processes for handling various complaints and appeals.

Beyond formal complaints, the Office of Academic Affairs responded to 37 academic-related comments that were submitted through the MAVzone Student Suggestion box, averaging 12 submissions per fiscal year between 2009-10 and 2011-12. Course/program/ instructor comments (ranging from requests for specific courses to additional online options) accounted for approximately 25 percent of the submissions. Requests for expanded academic support services (e.g., library) represented an additional 25 percent, while the remaining 50 percent were an assortment of issues of concern to a single student. These comments have led to improvements, such as academic programs adding more courses delivered in an online format and academic support units (e.g., library, tutoring) expanding hours of operation.

2. Finance and Administration: While accounting for 21 of the complaints, issues in this division often overlapped with other units, such as financial aid concerns. Those specific to finance and administration included information technology (4), human resources (3), and facilities (2). In most cases, existing policies appear to adequately address student issues, such that no major policy revisions have been made over the past few years.

3. Student Services: The majority of the 16 complaints in this division are covered by existing policies, such as the Student Code of Conduct and the Residence Life Community Guidelines. A review of complaints found them dominated by financial concerns, such as financial aid or student billing, with others involving transfer of credit and customer service in facilities such as the Maverick Recreation Center.

Student Services staff members have analyzed student complaints to assess and improve its services and programs. As examples, financial aid staff made the award process more responsive and transparent. Based on complaints about a second semester lease penalty fee in residence life, the policy was amended to be consistent with peer institutions' policies. Hours of service in the dining hall were extended, based upon student feedback; fitness classes were added in the Recreation Center; and in Student Diversity and Advocacy, a professional staff person was relocated to a more visible location.

4. Western Colorado Community College (WCCC): Student complaints have largely dealt with interactions between faculty and students over grades, with nearly all resolved at the department level. Three were elevated to the vice president's level, one dealing with an assault between two students that involved CMU campus police; one concerned facility parking issues; and one was a student-faculty relationship that required resolution by the Vice President for Community College Affairs. When appropriate, some students were referred to either the WCCC Office of Student Services or CMU's Office of Academic Affairs.

As WCCC assesses the concerns of its students, it periodically reviews its strategies for handling issues. Faculty and staff are encouraged to attend professional development workshops on subjects such as student diversity, recognizing student needs, and stress management. Other changes made in the past three years to respond to student requests included expansion of tutoring, library, and career services at WCCC, addition of a shuttle service between the campuses, and implementation of a student assistance program to escort students to their cars after dark.

5. Admissions and Marketing: While usually not rising to the level of a complaint, the concerns expressed by students to admissions were related largely to one of four areas: difficulty in navigating and understanding MAVzone; lack of student and parent control in the transmission of supporting documents for application to the University; confusion on acceptance to the University versus specific programs; and accurate tuition classification (e.g., in-state, WUE, out-of state).

In response to student concerns, admissions staff members have subscribed to online transcript tools to simplify the process for prospective students and guidance counselors to transmit application documents. Acceptance letters have been modified to communicate clearly that a prospective student has been accepted to CMU and, where applicable, to advise the applicant of specific programs admission requirements. Information on tuition rates was revised, beginning in 2011, to ensure that the prospective student can access tuition information in two clicks. Marketing staff continue to focus on improving the University's website to make it more intuitive and user-friendly.

6. Athletics: Like the previous entry, most issues in athletics over the past three years are more a concern than a complaint and consisted of a wide array of issues. Complaints have been analyzed, along with procedures, and results from exit interviews were also reviewed. Of the 17 documented concerns, all but six were covered by existing policies. Those six involved travel-related procedures, and staff members in the athletic department have worked with each sports program to adjust travel policies and procedures to meet students' needs. Athletics staff also have streamlined the procedure for handling complaints in the department, and in fall 2013, a new position was added with responsibilities related to student athlete success and NCAA's "life in balance" initiative, as well as the management of student concerns and potential complaints.

Sources

- Academic Policies_Web Page
- Assessment Survey - EBI Student Satisfaction Inventory_Fall 2012 (Page 10)
- CCHE Policy I-T (Student Appeals)
- Graduate Policies and Procedures Manual_2012 (Page 19)
- Institutional Research_Survey Schedule
- MAVzone Login Page With Help Comments
- Student and Academic Policies Guide_Aug 2012 (Page 19)
- Student and Academic Policies Guide_Aug 2012 (Page 21)
- Student Complaint Log Template
- Student Complaint Policy
- Student Complaint Summary_071813
- Student Suggestion Box_All Themes
- Suggestion Box_Locations on Campus
- Suggestion Box_MAVzone_Student

Section 3

Publication of Transfer Policies

CMU Response
Section 3.   Publication of Transfer Policies: Colorado Mesa University's credit transfer policies and procedures are available to students and the public through multiple outlets. Policies and procedures are consistently applied and regularly updated.

A. Undergraduate Course Transfer
Information on the process for transferring undergraduate credit into CMU and related policies is available for students and the public in the Catalog (p. 15, col. 3) under the section "Acceptance of Transfer Credits from Other Institutions" and on the website for CMU's Admissions Office. Additionally, the Registrar's Office describes how undergraduate credits are evaluated on its transfer page. For coursework to transfer, the student must have earned a grade of C- or higher in the course, and the course must be at the collegiate level. Only courses from regionally accredited institutions with a grade of "C" or better are eligible to be applied toward a degree or certificate. Remedial coursework transferred into CMU is transcribed as 0 credit hours; non-credit, personal-interest courses do not transfer.

Both of the above sources outline the criteria for acceptance of credit, including college-level courses resulting from concurrent enrollment, Advanced Placement and International Baccalaureate credits, and other types of credits such as military credits, technical credits, transfer of final credits for degree completion, graduate credits, and non-traditional credits (CLEP, DANTES, Credit by Examination, etc.). Specific scores for the acceptance of CLEP, DANTES, AP, and IB cut scores are available on CMU's Testing Center website. Credit for Prior Learning is awarded to students who complete a specific process that includes preparation of a portfolio of work experiences proposed as an alternative to academic or technical coursework.

Once reviewed by a staff member in the Registrar's Office, a course is evaluated by CMU faculty to determine whether it is equivalent to an existing course or may substitute for an existing one. These equivalencies and substitutions are maintained in a database, so that if another student transfers the same course from the same institution, it will be automatically equated or substituted. Coursework that is neither equivalent to nor a substitute for a CMU course or requirement is transferred as an elective credit. While the final determination for assignment of transfer hours to program requirements generally rests with the appropriate academic department head, students may request a second review by the Assistant Vice President for Academic Affairs if they disagree with the department head decision.

Additional information of potential interest to students considering transfer to CMU is found on the Transfer Student Information website. Among the useful entries are links to program sheets (describing program requirements), statewide articulation agreements, general education coursework guaranteed to transfer across Colorado public institutions, academic policies, and offices supporting the transfer of students to CMU. The institution's policy requires that 30 of the last 60 credits for a bachelor's degree and 15 of the final 30 for an associate degree are earned at CMU.

In addition to information specific to CMU, several statewide programs facilitate student transfer through efforts coordinated by the Colorado Commission on Higher Education (CCHE):

- Statewide Guaranteed Transfer Program (also referred to as gtPathways): These courses have been reviewed by faculty panels from across Colorado. An approved designation means that the course will transfer universally across all Colorado public institutions of higher education and is applicable to all associate and baccalaureate degree programs. As of fall 2012, nearly 80 of the University's courses met the gtPathways criteria and are identified in the course descriptions of the Catalog. The explanation of the content groupings is found in the Catalog (p. 53, col. 2) under "Colorado Department of Higher Education Statewide Guaranteed Transfer Courses," as well as on the Transfer Student Information website. See a sample Catalog entry illustrating gtPathways approval designation for English 111 (Catalog, p. 155, col. 2).

- 60 + 60: This CCHE program guarantees acceptance by the receiving institution of all lower-division coursework completed as part of earning an A.A. or A.S. degree. The degree must be completed for the guarantee to be recognized. Otherwise, only courses approved through the gtPathways program (see above) are guaranteed to transfer.

- Statewide Articulation Agreements and Institutional Transfer Guides: To facilitate student transfer within Colorado, CCHE has facilitated the development of statewide articulation agreements. The agreements identify the required courses that a Colorado public community college student must complete as part of an Associate of Arts or Associate of Science degree so as to guarantee completion at the appropriate bachelor's degree program (B.A. or B.S.) at any public four-year college or university. Currently, CMU has nine signed agreements:

- Business (effective 4/1/2011);
- Criminal Justice (effective 1/22/2013);
- History (effective 4/1/2011);
- Mathematics (effective 4/1/2011);
- Political Science (effective 8/1/2012);
- Psychology (B.A.) (effective 4/1/2011);
- Sociology (effective 8/1/2012);
- Spanish (effective 4/1/2011); and
- Nursing (statewide R.N. to B.S.N. Transfer Guide signed in 2012).

Due to a 2010 legislative change in the definition of a statewide transfer agreement, 60 + 60 transfer guides created prior to that date no longer met the legal definition. Like other institutions that signed the agreements, however, CMU continues to honor them.

As noted earlier in this chapter, the Colorado Student Bill of Rights (C.R.S. 23-1-125) mandates specific rights for students enrolled in public institutions of higher education, several points of which relate to transfer:

(1) Student bill of rights. The general assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

. . . (d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;

. . . (g) A student's credit for the completion of the core requirements and core courses shall not expire for 10 years from the date of initial enrollment and shall be transferable.

Again, CMU is in full compliance with the statutory requirement.

B. Graduate Course Transfer

For graduate-level courses, information on graduate course transfer is outlined in CMU's Graduate Policies and Procedures Manual (p. 5). Graduate students may transfer a maximum of nine semester credit hours of graduate-level coursework into a CMU master's graduate program, while up to 18 credit hours may be transferred into a doctoral program. Courses requested for transfer must meet all program transfer criteria before being transcripted by the Registrar. All graduate credits requested for transfer must carry a grade of B or higher. Information on restrictions or types of graduate course credit that qualify for transfer is listed in the Catalog's "Transfer Credit" entry on graduate programs (p. 104, col. 1).

