

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Colorado Mesa University
Grand Junction, CO

November 18-20, 2013

FOR

The Higher Learning Commission
A commission of the North Central Association

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The team conducted a comprehensive visit that included a concurrent multi-campus visit to the main CMU campus in Grand Junction, CO, the WCCC – Bishop Campus in Grand Junction, CO and the Montrose Campus in Montrose, CO.

B. Institutional Context

Colorado Mesa University (CMU) is a not-for-profit comprehensive university governed by its own Board of Trustees. Originally founded as Grand Junction Community College in 1925, CMU has transitioned into a mid-sized university with 215 full-time faculty serving a student enrollment of approximately 9,500 students.

Students pursue degrees at the main CMU campus in Grand Junction and the Montrose Campus sixty miles southeast in Montrose, CO as well as at the Western Colorado Community College – Bishop Campus in Grand Junction. CMU now offers 63 programs ranging from certificates to a doctoral level program.

Colorado Mesa has experienced significant growth over the past five years (approximately 53% growth in headcount enrollment) and that growth has changed the institution. Students, while predominantly from 14 counties in Western Colorado, are increasing coming from other areas of Colorado, the nation and the world. Just over 10 percent of CMU's students come from outside of Colorado, with many coming from the western states. Currently, CMU has 54 international students representing 25 different countries. Almost 25 percent of CMU's students are non-traditional students and 41 percent are first generation and Pell eligible students.

The Higher Learning Commission of the North Central Association has accredited CMU, in various incarnations, since 1957. Initial accreditation at the baccalaureate level was granted in 1974 and reaffirmed in 1979, 1989, 1993, and 2003. Since receiving reaffirmation of accreditation in 2003, the following changes have occurred and been approved by the HLC:

- Permission to offer the Master of Arts degree in Education (2005);
- Initial implementation of two degree completion programs offered by distance delivery: the A.A.S./R.N in Nursing and the B.A. in Liberal Arts in support of elementary education licensure (2006);
- The addition of five programs offered by distance delivery: Technical Certificate in Business; Associate of Arts; B.S. in Sports Management; B.A.S. in Radiologic Technology; and the B.A.S. in Public Administration/Public Safety (2009); and
- Expansion of the Nursing programs to include the M.S.N. and the Doctor of Nurse Practice (2010).

C. Unique Aspects or Additions to the Visit

There were no unique aspects or additions to the visit.

D. Additional Locations or Branch Campuses Visited (if applicable)

Members of the team visited the Montrose branch campus located in Montrose, CO and the WCCC – Bishop Campus in Grand Junction, CO.

E. Distance Delivery Reviewed

CMU offers six baccalaureate and two associate degree programs, as well as a technical certificate, entirely online. These programs were reviewed as a part of the comprehensive visit.

In meetings with the Assistant Vice President for Academic Affairs & Director of Distance Learning, the Executive Director of Information Technology, the instructional designers in Distance Learning, and the Faculty Senate Distance Learning and Technology Committee, it is clear the CMU has done a number of things correctly in advancing their distance delivery. The faculty and departments own the courses, programs, and certificates delivered to distance learners. Courses are developed in close consultation with supportive distance education staff members. Great care is taken by the institution and faculty to insure that the person taking the distance coursework is the person who officially enrolled. Student support services throughout the campus(s) who serve the on-campus face-to-face learners, also serve the distance learners, including the staff of the Tomlinson Library and the information technology support personnel. The recent addition of an Assistant Vice President for Academic Affairs and Director of Distance Learning further supports the team's perception that CMU is carefully planning and supporting its distance delivery efforts.

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The self-study report indicates that the review process formally began in the spring of 2011 with the appointment of a Self-Study Steering Committee that represented a broad spectrum of the CMU community. The Steering Committee began meeting in April 2011 to examine the HLC Criteria and to identify sources of information related to the criteria. Five Criterion Committees were also formed with members from both the faculty and staff. During the fall 2011, the Steering Committee and the Criterion Committees met regularly. Throughout the 2011-12 academic year, the electronic resource room was created and the initial drafts of the Self Study were written.

During the fall 2012, a working copy of the entire Self Study was developed and circulated to the various CMU constituencies. These constituencies included the Board of Trustees, faculty, staff, and administration. The final draft of the Self Study, incorporating comments from the various constituencies, was completed over the summer of 2013. The CMU Board of Trustees approved the final version of the Self Study in late summer 2013.

The team found the Self Study process to be both comprehensive and inclusive of all relevant CMU constituencies.

B. Integrity of the Self-Study Report

The self-study report appears to be consistent with what the team found and is viewed by the team as an accurate reflection of CMU. Visits with participants directly involved in the self-study process and with those audiences less directly involved in the process consistently supported the report findings. Students, faculty, staff, administration, trustees, and community members offered examples and explanations that supported this report's findings and conclusions. Principal documents, reports, web materials, and other data reviewed matched the findings presented in the self-study report.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team feels that CMU has adequately addressed the previously identified challenges except for the assessment of student learning.

While CMU has made progress in the area of the assurance of student learning, including the 2012 hiring of a full-time director of the Office of Assessment of Student Learning, the team believes that CMU does not yet have a formal and mature process for improvement of student learning in program learning outcomes or general education. Information regarding this belief is outlined in Criterion 4.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team's observations about the Federal Requirements are provided in a separate attachment (see Appendix A).

IV. FULFILLMENT OF THE CRITERIA FOR ACCREDITATION

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

Core Component 1A: The institution's mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution's planning and budgeting priorities align with and support the mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The CMU mission is the result of legislation enacted by the Colorado General Assembly and is carried out by the CMU Board of Trustees. The mission statement demonstrates broad and deliberate involvement from all CMU constituencies in building consensus around institutional purpose. Team discussions with the various CMU stakeholders revealed a very

strong understanding of and commitment to the mission of the institution.

- State policy declarations, institutional governance documents, and various university publications and planning documents provide consistent and readily accessible evidence that CMU embraces its mission. Located in an urban environment, and the only public comprehensive institution located on Colorado's Western Slope, CMU accommodates the educational needs of 14 counties in Western Colorado. CMU meets the needs and interests of its constituencies through programs of instruction, research, and service.
- The institutional mission has been inculcated throughout the university as evidenced by the institutions planning documents. For example, the institutional mission as sanctioned through formal action of the Colorado General Assembly, the CMU Board of Trustees, and the CMU Faculty Senate, is subsequently reflected in the institution's planning documents (e.g., Boundaries for Success: A Report and Recommendations from the Working Group to Improve Student Academic Success as well as the CMU Strategic Plan), and routine institutional publications (e.g., undergraduate and graduate catalogs, institutional website). Campus constituents consistently reference the mission and commitment of the institution to that mission.
- The institution's financial statements indicate that the university is in a fiscally sound position and it is financially managed well by the administration in complete concert with the mission, vision, and values of the institution. The team's positive observations about the financial health of the institution are well documented by the university's financial statements using ratio analyses recommended by KPMG, Prager, Sealy & Co., LLC and Bearing Point Publication Strategic Financial Analyses for Higher Education. Furthermore, the institution's organizational and managerial controls reflect sound management within the framework of statutory and regulatory requirements and are administered fairly to all constituencies as evidenced by compliance with Colorado statutes as well as institutional human resource policies and procedures.

Core Component 1B: The mission is articulated publicly.

Subcomponent 1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Subcomponent 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

Subcomponent 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- CMU consistently and prominently displays its mission. The institution's mission is communicated in various publications, ranging from previously mentioned campus planning documents, to the University Catalog, and the CMU website. The mission statement is supported by the institutional Vision and Values Statements which are also prominently

displayed in numerous public documents.

- CMU's mission statement was revised in 2012. In 2012, CMU requested and was granted a mission revision to reflect a change in the University's admission status from moderately selective to selective. This revision was requested to better reflect the identity of the institution as currently positioned. The revised mission statement is supported by the institutional Vision and Values Statements and is directly related to the 2011 CMU Strategic Plan.
- CMU's Mission, Vision and Values Statements clearly define the University's primary stakeholders as well as the nature and scope of the various academic programs provided. These statements are supported in various other State documents (e.g., Regional Education Provider Policy and the 2011 Performance Contract Report) that outline the expectations the State of Colorado has for CMU. The team found that CMU was meeting these expectations and providing the programs and services appropriate to its mission.

Core Component 1C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- CMU's understanding of and commitment to its role in a diverse society is clearly articulated in the institution's Value Statements in the 2011 Strategic Plan. Further, the University Catalog includes a general policy statement outlining CMU's understanding of the relationship between the University's mission and the diversity of society. CMU clearly has articulated that it values diversity.
- The University's governing board affirms a public commitment to a safe and diverse campus culture inclusive of all backgrounds. A few public incidents of violence off-campus involving one or more CMU students were perceived at the time to be bias-related. While the facts learned later did not support the bias-related claims, the issue led the Vice President for Student Services to hold "town hall" meetings with students to address concerns and questions. As a result of this student feedback, along with concern expressed by representatives of the CMU trustees and faculty, the University sought to better communicate resources and expectations for a safe and healthy campus culture by passing and publishing a clear and definitive resolution. In August 2012, the CMU Board of Trustees passed a resolution entitled "A Resolution Concerning Expectations Regarding Safety, Violence, Intimidation, Abuse and Discrimination at Colorado Mesa University" that further reflects CMU's attention to diversity.
- The team finds ample evidence exists to demonstrate the commitment of CMU to serving a diverse constituency. The institutional mission and vision statements specifically identify various elements of the student population and expressed commitments to accommodating educationally disadvantaged students and students with disabilities. These statements exist

in the institutional catalog, websites, planning documents, and descriptions of administrative units.

Core Component 1D: The institution's mission demonstrates commitment to the public good.

Subcomponent 1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

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

Subcomponent 3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- CMU is an economic driver in the Western Colorado Economy. In 2012, Colorado Mesa employed more than 1,800 full- and part-time individuals with an annual payroll in excess of \$33 million, making it the third largest employer in the region. Because of CMU's commitment to purchase locally whenever possible, nearly 80% of CMU's capital expenditures were with businesses in the 14-county service region. Taking into account all aspects of the institution's spending, CMU accounted for \$195 million in direct expenditures in the region.
- According to the Colorado Commission on Higher Education (see the 2011 Performance Contract Report), CMU is meeting the educational needs of its 14-county Western Colorado service area. Nearly two-thirds of CMU undergraduate students come from one of the 14 counties with more than 4,000 students coming from Mesa County (the site of CMU's main campus in Grand Junction, CO).
- CMU engages with the community in a variety of mutually beneficial partnerships. As an example, CMU recently began a composting project that provides an in-depth learning opportunity for the students and responsiveness to the environment. The compost is gathered through food waste and the product is used on campus. Eventually, when there is a surplus of the finished product, it will be sold to the community.
- CMU facilities are appropriately and generously shared with the community. Several city-owned sports facilities are shared with CMU and CMU reciprocates by allowing many school and city sponsored events to use CMU facilities. For example, CMU hosted the 2013 Colorado Summer Special Olympics, the high school prom is hosted at CMU, and the Annual Entrepreneurship Day, a collaborative effort between the Department of Business and employers in Grand Junction is held at CMU.

Team Determination on Criterion One:

Criterion is met

- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

- The team found CMU's mission is broadly understood and is appropriate to the nature and culture of the institution. All programs and services were found to be consistent with the mission and the composition of the student body was appropriate for the institution. Team discussions with the various CMU stakeholders revealed a very strong understanding of and commitment to the mission of the institution. The team finds that CMU meets Criterion One.
- The visiting team identified an issue regarding transparency. The State of Colorado has a legislated mission statement that specifies the nature of the degree granting authority of the institution and the level of "selectivity" which is to apply to its admissions processes. The campus also has another statement developed with significant campus input through its Strategic Planning process. This statement is widely used in materials such as recruiting pieces and other documents used to describe itself to external constituencies. In addition, there is yet a third statement drafted and approved by the Board of Trustees that was not vetted through campus governance discussions. Elsewhere in the criteria of accreditation there is a call for a mission statement developed through accepted consultative processes and "approved by the governing board." While there is no ambiguity as to the general nature of the institution's missions, the presence of more than a single statement should be addressed to avoid any possible confusion.

CRITERION TWO: Integrity: Ethical and Responsible Conduct. The institution acts with integrity; its conduct is ethical and responsible.

Core Component 2A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The overarching governing structures of the institutions articulate and model integrity and transparency. Beginning with the Colorado State Code of Ethics, the Board and its members are required to avoid conflicts of interest, appropriately handle confidential information, and follow all applicable legal standards. These expectations are further upheld by provisions in the Trustees Manual, and similar expectations apply to all administrators and faculty as specified in the Professional Personnel Employee Handbook. Conversations with Board members, administrators and faculty indicated that such expectations were honored fully at CMU.
- In financial matters including purchasing, procurement, contracting, tuition setting and financial aid awarding, policies and procedures in support of the ethical standards and integrity are in place, and from conversations held with the visiting team, they are followed. Of particular note is the involvement of student input in the process of establishing tuition and

- fee levels. Perhaps the most impressive bit of evidence, however, is the superb record with respect to financial audits where the institution's record includes only a single audit finding in the previous five years, the lowest rate of any state institution of higher learning in the State.
- Integrity in academic matters is evidenced in a number of academic policies and practices. Student expectations are stated in the Student and Academic Policies Guide and referenced appropriately in course syllabi and similar documents. The "currency of the realm" in academic work, of course, is the integrity of the work claimed by a student. Honoring this is clearly a part of the institutional culture. Specific policies on copyright, classroom usage, and electronic file sharing among others are clear and widely available; although, there are certain dynamic aspects to some of these areas, for example ongoing discussions of "open access" to scholarship currently occurring across the country, which will continue to require attention.

Core Component 2B: The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The team found that CMU presents its academic program information in a variety of modalities and every effort is made to ensure clarity, accuracy, and consistency. A review of multiple CMU documents and websites as well as conversations with faculty, staff, and administration revealed high degree of emphasis is placed on transparency and completeness of the information provided to CMU's various stakeholders.
- CMU not only provides stakeholders with complete information concerning costs to students, but take extraordinary steps to inform students and parents about how student costs are being utilized by the institution. CMU's Trustees adopted a policy that mandates the institution clearly delineate between programs paid for by tuition and those paid for from student fees. CMU students and their parents know not only how much their education will cost, but also know how those dollars are being distributed throughout the institution.
- During discussions with several staff groups, the matter raised in the Self Study regarding the lack of sufficient clarity regarding whether a particular program is offered by WCCC (the community college division) or CMU's four-year division was affirmed. This issue involves primarily students who seek admission to a four-year program but are not deemed academically eligible for admission to that program and, hence, are admitted to an associate degree program in the community college division. Adding to this lack of clarity is the reality that most if not all of their coursework while matriculated in the community college division occurs on the four-year division's campus. Efforts are underway to help students understand to which program they are admitted and matriculated, but it was agreed generally that work is still needed on this matter.
- An issue regarding transparency was identified by the visiting team, which was not mentioned in the Self Study regarding "mission statements." The State of Colorado has a legislated

mission statement that specifies the nature of the degree granting authority of the institution and the level of “selectivity” which is to apply to its admissions processes. The campus also has another statement developed with significant campus input through its Strategic Planning process. This statement is widely used in materials such as recruiting pieces and other documents used to describe itself to external constituencies. In addition, there is yet a third statement drafted and approved by the Board of Trustees that was not vetted through campus governance discussions. Elsewhere in the criteria of accreditation there is a call for a mission statement developed through accepted consultative processes and “approved by the governing board. As described in Criterion 1, there is no ambiguity as to the general nature of the institution’s missions, but the presence of more than a single statement should be addressed.

Core Component 2C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Subcomponent 1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

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

Subcomponent 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Subcomponent 4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Since 2003, the institution has had its own Board which was expanded to 11 members in 2012. Recently, there has been a good deal of turnover in membership with most having served for only a few years, but the members have a broad range of backgrounds. The Board also includes a non-voting faculty representative and a non-voting student representative. Conversations with the visiting team evidenced deep interest by the Board in the institution and a high level of engagement with planning, budgeting and policy issues critical to the campus. Specific instances of such engagement include the on-going and regular conversations about budget planning which are regular agenda items on the Board’s agendas, and the significant level of leadership provided in the development of the institution’s 2011 Strategic Plan.
- Structures are in place to ensure that faculty interests are shared with the Board and that faculty oversee the curriculum. The Board includes a non-voting faculty representative and regularly receives reports from the President of the Faculty Senate. Campus based curriculum committees review all curricular proposals including proposals for new or modified courses and provide recommendations on such matters to the Board.
- State law is clear on board members’ fiduciary responsibilities and avoiding conflicts of

interest. Members are also apprised of these obligations when they are appointed to the Board. The existence of the CMU Foundation, a 501(c) (3) corporation which has its own governing board enhances distance from potential donor interests. Both Board members and the President indicated that these stipulations were honored and effective.

- In addition to the statements in the Trustees Policy Manual, it was clear from conversations with both the President and members of the Board that authority over day-to-day operations of the institution were appropriately delegated to the President. The President clearly has the confidence of the Board as well as the campus in general and effectively exercises his delegated authority for the betterment of the institution.

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

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- At the formal level, an institutional commitment to academic freedom and freedom of expression for faculty and students is clearly stated in the statement of values contained in the 2011 Strategic Plan and affirmed in the Trustees Policy Manual. The Professional Personnel Policy Handbook includes several affirmations of the commitments by faculty members to students in support of academic freedom.
- A survey of faculty reported in the Self Study, revealed that fewer than half of the respondents stated that they agreed with the statement that, "The institution is committed to academic freedom," and there were significant "neutral" responses as well. However, there have been no formal complaints filed since the last accreditation visit, and in conversations with visiting team members, no expressions of concern regarding freedom of expression were voiced by either faculty or students.

Core Component 2E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The institution has in place the customary policies on Academic Misconduct and the Office of Sponsored Programs provides appropriate training and support to researchers regarding these policies. Faculty and students doing any research involving human subjects are required to have their proposed projects reviewed by an Institutional Review Board, again consistent with proper research practices.
- The Student and Academic Policy Guide clearly states expectations and offers guidance on the ethical use of academic information sources and on academic honesty and integrity. Expectations are often restated in course syllabi and other guides provided to students by individual faculty members. Conversations with faculty indicate they accept their role in assisting students in meeting these expectations. Violations are referred to a Student Conduct Board when appropriate.

Team Determination on Criterion Two:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion:

- As a public institution, the institution comports with both the spirit and letter of the ethical expectations under which it is expected to function including those prescribed by the state, the Board of Trustees, and higher education standards. It presents itself clearly and appropriately to its students and its publics; its Board is free from inappropriate external influences; and it is committed to academic integrity.
- One matter raised in the Self Study should be addressed: specifically, the institution should make clear to potential and current students which programs are delivered by the four-year division and those that are offered by WCCC in all of its marketing materials, including the CMU and WCCC websites. This need was expressed several times during the visit.

CRITERION THREE: Teaching and Learning: Quality, Resources, and Support.

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

Core Component 3A: The institution's degree programs are appropriate to higher education.

Subcomponent 1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

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

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

Team Determination: Core Component is met
 Core Component is met with concerns

— Core Component is not met

Evidence:

- CMU's Academic Program Review Manual (2012) outlines a regular six-year schedule for review of all undergraduate and graduate programs that are not currently on a different cycle specified by an external accrediting body. The inclusion of an external reviewer is mandatory in program review. An external reviewer survey, as well as interviews with faculty, indicated favorable evaluations of CMU programs in comparison with those at similar institutions. The Faculty Senate Standing Committee Policy and Procedures Manual, along with discussions with faculty, confirmed that faculty members have oversight of the curriculum through three curriculum committees (for Graduate, Undergraduate and Western Colorado Community College) charged with reviewing all requested course and program changes.
- CMU has well defined programs of study and a variety of options for students, including those seeking WCCC technical or liberal arts tracks. CMU's latest Performance Contract Report (2011) listed examples of how programs and courses have been developed in response to community workforce needs, including with the assistance of external advisory committees whose members are drawn from local employers, and via partnerships with K-12 schools to deliver various programs to support teacher education. Such community involvement has ensured that programs have remained current with industry standards as well as provided relevant career preparation for students who largely remain in the university's service area after earning their degrees. Additionally, faculty have structured nine curricular sequences into career ladders, enabling students to complete a credential, and then either continue their education to the next degree or move into the workforce and return for additional study at some later date. Laddering has particularly enabled WCCC students to sequence their education from associate programs to a baccalaureate, and through such opportunities as the Nursing Career Ladder, through graduate study.
- CMU general education courses, listed in its Catalog, are approved for statewide guaranteed transfer through Colorado's Pathways Program. The University continues to transition from general education outcomes to institution-level student learning outcomes, a process begun in 2005 in response to previous HLC recommendations. While student learning outcomes are being developed, the Working Group to Review General Education has produced a first draft of an action plan for curricular revisions, to be finalized by May, 2014. Although CMU's progress in establishing a learning outcomes framework has been slow, faculty and administrators interviewed noted the strides made by the institution in the last few years in embedding the importance of human and cultural diversity within the general education curriculum, as well as in instilling an overall dedication to a culture of assessment of student learning throughout academic departments. CMU faculty intend to have all learning outcomes for all courses updated by 2015. Additional effort has been made to assure course comparability (see the Course Comparability Manual Draft) across all modes of delivery and all campus locations. As a result, courses in whatever format are to meet the same standards for content and rigor, and, as faculty noted in interviews, they now view a "course is a course is a course," regardless of delivery mechanism.
- In 2010, HLC approved CMU's change request to offer online degree programs, and CMU subsequently created a set of standards for online courses. CMU also incorporated ongoing QM standards implementation into its rollout of its new Desire2Learn course management system. To further assist faculty in developing proficiency in designing and teaching online courses, CMU created a new administrative position (Assistant Vice President for Academic Affairs/Director of Distance Education) in 2012/2013. The Faculty Senate Distance Learning and Technology Committee also provides support and reviews policy guidelines. Faculty interviewed voiced interest in additional training opportunities and course release options to further develop and enhance their online curriculum offerings.