Sources

- Academic Residency for Baccalaureate and Associate Degrees Policy
- Admissions_Transfer Students _ Future Students
- Catalog 2013-2014 (Page 106)
- Catalog 2013-2014 (Page 157)
- Catalog 2013-2014 (Page 17)
- Catalog 2013-2014 (Page 19)
- Catalog 2013-2014 (Page 55)
- Curriculum_Credit for Prior Learning Policy and Form
- Graduate Policies and Procedures Manual_2012 (Page 10)
- Legislation_CRS 23 1 125_CO Stu Bill of Rights
- Testing Center_Home Page
- Transfer Evaluation_Registrar Web Page
- Transfer Student Resources

Section 4

Practices for Verification of Student Identity

CMU Response
Section 4. Verification of Student Identity: Colorado Mesa University has policies and procedures for verifying the identity of students who are enrolled in courses delivered through distance form

A. Overview of Student Verification
To verify the identity of students who enroll in courses delivered using distance formats, CMU uses secure logins and passwords, an approach suggested in the Higher Learning Commission's guide on federal compliance. The network credentialing process is an integral step toward ensuring that the student who enrolls in and receives the credit for a distance-delivered course is the same student who participates in and completes the coursework.

The University utilizes identity management protocols for verifying student identities and creating network accounts. Information security controls are important to protect campus systems and sensitive data, and the University understands the importance of providing access to network and systems only to authorized students. Student verification procedures, following University policies and information security best practices, have been deployed for distance education and site-based courses, with additional controls implemented as necessary to protect the identities of distance-education students and the academic integrity of online courses. The security of this login information is controlled centrally by the Information Technology Department.

All students authenticate to CMU information systems, including its learning management system, Desire2Learn (D2L), using a secure login of a username and password. Only faculty members and students who are authenticated by the University can access the Desire2Learn system in order to view course content, submit assignments, check grades, and use other online functions. Further, the University has a password policy that requires strong passwords that must be changed twice a year. Although the University cannot prevent students from sharing their assigned login credentials, system-generated logs, including login and activity date, time, and IP address information, are used to address student academic complaints and resolve course assignment submission disputes. Online course content is available only to students enrolled in the specific online course, accessed by their unique login information.

Authorization to access course materials, personal content, and student academic records is controlled by Banner student information system data and D2L Learning Environment role and permission settings. Student ID numbers are created during CMU's enrollment process, and the University assigns information system accounts only to students assigned an ID number in Banner. Once a student is admitted, his or her network credentials, username, and password, are created using Novell Identity Manager. Students receive their network credentials in a letter via U.S. mail from the Admissions staff. In addition to creating a student's home directory, email, and campus web portal (MAVzone) accounts, Identity Manager creates a student account in D2L, based on Banner course enrollment data. Desire2Learn Learning Environment's role-based permission settings allow for granular control over accessing course content and resources.

To date, the University's IT staff have concluded that the student authentication and authorization process, when coupled with robust instructional design that requires frequent interaction between instructors and students, is an acceptable strategy for ensuring the identification of students. CMU is prepared to adapt and move forward with technology changes as they become available.

A student's identity is verified at the time their student identification card (MAVcard) is issued by reviewing the student's driver's license or other government-issued photo identification card. University policy requires that every student enrolled in a credit-bearing course not otherwise covered by a concurrent enrollment agreement (excluding online courses) obtain a MAVcard (Student and Academic Policies Guide, p. 16). All students enrolled in courses delivered via a distance format are required to have MAVcards. Students must have a MAVcard to access online library materials and database subscriptions. In addition, the student's MAVcard photo is included in the instructor's and academic advisor's Banner self-service class rosters available through MAVzone. Distance education students receive their MAVcards via U.S. mail by following the MAVcard Request Instructions with required personal information, a scanned copy of a government-issued photo ID, and a passport-type picture via their Colorado Mesa University email. The information provided by the student, as well as supporting documents, is stored in the campus card system and in Banner. The CMU email submission process and secure storage practices protect the student's private information.

B. Test Proctoring
The University does not have a policy requiring test proctors for distance-education courses; however, faculty members often

require a test proctor for examinations within their courses. Tests for distance-based courses can be proctored by CMU's Testing Center staff when deemed necessary by the course instructor, using a form available on the CMU Online website. The form outlines the process for making arrangements as well as the requirements of the student and the instructor of record. The Testing Center requires that all proctors receive training, and each proctor must collect student registration information, inform the student of acceptable test-related materials, indicate the time allotted for the examination, and verify the identity of the test-taker with a photo ID.

Beyond course proctoring, CMU faculty members teaching online or blended courses often use course design and assessment techniques that promote academic integrity, such as:

- Making written assignments cumulative (students turn in parts of their large assignments throughout the semester);

- Using multiple assessment techniques such as objective quizzes and exams, essay exams, discussions, written assignments, online presentations, journals, or reflective papers;

- Employing a grading policy in which objective testing is not heavily weighted on the final grade;

- Using Turnitin.com to help check for plagiarism;

- Using the D2L settings for exams and quizzes that restrict the allowable time limit and allow only one question to be seen at a time;

- Developing discussion questions that require students to use content specific to the class; and

- Placing that content into broader concepts of the discipline.

The section on academic integrity in the Catalog (p. 45, col. 3) and the Student and Academic Policies Guide (p. 21) outlines the ethical expectations of students in all course-related activities, regardless of format, as well as the consequences for violating these expectations.

C. Verification through Desire2Learn's Learning Environment
Desire2Learn's Learning Environment provides several mechanisms to assist the University in verifying that the student enrolled in a course is completing the course work and assessments.

- D2L Learning Environment Exam Controls:
  - Instructors can configure start and end dates and enforce time limits on exams.
  - Student assessment activity is fully logged, including start time, finish time, and IP address. Time stamps are based on the Learning Environment server time and not the end user's computer.
  - Test and quiz questions can be randomized within an assessment.
  - Page navigation such as the ability to right-click and returning to a previous page of a quiz can be disabled.
  - Desire2Learn online messaging tools may be disabled during assessments.
  - Passwords are transported to D2L over an encrypted Secure Socket Layer Connection to prevent data loss.

- D2L Learning Environment integration with Turnitin:

  Since 2006, CMU has subscribed to Turnitin's plagiarism suite to assist students and instructors with identifying the authenticity of the submitted coursework. Turnitin's Originality Check helps students and instructors check for possible plagiarism or improper citations of submitted work. In addition, the GradeMark and PeerMark tools provided with the suite subscription improve online instructor feedback and peer review of submitted work.

  D2L has a fully integrated academic integrity system, Plagiarism Detection, which can be used to monitor D2L's Dropbox folders and identify potential cases of plagiarism by automatically comparing submissions to an online database of original content. D2L's Plagiarism Detection is enabled through integration with Turnitin. Instructors configure and manage Plagiarism Detection/Turnitin from within Learning Environment.

- D2L Learning Environment Conditional Release Tool:
  Through the use of the Learning Environment's Conditional Release Tool, instructors can release information to a supervised location (e.g., IP address) and/or establish a password specific to the assessment that can be shared with the proctor and subsequently with the student.

Sources

- 📄 Catalog 2013-2014 (Page 47)
- 📄 Regulations Governing Examinations
- 📄 Student and Academic Policies Guide_Jan 2013 (Page 16)
- 📄 Student and Academic Policies Guide_Jan 2013 (Page 21)

Section 5

Title IV Program Responsibilities

CMU Response

Section 5. Title IV Program Responsibilities: Colorado Mesa University carries out its Title IV responsibilities as specified in the Higher Education Opportunity Act.

A. General Program Responsibilities

CMU is in good standing with the U.S. Department of Education and is approved to participate in the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, TEACH, Direct Subsidized and Unsubsidized Loan, Direct PLUS Loan, Direct Grad PLUS Loan, Federal Work Study, and Federal Work Study Job Location Development Program.

For the past eight years there have been no findings for CMU (identified as Mesa State) in the Federal Title IV and state financial aid audits. CMU has no limitation, suspensions, or terminations to report. Due to these clean audits, there have been no fines, letters of credit, or heightened monitoring from the Department of Education. CMU maintains financial integrity and reports the results of its audits to the Colorado Commission on Higher Education, the Colorado Legislative Audit Committee, and the U.S. Department of Education. Yearly compliance audits are conducted by Chadwick, Steinkirchner, Davis & Co., P.C.

The U.S. Department of Education conducted a review and found that the University met the requirement of "institutional eligibility, administrative capability, and financial responsibility." The Program Participation Agreement (PPA) was extended through June 30, 2018. The University also met the requirements with respect to unsubstantiated funds. More detail about compliance is found in the PPA, the Eligibility and Certification of Approval Report, and the U.S. Department of Education Monitoring Report of November 30, 2012.

B. Financial Responsibility Requirements

CMU's financial aid portion of the A-133 audits is included with the State of Colorado Statewide Single Audit of all Colorado colleges and universities (p. iii-71). The most recent audit is available for review, as are CMU's financial ratios for 2009 through 2011.

C. Default Rates

Default rates for CMU students have increased over the past three years as reflected in the table below. While national default rates for four-year public higher education institutions have increased over the same time frame, CMU's rate exceeded the two-year average for like institutions, growing from 9.3 percent to 10.1 percent to 10.0 percent over the three years shown below. Based on results from the U.S. Department of Education's database of three-year default rates for the most recent available year (fiscal year 2009-10), CMU's rate of 15.6 percent was lower when compared with that for the entire state (16.9 percent).

COLORADO MESA UNIVERSITY DEFAULT RATES,
FY 2008/09 – 2010/11

Fiscal Year -	Two-year Cohort Default Rate	Three-year Cohort Default Rate
2008 - 09	9.3%	
2009 - 10	10.1%	15.6%
2010 - 11	10.0%	14.8%
Source: http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdrschooltype2yr.pdf		

When comparing the University's two-year default rates with those of other Colorado public institutions as well as peer institutions used for funding comparisons, CMU's rate falls in the middle range among other Colorado institutions and funding peers. Comparisons are summarized below:

**COLORADO MESA UNIVERSITY DEFAULT RATE COMPARISON
WITH SELECTED FOUR-YEAR PUBLIC INSTITUTIONS**

Institution	Two-year Cohort Default Rate (2010-11)
Colorado Public Institutions	
Colorado Mesa University	**10.0%**
Adams State College	11.7%
Metropolitan State University of Denver	10.7%
Fort Lewis College	11.0%
University of Colorado - Boulder	3.5%
Colorado State University	2.9%
University of Northern Colorado	5.5%
State of Colorado*	10.1%
Funding Peer Institutions	
University of Arkansas – Fort Smith	17.4%
Eastern New Mexico University	14.4%
Augusta State University	8.9%
Valdosta State University	5.8%
Cameron University	12.8%
Minnesota State University – Moorhead	3.6%

*Source: http://www2.ed.gov/offices/OSFAP/defaultmanagement/2010staterates.pdf; downloaded October 5, 2012.