Core Component 3B: The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Subcomponent 1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Subcomponent 2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Subcomponent 3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Subcomponent 4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Subcomponent 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- As noted in 3A, CMU has made some progress in reviewing its general education curriculum as requested by its Board of Trustees in 2005. General education is designed on a distribution requirement model and aligns with the expectations of the state of Colorado. General education at CMU applies to two associate degrees for transfer and all baccalaureate degrees, while the general education of graduate students is assumed to have been addressed at the undergraduate level. CMU general education courses meet the state of Colorado's gtPathways requirements for engaging students in collecting, analyzing, and communicating information. Beyond general education, other courses in each program also require similar competencies and mastery of modes of inquiry.
- CMU also provides global and diverse perspectives within its curricular and co-curricular offerings, such as its Outdoor and Study Abroad programs. Admissions actively recruits international students, and has attracted increasing numbers in recent years with advertising materials focusing on CMU's location in an area known for its natural beauty and sports attractions. CMU's Academic and Student Services divisions support undergraduate research and scholarship opportunities. Full time faculty emphasis on teaching excellence is enhanced by their self-reported record of increasing publication and creative activities, including a number of Fulbright Scholarships.
- CMU is to be commended for its efforts to assure instructors are appropriately credentialed. CMU has now put into practice a process in which CMU and WCCC full time faculty not holding a degree at least one level higher than the courses they teach are to pursue

professional development plans that lead to degree completion. CMU may want to consider extending such professional development opportunities to part time lecturers as time and resources allow.

- The university currently offers professional development programs at the department, college and university levels, including funding for on-campus speakers and workshops on teaching effectiveness and assessment of student learning. As resources become available, further training opportunities, certification, and course release options should be considered, especially given the level of interest expressed by faculty and staff during the Team visit. Faculty would benefit from increased travel allowances for research and creative activities. If such robust programs can be developed, they could also aid in recruitment efforts, making CMU even more attractive to potential employees. Further, the flat organizational structure in Academic Affairs allows for leadership development of academic department heads, and the university may wish to consider a leadership and management initiative to build on this potential for department head growth, enrichment, and advancement.
- CMU faculty, administrators, and students are justifiably proud of the “lean” staffing levels across campus given the rapid growth CMU has experienced in the last ten years while managing a continued decline in appropriated funding from the state of Colorado. While CMU has made concerted efforts to hire additional faculty, constituents interviewed by the Visiting Team cited the need to hire more tenure-track faculty as well as exempt and non-exempt employees overall to support the enhanced services now being provided to students and to sustain CMU’s successful operations. These would include such critical service areas as IT, the Library, and Student Services.

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

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

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

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Faculty vitae were collected in Spring 2012 to determine proper credentialing based on CMU's Criteria for minimum qualifications for faculty in the Professional Personnel Employment Handbook, as well as on categories selected during the collection process. The Visiting Team also reviewed the transcripts of full time faculty teaching in the graduate programs. As a result of the vitae study, CMU developed a practice that mandates that full time faculty not holding a degree at least one level higher than the courses they teach should have a professional development plan that leads to degree completion.
- The university currently offers faculty development programs at the departmental, college, and university levels to assure faculty currency in their disciplines. These include opportunities for continued research and creative activities, as well as regularly scheduled seminars and workshops on teaching effectiveness and assessment of student learning. Examples of such programs were outlined in the Self Study and Professional Personnel Employment Handbook. Faculty interviewed expressed the need for additional funding to support their scholarship, teaching, and, especially applicable to faculty at WCCC, their certification requirements.
- Student support services staff are also required to meet standard qualifications at the point of hire, and regularly participate in appropriate training and certification programs as reflected in various departmental professional development and training manuals. Staff interviewed voiced a desire to continue to receive ongoing training, particularly in new technologies, as well as further professional development options.
- In accordance with CMU's Professional Personnel Employment Handbook policies and procedures, tenured/tenure-track faculty are reviewed annually, with a comprehensive review every five years, for which teaching proficiency is weighted as the most important criterion. Lecturers and instructors are evaluated annually based exclusively on teaching. Faculty and administrators who were interviewed noted that the faculty evaluation process is straightforward. Given the elimination of dean positions, and the flat organizational structure put in place since the last HLC visit, academic department heads have a different review model as they serve both as administrators and faculty members, and the administration has indicated that their review process is currently under study.
- Per the Professional Personnel Employment Handbook, CMU faculty are required to be available to students, with a minimum of five posted office hours over a minimum of four days per week. Faculty surveys, various Self Study reports and interviews evidenced faculty commitment to accessibility, while the results of student surveys, completed faculty/course evaluation forms, and students who were interviewed expressed student satisfaction with their interactions with faculty and with overall faculty support and concern for student academic success.
- The student to faculty ratio increased from 19:1 in 2005 to 23:1 in 2012, after a period of rapid growth in student enrollment. A recent faculty survey, as well as faculty interviews, indicated that faculty felt they did not have sufficient staffing numbers to continue to sustain their teaching and advising loads as well as other obligations, and that overloads were common. Faculty and administrators who were interviewed noted in particular that academic some department heads often teach full or nearly full loads while serving as administrators for large numbers of faculty. Further, CMU has come to rely more heavily on adjunct faculty, a trend of concern to faculty interviewed. While CMU has made efforts to hire additional faculty a priority, faculty, administrators and students who were interviewed also expressed the need to hire more tenure-track faculty as well as exempt and non-exempt employees overall to support the enhanced services and needs of students across campus. As the institution continues its plans to grow its graduate programs and services, as well as to enhance

services to undergraduates, adding additional faculty and staff was seen by those interviewed as critical to CMU's successful operations.

Core Component 3D: The institution provides support for student learning and effective teaching.

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

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

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

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

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

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Since the last HLC site visit, CMU has added several new support programs to enhance student academic success, including an Early Alert System for first-time undergraduates, a Reading Lab, and a TRiO office. CMU also offers both Freshman Year and Sophomore Year experiences. As of fall, 2013, CMU implemented an Office of Student Success as part of its Advising Center, to provide additional support for provisionally-admitted baccalaureate students. Undeclared majors also receive intensive attention, with the goal of having each student declare a major by their sophomore year. The initiatives are intended to increase retention and persistence, and staff and faculty interviewed commented positively about the level of advising undergraduates currently receive, as well as on student services programs in general. The Self Study indicated that the institution needs to extend the supportive environment enjoyed by undergraduates to graduate students in its newly created programs of study.
- CMU's investment in infrastructure improvement and expansion is to be highly commended. Since 2005, the university has doubled its campus square footage, and now every classroom is provided with current technology for teaching and learning. Facilities planning included survey input from CMU stakeholders, as well as the development of campus technology standards to assure uniformity across buildings. A new Library Expansion Plan outlines the latest building project, the expansion of the main campus's Tomlinson Library, slated to begin during the 2014 academic year. Library staff interviewed expressed the hope that budgets for electronic holdings as well as additional staff will be forthcoming to supplement physical improvements. Faculty, staff and students interviewed also expressed satisfaction with the levels of customer service received from the Information Technology Department, which has supported the university's increasingly sophisticated technology offerings. As more buildings and services come on line, those interviewed also indicated the need for increased IT staffing

levels.

- The university already provides excellent support services for students. With the implementation and growth of graduate programs, the Self Study affirms the need to develop an operational plan for the creation of a more inviting and stimulating culture for graduate students. This would involve, as the Self Study committee outlined, the coordination of graduate student application, admission, registration and financial aid processes in a central location with dedicated staffing. Additional support for faculty and students in the graduate programs would also promote and enhance the successful graduate experience at CMU.

Core Component 3E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- A number of co-curricular activities are sponsored by Student Life, student organizations, and academic departments throughout the year, engaging students as well as community members. CMU's most recent Regional Economic Impact Study reported that high numbers of students volunteer for community service and civic activities on a regular basis. Interviews with students, staff, administrators and faculty members indicated a strong commitment to community engagement and the school's embeddedness in its service area.
- CMU was again named to the President's Higher Education Community Service Honor Roll in 2013. This marks the sixth consecutive year CMU has received this honor. The Honor Roll annually highlights the role colleges and universities play in solving community problems and placing more students on a lifelong path of civic engagement by recognizing institutions that achieve meaningful, measureable outcomes in the communities they serve.

Team Determination on Criterion Three:

Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion:

- Based on the analysis of Colorado Mesa University's Self Study and supporting documentation, as well as interviews with multiple constituencies during the Site Visit, the

Team found that CMU meets Criterion Three.

- CMU demonstrates that it provides high quality education, wherever and however its curricular and co-curricular offerings are delivered. CMU has well defined programs of study and a variety of options for students, while its general education courses are approved for statewide guaranteed transfer. Online courses meet the same standards for content and rigor as those delivered in more traditional formats.
- The institution is to be commended for its efforts to assure instructors are appropriately credentialed, as well as for its existing professional development programs. Further, CMU is to be commended for attempting to maintain faculty student ratios that are comparable with peer institutions while facing “lean” staffing levels among faculty, staff and administrators.
- As resources become available, CMU should consider offering further training, certification, and course release options, and increased travel allowances for faculty research and creative activities. Especially given the elimination of dean positions, and the flat organizational structure put in place in Academic Affairs since the last HLC visit, leadership development opportunities for academic department heads would also be appropriate. And, while the campus community is justifiably proud of its “lean” staffing levels among faculty, staff, and administrators, CMU should consider hiring more tenure-track faculty as well as exempt and non-exempt employees to sustain its successful operations in support of teaching, and student learning and enrichment.

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

Core Component 4A: The institution demonstrates responsibility for the quality of its educational programs.

Subcomponent 1. The institution maintains a practice of regular program reviews.

Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

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

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

Subcomponent 6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

- Team Determination:** Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- Interviews with key administrators, meetings with faculty and teams, and evidence provided in Colorado Mesa University's assurance argument reflect a cycle of improvement through program review for its educational programs. Under the program review guidelines, which were modified in 2012, an internal program review is submitted on a six-year rotation basis. This revised process addresses the need for increased coordination of the assessment of student learning outcomes and the program review process. Policies and practices at CMU demonstrate that administrators and faculty assume responsibility for teaching and learning and are supported by the Board of Trustees.
- Colorado Mesa University evaluates all the credit courses that it transcripts, including what it awards for experiential learning and other forms of prior learning. It, also, has policies and processes for reviewing the quality of the transfer credit it accepts, which are understood by the individuals on campus and is described on the Registrar's web page. The upper- and lower- division coursework is approved through the Faculty Senate's Curriculum Committee. The faculty and head of each department, with the approval of the Vice President for Academic Affairs, determine whether to accept nontraditional credit. The team believes CMU's awarding of credit for Advanced Placement, International Baccalaureate, CLEP, Military, and prior learning are clearly articulated.
- CMU has several programs with specialized accreditation identified in the Assurance Argument and posted to the web site, which include Athletic Training; Emergency Medical Training: Paramedic; Music: B.A.; Nursing: B.S.N.; Nursing A.A.S./R.N.; Nursing P.N. Technical Certificate (which expects initial accreditation in February 2014); Peace Officer Standards and Training (POST): Technical Certificate (with is accredited through December 2013); Radiologic Training: A.A.S. (which will be up for reaccreditation in 2014); Teacher Education : Continued accreditation for Initial Teacher Preparation and initial accreditation for Advanced Preparation Level; Transportation Services: A..A.S., Technical Certificate.
- CMU utilizes several different methods to evaluate the success of its graduates. CMU/WCC tracks its associate and certificate program completers. According to the numbers provided by CMU/WCCC, CMU has a higher percentage of employment in the associate and certificate program completers than the stated-wide employment numbers, with the exception of the A.A.S. in Process Systems Technology, and Construction Technologies, which have a lower rate. The Manufacturing Technology program is equal to the statewide employment. For the four-year programs, surveys are administered. Of the graduates who responded to the survey between 2007 and 2011, 70.1 percent identified themselves as being employed in a field related to their degree.

Core Component 4B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

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

Team Determination: __ Core Component is met
 X Core Component is met with concerns
 __ Core Component is not met

Evidence:

- In 1994, a progress report was required asking CMU for a detailed plan for assessment activities that conforms to NCA assessment requirements. In 1996, the progress report was accepted. In 2004, a focused visit was scheduled to examine progress on three key issues. One of the issues was Assessment of Student Learning. Two years ago, CMU determined that the current assessment process was not documenting and improving assessment of student learning. As a result of this, CMU stopped the assessment process, as well as the program review process.
- In an effort to refocus the campus on assessment practices that will benefit the campus, several guest speakers came to campus, as well as the opportunity for several faculty to attend the HLC assessment workshops. Since that time they have hired a Director of Assessment. She co-chairs the Assessment Committee with a faculty member. The Assessment Committee believes that CMU is beginning to understand assessment and as a result the culture on campus has changed. In the past year, each program has established student learning outcomes. The student learning outcomes have been displayed on signs in the program areas, on degree sheets, and on program websites. The general education committee is meeting, but has not shared the results of their conversations and the recommendations for CMU's general education practices. There is limited evidence CMU has a process for documenting program assessment of student learning and general education, and collecting data to improve student learning.

Core Component 4C: The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

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

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

Subcomponent 4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student

populations, but institutions are accountable for the validity of their measures.)

- Team Determination:** Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- CMU has defined goals for student retention, persistence, and completion that are ambitious, but attainable and appropriate to its mission. CMU collects and analyzes information on student retention, persistence, and completion of its programs. CMU aggregates data by full and part-time status, gender, ethnicity, and student semester credit hours. Evidence identifies that long-term retention, persistence, and completion rates are disaggregated by gender, ethnicity, and enrollment status. This information is collected as part of the Student Right-to-Know Act.
- The Working Group to Improve Student Academic Success (WGISAS) recommended new processes to improve student retention persistence and completion of programs. Based on these recommendations, CMU has made revisions to existing departments to address the results of retention and completion rate data such as changes to the: Advising Center; Career Services, Education Access Services, Testing Center, and Tutorial Learning Center. In 2006, a department-wide database was created to track students who use any of these available services. However, The Office of Student Success was added to academic support services to enhance student retention and completion in Summer 2013.

Team Determination on Criterion Four:

- Criterion is met
 Criterion is met with concerns
 Criterion is not met

Summary Statement on Criterion:

- CMU demonstrates responsibility for the quality of its educational programs, learning environments, and support services. CMU ensures that the courses and programs are relevant to its students and the communities it serves and that certificates and degrees lead to employment or college transfer for advanced study. A continuous improvement process is reinforced by the collection and analysis of data about persistence, retention, graduation, and other college data that informs decisions, priorities and directions at the course, program and institutional level. CMU, however, does not have a formal and mature process for improvement of student learning in program learning outcomes or general education.
- The team read the Assurance Argument, examined an array of documents cited in the argument and made available on campus, and interacted with multiple constituencies. Following an analysis of these data, the team concludes that Colorado Mesa University meets Criterion Four with concerns.

CRITERION FIVE: Resources, Planning, and Institutional Effectiveness. The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Core Component 5A: The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Subcomponent 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Subcomponent 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Subcomponent 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

Subcomponent 4. The institution's staff in all areas are appropriately qualified and trained.

Subcomponent 5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- During the period since the last reaffirmation of accreditation visit, the institution has seen an increase in student headcount of almost 50 percent. During this time, it also changed the manner by which tuition was charged to a "tuition by the hour" scheme. Together, these changes have dramatically improved the budget condition of the institution. In addition, as confirmed by conversations with community leaders and senior administrators, support from the cities of Montrose and Grand Junction as well as the counties in which these cities are located has been substantial. Currently, the budget has a positive annual contingency included, and capital expenditures have been substantial. In short, the financial condition of the institution is very strong with a favorable outlook, and this has been reflected in its credit rating as well.
- The aforementioned improvement in the financial condition of the institution has permitted an impressive level of new building and renovation of existing buildings. The campus is vital and attractive with ongoing construction and funding for more already secured. This improvement in facilities has extended to the Montrose campus and the WCCC campus in addition to the primary 4-year division campus in Grand Junction.
- As noted in 3B, CMU faculty, administrators, and students are justifiably proud of the "lean" staffing levels across campus given the rapid growth CMU has experienced in the last ten years while managing a continued decline in appropriated funding from the state of Colorado. While CMU has made concerted efforts to hire additional faculty, constituents interviewed by the Visiting Team cited the need to hire more tenure-track faculty. The team encourages the administration of CMU to continue to place emphasis on adding additional tenure-track faculty.

Core Component 5B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- The institution's governance structures include a fairly typical array of instrumentalities including an independent Board of Trustees, a Faculty Senate, and an Associated Student Government. The Board has a non-voting faculty member and a non-voting student member. The range of mutual engagements include consultations on processes like the strategic planning process of 2010-11, curriculum responsibilities that respect the usual role of the faculty, and regular meetings between representatives of these instrumentalities with the President and Vice President for Academic Affairs. These interactions and respective roles were confirmed in conversations with members of each of these governance bodies and with senior administrators. The precise nature of the engagements among these parties varies somewhat across different institutions depending on campus culture, and this pertains to CMU where there is a tradition of strong Board and Presidential presence in governance, but not inappropriately so.
- As presented in the Self Study and reflected in numerous conversations with the Visiting Team, the institution is administratively very lean especially on the academic affairs side of the organization. Specifically, there is an absence of a common level of academic administration, specifically deans. Certainly, this promotes budgetary efficiency, but it may impede the development of creative new initiatives where substantial leadership energy may be required. Plugging future administrative vacancies at the senior level also may be a challenge because of the limited extent of future administrator on the "bench."

Core Component 5C: The institution engages in systematic and integrated planning.

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

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

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

Subcomponent 4. The institution plans on the basis of a sound understanding of its current

capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- In the past decade, the institution has undertaken two significant planning exercises the most recent being that undertaken in 2010 which resulted in the 2011 Strategic Plan. The Self Study reports and conversations confirmed that this involve a broadly representative group of 27 individuals from the campus and the community with widespread consultation. The principles articulated are used actively in developing annual budget requests and in program assessment initiatives. Among the practices followed now are a very conservative budgeting approach, almost conservative to a fault, in which possible enrollment shortfalls are projected and a budget contingency built into the annual budget. As described previously, the budgeting approach has been sufficiently cautious that operating and personnel expenditures have grown significantly less than enrollment has grown. Facility investments have more than kept up with enrollment growth. This later development has led to a very robust physical facility for the institution.
- Related to the foregoing, it was explained to members of the visiting team that with the recent growth in student enrollment, some investment in new faculty resources, specifically tenure-track faculty lines, was underway. Nevertheless, the fairly rapid increase in the student faculty ratio, which now stands at 23 to 1, suggests that further faculty hiring may be in order to sustain the academic and teaching excellence of the institution.

Core Component 5D: The institution works systematically to improve its performance.

Subcomponent 1. The institution develops and documents evidence of performance in its operations.

Subcomponent 2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Team Determination: Core Component is met
 Core Component is met with concerns
 Core Component is not met

Evidence:

- As noted elsewhere, there is a well-structured academic program review process that cycles every six years, and this is augmented in many areas with external accreditation reviews as well. These provide opportunities for evaluation and management information for academic planning and staffing. They do not replace the need for a more robust system of academic assessment described in previous criteria.

- Pertaining to operations, there exists the expected and needed kinds of informational operating reports for things like admissions and recruitment, budget management, information technology management, facility management and similar functions. Conversations with the various officials charged with such on-going management functions generally elicited satisfaction with their ability to evaluate operations in a pro-active manner.

Team Determination on Criterion Five:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

- Based on the analysis of Colorado Mesa University's Self Study and supporting documentation, as well as interviews with multiple constituencies during the Site Visit, the Team found that CMU meets Criterion Five.
- The move to a "tuition by the hour" scheme has dramatically improved the budget condition of the institution. In addition, as confirmed by conversations with community leaders and senior administrators, support from the cities of Montrose and Grand Junction as well as the counties in which these cities are located has been substantial. Currently, the budget has a positive annual contingency included, and capital expenditures have been substantial. In short, the financial condition of the institution is very strong with a favorable outlook, and this has been reflected in its credit rating as well.
- As noted in several places in this report, CMU faculty, administrators, and students are justifiably proud of the "lean" staffing levels across campus given the rapid growth CMU has experienced in the last ten years while managing a continued decline in appropriated funding from the state of Colorado. While CMU has made concerted efforts to hire additional faculty, constituents interviewed by the Visiting Team cited the need to hire more tenure-track faculty. The team encourages the administration of CMU to continue to place emphasis on adding additional tenure-track faculty.

V. TEAM RECOMMENDATION

A. Affiliation Status

1. Recommendation:

Pending Commission Action

2. Timing for Next Reaffirmation Evaluation:

It is recommended that the timing for next comprehensive evaluation visit be ten (10) years (academic year 2023-24).

3. Rationale:

The evaluation team, after reviewing all identified documents, interviewing all identified university and community representatives, and directly observing the campuses of the Colorado Mesa University find compelling evidence that all Criteria for Accreditation have been met. Therefore, the team recommends continuing accreditation until 2023-24.

4. Criterion-related Monitoring Required (report, focused visit):

Monitoring: Monitoring Report due January 31, 2016.

Rationale: For almost 20 years, CMU has been asked for detailed plans for assessment activities. Because of this history and that assessment practices are not currently established on the campus, the team is recommending a monitoring report. This monitoring report should focus on a detailed plan for assessment of student learning outcomes and general education outcomes. CMU should be able to show that a formal assessment process is in place and being utilized. The report should show that the university and programs have assessment processes in place for assessing student learning in programs and general education, data has been collected, and the data is being used to make improvements in student learning and budgeting.

5. Federal Compliance Monitoring Required (report, focused visit):

Monitoring: NONE

B. Commission Sanction or Adverse Action

NONE

VI. EMBEDDED CHANGES IN AFFILIATION STATUS

Did the team review any of the following types of change in the course of its evaluation? Check Yes or No for each type of change.

- | | | |
|------------------------------|--|--|
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Legal Status |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Degree Level |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Program Change |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Distance or Correspondence Education |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Contractual or Consortial Arrangements |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Mission or Student Body |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Clock or Credit Hour |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Additional Locations or Campuses |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Access to Notification |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Access to Expedited Desk Review |
| <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No | Teach-out Arrangement |

() Yes (X) No Other Change

VII. ADDITIONAL COMMENTS AND EXPLANATIONS

General Recommendations of the Team

Honors

Conversations with various administrators and faculty revealed a high level of concern related to the Honors Program. Specifically, the program is not strong and, in fact, has lost a bit of vitality recently. It has not been effective in attracting many student participants even from among those who are academically eligible. As a result, the extent of programming has declined which, of course, has had a further dampening effect on student interest. Different institutions can view programs like honors programs differently and exhibit different levels of commitment to them. Certainly, there are programs focused on providing very talented students with an enriched educational experience. On the other hand, institutions with a primary commitment to access, do not always embrace them with great enthusiasm. Others often see them as a way to offer their most talented students opportunities and challenges for which they are capable. For honors programs to be vital and vigorous, it typically requires a modicum of both administrative commitment and faculty support. As CMU continues to grow, there will be increasing opportunities to attract a sufficient number of students with the talents to warrant a vigorous honors program. Decisions will need to be made as to whether this is to become institutionally important and, if so, an investment of some resources probably will be necessary. Such vigor is not likely to happen by accident.

Administrative Overload/Thin Staffing/Leadership Development

For an institution with over 9000 students, the thinness of the administrative staff is striking. Few universities of any size, have no dean-level administrators. How academic administration is organized is certainly the prerogative of the campus; however, having academic department heads overseeing large departments with an extensive set of duties all reporting directly to a vice president may well lead to administrative burnout and a degree of administrative gridlock. Planning and moving new initiatives take time and staff resources. A scarcity of mid-level managers will limit future creative leadership initiatives and possibly restrict CMU from taking advantage of, as yet, unforeseen opportunities. Already programmatic vitality of the honors program, study abroad and faculty development appear limited due to lack of dedicated administrative leadership. There appears to be faculty and student interest, but there is no one with the clear responsibility and dedicated time to move initiatives in these areas forward. The commitment of the Office of the Vice President for Academic Affairs to keep everything moving is apparent and laudable, but that office also is thinly staffed and cannot fully compensate for the scarcity of administrators at other levels.

At the staff support level, the visiting team heard of a couple of instances where departmental support also was stressed by the workload. The particulars of the instances were not pursued because this fell outside of the visiting team's role. It also was unclear whether these concerns were isolated or widespread. The overall thinness of support, however, is a theme with several dimensions including this one.

A related matter is the need for some intentional leadership development. Should one or more of the senior leadership depart for whatever reason, there are few available hands who are properly experienced to step in even on an interim basis. In a typical institution, the departure of a dean is handled by an academic department head being elevated to cover the position at least temporarily. In like manner, the departure of a VPAA is addressed by enlisting a sitting dean to

meet the needs of the office. Moreover, to prepare faculty who may be interested in future administrative career options, other institutions frequently provide opportunities to bring them into various administrative offices for varying periods to gain an understanding and appreciation of the duties of the office and administrative work in general. There appears little intentional effort underway to identify pathways and foster the development of the next generation of campus leaders, particularly on the academic side of the institution.

Administrative Evaluation

In addition to the thinness of administrators especially in academic affairs, there is no well-developed process by which to obtain feedback for their evaluation. While the nature by which such information is gathered varies by institution, it is typical that evaluative processes of academic affairs administrators include some means of gathering feedback from colleague administrators and well as feedback from other constituent groups. These processes can include very structured 360-degree evaluations to less structured mechanisms all of which can occur with varying frequency. Nevertheless, such feedback is common and a best practice. It was represented that the Faculty Manual was to be revised to include some means of gathering feedback on academic department heads, but that appears to be a work in progress. Consideration also might be given to extending such processes more broadly to other administrators on campus.

Under-developed Faculty Governance

The nature of faculty governance processes are almost as numerous as the number of institutions of higher education in the country. The honoring of a participatory role in governing an institution is widespread even though the form of this varies significantly. Governance instrumentalities offer a means by which administrators can receive faculty input on management issues of importance to the institution as well as a means to communicate with the faculty. In addition, active governance instrumentalities provide an avenue for the development of leadership capacity. A governance structure not well-engaged in these processes can limit an institution's ability to hear from and develop future leadership. Institutional culture has a great deal to do with how these objectives get realized, but a certain degree of support and nurture on the part of administration can be helpful in these regards. There are many well-meaning individuals at CMU. Consideration as to how to foster their development could pay future dividends.

Appendix A

Interactions with Constituencies

- Various members of the CMU Board of Trustees
- President
- Self-study Steering Committee
- Vice President for Academic Affairs
- Vice President for Finance and Administration
- Vice President for Student Services
- Vice President for Community College Affairs
- Assistant Vice President for Academic Affairs & Director of Distance Learning
- Assistant Vice President for Academic Affairs (Curriculum) & Director of Graduate Studies
- Various CMU Academic Department Heads
- Various WCCC Technical Department Heads
- Executive Director of Information Technology
- Associate Director of Instructional Technology and Telecommunications
- Computer Support Services Manager
- Athletic Director
- Associate Athletic Director
- Director of Human Resources
- Director of the Montrose Campus
- Director of Institutional Research
- Director of Financial Aid
- Director of the Tomlinson Library
- Director of Sponsored Programs
- Director of Advising & Academic Services
- Director of the Center for Teacher Education
- Director of Assessment of Student Learning
- Director of Alumni Relations
- Director of Residence Life
- Director, Telecommunications
- Manager of Diversity, Advocacy and Health
- Coordinator of Tutorial Learning Center
- Coordinator of Career Services
- Coordinator of Student Success
- Coordinator of the Testing Center
- Coordinator of Educational Access Services
- Business Manager, WCCC
- Faculty Assessment Coordinator
- Institutional Research Analyst
- Reference Librarian, Tomlinson Library
- Library Technician, Tomlinson Library
- President of the CMU Student Body
- Vice President of the CMU Student Body
- Chief of Staff, ASG

- Sergeant, Grand Junction Police Department
- Members of the CMU Faculty (60)
- Members of the WCCC Faculty (15)
- Students (55)
- Members of the Classified Staff (13)
- Members of the President's Advisory Committee
- Graduate Students
- Alumni
- Various Members of the Faculty Senate (10)
- Former members of the CMU Board of Trustees
- CEO of the Grand Junction, CO Chamber of Commerce
- Publisher, The Daily Sentinel
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Appendix B

Principal Documents, Materials, and Web Pages Reviewed

- CMU 2013 Self Study
- CMU website -- <http://www.coloradomesa.edu/index.html>
- CMU Strategic Plan 2011
- CMU Accreditation Summary webpage -- <http://www.coloradomesa.edu/about/accreditation.html>
- Colorado Revised Statutes 23-53-101 / Established Colorado Mesa University
- CMU Classified Staff Handbook – 2011-13
- CMU Maverick Guide (Student-Academic) – 2011-13
- CMU Catalog – 2013/2014
- CMU Academic Program Review Manual -- September 2012
- CMU Campus Update on Student Learning Outcomes and Assessment, 2012
- CMU Graduate Policies and Procedures Manual
- CMU Professional Personnel Employment Handbook – 2011-13
- CMU 2003 Self Study
- 2003 HLC Team Report of a Comprehensive Evaluation Visit to MSC – Assurance Report
- Colorado Revised Statutes 23-1-125 / Colorado Student Bill of Rights (C.R.S. 23-1-125)
- Colorado Commission on Higher Education (CCHE) website -- <http://higher.ed.colorado.gov/ccche.html>
- Colorado Commission on Higher Education – Tuition and Fees Report – Fiscal Year 2011-12
- Financial Aid Paid to Student by Category, FY 2003-04 Through FY 2011-12
- CMU Faculty Senate's Combined Curriculum Committee Policies and Procedures Manual
- Assignment of Credit Hour Worksheet
- Student Complaint Log – FY2009/10 to 2013/14
- CMU 2012-2013 Student and Academic Policies Guide
- CMU Student Complaint Policy
- CCHE – Student Appeals Policy
- MAVzone Electronic Suggestion Box
- CMU Regulations Governing Proctored Examinations
- Colorado Department of Higher Education Statewide Guaranteed Transfer Courses Documents
- CMU – Admissions – Transfer Student Webpage -- <http://future.coloradomesa.edu/admissions/transfer-students>
- CMU Guidelines for Credit for Prior Learning Through Portfolio Assessment
- CMU Board of Trustees Policy Manual
- CMU Transfer Student Webpage -- <http://www.coloradomesa.edu/academics/TransferStudentResources.html>
- CMU – Registrar's Office – Transfer Evaluation Webpage -- <http://www.coloradomesa.edu/registrar/transfer.html>
- CMU Campus Safety Emergency Response Guide
- Annual 2012 Clery Security/Fire Safety Report
- Western Interstate Commission for Higher Education webpage -- <http://www.wiche.edu/>
- Policies and Procedures Manual for Faculty Senate Standing Committees
- Mesa State College Change Request for Distance Delivery – 2009
- Colorado State College Program Plan for the Expansion of Tomlinson Library -- 2008
- CMU Career Services webpage -- <http://www.coloradomesa.edu/career/index.html>
- CMU – Financial Aid webpage -- <http://www.coloradomesa.edu/finaid/index.htm>
- CMU Financial and Compliance Audits 2007 – 2012
- State of Colorado Single Statewide Audit (A-133 portion) – 2012
- CMU Institutional Research Webpage – Higher Education Opportunity Act Disclosures page -- <http://www.coloradomesa.edu:/ir/HEOADisclosures.html>