As of October 31, 2012, the University successfully closed out the 2011-12 Direct Loan and Pell Grant Programs, an indication of a well-managed system that complies with the requirement of the U.S. Department of Education. It also indicates that internal processes are functioning well, and that staff members are very knowledgeable and capable of managing the system.

To address concerns over the growth in CMU's student borrowing and default rates, the University hired a financial literacy and debt management counselor with specific responsibilities to:

- reduce the default rate on direct loans and Perkins loans as compared with prior years;
- reduce private loan borrowing;
- monitor overall student indebtedness with a target goal of decreasing amount borrowed;
- monitor use of alternative funds (e.g., scholarships, MavWorks (institutional work-study program), federal work-study, Colorado work-study);
- work with and support the CMU Foundation to increase alternative funds for students.

CMU strategies being implemented to reduce default rates include:

- educating students in degree selection and reasonable salary expectations;
- teaching life skills (budgeting, credit, etc.);
- communicating with students;
- notifying students of loan limits and expected repayment amounts;
- contacting students before default and informing them of its consequences;
- continuing communication with students after graduation.

Additionally, faculty members in the Department of Business offer a three-credit-hour course on BUGB 249 (Personal Finance) open to all students. The goals of the course are to develop student financial and economic literacy so as to improve decision-making in the context of personal budgeting and to develop a personal financial plan that includes consumer credit, taxes, home purchase, and interest rates.

The success of these efforts is being measured by tracking lending statistics, student indebtedness, and use of alternative funds and then comparing data to those for previous years. Finally, the CMU financial aid staff members also have begun reaching out to high school students through presentations at local schools to educate potential students on costs prior to their enrollment.

In fall 2013, an additional course will be piloted with provisionally-admitted baccalaureate-seeking students. As part of Higher Education Success Skills (SUPP 100), students will not only develop an academic success plan, but they also complete finance-based activities that assist them in projecting earnings for their majors upon graduation and creating a monthly budget plan. Doing so will enable them to better understand how their current decisions on borrowing affect their long-term income and expenses.

D. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures
CMU is in full compliance with all required disclosures to the University community in keeping with the Jeanne Clery Disclosure

of Campus Security Policy and the Campus Crime Statistics Act of 1998. The Office of Institutional Research and Assessment (OIRA) coordinates production of this report and serves as a source of central data collection for the various campuses and the police and sheriff's offices. Upon review by campus police and the Office of Student Services, OIRA staff members produce the annual Campus Security and Fire Safety report for CMU's three campuses, distribute it to faculty, staff, and students, and post the report on the office's website. Additionally, staff from Institutional Research have attended training sessions presented by the Clery Center for Security on Campus. All officers from the Grand Junction Police Department assigned to patrol the campus for a year or more also are sent to the Clery training during the first year of their assignment.

The institution is committed to maintaining a safe campus environment, and students perceive Colorado Mesa's campus to be safe and secure as documented by the results of the 2012 Noel-Levitz Student Satisfaction Survey (p. 16, item 7). In response to the statement "The campus is safe and secure for all students," the University's average was 5.91 while that for the national comparison group of institutions was 5.50, a significantly higher score.

CMU actively enforces safety policies on each of CMU's three campuses, and University security meets weekly with the campuswide Students of Concern Committee (sometimes referred to as a Threat Assessment Team or Behavioral Intervention Team). The group comprises Student Services staff members, the Assistant Vice President for Academic Affairs, a representative of the Western Colorado Community College, and a Behavioral Clinical Services (BCS) staff member, who review and resolve violations of the student conduct code and provide security updates. Additionally, several campus safety professional development workshops, safety training lectures/meetings, and practice emergency lockdown procedures are part of the University's safety and security measures. Examples of recent materials, programs and activities include:

- Dr. John Nicoletti, a national school safety expert and clinical/police psychologist, provided campuswide professional development training to approximately 200 staff and faculty members in February 2011 regarding preparation and responses to emergency situations that may arise on campus. He returned in February 2012 and March 2013 to offer five safety training workshop sessions to faculty, staff, and student leaders on the main and WCCC campuses on how to detect, interrupt, and respond to dangerous situations that may emerge on a campus.

- Active Countermeasures Training (ACT Certified), Violence Prevention & Active Shooter Survival education was held in partnership with Mesa County School District 51 in April 2013 to prepare participants for potential emergency situations on campus. Alon Stivi, an internationally-recognized leader on school and corporate security, violence prevention, counter-terrorism and travel safety, offered the training. Nineteen CMU faculty and staff attended along with 17 attendees from the local school district.

- Since April 2011, the Office of Student Services has offered numerous hands-on workshops on personal safety and Heart Saver CPR. As examples, a two-hour personal safety workshop was presented by a CMU faculty member and martial arts expert; a three-hour CPR workshop was offered by the director of CMU's Monfort Family Human Performance Laboratory; and multiple student safety workshops were offered to student leaders, student employees, and the general student population during fall 2012.

- Since 2010, campus police/security has conducted safety training and lockdown procedure drills for faculty and staff members in every major facility on the CMU campuses. Participants in all of the University's high-occupancy buildings were taken through a mock drill of a staged lockdown for 90 to 120 minutes. Drills also were held at the WCCC and Montrose campuses.

- In April 2013, the University contracted with Direct Measures International to provide a pilot program for active shooter response training. Endorsed by the federal Department of Homeland Security, the Attack Countermeasures Training certification was earned by 13 University faculty and staff members across an array of departments, further improving the safety preparations of the campus.

- Finally, CMU has contracted with the emergency notification provider ReGroup, Inc. to send emergency alert text messages to cellular phones and distribute emails in the event of an active threat and/or emergency situation. Additional safety-related information is posted on the University's website.

Regarding disclosures as a condition of receiving federal student aid, the Equity in Athletics Disclosure Act requires all institutions with intercollegiate athletic programs to file the Equity in Athletics Report annually and to make the report available to students, prospective students, and the public. CMU's reports may be obtained by any student, prospective student, or member of the public from the CMU Athletics Department. The University is committed to conduct and promote its athletics programs free from gender bias.

E. Student Right to Know

In fall 2009, academic support and student services units were asked to create plans to more formally measure their effectiveness related to retention, graduation, and specific learning outcomes. To do so, many of the units adopted the Council for the Advancement of Standards in Higher Education framework to guide in the development of unit goals and learning outcomes. During the same semester, the National Postsecondary Education Cooperative (NPEC) published a guide – Information Required to Be Disclosed Under the Higher Education Act of 1965: Suggestions for Dissemination – for the purposes of assisting institutions in identifying required disclosures, offering suggestions so that institutions would be in compliance with the 2008 disclosure amendments that under the Higher Education Opportunity Act (HEOA), and making this information more accessible to the public and more comparable across institutions. Upon publication, the Office of Institutional Research and Assessment used the document to assist in developing an institutional disclosure page. The CMU web page organizes the HEOA-required information into four broad categories:

- General Institutional Information includes information newly required by HEOA, such as the establishment of an institutional Net Price Calculator; information on educational programs, faculty credentials, refund policies, required course materials, and prices; and career placement, as well as other items indicated on the NPEC report that would be reported in this section.

- Information regarding the process for financial aid withdrawals, cost of attendance, refund and repayment of return of Title IV policies, study abroad policies, facilities for disabled students, and names of applicable accrediting agencies are available on CMU's Financial Aid Office website and in the Catalog. Student Financial Assistance focuses on financial aid notices and information, especially in regard to student loans and borrowing. This section also includes data on gainful employment as dictated by the College Cost Reduction and Access Act.

- The Health and Safety section is where the institution posts the required information on the Clery Act, as well as institutional policies on vaccinations and emergency response.

- The Student Outcomes section is required by both the HEOA and Student Right-to-Know Act and includes information on graduation, retention, and transfer-out rates for the general population and for students receiving athletically-related student aid. Information on job placement and enrollment in graduate and professional education is also found in this section.

F. Satisfactory Academic Progress and Attendance Policies

CMU's Financial Aid Office follows the University's Satisfactory Academic Policy for academic suspension and probation. In addition, financial aid staff members monitor student completion rates, failure to attend any classes through the Student Academic Attendance System, and the repeat of courses. University faculty members are not required to take attendance; however, it is recommended that students regularly attend class via instructor's request in order to keep academic standing.

The Office of Financial Aid is responsible for measuring student progress for monitoring Title IV eligibility. Progress is measured at the conclusion of each regularly scheduled semester (fall, spring, and summer). For students pursuing an undergraduate degree, the maximum attempted units may not exceed 150 percent of the published length of the educational program. Similarly, for those seeking a graduate degree, the maximum hours attempted may not exceed 200 percent of the published length of the program. To ensure students are on track to complete their degree without exhausting Title IV eligibility, the Office of Financial Aid monitors the progression at the end of each academic year to verify students are successfully completing classes above the required minimum of 67%.

The University has procedures in place to notify students who fail to engage in online classes during the first two weeks of class. Faculty members are required through course syllabi to notify all students of attendance policies, and students are encouraged to review attendance expectations in other University materials such as the student handbook. It is the student's responsibility to attend classes and comply with the academic policies of the University. The standards for satisfactory progress are provided to students when they accept the "Terms and Conditions" of their aid package.

CMU's Satisfactory Academic Attendance System (SAAS) was implemented in summer 2013 as part of the University's requirement to be in compliance with federal financial aid regulations. Students who were not passing at least 75% of the credit hours they attempted were notified that their financial aid disbursement would be held until 30 days after the start of the semester, rather than receiving it at the beginning of the semester. Affected students were notified of the change multiple times before and at the beginning of the semester.

The University also clearly communicated to the affected students that it was the student's responsibility to make their attendance known to the faculty members teaching for their courses as documentation of satisfactory academic progress. Faculty members were provided with SAAS roster(s) listing the affected continuing students' names and asked to indicate the status of each student as of the end of the first two-weeks of classes. Following verification of student attendance by the faculty members, students who were identified as having not attended were dropped administratively from the course on the final day of the Add/Drop period.

G. Contractual Relationships

CMU has only two contractual relationships involving a third-party entity, only one of which – the Colorado State Patrol (CSP) – affects academic content of a program. In this arrangement, approved by the Higher Learning Commission in 2011, CMU accepts the technical credit hours earned from the CSP toward a Bachelor of Applied Science degree in Public Administration/Public Safety, but the University does not award any financial aid to students prior to their enrollment in CMU.

The second contract is with Bridge-Linguatec, Inc. and is an agreement through which the University is partnering with Bridge to offer an intensive English language program on CMU's campus, identified as BridgePathways at Colorado Mesa University. Signed in August 2013, the contract calls for a program serving international students in need of additional English language training as preparation for meeting CMU's minimum English language proficiency admissions requirements. CMU's obligations in the current arrangement are limited largely to facilities and conditional admission of "Bridge" students. The University anticipates approximately 15 students coming to the campus in January 2014.

H. Consortia Relationships

Consortium agreements are handled on a case-by-case basis. Students must have approval from their academic advisor and the Registrar prior to submitting a Consortium Agreement to the CMU Office of Financial Aid. The consortium agreements are available on the web.

Sources

- Assessment Survey - EBI Student Satisfaction Inventory_Fall 2012 (Page 16)
- Athletics_Equity in Athletics 08-11
- Bridge Linguatec Master Services Agreement August 19 2013
- Campus Safety - Emergency Response Guide
- Campus Safety - Nicoletti
- CAS Professional Standards for Higher Education
- Financial Aid - Home Page
- Financial Aid - Program Participation Agreement (PPA) - Eligibility and Certification Approval Rreport (ECAR)
- Financial Aid - Terms and Conditions
- Financial Audit Report FY2008_2012 (Page 295)
- Financial Audit_I33 Portion
- Financial Audits_Comparison with Other Institutions
- Financial Ratios
- HEOA Disclosures_Web Page
- National Postsecondary Education Cooperative (NPEC)_Web Page

Section 6

Required Information for Students and the Public

CMU Response

Section 6. Public Disclosure and Information Used in Recruiting and Advertising: Colorado Mesa University describes its policies, procedures, and practices in a fair, accurate, and complete manner and discloses its affiliation with the Higher Learning Commission clearly and accurately in its recruiting and advertising materials.

CMU discloses its affiliation with the Higher Learning Commission clearly and accurately through print and online entries as follows:

> *Colorado Mesa University is accredited by The Higher Learning Commission and a member of the North Central Association: higherlearningcommission.org or 230 North LaSalle Street, Suite 7-500, Chicago, IL 60604-1411; 800.621.7440; 312.263.0456.*

This accreditation information is found on the CMU website and in the introductory chapter of the Catalog (p. 8, col. 2) under the "Accreditation" section. Further details regarding CMU's program accreditations and external approvals are described in Section 9 of this appendix.

In addition to federal compliance, the Colorado Student Bill of Rights (C.R.S. 23-1-125) mandates that students enrolled in public institutions of higher education have specific rights, some of which are excerpted here:

> *(1) Student bill of rights. The General Assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:*

> *(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;*

Others parts of the legislation are found in the Federal Compliance sections describing credits and program length (Section 1) as well as transfers (Section 3). CMU is in full compliance with all requirements.

Sources

> Accreditation_Summary_Web Page
> Catalog 2013-2014 (Page 10)
> Legislation_CRS 23 1 125_CO Stu Bill of Rights

Section 7

Advertising and Recruiting Materials and Other Public Information

CMU Response

Section 7. Public Disclosure and Information used in Recruiting and Advertising: Colorado Mesa University describes its policies, procedures, and practices in a fair, accurate, and complete manner and discloses its affiliation with the Higher Learning Commission clearly and accurately in its recruiting and advertising materials.

The "Future Students" information on the CMU website provides links to institutional admission requirements, paying for college and housing, programs of study, information on athletics, a virtual campus tour, and opportunities for students to apply or request information on the admissions website. The Admissions Office website also includes detailed recruiting information for new first-year, undergraduate transfer, returning, non-degree-seeking, and concurrently-enrolled high school students in addition to links to information for prospective graduate and international students.

CMUConnect, the Admissions Office's internal prospect tracking system, gathers information from prospective students, as well as the University's student information system and purchased tapes of names, addresses, SAT/ACT scores, and demographic characteristics. The Admissions staff regularly sends targeted communications to prospective students through Hobson's Client Relation Management System. They also conduct recruiting events at schools throughout Colorado and in selected states in the West. The Outreach Center operates five days and nights a week. Its staff members conduct targeted calling campaigns, such as calls to prospects who have uncompleted admission applications, admission applicants who have not applied for scholarships, and students who have been invited to events but have not responded to the invitation.

The Admissions Office provides campus tours daily (except Sunday) during the academic year. Mesa Experience is a visitation program offering the opportunity for future students and their families to tour the campus, talk with current students and faculty, and attend sessions on admissions, academic offerings, financial aid, housing, athletics, student life, and student services. The University's calendar, admissions criteria and process, grading structure, requirements for all academic and technical programs, annual tuition and fees, refund policies, and policies related to admissions, academics, and registration are current and posted on specific pages of the institution's catalog and website.

CMU's Marketing Office is responsible for the development of electronic and print materials, both general and program-specific, that are used for student recruitment at college and career fairs (e.g., the University's Catalog, Academic Affairs' Program Guide, Admissions Office's Viewbook, Financial Aid's Guide, and Residence Life's Brochure) and in response to inquiries from individuals. Marketing staff members create various forms of promotion materials for all of the institution's locations, as well as academic programs and student services, some of which target specific audiences, while others are more general in nature. Most recently, efforts have begun to focus on social media (e.g., Facebook and Twitter) to better network with the institution's various stakeholders, ranging from prospective students to alumni. In all cases, individuals are referred — either via URL or QR code — to the appropriate website for details on their programs of interest and are encouraged to provide student contact information for follow-up and tracking the effectiveness of marketing strategies.

Sources

- Admissions_Home Page
- Catalog 2013-2014
- Marketing_Acad Affairs_Program Guide_1112
- Marketing_Admissions Office_Viewbook_1213
- Marketing_Financial Aid_Open the Door Handout_1213
- Marketing_Residence Life_Brochure_1213

Section 8

Review of Student Outcome Data

CMU Response

Section 8. Use of Student Outcome Data in Reviewing Programs: Colorado Mesa University uses various outcome data to evaluate its programs.

Student success is the highest priority for all employees of Colorado Mesa University. Regardless of their role, CMU faculty, staff, and administration share a commitment to each student's achieving his or her academic goal, be it a technical certificate, doctoral degree, or any credential in between. CMU evaluates the success of its programs and courses — and, by extension, its students — through annual and periodic processes at the institutional and program levels, each of which uses outcome data that include course completion, job placement, and/or licensing examination information. The following examples illustrate the University's continuing efforts to improve the quality of programs and courses it delivers.

A.   Annual Processes

1. Academic Program Review: Existing academic programs are reviewed on a six-year cycle, as outlined in the Academic Program Review Manual (p. 3), through a process involving a self-study by the program faculty members that is followed by an external reviewer's evaluation. Both reports are presented to the University's Board of Trustees and serve as one of the resources in future planning for the academic program.

 The program self-study criteria include elements that gauge student demand and student success common to most program reviews (e.g., retention and graduation rates, student successes/recognitions, number of majors and graduates, credit-hour generation). A separate section of the Program Review Manual (p. 8) describes the reporting requirements on the assessment of student learning outcomes. At a minimum, faculty members are expected to present the following on student performance, as well as program and course information, that describes how they use the information to make programmatic improvements:

- *List student learning outcomes (SLOs) for the program and how they relate to the program's mission statement and courses. A curriculum map should be included in the appendix. The program should also describe how it contributes to the achievement of the institutionwide student learning outcomes as applicable.*

- *Identify the direct and indirect measurements that assess the program's SLOs. What does the assessment information indicate about how effective the academic program is in preparing students for the future? Identify any other documentation of program quality, including external validation. While assessment results in specific coursework can be reported, the report should focus on outcomes at the program level. Assessment results should be summarized in tabular form and include a narrative that describes the findings. Information on student satisfaction as well as current student and alumni success should be included (e.g., graduate employment, awards, pass rates on licensure exams, graduate school acceptance, and admissions test scores (GRE, MCAT, LSAT, etc.), advanced degrees obtained, and results of alumni and employer surveys).*

- *Describe program improvements resulting from assessment of SLOs since the last program review.*

- *Indicate if SLOs are being refined or if data collection is being modified (if applicable).*

- *Include other information/data related to learning outcomes assessment (program's option).*

Additionally, program reviews in career and technical education at the certificate and associate degree level use data from the Colorado Community College System (CCCS) Vocational Education VE-135 report to document student success in the areas of employment and continuing education based on five-year trends. These reports also provide comparisons of CMU's programs to statewide averages in both success categories. While the results are used by CCCS to allocate Perkins funds, institutional faculty members include analyses of the information in assessing their respective program's effectiveness. The VE-135 results also are used as part of the disclosures required by the Higher Education Opportunity Act.

 CMU faculty members and academic administrators updated the program review process in 2012, when the process for assessing student learning at the program level was more fully integrated into the review. Assessment data are required to be collected annually, and program faculty members are required to submit mid-cycle reports (year 3) describing trends in student success and improvements made from the data analysis.

In 2012, CMU's curriculum committees added the requirement to all proposals for new courses and programs that they must include a list of SLOs and how the faculty members plan to assess the outcomes. Faculty members also are adding SLOs to course syllabi, beginning in fall 2013, to ensure consistency however and wherever a course is taught.

2. Student and Alumni Surveys: Annually, the Office of Institutional Research and Assessment compiles the results of surveys administered to all graduates of programs under external review. Survey data are collected about post-graduation employment and are gathered to aid in program improvement. A related technique used by some CMU departments during the program review process is to invite alumni to meet with the external reviewer, enabling students to be more candid in their assessment of the program's preparation for their specific careers or graduate studies. Most recently, Career Services staff members piloted a survey of students at the time of commencement to collect information about employment and/or education plans. Begun in December 2011, the survey's results were provided to program faculty for use in discussions on potential changes to program curricula as well as for use in program review.

B. Periodic

1. Report of the Academic Program Quality, Priorities, and Productivity (APQPP) Working Group: During academic year 2008-09, a 22-member panel of faculty members and administrators undertook a review of all 124 academic and technical programs at the program (and subcomponent level, where appropriate) and course level. Each was considered in the context of 13 measures that were grouped into five broad categories: program centrality, student demand and success, program characteristics, cost, and faculty. After 18 meetings, the working group recommended a categorization of programs to the Board of Trustees in one of five categories: distinction (three programs), promise (18 programs), achievement (79 programs), further study (12 programs), or phase-out (12 programs). The following year, CMU began the multiyear process of teaching out the programs that were eliminated, while those in the further study group were required to provide annual follow-up reports describing steps taken to improve the program until it either met specific benchmarks or was deemed necessary to begin phase-out. Ultimately, the quality of the "further study" programs that were retained was much stronger due to improved curricula leading to more successful students.

2. Report of the Working Group to Improve Student Academic Success (WGISAS): A second, extensive study of program and student success was completed in spring 2011, with follow-up implementation in academic year 2011-12. Focused largely on the success of CMU's underprepared students, the WGISAS project conducted a thorough examination of students' success in courses in CMU's developmental education program as well as in college-level, lower-division introductory courses. Particular attention was given to courses affecting student progression (i.e., gate-keeper courses such as those transitioning from sub-100 to college level or courses affecting entry into a major) or those with lower than average pass rates (e.g., college algebra). Course completion and level of success (measured by final grades) were two key indicators. Additionally, student success was measured by student retention, average term grade point average, and earned credit hours over multiple terms.

The working group made 14 recommendations to improve student success, all of which have been implemented through a series of phases. Among the improvements were:

○ Revision of CMU's admissions standards to better determine the appropriate entry point for the institution's applicants;

○ Piloting of Learning and Study Strategies Inventory (LASSI) to identify academic support strategies;

○ Improvements to the placement of students in introductory English and mathematics, especially those in need of remediation; and

○ Implementation of an Office of Student Success, whose staff members work with students admitted provisionally to design academic success plans and serve as academic coaches.

Because the improvements have been made within the past year, monitoring data are preliminary. Because the efforts were based on good professional practice, however, the University believes student success will be enhanced. As more complete data are collected, CMU will continue with proposed activities or modify as appropriate.

One of the most significant findings from the WGISAS project was the difference in student outcomes in CMU courses offered for dual credit in the region's high schools. Concurrently enrolled high school students earned grades that were skewed such that most of them earned A's and B's. Further review of the courses also found deviations from the required pedagogy and course content that led to changes that continue to be made. CMU's Academic Council initially developed a philosophical statement on course comparability in academic year 2011–12. During the next academic

year, that paper was the basis for a manual outlining the implementation requirements for CMU course delivery "wherever and however" they are delivered: the Course Comparability Manual Draft. Roles, responsibilities, and processes have been clarified for each location — high schools, the Montrose Center, and Bishop Campus (Western Colorado Community College) — and the institution is in the early stages of implementing those requirements. The current phase ensuring comparability of distance courses is the on-going implementation of the outlined expectations that began in academic year 2010–11 . In all cases, the goal is to ensure that the experience, content, outcomes, and quality are consistent across courses, regardless of where or how.

3. Program-specific improvements: CMU faculty members use program-specific outcome data in a variety of ways, and Criterion 4 documents many of those actions. For many programs, the improvements noted below have taken several years to implement, so it is premature to fully assess the effects of these program changes.

    a. Accounting:

Principles of Financial Accounting (ACCT 201) and Principles of Managerial Accounting (ACCT 202) are difficult courses for students pursuing the Bachelor of Business Administration. Beginning in 2012, Accounting faculty members changed texts and their approach to teaching the courses with the goal of increasing completion rates. Completing group projects, using daily sign-in sheets, and approaching the curriculum from a business perspective — rather than an accounting perspective — illustrate changes made to improve student success. The faculty now is evaluating curricular changes for its majors to better prepare them for the CPA exam.

    b. Biological Sciences:

CMU's entry-level course for biology majors, Attributes of Living Systems (BIOL 105/105L), had a relatively high attrition rate as well as a relatively high failure rate. To address the concerns, all instructors now bundle the textbook with the product "Mastering Biology," which provides online student support, practice quizzes, tutorials, video clips, and rapid feedback on completed homework assignments. The success of the spring 2013 improvements will be evaluated during fall 2013. Additionally, because students preparing to be secondary science teachers had difficulty with the Colorado PRAXIS II/PLACE licensure exam questions concerning biology content, the Biological Sciences faculty evaluated courses associated with those areas in the preparation of science teachers. Changes were made to the degree plan to increase the number of biology courses, and since the change, secondary science candidates have had a pass rate of 95 percent or higher.

    c. Business:

Business faculty members have added courses to the marketing, finance, and human resources concentrations over the past four years, based on feedback from program graduates. In marketing, the software package used by marketing firms, Creative Suites, was added to the curriculum so that students are proficient with this package at the time they apply for positions. In finance, faculty members strongly encourage students to take Intermediate Accounting and require a class in sales, changes made when graduates and employers asked that these courses be included in the major. CMU's Human Resource Management concentration was recognized by the Society of Human Resource Managers as a curriculum that meets the requirements of that organization and positions CMU students to pass initial certification.

    d. Computer Science:

Feedback based on pass rates, student comments, and program attrition indicated that majors often left the program because of frustration with getting software to work on their own. As a result, Computer Science faculty members scheduled computer lab aides and lab/class assistants for lower-level courses using new software, guaranteeing that enrolled students received help in the courses. Additionally, student aides help on lab days in the lower-level courses, so that class sizes of 30 can be accommodated. The results have been very positive. Pass rates in most of these classes are higher than they have ever been, and the camaraderie and collegiality among students is a huge benefit. Further, upper-division class sizes have grown, and the number of program graduates is on track to be three times larger than just three to four years ago, when the changes were implemented. Program faculty members are now evaluating the possible need for a review course prior to students taking the Major Field Achievement Test (MFAT). Students' scores in hardware/architecture are lower than any other level, and faculty members have concluded that part of this problem may be due to the fact that two to three years have elapsed since most majors took the course in this area.

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e. Dance:

Faculty members in Theatre Arts considered initial job placements of recent dance majors and, as a result, refocused the dance program toward more commercial applications of dance training. These included Broadway musicals, theme parks, music videos, and cruise ships. This change also influenced the hiring of a new dance faculty member who specializes in jazz and tap dance.

f. English:

Faculty members from the English program analyzed the success of students who enrolled in English Composition (ENGL 111), focusing on a comparison of course completion and grades for those who were assessed at the developmental level. The study led faculty members to conclude that students needing limited remediation would be best served by enrolling in the college-level course and pairing it with a one-credit writing studio requirement, where they would receive assistance from the Developmental Education faculty who targeted support to their specific needs. The plan called for students to register for English 111 and required them to meet with a studio instructor to examine assignments and to draft, revise, and discuss their work as readers and writers. While weekly sessions would focus on assisting students in completing their writing and reading assignments for ENGL 111, the sessions also could provide the opportunity for students to receive assistance with reading and writing demands in other courses. Results of the first-year pilot were very encouraging, with more than 75 percent of enrolled students earning a "B" or higher. The implementation of this program has reduced both the time and investment spent in developmental coursework and enabled students to earn college-level credits toward a degree. Because English 111 is required of all CMU degree-seeking students, the program has had the added benefit of reducing the University's investment in Developmental English.

As a result of its most recent program of self-study, faculty members in the English program have employed strategies to improve retention of its majors. Improvements have been made to student advising, and the Academic Department Head sends out monthly letters to majors, addressing advising issues and encouraging use of campus resources to enhance student success.

g. Kinesiology:

Faculty members in Kinesiology have made curriculum changes to ensure that students are taking appropriate courses to better prepare them for graduate school and future job placement. For example, the faculty recently added more science-based courses to help students planning to enter the fields of physical therapy and occupational therapy. Licensure pass rates in both Athletic Training and K-12 Physical Education have aided in the faculty's analyses of course content to ensure that in areas in which students need improvement, the course materials associated with specific competencies are adequately covered.

h. Mathematics:

The Mathematics faculty use outcome data to evaluate the success of students in general education courses as well as of those in the major. In College Algebra (MATH 113), a course that often affects student progress and selection of a major, pass rates were studied by examining student success in prior classes. The faculty hypothesized that many students were just a bit too weak to make it through the rigor of the regular course. Students needed more help than they could get through the Tutoring Center but did not need to retake the lower class. The solution was the implementation of sections with an extended schedule, designed for students who had earned a "C" in their prior course, who had not taken math recently, or those who were excessively fearful of the course. Class size is smaller and taught in rooms with tables so students can work on small-group projects, and a student aide (usually majoring in mathematics education) is present to work with them. The students attend an extra day every week during which they work on problems of particular difficulty. Students cover the same material as in a regular class and take the same tests, but with more time on task and greater interaction with the aide and other students. They explore the material they have found difficult and ask questions without fear of being ridiculed. The pass rates for this "at risk" group are now routinely the same as or higher than the rates for regular classes, student survey results show near-unanimous praise of this delivery option, and students indicate they would recommend it to fellow students in similar situations. It also gives secondary education mathematics majors a chance to be involved in real, meaningful classroom activities.

In calculus, Mathematics faculty members observed that several students who attended class regularly and worked hard to complete assignments were still failing the calculus sequence. As a result, the faculty

formed study groups for the Calculus I and Calculus II students to meet twice weekly with an advanced mathematics major to answer students' questions. The result is that students who attend regularly are almost universally making it through their calculus sequences. Students taking Calculus for Biology have asked the faculty to offer this opportunity for them as well.

Finally, pass rates on the PLACE tests were not as high as desired for Mathematics Education majors. A faculty committee found that much of the failure by students was because the seniors taking the test were three years away from their calculus classes. Faculty members now offer a review course for the students each spring before they take the test. The result is that the pass rates have been 100 percent for several years now.

i. Music:

Based on job placement of music majors with a concentration in elective studies in business or in the liberal arts, the Music faculty agreed that a performance recital was not the appropriate capstone course for them. The course was changed to Senior Recital/Presentation, allowing students in these degrees to present a capstone project that aligns with their career goals.

j. Nursing:

CMU's baccalaureate and associate level nursing programs have been accredited by national accrediting agencies for a number of years. Compliance with standards-based learning objectives from the American Nurses Association, American Association of Credentials in Nurses, and the American Association of Colleges of Nursing's Baccalaureate Essentials have led to a high graduation rate as well as pass rates on the National Council Licensure Examination (NCLEX) of 90-plus percent each semester. Curriculum is reassessed annually to meet the changing and diverse needs of the health care systems and workforce. Ongoing revision of clinical opportunities is evaluated each semester, providing the most current learning experiences available in health care. Currently more than 90 percent of CMU graduates are employed in their field.

k. Physical Sciences:

Faculty members in the physical science programs have evaluated their majors' success as they move into the workplace.

1) The Chemistry faculty added a course in Instrumental Analysis to the major's requirements to prepare students better for jobs in analytical chemistry labs, the kind of work that many chemistry graduates fill. The faculty also added a course in Communicating in the World of Chemistry that focuses on communication skills to make graduates more competitive in the job market and ultimately more successful.

2) In Geology, the faculty now offers a topics course in Subsurface Methods to prepare students better for jobs in the oil and gas industry, which has become very important locally in recent years. In the same spirit, the Geology faculty is currently discussing revising one of their concentrations to focus more on geotechnology -- applications of geoscience and technology to industry problems.

3) Since the last program review, Environmental Science faculty members added an ecosystem restoration emphasis to the major in response to the type of environmental work that is especially important in Western Colorado. Also, the program of study now requires all environmental science majors to take foundation courses, both in pollution monitoring and control and in ecosystem management and restoration. This move was in response to the faculty's observation that CMU graduates often don't end up doing the type of work that they focused on as students. The change better enables them to "go either way."

4) In order to give students more exposure to applied physics, an Intermediate Laboratory course was added by the Physics faculty because jobs for physics graduates tend to draw on applied physics more than theoretical physics.

l. Radiologic Technology

Pass rates on the ARRT National Certification radiography exams have averaged 99 percent over the last five years; however, the faculty also looked at the individual categories for the examination and determined

that increased attention was needed in the areas of Radiation Protection and Radiation Principles. The instructor in those courses held more review sessions to reinforce the material being taught. Results from the 2013 exam will reveal if the students scored higher in the two categories. The overall curriculum has been modified to include new technologies that have been introduced in the profession in the past 10 years.

m. Social and Behavioral Sciences:

For all disciplines in the social and behavioral sciences, a high percentage of graduating students who apply for graduate school are accepted. At the course level, faculty members in these disciplines frequently use data on grade distributions and course completion to decide curricular as well as pedagogical changes that need to be made. In addition, the data are used to ensure that sections of the same course taught by different faculty members is equivalent in the level of difficulty.

> 1) In Psychology, Sociology, and Criminal Justice, outcome data from statistics coursework were used to determine that an applied statistics course would be more appropriate for students in these majors. Faculty members from these three disciplines worked with the faculty in Mathematics to develop Statistics for Social and Behavioral Sciences (STAT 215).

> 2) In Psychology, faculty members maintain connections to potential employers of graduates through practicum and structured research experiences. Both courses include ongoing, direct feedback from supervisors about the skills students demonstrate that are valuable to the jobs they would seek upon graduation. In addition, faculty members meet frequently with supervisors to discuss work skills and changes in the expectations in the workplace. This information is then integrated into many courses that students take, starting with Orientation to the Psychology Major (PSYC 201). In the most recent program review, Psychology faculty used outcome data and curriculum mapping to make major changes to the Psychology program's requirements.

> 3) Beginning in 2009, the Political Science faculty instituted a 200-level course that majors are required to take within their first 60 credit hours. This course gives students a preview of the concepts, practices, and opportunities of the discipline so that they can decide whether to pursue a political science degree before fully committing. Political Science students are now thinking about their career options earlier in the program and have more time to prepare for their next steps with the help and guidance of their faculty.

n. Statistics:

Pass rates in the Probability and Statistics (STAT 200) course were low, student complaints were high, and students were routinely taking the course more than once to complete it. Faculty members considered student comments and responses to questionnaires and examined what was occurring in the various sections. Among the problems identified by the faculty were that the textbook was good for professors but difficult for students to read; it included few problems for each section; and the methods made doing those problems time-consuming and difficult. Another textbook was identified that was comparable in terms of material covered but was much more readable. In addition, homework software that matched the textbook was adopted. The software allowed students to work problems as many times as needed, with different data sets each time, until they mastered the concept. It also provided "just in time" help that included a solution "how-to," reference to the appropriate sections in the text, videos of professors lecturing on that subject, and the ability for students to send their questions directly to their professors. Pass rates have increased dramatically, to the point that they are comparable to those of other courses students must take for their majors, and the lines of complaining students have dwindled to a couple in any given semester out of the hundreds who take it.

o. Teacher Education:

Two examples illustrate how the Teacher Education faculty use outcome data to make program improvements. Results of surveying the principals of first-year teachers who are graduates of the CMU Teacher Education program showed that elementary principals wanted to see novice teachers with more instruction on classroom management, classroom assessment strategies, differentiation for diverse populations, and use of technology in classroom instruction. Four courses were developed in 2011 for all incoming elementary education candidates to address these specific areas. As of spring 2013, all four courses are now offered, with the 2015-2016 graduates receiving this new instruction. Program faculty members will survey elementary principals to evaluate the success of the new coursework.

As a second example, the faculty evaluated the success of its student teaching internship in 2009, since more than five candidates had been unsuccessful in completing their internship the previous year. The faculty determined that the candidates were weak in earlier teacher preparation coursework, but the program's GPA requirement did not trigger the need for candidates to repeat coursework. Faculty members changed the degree requirements in 2010, requiring a B or better in all education coursework, so that candidates below that level had to repeat a course for more instruction prior to continuing in the program. This change has resulted in nearly all candidates completing the internship semester.

Sources

- Academic Program Quality, Priorities, & Productivity (APQPP) 2009 Report
- Academic Program Review Manual 2012 (Page 4)
- Academic Program Review Manual 2012 (Page 9)
- Curriculum_Course Comparability Manual Draft 2013
- Working Group to Improve Student Academic Success_Final Report_2011

Section 9

Standing with State and Other Accrediting Agencies

CMU Response

Section 9. Professional or Specialized Accreditation: Colorado Mesa University accurately represents its relationship to program-accrediting bodies and approving agencies.

CMU references its affiliation with external programmatic accrediting bodies clearly and accurately through print (Catalog, p. 8, col. 2) and electronic sources. Prior to seeking external accreditation or approval, all programs are approved by the University's Board of Trustees and the Colorado Commission on Higher Education. The following CMU/Western Colorado Community College programs are accredited or approved, and no adverse or probationary actions have been taken against any University programs by these professional accreditation agencies:
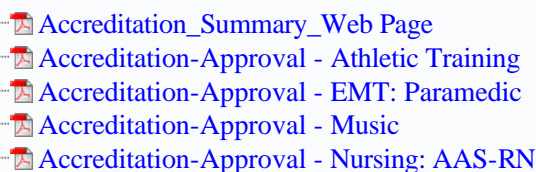
- Athletic Training: Accreditation of Athletic Training Education.

- Emergency Medical Technician/Services - Paramedic: Commission on Accreditation of Allied Health Education Programs.

- Music: National Association of Schools of Music.

- Nursing:
  - Baccalaureate level - accredited by the Commission on Collegiate Nursing Education and approved by the Colorado State Board of Nursing for licensure;
  - Associate level - accredited by the National League for Nursing Accrediting Commission and approved by the Colorado State Board of Nursing for licensure;
  - Practical nurse level - approved for initial candidacy by the National League for Nursing Accrediting Commission and approved by the Colorado State Board of Nursing for licensure.

- Peace Officer Standards and Training (POST): approved by the Colorado Peace Officer Standards and Training Board.

- Radiologic Technology - A.A.S.: Joint Review Committee on Education in Radiologic Technology.

- Teacher Education: Jointly approved by the Colorado Department of Higher Education and the Colorado Department of Education to prepare teachers for licensure application. Content areas associated with CMU's educator preparation programs are recognized by the appropriate Special Professional Associations (SPAs). Like some other Colorado institutions, the University elected to end its relationship with the National Council for Accreditation of Teacher Education in 2013. Once the accrediting agencies for teacher education have come to agreement on their expectations, the institution anticipates seeking accreditation again.

- Transportation Services: National Automotive Technicians Education Foundation.

The University began the multiyear application process in spring 2013 to seek accreditation from the Council on Social Work, with the goal of achieving accreditation from that organization in 2016.

Additionally, two CMU business curricula are approved by governmental agencies or professional organizations. The accounting program is approved by the Colorado State Board of Accountancy, indicating that the agency recognizes CMU credit for CPA education requirements. Second, the curriculum of the Human Resource (HR) concentration of the Bachelor of Business Administration aligns with guidelines from the Society of Human Resource Management, reflecting that it meets the skill set needed by employers who seek to fill HR professional positions.

CMU does not hold dual institutional accreditation.

Sources

- Accreditation_Summary_Web Page
- Accreditation-Approval - Athletic Training
- Accreditation-Approval - EMT: Paramedic
- Accreditation-Approval - Music
- Accreditation-Approval - Nursing: AAS-RN

Section 10

Public Notification of Opportunity to Comment

CMU Response
Section 10. Public Notification of Comprehensive Evaluation Visit:

In preparation for its periodic evaluation and site visit by the Higher Learning Commission, Colorado Mesa University conducted outreach to its constituencies. This effort requested that public comment be sent to the Commission directly from third parties from June through September 2013 as follows:

- Alumni and donors were contacted via announcements in *The Maverick* magazine and at the Alumni Association annual meeting.

- Faculty and staff were reached via e-mail and in announcements in *InsideCMU,* a campus newsletter, and students via the campus portal, MAVzone.

- The communities and taxpayers of the University's 14-county service region were notified via newspaper advertising.

- Members of advisory groups were informed in-person at their summer meeting by the University President.

- The business community received announcements in the Grand Junction Chamber of Commerce newsletter and the Grand Junction Economic Partnership newsletter.

Sources

- HLC_Third Party Public Comment Announcements

Appendix A

Assignment of Credit Hours (Parts 1-5)

CMU Response

Part One: Institutional Calendar, Term Length, and Type of Credit

Part Two: Format of Courses and Number of Credits Awarded
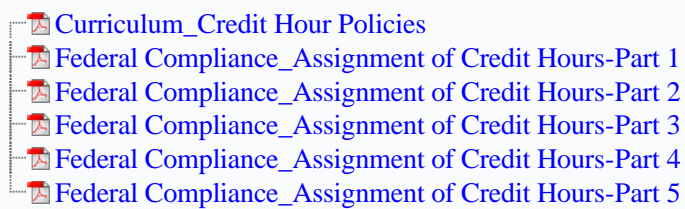
Part Three: Policy on Credit Hours

- Credit Hour Policies (excerpts from CMU's Faculty Senate's Curriculum Policy and Procedures Manual)

Part Four: Total Credit Hour Generation

Part Five: Clock Hours

Sources

- Curriculum_Credit Hour Policies
- Federal Compliance_Assignment of Credit Hours-Part 1
- Federal Compliance_Assignment of Credit Hours-Part 2
- Federal Compliance_Assignment of Credit Hours-Part 3
- Federal Compliance_Assignment of Credit Hours-Part 4
- Federal Compliance_Assignment of Credit Hours-Part 5

Assignment of Credit Hours Worksheet

Part One: Institutional Calendar, Term Length, and Type of Credit

Institutions that use multiple calendars across the institution may need to complete more than one section below. *For more information about the terminology and calendaring units referenced in this form, see* ***2011-2012 Federal Student Aid Handbook***, *Volume 3, Chapter 1, Academic Calendar, Payment Periods and Disbursements. Definitions in this section are taken from that* ***Handbook***.

Name of Institution: Colorado Mesa University

Terms		Column 1 Term Length: Number of weeks	Column 2 Number of Starts
Semester / Trimester Calendar	Standard Format: 14-17 week term	<u>**16**</u>	<u>**2**</u>
	Compressed Formats: 4, 8 or other week terms within the semester calendar	<u>**2, 8, or 12**</u>	<u>**5**</u>
	Summer Term	<u>**3-11**</u>	<u>**3**</u>

Part Two: Format of Courses and Number of Credits Awarded

Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses

Term and Length: January 2012, 2 weeks

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
1 Credit	# of courses	25				1	2	7
	# of meetings	2-10					3	2-12
	Meeting length	2-15 hrs.				2-5.15 hrs	5-8 hrs	13.33 hrs
2 Credits	# of courses	9				1		1
	# of meetings	5-10						
	Meeting length	4.2.-5.5 hrs						
3 Credits	# of courses	13	3	2			2	
	# of meetings	15	8-12	15			15	
	Meeting length	5.5-11.67 hrs	5-8.5 hrs	6.2 hrs			8.3 hrs	

Term and Length: Spring 2012, 8 weeks

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
1 Credit	# of courses	121	3	5		2	13	7
	# of meetings	8-45	8-9				8-18	
	Meeting length	50 min – 5 hrs	1.5-1.9 hrs				2-5hours	
2 Credits	# of courses	10	1			4	3	2
	# of meetings	16-27	8			18-27	16-18	18
	Meeting length	2-4.2 hrs	2.5 hrs			2-4 hrs		
3 Credits	# of courses	50	1	28			2	5
	# of meetings	16-45					18	16-18
	Meeting length	50 mins – 7 hrs					4.75 hrs	13.3 hrs
4 Credits	# of courses	16					1	
	# of meetings	8-27					16	
	Meeting length	50 mins – 10 hrs					6 hrs.	
5 Credits	# of courses							1
	# of meetings							
	Meeting length							

Term and Length: Spring 2012, 12 weeks

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
1 Credit	# of courses					2		2
	# of meetings							
	Meeting length							
2 Credits	# of courses					1		1
	# of meetings							
	Meeting length							
3 Credits	# of courses	8		4		2	10	1
	# of meetings	14-42					14-28	
	Meeting length	50 min – 5.75 hrs					2.4-6.4hrs	
4 Credits	# of courses						1	
	# of meetings						56	
	Meeting length						1 hr 50 min	

Term and Length: Spring 2012, 16 weeks

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
1 Credit	# of courses	314	3	7		14	21	34
	# of meetings	17-68				17	17-34	17-34
	Meeting length	50 min – 6.67 hrs				1.67- 4.2 hrs	1.2-4.2 hrs	
2 Credits	# of courses	110	5	9		6	6	24
	# of meetings	17-51				17	17-34	17-34
	Meeting length	50 min – 5.33 hrs				3.3 hrs	50 min – 3.3 hrs	13.33 hrs
3 Credits	# of courses	792	40	85	1	12	89	29
	# of meetings	17-85	17-51			17	17-34	17-34
	Meeting length	50 min – 7.2 hrs	50 min – 4 hrs			2.33 hrs	2-5 hrs	2-15 hrs
4 Credits	# of courses	77	2	4			2	17
	# of meetings	17-85					34	17-34
	Meeting length	50 min – 13.3 hrs					2.5 hrs	50 min – 13.33 hrs
5 Credits	# of courses	9					1	2
	# of meetings	85					68	
	Meeting length	50 min – 1.75 hrs					1.75 hrs	
6 Credits[1]	# of courses	2						7
	# of meetings	17-85						
	Meeting length	1.5-10 hrs						
7 Credits[1]	# of courses							1
	# of meetings							
	Meeting length							
8 Credits[1]	# of courses	1						1
	# of meetings	85						
	Meeting length	2 hrs						
9 Credits[1]	# of courses							1
	# of meetings							
	Meeting length							
12 Credits[1]	# of courses	1						10
	# of meetings	85						
	Meeting length	3.2 hrs						

[1]The Peace Officer Standards and Training (POST), program prepares students for careers in law enforcement after they complete 37 credit hours delivered over 15 calendar weeks. Following the requirements of the Colorado State Patrol, students must live on-campus seven days a week for the first eight weeks, with off-campus passes allowable for the remaining seven weeks. During non-class hours, cadets are expected to study the required coursework starting at 7 a.m. and finishing at 7:30-8 p.m.

Term and Length: Spring 2012, Extended High School 17-20 weeks

# Credits Awarded	Instructional Time	Course Formats						
		1. FTF Courses	2. Mixed FTF Courses	3. Distance Courses	4. Corresp Courses	5. Independent/ Directed Study Courses	6. Weekend College	7. Internship/ Practica Courses
1 Credit	# of courses	17						1
	# of meetings	95-105						95
	Meeting length	12.2 hrs						12.2 hrs
2 Credits	# of courses	6	2					
	# of meetings	95-100						
	Meeting length							
3 Credits	# of courses	75					1	
	# of meetings	95-105						
	Meeting length	12.2 hrs						
4 Credits	# of courses	5						
	# of meetings	95-100						
	Meeting length	12.2 hrs						

Assignment of Credit Hours Worksheet

Part Three: Policy on Credit Hours

The institution has a policy specific to the assignment of credit:

      Yes

The institution has policies specific to the assignment of credit at the following levels (check all that apply):

       _X_ Institution-wide   ____ Delivery format specific

       ____ Department-specific   ____ Program specific

Include the institution's credit hour policy in the attachments to this worksheet.

Section III-E: Contact and Credit Hours

The justification for extensive modifications of this and subsequent sections of this Manual are best explained by the following statement from The Higher Learning Commission's *Federal Compliance Program: A Guide for Institutions and Teams*: "These policies came about in response to a new regulation promulgated by the U.S. Department of Education implementing a new federal definition of the credit hour and requiring accreditors recognized by the Department to evaluate credit hour allocations at their accredited and applying institutions. This regulation was adopted by the Department in November 2010. Although there have been several efforts by the higher education community to have the regulation revised or even overturned, those efforts have not been successful. The Commission must have a policy and procedure in place by July 2011 to meet the new regulatory requirement, but recent information from the Department indicates it will provide for some time after July 1 when an agency can be making a good faith effort to come into compliance."

In accordance with CDHE policy and procedures, "A contact hour is a programmed class period of not less than 50 minutes nor more than 60 minutes." (From CDHE policies, http://highered.colorado. gov/publications/ policies/Archive/iii-parth.pdf.), Colorado Mesa University defines a contact hour as 50 minutes and a credit hour (a.k.a. semester hour) as the amount of work represented in intended learning outcomes and verified by evidence of student achievement in 750 minutes (15 contact hours) of academic engagement plus a minimum of 1500 minutes (30 hours) of student preparation, reflecting a 2:1 relationship between student preparation and academic engagement for a typical lecture course. The minimum hours of student preparation per credit hour doubles for graduate level courses. The required time per credit hour does not vary regardless of wherever or however courses are delivered. Certain types of courses do alter the ratio of academic engagement hours to student preparation hours, as discussed below.

For traditional three-credit-hour classroom lecture-style courses, the required time can be achieved in a number of formats, including but not limited to those in the following table. Requirement for courses of other credit hours, terms, and days of the week, can be extrapolated from Table III-1.

Table III-1 Minimum Required Minutes for 3-Credit-Hour Class in Various Delivery Formats

Type of Term	Days of the week	Days per term	Minutes per day	Academic Engagement		Student Preparation (time doubles for graduate courses)	
				Minutes per term	Contact Hrs/term	Minutes per term	Hours per term
Semester	M W F	45	50	2250	45	4500	90
Semester	T Th	30	75	2250	45	4500	90
Semester	One	15	150	2250	45	4500	90
Mod (.5 semester)	M W F	23	100	2250	45	4500	90
Mod (.5 semester)	T Th	15	150	2250	45	4500	90
2-Week (J-Term)	MTWThF	10	225	2250	45	4500	90
3-Week (Summer)	MTWThF	15	150	2250	45	4500	90
4-Week (Summer)	MTWTh	15	150	2250	45	4500	90

"Academic engagement" may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars (synchronously or asynchronously), listening to a guest speaker, taking an exam, completing a writing assignment, an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, conducting research (e.g., for a project, play production, etc.), contributing to an academic on-line discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the class, conducting laboratory work, completing an externship or internship."

"Student preparation" may include, but is not limited to, homework such as reading and study time, completing outside assignments and projects, practice for performance, writing lab reports, attending mandatory theatre and music performances, observing professional meetings (e.g., school board meetings for education courses), and attending faculty seminars and colloquia.

All academic engagement and student preparation must be documented in the proposal to add or modify a course and in a course syllabus. The course proposal documentation must include the total academic engagement and student preparation hours and an indication of the type of course from Table III-2, below. The course syllabus must include a reasonable approximation of the time required for the student to complete assignments, the evaluation methods, and the weighting in the final grade. Verification that the course addition or modification documentation contains the required material is the responsibility of the respective curriculum committee. The syllabus must reflect institutional requirements and the faculty member of record is responsible for adhering to the syllabus. The syllabus must include a statement indicating that the "An undergraduate student should expect to spend on this course a minimum of two hours outside the classroom for every hour in the classroom. The outside hours may vary depending on the number of credit hours or type of course. More details are available from the faculty member or department office and in CMU's Curriculum Policies and Procedures Manual." The corresponding statement for graduate course syllabi will indicate "four hours outside the classroom …".

Table III-2 lists the ratio of contact hours to credit hours per CDHE policy as it appears in *Full Time Equivalent (FTE) Reporting Guidelines and Procedures, June 2002*, modified to reflect additional CMU course types. A "base contact hour" in the chart indicates the number of contact hours per week for a fifteen week semester.

Table III-2 is included for reference purposes regarding the comparative nature of differing types of courses. The two right-hand columns have been added to further clarify the corresponding time requirements at Colorado Mesa University. For those class types for which the number of contact hours and credit hours are not a one-to-one equivalent, the combined academic engagement and student preparation hours must total a minimum of 2250 minutes per credit hour.

The above mentioned CDHE document also explains that credit hours for thesis/dissertation, study abroad, internships, student teaching, independent study or research, and vestibule labs should be "institutionally defined." Rows and columns have been added to the CDHE table for those course types to create Table III.2.

See Section III.H below for Colorado Mesa University's contact and credit hour requirements for independent study, directed reading, cooperative education, internship, practicum, directed readings, directed research, thesis, and dissertation courses. See Section III.I below for policy regarding alternative delivery courses and hybrid courses.

Table III-2 CMU Contact/Credit Hour Conversion and Minimum Minutes by Course Type

Instructional Activity	Definitions	Minimum Base Contact Hours for One Credit Hour	Academic Engagement (minimum minutes)	Student Preparation (minimum minutes) *
Lecture	Formal faculty presentation/communication	1.0	750	1500
Recitation: Discussion/Seminar	Two-way (student and faculty) communication of course materials	1.0	750	1500
Laboratory: Academic/ Clinical	Instructional activities conducted by faculty requiring student participation, experimentation, observation, or practice	2.0	1500	750
Lecture/Laboratory: Vocational/ Technical	Instructional activities involving training for employment in a work-like environment with active faculty teaching role.	1.5	1125	1125
Art Studio	Painting, sculpture, and other lab-type activities conducted by faculty.	2.0	1500	750
Field Instruction	Instructional activities conducted by faculty and designed to supplement individual course work.	2.5	1875	375
Music: Private Instruction	Formal presentation in a one-to-one session between student and instructor.	.5	375	1825
Music: Studio	Band, ensembles, music labs and the like conducted by faculty.	2.5	1875	375
Physical Education: Recreation Courses	Physical education and recreation activities conducted by faculty designed for development of skill proficiencies.	2.0	1500	750
Student Teaching	A student registers for 12 credit hours and no other courses during student teaching semester and is supervised by an approved classroom teacher and CMU faculty. Student must complete at least 600 clock hours over at least 75 days for 12 credit hours and meet exit	See column at left.	3000 per credit hour (50 clock hours)	Sufficient to prepare for classes and produce exit requirements.

	presentation requirements.			
Study Abroad: CMU course	Course that combines travel with formal learning experiences as defined above.	Academic engagement minutes and student preparation minutes must match those for corresponding course type		
Study Abroad: Course of a Foreign Institution	ISEP maps the credit hours and content to CMU courses.	Credit hours must match the corresponding CMU course type. Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour.		
Internship/Practicum	On-the-job learning experience guided by a contract that specifies student learning objectives, assignment & hours	Credit hours must match the corresponding CMU course type. Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour.		
Independent Studies / Directed Readings / Directed Research	Controlled learning experience supervised by faculty and guided by a contract that specifies student learning objectives, assignment & hours	Credit hours must match the corresponding CMU course type. Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour.		
Thesis/ Dissertation	Controlled learning experience supervised by faculty and guided by a contract that specifies student learning objectives, assignment & hours	Credit hours must match the corresponding CMU course type. Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour.		
Professional Immersion	Intensive formal experience culminating in certification.	Academic engagement plus student preparation minutes must be a minimum of 2250 minutes per one credit hour		
Hybrid Courses	Course that mixes multiple course types.	See Section III.L, below.		

* For graduate courses, student preparation time is twice the indicated minutes.

Section IV-A: Credit Hour Requirements

1. 120 semester credit hours are required in every bachelor program, to include 3 semester credit hours of Applied Studies and 3 semester credit hours in Kinesiology. Each student must take KINE 100 plus two activity (KINA) courses.

2. Bachelor programs above 120 semester credit hours will be permitted only when it can be documented that such programs are consistent with professional accreditation and/or licensure as defined by CDHE policy.

3. Associate of Arts and Associate of Science programs contain 60 semester credit hours; Associate of Applied Science programs contain 60-75 hours.

4. Technical Certificate programs (a.k.a. "Certificates) contain 5-59 semester credit hours (see Section IV. H.)

5. Master programs must contain a minimum of 30 semester credit hours of 500 level or higher courses, to include a practicum, project, or thesis.

6. A doctoral program must contain a minimum of 60 semester hours of courses at the 500, 600, and 700 levels. At least thirty semester hours must be at the 600 or 700 levels. Thirty semester hours may be at the 500 level and may be comprised of a master program at the discretion of the department in which the doctoral program resides. A doctoral program must include a dissertation, scholarly project, or alternative culminating experience, which comprises at least six semester hours at the 700 level in the program.

7. For Associate programs, all courses and hours specified by a department must be included in the Major. For Bachelor programs, all courses and hours specified by a department must be included in the Major or in the Foundation Courses. Exemptions for PTO programs to name General Education and Applied Studies courses are explained in IV.C.2.c

Part Four: Total Credit Hour Generation

Identify the typical number of credits of a full-time or part-time undergraduate and graduate student takes during a regular term.

12

Provide the headcount of students earning more than this load in the most recent fall and spring semesters/trimesters or the equivalent for quarters or non-standard term institutions.

5,048 Most Recent Fall Term   2012 (identify the year)

4,501 Most Recent Spring Term   2013 (identify the year)

Part Five: Clock Hours (Not applicable to CMU)

IMPORTANT. THIS WORKSHEET DOES NOT APPLY TO ALL INSTITUTIONS. It is <u>not</u> intended for institutions to demonstrate that they have assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes. Institutions that do not have such programs should <u>not</u> complete this worksheet.

Answer YES to the statement below **only if the institution offers any programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs.** For example, any program that prepares students for a licensed or professional discipline may need to be reported in clock hours to the Department.

Check with the institution's financial aid officer to determine if the institution has programs of this nature. Such programs typically include those required to be identified in clock hours for state licensure of the program or where completing clock hours is a requirement for graduates to apply for licensure or authorization to practice the occupation. Such programs might include teacher education, nursing, or other programs in licensed fields.

The institution reports clock hours to the U.S. Department of Education with regard to some programs for Title IV purposes:

      No

If the answer is Yes, complete Appendix B, Clock Hour Worksheet, and attach it to this report.

Appendix B

Clock Hour Worksheet

CMU Response

The institution does not record any programs using clock hours.

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Appendix B – Part 2:

List of Required Documents

Colorado Mesa University

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About Colorado Mesa University_Fast Facts

About Colorado Mesa University_History

Academic Council Agendas_Web Page

Academic Department Heads

Academic Dept Heads_Evaluation Form

Academic Dishonesty_Form

Academic Policies_Web Page

Academic Program Quality, Priorities, & Productivity (APQPP) 2009 Report

Academic Program Quality, Priorities, & Productivity (APQPP) 2010 Follow-up

Academic Program Quality, Priorities, & Productivity (APQPP) 2011 Follow-up

Academic Program Review Manual 2012

Academic Programs with Specialized Accreditation

Academic Residency for Baccalaureate and Associate Degrees Policy

Academic Technology Advisory Committee

Accessibility of CMU Information

Accomplishments_Finance and Administration

Accreditation_Program Accreditation Self-Studies_Home Page

Accreditation_Summary_Web Page

Accreditation-Approval - Athletic Training

Accreditation-Approval - EMT: Paramedic

Accreditation-Approval - Music

Accreditation-Approval - Nursing: AAS-RN

Accreditation-Approval - Nursing: BSN

Accreditation-Approval - Nursing: PN

Accreditation-Approval - POST

Accreditation-Approval - Radiologic Technology

Accreditation-Approval - Teacher Education

Accreditation-Approval - Transportation Services

Admisisons_Orientation - FutureStudents

Admissions_CCHE - Eligibility

Admissions_Home Page

Admissions_International Students

Admissions_Marketing Report

Admissions_Requirements

Admissions_Transfer Students _ Future Students

Admissions_Visit Campus _MesaExperience

Advanced Placement Scores

Advisee Loads - LLMC 2012

Advisee Loads - SBS 2012

Advising _Health Sci Group Advising - Spring 2012

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