- CMU Equity in Athletics Report – 2008
- CMU Viewbook – 2013
- CMU Program Guide 2011-2012
- CMU Accounts Receivable Collection Rules and Procedures
- CMU Tenure/Promotion Portfolio Guidelines
- CMU/WCCC Faculty Evaluation Form
- Colorado State Board of Education Code of Ethics
- CMU Accreditation webpage -- <http://www.coloradomesa.edu/about/accreditation.html>
- CMU Foundation and Development Office webpage -- <http://www.coloradomesa.edu/foundation/index.html>
- CMU Extended Studies webpage -- <http://www.coloradomesa.edu/extendedstudies/index.html>
- CMU Board of Trustees – A Resolution Concerning Expectations Regarding Safety, Violence, Intimidation, Abuse and Discrimination at Colorado Mesa University – August 2012
- CMU Student Life Cultural Diversity Board webpage -- <http://www.coloradomesa.edu/studentlife/cdb.html>
- CMU Educational Access Services webpage -- <http://www.coloradomesa.edu/eas/index.html>
- State of Colorado Department of Higher Education Performance Contract
- Colorado Mesa College Regional Economic Impact – 2011
- CMU Regional Economic Impact – 2013
- The list of CMU and WCCC Programs with External Advisory Boards, April 2012
- Academic Department Heads Evaluation Form
- Report of the Working Group on Academic Program Quality, Priorities, and Productivity (APQPP) – 2009
- Course Comparability Manual: Expectations to Ensure Comparability Across all Locations and Formats – 2013 (DRAFT)
- Boundaries for Success: A Report and Recommendations from the Working Group to Improve Student Academic Success – 2011
- External Review of the History Program of the Department of Social and Behavior Sciences Mesa State College – 2009
- Tomlinson Library webpage -- <http://www.coloradomesa.edu/cmulibrary/index.html>
- Assessment Plan – MBA Program
- CMU Career Services Attendance Statistics
- Mesa State College – Program Plan, House Demolition & Ground Recovery --
- CMU Property List – 2012
- CMU 2012 Technology Master Plan
- CMU Fast Facts
- Faculty Evaluation Criteria By Department
- Performance Management Program for Classified Staff
- Misconduct of Research Policy
- Faculty Senate Report to the Board of Trustees, October 11, 2012
- APQPP 2010 and 2011 Follow-Up Memos
- Admissions Marketing Report
- Trustee Agenda Books (various years)

Appendix C Federal Compliance Worksheet

Federal Compliance Worksheet for Evaluation Teams

Effective September 1, 2013 – August 31, 2014

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation, where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

This worksheet outlines the information the team should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The team should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The worksheet becomes an appendix to the team's report. If the team recommends monitoring on a Federal Compliance requirement in the form of a report or focused visit, it should be included in the Federal Compliance monitoring sections below and added to the appropriate section in the team report template.**

Institution under review: Colorado Mesa University

Assignment of Credits, Program Length, and Tuition

See the Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and on Clock Hours in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

XX The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: CMU has a decentralized model for handling student complaints that places emphasis on dealing with many issues informally and closest to the point of origin of the complaint. The system deals with most complaints in a very timely manner with few complaints rising to a formal level necessitating the involvement of the central administration. Student surveys reveal a high level of student satisfaction with the system. A review of the CMU

Student Complaint Log reveals that most complaints are resolved within days of the initial date of receipt.

If a student's complaint is not dealt with to their satisfaction all Colorado students have the ability to appeal to the Colorado Commission on Higher Education as outlined in the Colorado Student Bill of Rights. Since 2004, only two CMU students have appealed to the CCHE and in both cases the staff agreed with the CMU's actions.

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

XX The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: CMU clearly articulates and appropriately lists all transfer policies and articulation agreements. Specific web pages and documentation has been created to facilitate student transfers both into and from CMU.

In addition to any articulation information that is unique to CMU, the CCHE has developed a series of articulation programs to expedite student transfer within Colorado. CCHE has developed nine discipline-specific Statewide Articulation Agreements, a 60+60 program for Associate to Baccalaureate completion and a Statewide Guaranteed Transfer Program (gtPathways) in which CMU is an active participant. Information on all of the CCHE transfer programs is available on the various CMU transfer student webpages and documents as well as on all other Colorado higher education institutions websites.

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

XX The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: CMU's first line of identity verification is the student's identification card (MAVcard). A student's identity is verified at the time their 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. MAVcard photos are included in the instructor's and academic advisor's rosters to aid in student ID verification.

CMU utilizes identity management protocols for verifying student identities and creating network accounts. Information security controls are important to protect campus systems and sensitive data; CMU understands the importance of providing access to network and systems

only to authorized students. The security of this login information is controlled centrally by the Information Technology Department.

Student verification procedures 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. Verification of the identity of students who enroll in courses delivered using distance formats is accomplished through a system of secure logins and passwords. This system of network credentialing is an integral step toward CMU's 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.

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

XX The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: CMU is in good standing with the U.S. Department of Education. For the past eight years there have been no findings for CM in the Federal Title IV and state financial aid audits. 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.

The team was able to verify all information provided to the Commission regarding default rates, campus crime, athlete participation, student right to know, satisfactory academic progress and attendance (CMU does have a campus-wide attendance policy that is widely publicized to faculty and students), as well as contractual and consortial relationships.

Required Information for Students and the Public

XX The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: CMU publishes complete, accurate and fair information on their academic calendar, grading policies, admissions policies (including transfer students), academic program requirements, tuition and fees, and refund policies. In addition to federal compliance on reporting accuracy, CMU adheres to the Colorado Student Bill of Rights requirements related to student information.

Advertising and Recruitment Materials and Other Public Information

XX The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: CMU provides current, accurate, and detailed information concerning its accreditation status with the Commission as well as the other program-specific accreditation bodies to which CMU is associated. The presentation of all accreditation information is consistent across a variety of publications and web pages.

Additional monitoring, if any:

Review of Student Outcome Data

XX The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

XX The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (4b).

Comments: CMU has a long history of gathering data for program evaluation and has made meaningful and significant programmatic changes using program-specific outcome data. However, two years ago, CMU determined that the current assessment process was not documenting and improving assessment of student learning. As a result of this, CMU stopped the assessment process, as well as the program review process at that time. In AY2012-13, CMU reinstated these review processes and as such insufficient information is available to evaluate the new system.

Additional monitoring, if any: **Monitoring report (in 2 years) on Assessment of Student Learning**

Standing with State and Other Accrediting Agencies

XX The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: CMU accurately documents via both print and electronic sources its affiliation with external programmatic accrediting bodies. No adverse or probationary actions have been taken against any University programs by any of the associated professional accreditation agencies.

Currently, the following CMU/WCCC programs are accredited or approved 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 of 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 Standard 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.**
- **Transportation Services: National Automotive Technicians Education Foundation.**

Public Notification of Opportunity to Comment

XX The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

Comments: CMU made an appropriate and timely effort to notify the public and seek comment prior to the visit. The team reviewed the comments and determined that there was no need for follow-up on any issues raised.

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

- CMU Catalog – 2013/2014
- CMU Academic Program Review Manual -- September 2012
- CMU Graduate Policies and Procedures Manual
- Colorado Revised Statutes 23-1-125 / Colorado Student Bill of Rights (C.R.S. 23-1-125)
- Colorado Commission on Higher Education (CCHE) website -- <http://higher.ed.colorado.gov/ccche.html>
- Colorado Commission on Higher Education – Tuition and Fees Report – Fiscal Year 2011-12
- Financial Aid Paid to Student by Category, FY 2003-04 Through FY 2011-12
- CMU Faculty Senate's Combined Curriculum Committee Policies and Procedures Manual
- Assignment of Credit Hour Worksheet
- Student Complaint Log – FY2009/10 to 2013/14
- CMU 2012-2013 Student and Academic Policies Guide
- CMU Student Complaint Policy
- CCHE – Student Appeals Policy
- MAVzone Electronic Suggestion Box
- CMU Regulations Governing Proctored Examinations
- Colorado Department of Higher Education Statewide Guaranteed Transfer Courses Documents
- CMU – Admissions – Transfer Student Webpage -- <http://future.coloradomesa.edu/admissions/transfer-students>
- CMU Guidelines for Credit for Prior Learning Through Portfolio Assessment
- CMU Transfer Student Webpage -- <http://www.coloradomesa.edu/academics/TransferStudentResources.html>
- CMU – Registrar's Office – Transfer Evaluation Webpage -- <http://www.coloradomesa.edu/registrar/transfer.html>
- CMU Campus Safety Emergency Response Guide

- CMU – Financial Aid webpage -- <http://www.coloradomesa.edu/finaid/index.htm>
- CMU Financial and Compliance Audits 2007 – 2012
- State of Colorado Single Statewide Audit (A-I33 portion) – 2012
- CMU Institutional Research Webpage – Higher Education Opportunity Act Disclosures page -- <http://www.coloradomesa.edu:/ir/HEOADisclosures.html>
- CMU Equity in Athletics Report – 2008
- CMU Viewbook – 2013
- CMU Program Guide 2011-2012
- CMU Accreditation webpage -- <http://www.coloradomesa.edu/about/accreditation.html>
- Report of the Working Group on Academic Program Quality, Priorities, and Productivity (APQPP) – 2009
- Course Comparability Manual: Expectations to Ensure Comparability Across all Locations and Formats – 2013 (DRAFT)
- Boundaries for Success: A Report and Recommendations from the Working Group to Improve Student Academic Success – 2011

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: Colorado Mesa University

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the "*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*" as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

XX Yes _____ No

Comments: Colorado Mesa University's degree program requirements are in the range of good practice in higher education and are in accordance with Colorado Revised Statutes 23-1-125, the requirements of the Colorado Commission on Higher Education, and the Colorado Student Bill of Rights. All CMU degree programs are reviewed on a six-year program review cycle, or by specialized accreditation review processes, to ensure that CMU's degree programs provide students with a thorough education and that the programs continue to maintain program requirements and expectations consistent with those of other colleges and universities.

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

XX Yes _____ No

Comments: CMU's tuitions and fees are within the range of good practice in higher education and are within the parameters set by Colorado Revised Statutes (C.R.S.) 23-5-130.5. CMU's tuition and fees currently ranked 10th among the 12 four-year public institutions in Colorado. In addition to maintaining relatively low tuition and fees, CMU has significantly increased student financial aid since the last HLC comprehensive visit.

Between fiscal years 2003-04 and 2011-12, institutional grant aid grew from \$700,000 to \$4.3 million, reflecting a 517 percent increase.

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes

No

Rationale: CMU's program length and tuition are within good practices.

Part 2: Assignment of Credit Hours

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

Sample Courses –

- **MATH113 – College Algebra**
- **PSYC – General Psychology**
- **BIOL209 – Human Anatomy and Physiology I**
- **CISB205 – Advanced Business Software**
- **CRMJ315 – Criminal Justice Research Methods**
- **RETC494 – Capstone in Radiologic Science**
- **EDLD520A – Principalship**
- **MARK500 – Marketing Strategy**
- **NRS526 – Pharmacology**

Sample Programs –

- **Peace Officer Standards and Training (POST), a part of the Criminal Justice program at the certificate level.**
- **Hospitality Management (Associate of Applied Science Degree)**
- **Registered Nurse (Associate of Applied Science)**
- **Theatre Arts (Bachelor of Arts – Acting/Directing Concentration)**
- **Sport Management (Bachelor of Science)**
- **Exercise Science (Bachelor of Science)**
- **English (Bachelor of Arts – Writing Concentration)**
- **Graduate Certificate in Education – Educational Leadership for Principal Licensure**
- **Master of Business Administration (MBA)**
- **Doctor of Nursing Practice – Family Nurse Practitioner**

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments: CMU has a single policy regarding the awarding of credits that does not vary across delivery formats. The policy is found in the CMU Faculty Senate's Combined Curriculum Committee Policies and Procedures Manual (p. 14, line 429): and reads –

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.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments: Yes, CMU's policy, as noted above, directly references instructional time as well as student preparation.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Yes No

Comments: CMU's policy equates credit hours with intended learning outcomes that could be reasonably achieved by students. CMU has one certificate program, offered through CMU's community college division, Peace Officer Standards and Training (POST), a part of the Criminal Justice program at the certificate level that highlights how non-traditional courses equate to their credit hour policy. The POST program prepares students for careers in law enforcement after they complete adult learning models emphasizing real-world policing scenarios (37 credit hours are awarded upon successful completion of the program which can articulate to the AAS program in Criminal Justice) 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.

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments: CMU's policy is within the federal definition and meets all Colorado regulatory requirements.

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments: The sample syllabi and academic programs reviewed all reflect an appropriate application of CMU's policy on the awarding of credits.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments: The learning outcomes reviewed were appropriate to both the courses and the programs reviewed and were consistent with CMU's policy on the awarding of credits.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments: CMU offers a variety of courses in a compressed format during their J-term (a two-week term in January) and during their three-week and four-week summer terms. All of these courses maintained appropriate course descriptions and syllabi that reflected CMU's policy of awarding of academic credits. The same is true of the descriptions and syllabi of courses utilizing alternative delivery methods (e.g., online or studio courses).

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments: All courses and programs maintain a common set of learning outcomes regardless of the delivery or format. The team found no variation in learning outcomes across delivery methods or course/program format.

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments: CMU's actual assignment of credit is a true reflection of their stated policies and is consistent with commonly accepted practice in higher education.

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale: CMU's policies related to credit hours are in compliance with Commission and Colorado requirements/guidelines.

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

-- NA --

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

Appendix D Multiple Campus Reports (2)

Name of Institution: Colorado Mesa University

Name/Address of Branch Campus: Montrose Campus

Date and Duration of Visit: November 18, 2013 – Afternoon (half-day)

Reviewer(s): Timothy J. Schibik

Campus Overview

The Montrose Campus is located 60 miles southeast of the main campus in Grand Junction and provides educational access for four of the fourteen counties in CMU's service region (i.e., Delta, Montrose, Ouray, and San Miguel). The campus is located on East Main Street in downtown Montrose, CO in a 12,640 square-foot recently renovated facility (\$1.5 million in 2012) owned by and share with the Montrose Regional Library District. The University's purchase of a building located on an adjacent block will add an additional 2,200 square feet of space to the campus when opened in early 2014.

History, Planning, and Oversight

Evidentiary Statements:

The Montrose Campus became a part of CMU in 1991 following a collaborative effort between Montrose community development leaders and CMU (then Mesa State College). This partnership has proven to be mutually beneficial. CMU's Montrose Campus is and has been very responsive to the community's educational needs and the campus' programmatic growth provides strong evidence to this fact.

Over the past 22 years, the Montrose Campus has moved from offering non-credit community education programs to credit-bearing courses, to offering coursework in three associate degree programs (a fourth was recently suspended due to lack of demand). In 2012, the HLC approved CMU's request to expand delivery to the current configuration of lower division programs and upper division coursework. Students follow common catalogs and program sheets

The CMU Board of Trustees governs all programs and activities of the Montrose Campus. The Montrose Campus is included in CMU's institution-wide planning and evaluation activities. Decisions concerning resource allocation and budgeting are made utilizing CMU's institution-wide processes and the Director of the Montrose Campus manages resources.

Judgment of reviewer(s) (check one):

The evidence indicates that the institution fulfills the expectations of the category.

Facilities and Technology

Evidentiary Statements:

The Montrose Campus is housed in the Buell Higher Education Center, a recently renovated 12,640 square-foot facility. The Center houses administrative offices, two computer labs, a multipurpose science lab, a state of the art health sciences lab, six classrooms and a small conference room. In the summer of 2013, CMU purchased a 2,200 square-foot building on an adjacent block what will house administrative and faculty offices beginning in 2014. This new facility will also provide space for tutoring as well as student clubs. The addition of this new space will also free up space in the Center for additional classroom space. Currently, the available space is suitable for the needs of students, faculty and staff.

The campus is located on Main Street in downtown Montrose with easy access to all community facilities and services. The Buell Higher Education Center shares space with the Montrose Regional Library and offers sufficient parking as well as handicapped access.

Instructional technology on the Montrose Campus is state-of-the-art and matches that of the main campus. Instructional and student computer labs provide students with the same software access as the main campus labs. The Health Sciences Lab is equipped with technology that allows for nursing simulations that can be monitored, recorded, and reviewed

in an adjacent classroom. This technology is identical to that found on the main campus and is sufficient to meet the needs of students on the Montrose campus.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

Human Resources

Evidentiary Statements:

The qualifications of the Montrose Campus faculty and staff are appropriate to their positions and are sufficient to support the educational mission of the campus. All but one faculty member teaching credit-bearing courses are master's qualified with the exception expecting to complete her degree in the spring 2014. Faculty members are selected, assigned, and evaluated by the appropriate CMU Academic Department Head and are subject to the same evaluative criteria regardless of their campus assignment(s).

The Montrose Campus is staffed by two full-time and one part-time administrative employees who are responsible for the day-to-day operations of the campus. These individuals serve as the primary contacts for campus services, including academic advising, and coordinate their activities with their counterparts on the main CMU campus. Staffing is sufficient for the current student load.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

Student and Faculty Resources and Support

Evidentiary Statements:

Students on the Montrose Campus have access to a full range of student support services all coordinated with the main campus and under the direction of the Vice President for Academic Affairs. Except for student financial aid, which is only housed on the main CMU campus and is accessible by phone and via the Internet, staff on the Montrose Campus provides all other academic services on-site with both day and evening face-to-face access. In conversation with students, the team found that both student access to services and satisfaction with those services to be very high.

Conversations with Montrose staff, faculty, and students revealed a high level of interaction with each other and with their counterparts on the main campus. All faculty and students have complete access to library facilities on the main campus via Internet and inter-library loan. In addition, the Montrose Campus is shares space with the Montrose Regional Library that offers a full range of library services to students and faculty.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

Educational Programs and Instructional Oversight

Evidentiary Statements:

The Vice President for Academic Affairs in conjunction with the Montrose Campus Director oversees all educational offering on the Montrose Campus. All aspects of course offerings on the Montrose Campus are coordinated through the Montrose Campus Director with the appropriate CMU Academic Department Head. The Director meets several times per month with the Academic Department Heads to discuss any issues and to maintain consistency in course delivery and academic program quality. Institutional control over the instructional quality and informational content delivered on the Montrose Campus is ample.

Conversation with Montrose Campus students and faculty revealed a high level of faculty/student interaction as well as a significant amount of satisfaction between both parties with student access to faculty. Students felt that the level of attention to their needs and concerns more than met their expectations.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

Evaluation and Assessment

Evidentiary Statements

All educational offering of the Montrose Campus fall under the responsibility of the Academic Department Heads and the faculty on the main campus. Thus, all evaluation and assessment processes are embedded. Essentially, for evaluation purposes the Montrose Campus is treated no differently than the main campus in terms of the measures of performance that must be met and in the analysis of the data to maintain quality.

The CMU Course Comparability Manual clearly articulates both the course content and the evaluation process to be followed regardless of the campus responsible for delivery of the course to ensure comparability of student coursework. Discussions with Montrose Campus faculty and the Academic Department Heads on the main campus revealed a very open and ongoing dialog to ensure course comparability.

Judgment of reviewer(s) (check one)

- The evidence indicates that the institution fulfills the expectations of the category.

Continuous Improvement

Evidentiary Statements

The team found a high level of interaction related to planning and evaluation between the faculty and staff of the Montrose Campus with their counterparts on the main CMU campus. The Director of the Montrose campus is regularly involved in institutional planning discussions as an active member of the CMU Academic Council. Montrose Campus faculty have regular interaction with main campus faculty and the Academic Department Heads to discuss planning and evaluation.

The Montrose Campus is governed by the CMU Board of Trustees who are responsible for ensuring the campus is aligned with the CMU mission and goals. Discussions with faculty, student, staff, and community leaders on the Montrose Campus revealed a high level of knowledge about the goals and mission of CMU and general agreement that there was complete alignment between the branch campus and the institution as a whole.

Judgment of reviewer(s) (check one)

- The evidence indicates that the institution fulfills the expectations of the category.

Name of Institution: Colorado Mesa University

Name/Address of Branch Campus: Western Colorado Community College - Bishop Campus

Date and Duration of Visit: November 19, 2013 – Afternoon (half-day)

Reviewer(s): Michele Reid & Rebecca Timmons (half-day on campus), Blair Lord & Timothy Schibik (two meetings on campus)

Campus Overview

Western Colorado Community College (WCCC) is a division of CMU. The WCCC – Bishop Campus is located approximately three miles west of the CMU main campus in Grand Junction. The campus is comprised of six buildings and is easily accessible from the main campus via a free campus shuttle service. All Bishop Campus facilities are owned and maintained by CMU.

History, Planning, and Oversight

Evidentiary Statements:

The Bishop Campus was originally developed in 1974 to focus on career and technical education. WCCC in its current incarnation was created as a result of the 2004 CMU planning process to fulfill CMU's two-year role and mission. WCCC today is a comprehensive community college offering students a variety of certificate and associate degree programs and educational opportunities directly linked CMU's mission.

The CMU Board of Trustees governs all programs and activities of the WCCC – Bishop Campus. The Bishop Campus is included in CMU's institution-wide planning and evaluation activities. Decisions concerning resource allocation and budgeting are made utilizing CMU's institution-wide processes and the Vice President for Community College Affairs, who reports to the University President, manages resources.

Significant effort has been put forth to avoid duplication of programming between WCCC and CMU. All planning efforts involving the Bishop Campus are coordinated with the main campus. The Vice President for Community College Affairs participates in the CMU Academic Council meetings and works closely with the Vice President for Academic Affairs to minimize duplication of efforts.

Judgment of reviewer(s) (check one):

The evidence indicates that the institution fulfills the expectations of the category.

Facilities and Technology

Evidentiary Statements:

The Bishop Campus is comprised of six buildings housing administrative offices, Student Services offices, faculty offices and meeting space, as well as the basic classroom and various program-teaching facilities. The campus is located in Grand Junction within minutes of the main campus of CMU and within easy access to all community facilities and services. The proximity of the Bishop Campus to the main campus essentially creates a shared facilities space. The Bishop Campus offers convenient access to parking and all facilities are handicapped accessible. Currently, the available space is suitable for the needs of students, faculty and staff.

Instructional technology on the Bishop Campus is state-of-the-art and matches that of the main campus. Instructional and student computer labs provide students with the same software access as the main campus labs. This technology is identical to that found on the main campus and is sufficient to meet the needs of students on the Bishop campus.

Judgment of reviewer(s) (check one):

The evidence indicates that the institution fulfills the expectations of the category.

Human Resources

Evidentiary Statements:

The qualifications of the majority of the Bishop Campus faculty and staff are appropriate to their positions and are sufficient to support the educational mission of the campus. However, a review of faculty vitae revealed several faculty teaching without a bachelor's degree. While these faculty had significant experience, their presence on the faculty without bachelor's degree is problematic. The administration of both WCCC and CMU are well aware of this issue and a process is in place to address the issues.

Faculty members are selected, assigned, and evaluated by the appropriate WCCC Technical Department Heads and/or the CMU Academic Department Heads. All faculty members are subject to the same evaluative criteria regardless of their campus assignment(s).

Twenty full-time and four part-time administrative employees who are responsible for the day-to-day operations of the campus staff the Bishop Campus. These individuals serve as the primary contacts for campus services, including academic advising, and coordinate their activities with their counterparts on the main CMU campus. Staffing is sufficient for the current student load.

Judgment of reviewer(s) (check one):

- The evidence indicates that there are concerns related to the expectations of the category.

Student and Faculty Resources and Support

Evidentiary Statements:

Students on the Bishop Campus have access to a full range of student support services all coordinated with the main campus and under the direction of the Vice President for Academic Affairs. Staff on the Bishop Campus provides all academic services on-site with both day and evening face-to-face access. In addition, the close proximity of the Bishop Campus to the main campus along with the fact that many Bishop Campus students take part of the coursework on the main campus makes the student support services easily accessible. In conversation with WCCC students, the team found that both student access to services and satisfaction with those services to be very high.

Conversations with Bishop Campus staff, faculty, and students revealed a high level of interaction with each other and with their counterparts on the main campus. All faculty and students have complete and easy access to library facilities on the main campus.

Judgment of reviewer(s) (check one):

- The evidence indicates that the institution fulfills the expectations of the category.

Educational Programs and Instructional Oversight

Evidentiary Statements:

The Vice President for Academic Affairs in conjunction with the Vice President for Community College Affairs oversee all educational offerings on the Bishop Campus. All aspects of course offerings on the Bishop Campus are coordinated through the Vice President for Community

College Affairs with the appropriate CMU Academic Department Head. Institutional control over the instructional quality and informational content delivered on the Bishop Campus is ample.

Conversation with Bishop Campus students and faculty revealed a high level of faculty/student interaction as well as a significant amount of satisfaction between both parties with student access to faculty. Students felt that the level of attention to their needs and concerns more than met their expectations.

Judgment of reviewer(s) (check one):

The evidence indicates that the institution fulfills the expectations of the category.

Evaluation and Assessment

Evidentiary Statements

All educational offerings of the Bishop Campus fall under the responsibility of the Vice President for Community College Affairs, the Vice President for Academic Affairs, Technical Department Heads, and the various Academic Department Heads and the faculty. Thus, all evaluation and assessment processes are embedded. Essentially, for evaluation purposes the Bishop Campus is treated no differently than the main campus in terms of the measures of performance that must be met and in the analysis of the data to maintain quality.

The CMU Course Comparability Manual clearly articulates both the course content and the evaluation process to be followed regardless of the campus responsible for delivery of the course to ensure comparability of student coursework. Discussions with Bishop Campus faculty and the Academic Department Heads on the main campus revealed a very open and ongoing dialog to ensure course comparability.

Judgment of reviewer(s) (check one)

The evidence indicates that the institution fulfills the expectations of the category.

Continuous Improvement

Evidentiary Statements

The team found a high level of interaction related to planning and evaluation between the faculty and staff of the Bishop Campus with their counterparts on the main CMU campus. The Vice President of Community College Affairs is regularly involved in institutional planning discussions as an active member of the CMU Academic Council. Bishop Campus faculty have regular interaction with the WCCC directors and the Technical Department Heads as well as the main campus faculty and the Academic Department Heads to discuss planning and evaluation.

The Bishop Campus is governed by the CMU Board of Trustees who are responsible for ensuring the campus is aligned with the CMU mission and goals. Discussions with faculty, student, staff, and community leaders on the Bishop Campus revealed a high level of knowledge about the goals and mission of CMU and general agreement that there was complete alignment between the branch campus and the institution as a whole.

Judgment of reviewer(s) (check one)

The evidence indicates that the institution fulfills the expectations of the category.



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Colorado Mesa University CO

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW: A multi-campus visit will be conducted concurrently during the comprehensive evaluation to the Mesa State College Campus in Montrose, CO and the WCCC-Tilman M. Bishop Campus in Grand Junction, CO. Team to review NFI Issue: graduation and persistence rates.

DATES OF REVIEW: 11/18/2013 - 11/20/2013

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

TEAM RECOMMENDATION: No change

DEGREES AWARDED: Certificate, Associates, Bachelors, Masters, Doctors

TEAM RECOMMENDATION: No change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Accreditation at the Master's degree level is limited to the Master of Business Administration and the Master of Arts in Education, the Master of Science in Nursing, and the Doctor of Nursing Practice. Off-campus degree offerings are limited to the Associate of Arts, Associate of Science and the Associate of Applied Science degrees in Nursing and Hospitality at Montrose, Colorado and the Bachelor of Arts in Liberal Arts Elementary Education with an English Emphasis at the Spring Valley campus of Colorado Mountain College.

TEAM RECOMMENDATION: No change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

Prior Commission approval required.

TEAM RECOMMENDATION: No change

APPROVAL OF DISTANCE EDUCATION DEGREES:

The institution has been approved under Commission policy to offer up to 20% of its total degree programs through distance education. The processes for expanding distance education are defined in other Commission documents.

TEAM RECOMMENDATION: No change

ACCREDITATION ACTIVITIES:

Indicator Review, Non Financial Indicator Review:09/24/2013

Multi Campus Visits, Multi Campus Visit:

TEAM RECOMMENDATION: Monitoring, Criterion 4B

Monitoring: Monitoring Report due January 31, 2016.

Rationale: For almost 20 years, CMU has been asked for detailed plans for assessment activities. Because of this history and that assessment practices are not currently established on the campus, the team is recommending a monitoring report. This monitoring report should focus on a detailed plan for assessment of student learning outcomes and general education outcomes. CMU should be able to show that a formal assessment process is in place and being utilized. The report should show that the university and programs have assessment processes in place for assessing student learning in programs and general education, data has been collected, and the data is being used to make improvements in student learning and budgeting.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2003 - 2004

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2013 - 2014

TEAM RECOMMENDATION: 2023-2014

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1055 Colorado Mesa University CO

TYPE OF REVIEW: PEAQ: Comprehensive Evaluation

DESCRIPTION OF REVIEW: A multi-campus visit will be conducted concurrently during the comprehensive evaluation to the Mesa State College Campus in Montrose, CO and the WCCC-Tilman M. Bishop Campus in Grand Junction, CO. Team to review NFI Issue: graduation and persistence rates.

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	20
Bachelors	32
 Programs leading to Graduate	
Masters	3
Specialist	0
Doctors	1
 Certificate programs	
Certificate	20

Recommended Change:

Off-Campus Activities:

In State - Present Activity

Campuses:

WCCC - Tilman M. Bishop Campus - Grand Junction, CO

Mesa State College - Montrose Campus - Montrose, CO

Additional Locations:

Colorado Mountain College - Edwards, CO

Colorado Mountain College - Glenwood Springs, CO

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Out Of State - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Out of USA - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Bachelor 24.0101 Liberal Arts and Sciences/Liberal Studies Bachelor of Arts in Liberal Arts-
Elementary Education (Degree Completion) Internet

Bachelor 51.3801 Registered Nursing/Registered Nurse Bachelor - 51.1601 Nursing/Registered
Nurse (RN, ASN, BSN, MSN) (Bachelor of Science in Nursing (Completion Program)) Internet

Associate 24.0101 Liberal Arts and Sciences/Liberal Studies Associate of Arts Degrees Internet

Bachelor 51.0911 Radiologic Technology/Science - Radiographer Bachelor of Applied Science in
Radiologic Technology Internet

Bachelor 31.0504 Sport and Fitness Administration/Management Bachelor of Science in Sport
Management Internet

Certificate 52.0204 Office Management and Supervision Technical Certificate in Supervision Internet

Certificate 52.0701 Entrepreneurship/Entrepreneurial Studies Technical Certificate in
Entrepreneurship Internet

Certificate 52.1201 Management Information Systems, General Technical Certificate in Decision
Support Systems Internet

Bachelor 44.0401 Public Administration Bachelor - 44.0401 Public Administration (BAS Public
Administration/Public Safety) Internet

Recommended Change:

Correspondence Education Programs:

ORGANIZATIONAL PROFILE WORKSHEET

Present Offerings:
None.

Recommended Change:

Contractual Relationships:

Present Offerings:
Bachelor 44.0401 Public Administration Bachelor - 44.0401 Public Administration (BAS Public Administration/Public Safety)

Recommended Change:

Consortial Relationships:

Present Offerings:
None.

Recommended Change:
