Introduction

Accreditation History
Colorado State University was first accredited by the North Central Association (NCA) in 1925 and has continued to be accredited since that time. Accreditation at the doctoral degree granting level was attained in 1974. The regular 10-year Evaluation Team visit in 1984 produced two outcomes. The University was recommended for continued accreditation with a focused visit three or four years later. The 1984 visit was almost simultaneous with the arrival of a new president, and the Evaluation Team wondered how the institution would address two areas of concern: high administrative turnover at the upper echelons, and the ability of the institution to sustain quality education with the resources available. By the time the focused visit occurred in 1988, the University had successfully addressed the concerns of the 1984 team. In 1994, the NCA Commission extended accreditation to 2005 and scheduled the next comprehensive evaluation visit in 2004.

The 2004 Evaluation Team found that the past 10 years had been a time of significant overall achievement by CSU. The Evaluation Team concluded that CSU met or exceeded the expectations for continued accreditation with the exception of the library. A progress report on the library was required and accepted by HLC in 2006 (discussed in more detail below). In addition, CSU was granted unrestricted general authority to offer distance degree programs via television, videotape, interactive video, and online courses. In 2008, CSU received approval to offer online master’s degree programs through a contractual relationship with CSU-Global Campus. In June 2011, CSU-Global Campus was granted initial accreditation by HLC and has assumed full responsibility for the online master's degrees that it offers.

In addition, CSU has received HLC approval for additional extended (off-campus) sites as they have been added. Several institutional changes were approved in 2012. The Institutional Actions Council (IAC) of HLC approved CSU for participation in the Commission's Notification Program for additional locations. The IAC also approved the consortial arrangement between CSU and CSU-Pueblo for the purpose of offering the Masters of Arts in English program, and approved the consortial relationship with 12 universities in the Great Plains Interactive Distance Education Alliance (GP-IDEA) for the purpose of offering the Merchandising and Dietetics master's programs.

Highlights of the past 10 years
The University has long been a leader in recognizing the rapidly changing global environment and has a commitment to excellence in education in all its instructional, research, and outreach programs. CSU continues to make education and training accessible to deserving applicants from all classes and groups, and it maintains a wide range of research, extension, and public service programs in response to the needs of the people of Colorado, the nation, and the world. The following highlights are provided as examples to illustrate some significant accomplishments and institutional changes to address the challenges of improving the quality of institutional performance during the past 10 years. These and many other accomplishments will be discussed in greater detail as evidence of institutional effectiveness in the subsequent chapters.

- Dr. Anthony A. Frank became the 14th President of CSU on June 24, 2009. He had served as Interim President of CSU since November 2008, after having served the University for more than 16 years including four years as Provost/Senior Vice President. Although his administration has faced some of the most severe reductions in state support in the history of the University, maintaining the quality of educational programs and student support has been the top priority.
- Several Presidential Cabinet-level changes were made to improve the efficiency and effectiveness of institutional administration. The Office of Vice President for University Operations was created from the merger of administrative services and financial services. An Office for Policy and Compliance and the Office for Contracting Services were created within this division. The Office of Vice President for Diversity was formed to elevate the importance of campus diversity and establish an identity separate from the Office of Equal Opportunity, which was placed within University Operations, along with the newly-created Office for Employee Assistance Programs and Ombuds. The Office of Vice President for Engagement was created to consolidate all engagement and economic development.
activities in one office, including the Office of Extension. The Agricultural Experiment Station was assigned to the College of Agricultural Sciences, and the Colorado State Forest Service was assigned to the Warner College of Natural Resources. The Vice President for Enrollment and Access was appointed to provide focused leadership for the processes of student recruitment, application, admission, and enrollment. The Office of Vice President for External Relations was added to oversee Marketing, Public Relations, Communications and Creative Services, and Web Communications. The Office of Vice President for Energy and the Environment was created to acknowledge the University’s leadership in clean energy and sustainability research and its interest to take that research to market. The positions of Vice President for Information Technology and the Dean of University Libraries were merged to efficiently and centrally integrate all aspects of information management and delivery. 

In 2006, the University established a strategic planning process that was designed to be transparent, inclusive, and capable of transforming aspirations for the institution into a reasonable path forward. The process includes an annual opportunity to assess how well the institution is performing, identify emerging concerns, and prepare for new initiatives and opportunities. It was also designed to evolve as the institution evolves through triennial revisions, acknowledging the many factors that can influence institutional direction and priorities. Progress in accomplishing the Strategic Plan goals and prioritization of strategies are assessed annually and revised (refreshed) every three years to inform the budgeting process.

Providing opportunity and access has consistently been a strongly held value. Through the Commitment to Colorado and improved services to prospective students through development of exemplary programs in the Access Center and the Transfer Center, CSU remains the school of choice in Colorado, enrolling more Colorado high-school graduates than any other campus in the state. The Fall 2012 freshman class is the largest, the most diverse, and the most academically qualified in CSU history based on test scores and GPAs. CSU was the first western public university to join the common application and has implemented paperless processes for holistic application reviews. CSU has experienced five consecutive years of record enrollment.

Excellence in the core mission of academics has consistently been central to all administrative decisions. An institutional improvement initiative culminated in the April 2006 publication of A Plan for Excellence: Enhancing Undergraduate Education and Student Success. Pursuit of this plan has yielded significant improvements in student success as described in detail in Component 4.C. External recognition is evidenced by the "Outstanding Retention Program - 4-Year College/University" award by the Educational Policy Institute, and by relocation of the Reinvention Center to the CSU campus (described in Component 5.D.2). The Institute for Learning and Teaching (TILT) was established and has become integrated into campus operations. Many other examples of continuous growth in the quality and scope of academic programs are described throughout this report.

CSU has worked to become a student-centered institution through effective collaborations and strong relationships between the Office of Vice President for Student Affairs and other divisions. Some of the model programs implemented include Resident Learning Communities, CSU Healthnet, and cultural centers. Examples of effective collaborations include participation in the Student Affairs in Higher Education M.S. program, joint participation in the PRISM assessment program, and creation of a joint appointment position for the Associate Vice President for Student Affairs and Special Advisor to the Provost for Retention. The Public Safety Team has been organized with a strong emphasis on crisis risk assessment and prevention strategies in addition to the expected crisis response and recovery activities.

A strong research, artistry and scholarship culture is derived from the land-grant heritage of CSU. Programs of Research and Scholarly Excellence and Superclusters bring faculty members together (often self-assembling around a problem) to engage in interdisciplinary science for a specific purpose. This strong research environment has attracted and retained top candidates for faculty, graduate student, and postdoctoral positions, supported development of problem-solving technologies and new knowledge, and provided strong teachers with cutting-edge knowledge and experiences to enrich curriculum content. Through the Office for Undergraduate Research and Artistry, CSU is in now in a position to guarantee a mentored research experience to all incoming undergraduates in their home disciplines.

Under the leadership of the recently established Office of the Vice President for Diversity, efforts have increased to shape and maintain a campus climate designed to welcome,
encourage, and embrace differences so all community members are recognized, affirmed, and valued. The 2012 Employee Climate Survey found minimal differences in the assessment of climate by different groups and most employees responded favorably. The university diversity plan was incorporated into the Strategic Plan to gain greater visibility and broader ownership/commitment. Many new programs have been developed and existing programs have been revitalized to reach out to prospective and current students, thus creating a microcosm of diversity on campus that reflects the diversity of society and the world in which students live. Internationally focused activities supporting teaching, learning, research and engagement have contributed to an increased global perspective. A few examples of these activities include the Global Social and Sustainable Enterprise MBA concentration for international entrepreneurs, international partnerships with universities and governmental agencies throughout China and elsewhere, and partnering with INTO to increase foreign undergraduate student enrollment.

- CSU has successfully provided leadership in sustainability, energy, and environment at the local, state, national, and global levels. A Clean Energy Supercluster was created in 2008 to facilitate the application of clean energy research in the marketplace and the Center for the New Energy Economy was created in 2010. The School of Global Environmental Sustainability was established in 2008 to develop the next generation of workers for the growing “green” workforce. The Department of Ecosystem Science and Sustainability was formed in 2011 as the only program in Colorado that focuses exclusively on the scholarship and discovery of this subject. CSU committed to long term climate neutrality by becoming a signatory to the American College and University President’s Climate Commitment in 2008. CSU placed among the top 5% in the nation among hundreds of colleges and universities in RecycleMania. These and many other efforts were highlighted in The Association for the Advancement of Sustainability in Higher Education’s (AASHE) Sustainability Tracking, Assessment and Rating System (STARS) in 2011. CSU achieved the highest institutional score in 2011 on this comprehensive evaluation of sustainability.

- The recent state and national economic crisis has shifted most of the cost of education to the student. Twenty years ago, two-thirds of the cost of a CSU education was paid for by the state (see chart below). Today, that ratio has flipped — individual students and their families pay for two-thirds of the cost, with the state paying one-third. As a result, resident undergraduate tuition increased 136% between 2003-04 and 2012-13, while nonresident undergraduate tuition increased 69% during this same period. The University has worked diligently to control its costs while staying focused on academic excellence. Today, CSU educates a student for about the same cost, in inflation-adjusted dollars, as it did 20 years ago.
• From FY09-FY12, CSU invested over $670 million in major **capital construction** using the following sources of revenue: student facility fee (24%), CSU central funds (24%), auxiliary funds (37%), state capital appropriations (8%), donor funds (6%), and grants (1%). A total of 981,117 sq.ft. of space was constructed or renovated, allocated as follows: athletics (86,950), auxiliary (74,486), education (372,936), research (105,854), and other (340,891). Through CSU's **Climate Action Plan**, a series of short-term, medium-term, and long-term strategies have been implemented to enable CSU facilities and operations to be a model institution for sustainability, master planning, and campus beautification leading to climate neutrality. CSU has already installed more than 5,500 kW of photovoltaic panels, including one of the largest solar plants on a university campus.

• Many **information technology** advances have been made that uniquely improved institutional performance through replacement of all major systems in only a 7-year period. CSU was the first institution to go live with Kuali Financial System (July 1, 2009) which improved software and support services. The Student Information System (Banner) upgrade was completed in 2007, which phased out use of SSN's for identification, provided outstanding access for students, alumni, and applicants to all their important records and resources via RAMweb, and provided the first automated wait-list for class section demand at a major university. Academic Computing and Network Services was integrated as a department under the Libraries, achieving economies of scale, enhancing library IT services, and consolidating IT help and library help/reference desks into one desk that significantly increased support services. A central longitudinal data warehouse was created (using eThority, Oracle Discoverer and ODBC calls for access) with a new data management model that included partitioning of data and data governance. As of 2012, all general assignment classrooms were upgraded to “smart” classroom standards. Academic Analytics was added in 2012 and Kuali Coeus Research Management System is expected to go online in Fall 2013 as an information management system to support the research mission of CSU.

• In 2005, CSU launched the **$500 million Campaign** for CSU to enhance its means to provide access to all of Colorado's students, maintain its standing as a top research university, and prepare students for lifetimes of service. The Campaign resulted in a 47 percent increase in private gift fundraising last year, counter to the national trend for the second consecutive year. To date, the campaign has funded 418 new scholarships and 14 new faculty positions. A renewed focus on alumni, 90-97% of whom report a good to great experience while attending CSU, has moved alumni engagement from the bottom quartile to the top quartile compared to peers, first in the Mountain West Conference, and first among all institutions of higher education in Colorado. When the Campaign closed on June 30, 2012, $537.3 million had been donated.

• On September 15, 2011, President Frank challenged the campus to prepare to celebrate CSU’s 150th birthday (2020) by achieving an **80% six-year graduation rate** (equal to the top of our peer group) — and a 60% four-year rate. In Fall 2012, he added the challenge of increasing enrollment to 35,000 students and preparing to potentially be defunded by the State of Colorado.

• Among many **national recognitions**, CSU once again ranked in the prestigious Top Tier (rank of 134) among public and private national universities and 67th among public universities in *U.S. News and World Report’s “Best Colleges”* (2014 edition). Other recognitions in the *U.S. New and World Report* include:
  o The Professional Veterinary Medicine program is currently ranked third in the nation by *U.S. News and World Report* and is also ranked third in the country in federal research dollars among colleges of veterinary medicine.
  o The College of Engineering's Undergraduate Program is ranked 64th (among institutions offering doctorates) in the nation.
  o The Undergraduate Program in the College of Business is ranked 107th (among institutions offering doctorates) in the nation.
  o In “Best Graduate School Rankings,” the following CSU graduate programs were recognized:
    * Biological Sciences - 82nd
    * Chemistry - 45th
    * Computer Science - 79th
    * Earth Science - 69th

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**Source:** *Financial Accountability FY2012*
The new School of Global Environmental Sustainability and other cross-Eroded Purchasing Power

Dr. Anthony A. Frank became the Mathematics Excellence in the core mission of When asked to rate national universities, guidance counselors from the U.S. News and World Report’s “America’s Best High Schools” ranked CSU 121st out of 281 institutions nationwide.

- The Princeton Review regards CSU as one of “The Best 377 Colleges” for 2012 and named the University a “Best Western College.”
- In August 2012, CSU was named one of the best higher-education values in Forbes’ list of America’s Top 650 Colleges and was listed in the 2013 Fiske Guide to Colleges, standing out among U.S. universities for academic quality.
- Business Week ranked CSU as one of the top undergraduate business programs in the country (94th out of 124) for 2012.
- The College of Business has been recognized for its outstanding leadership in integrating social, environmental and ethical issues into its Global Social and Sustainable Enterprise (GSSE) MBA program. The Aspen Institute’s 2011-2012 edition of “Beyond Grey Pinstripes,” an independent, biennial survey and global ranking of business schools, ranked the GSSE program at CSU number 27 on its list of the Top 100 MBA Programs in the world.
- In 2013, CSU ranked second in the United States for international student satisfaction, in rankings released by International Student Barometer based on surveys of international undergraduate, graduate, and doctoral students at 180 universities in 15 countries.

Response to the 2004 Review
The 2004 HLC Evaluation Visit Team identified several challenges facing CSU and recommended institutional attention to those issues.

RESEARCH
Challenge: In the area of research activities, the team noted, “Only 7% of the faculty account for approximately 50% of the extramural funding,” and “some faculty in disciplines without access to external funding report less institutional support.”

Response: In the most recent report from the National Science Foundation for FY11, CSU ranks sixth in the nation among public research universities without a medical school for research expenditures and second among the Board peer institutions without a medical school. On a per-faculty basis, the NSF study ranks CSU third in federally funded research expenditures among Board peer institutions. The apparent concentrated generation of funding by only 7% of the faculty may be an artifact of data collection systems that attribute grant activity to a single principal investigator. The current funding trend tends to reward centers, team projects, and interdisciplinary groups which include many faculty participants. As reported in The Chronicle of Higher Education (March 24, 2011), there is a national trend for the top 20 percent of professors at research universities to account for half to two-thirds of their department’s productivity on measures such as grants, journal articles, citations, and awards. We have recently licensed Academic Analytics and Kuali Coeus Research Management System to use as tools to improve assessment and analysis of faculty productivity and to inform planning and budgeting to support these activities. The following chart shows that research proposal generating activity increased in all colleges over the past 10 years which reflects individual faculty efforts to fulfill the

Colorado State University
Discretionary institutional support for research has traditionally come from two sources: indirect cost recovery (Facilities and Administrative Costs) and salary savings. A portion of indirect funds are distributed back to the units that generate them to support infrastructure and enhance the productivity of successful programs. During the recent lean budget years, there has been very limited salary savings discretion for institutional support of research. See Component 3.B.5 for additional discussion of research productivity.

**RESOURCES**

**Challenge:** The team noted, “While CSU has a balanced budget, finances continue to represent a major institutional challenge.”

**Response:** Like most institutions of higher education, CSU was adversely challenged by the recent economic recession. To counter its effects, more effort was exerted to enhance strategic planning, increase accountability and transparency, review and reprioritize new initiatives, increase operational efficiencies, and to steadfastly maintain the quality of academic programs. CSU educates a student for approximately the same in inflation-adjusted dollars as it did 20 years ago. Quite simply, the University has done a good job of controlling its operating costs while staying focused on academic excellence. What has changed is that 20 years ago, two-thirds of the cost of a CSU education was paid for by the state with taxpayer support (see discussion and chart above).

- CSU has budgeted in excess of $17.5 million in new financial aid in FYs 2011 through 2013 to help lower-income families and such commitments will continue to grow each year.
- CSU’s total annual tuition and fees for resident undergraduates of $8,648 in FY13 is 10% less than the average annual tuition and fees of its peer group.
- With budget cuts in the early part of the decade, and state funding now accounting for only 10% of CSU’s revenue (including fee for service revenue, the College Opportunity Fund, and state capital appropriations), tuition has increased to help the University keep pace with mandatory costs and to maintain the quality of the educational experience.

**Challenge:** The team noted, “Based on observations of compensation patterns, it appears that salary levels for extension and outreach administrative professionals are not commensurate with areas such as teaching and research.”

**Response:** During the recent economically challenging times, including a three-year period without salary increases, CSU has not been able to advance these salaries and has experienced some regression in the competitive status of compensation for all employee groups. Since the 2004 review, there has been a 14% net loss of income for Extension. Budget requests have
been made, but funds were not available, primarily because state appropriations were reduced and the institution chose not to divert new sources of revenue from tuition to non-academic programs.

**Challenge:** The team noted, “The percentage of tenure/tenure-track faculty from underrepresented groups has increased by only 2% over the past 10 years, whereas faculty increased by only 5% over the same period.”

**Response:** During the past 10 years, the number of tenure-track faculty increased by only 4% while the number of minority faculty amongst tenure-track faculty increased by 4.5%. Although the University desired to increase the diversity of the faculty more, limited overall opportunities to hire new faculty (budget reductions and hiring freeze) limited progress in hiring more numbers of ethnically diverse faculty. More information about diversity of employees can be found in Component 1.C.2 and the high priority for increasing the diversity of the faculty in FY14 is noted in the conclusions for Criterion Five.

**BUDGETING & OPERATIONS (EFFICIENCY)**

**Challenge:** The team noted, “It is not clear to the Evaluation Team that academic programs and services form the fundamental basis for budget allocations and priorities of resources.”

**Response:** The quality of academic programs has been the over-arching consideration in budget reductions for four years. Budget allocations and reductions are primarily incremental changes of the annual budget basis. With reduced state revenues for the past four years, it is has been necessary to make incremental reductions in most programs. Selected academic programs and institutional services were identified as priorities and exempted from reductions (examples include: AUCC, utilities, self-funded auxiliaries and enterprises, etc.). As new revenue streams have been developed through differential tuition charges and entrepreneurial initiatives (Summer session, new graduate programs, distance education offerings, IT consolidation, etc.), the revenue has largely been budgeted to the responsible unit or program.

Academic colleges receive the largest share of University funding at CSU each year even though the money often is first allocated through an administrative office. For example, all of the funding for start-ups that goes to the Vice President for Research is spent within the colleges. The following examples from operating budgets are VP division line items that clearly and directly benefit students and the academic mission of the University:

- Financial aid.
- New faculty positions and new faculty startup costs.
- Efforts to enhance diversity.
- The new School of Global Environmental Sustainability and other cross-disciplinary programs that do not fall into one specific college budget.
- Information technology that benefits students.
- Enrollment, access, and success programs targeted specifically at students.
- Graduate Assistant tuition and stipends.
- Background checks, environmental health and safety, risk management, and insurance.
- Funding resources for students with disabilities.

**Challenge:** The team noted, “Due to highly decentralized operations across campus and a variety of technology funding streams, efficiencies of scale—both in human and technical resources have not achieved optimal coordination.”

**Response:** CSU has actively sought to increase efficiencies in the management and delivery of information and technology services to the campus. The merging of the Libraries and the Academic Computing and Network Services units under a single administrator, the Vice President for Information Technology/Dean of Libraries, served as a significant step in increasing collaboration and consolidation of operations. The Office of Institutional Research was transferred to this area as well. The recent years of lean budgets have also forced critical review of IT operations to improve efficiencies. In January 2011, the Provost/EVP charged an IT Consolidation Committee with developing a framework to discuss IT consolidation opportunities. This report, utilizing data collected by the campus and external consultants in Spring 2010, was organized into seven individual IT Consolidation Opportunities, each including analyses of...
campus benefits, approximate annual cost savings, approximate implementation costs, IT security risks, staffing changes, innovation, and risks/constraints. Actions were identified where significant campus benefit and cost savings could be achieved through simplification and where certain IT services could be made consistent through consolidation. We are proceeding with server virtualization/consolidation in the main data center, identity and access management (IAM) initiative, centralized purchasing (with possible strategic business alliance for desktop and laptop computers), network consolidation, central unified messaging (digital communication for all services – telephony), and transition of unit email services (to Exchange and possibly to gmail). (See Component 5.A.1 for additional evidence).

Challenge: The team noted “There appears to be a lack of uniform central administrative policies and procedures for operating guidelines especially in the area of finance.”

Response: In 2010, the University recognized a need for consolidated oversight of policies and compliance, and established the Office of Policy and Compliance (OPC). The OPC is responsible for researching, drafting, and facilitating the approval process for a wide range of University policy documents. In addition, the OPC works with administrative and academic departments to review compliance issues and foster business practices that comply with applicable laws, rules and regulations across many administrative and academic areas. The Director of Policy and Compliance reports to the Vice President for University Operations. (See Components 2.A and 5.A.5 for additional discussion).

Challenge: The team noted, “The compliance officer reports to the athletic director, which may give the appearance of compromising the integrity of the compliance process in intercollegiate athletics.”

Response: The reporting route was modified in 2004 to provide direct access to the President by the Compliance Director. This reporting option has been maintained throughout changes of personnel, both in the Department of Athletics and Office of President, with the most recent confirmation of direct access to the President in December 2012.

Challenge: The team noted, “The dual development and foundation reporting structure may compromise the independent non-for-profit status of the foundation.”

Response: The Division of University Advancement has a separate and independent reporting structure from either the Colorado State University Foundation (CSUF) or the Colorado State University Research Foundation (CSURF). University Advancement reports to the Office of the President, and ultimately to the Board. There are no dual or cross reporting lines between Advancement and CSUF or CSURF. Both CSUF and CSURF are separate non-profit corporations organized under the laws of the State of Colorado, and both are governed by their respective Board of Directors. The University and the Office of the General Counsel of the Colorado State University System, as well as CSURF and CSUF and their outside attorneys, regularly monitor the activities between the parties to ensure they remain independent in order to preserve the non-profit status of CSUF and CSURF.

ACADEMIC PROGRAM QUALITY

Challenge: The team noted, “The expansion in class sizes, decrease in hiring tenure-track faculty, deferred maintenance, increased ratio of students to faculty, and increases in administrative professional appointments demonstrate the significance of the state budget shortfall and need for effective enrollment management at CSU.”

Challenge: The team noted, "Student credit hours have increased approximately 12% since the last review while student-to-tenure/tenure-track faculty ratio has increased from 21 to 1; to 26 to 1. As a result, less than one-half of the student credit hours are produced by tenure/tenure-track faculty.”

Response: As evidenced in the Strategic Plan and annual accountability reports, maintaining and advancing the quality of academic programs is the highest priority of the institution. Unfortunately, the reality of multiple years of budget reduction forced a hiring freeze in the face of increasing enrollment demand by students. As a result, CSU adapted, consistent with national trends, by hiring contingent (adjunct) faculty. Other efforts to maintain the quality of academic

Colorado State University
programs in the face of resource challenges are described in detail throughout this report: enrollment management Goals 4 and 5 in Strategic Plan (see Component 5.C), The Institute for Learning and Teaching (see Component 3.D.4), development of a new business model with differential tuition to offset program expenses (see Component 5.A.1 and Federal Compliance section a), and more attention to the working environment for contingent faculty (including appointment of an ad hoc study committee, pay and appointment adjustments, implementation of policy changes such as continuing appointments, etc. described in Component 5.B.1).

Some examples of the outcomes are as follows:

- Class size: The percentage of sections with fewer than 20 students has decreased from 39% to 33% over the past 10-year period (2002-2011). Percentage of sections with 50 or more students has increased from 18% to 19% over the same period (Fact Book 2012-13, p. 91). The average class size for undergraduate lower-level lectures was 62, and for upper-level lectures it was 40, which ranked CSU midway amongst peers (Fact Book 2012-13, p. 94).

- Hiring tenure-track faculty: Due to the interaction of reduced revenue and reduced faculty attrition over the past 10-year period, the trend has been toward fewer tenure-track hires each year and limited increases in the number of tenure-track faculty. The total number of tenure-track faculty in FY13 was 1,008, a 7% increase over the 945 present in FY04. Hiring numbers increased to 53 in FY12 and are projected to grow in the next few years with the return of increasing budgets (Fact Book 2012-13, p. 118 and 141).

- Deferred maintenance: In FY11 and FY12, the State of Colorado did not appropriate any controlled maintenance funding to CSU so the problem of deferred maintenance has continued to be a growing challenge. Current strategies and budgeting for controlled maintenance are discussed in Component 5.A.1. (Fact Book 2012-13, p. 229).

- Student:faculty ratio: During the past 10-year period (FY03 to FY12), the S:F ratio has increased from 17.7 to 18.6 (Note that these ratios are not comparable with those used in the previous self-study due to changes in reporting definitions). This ratio is comparable to the Board’s peer group (range 16 to 21) (Fact Book 2012-13, p. 75-76).

- Student credit hour (SCH) production: The percentage of undergraduate credit hours taught by tenure-track faculty has declined from 47% in FY03 to a low of 41% in FY12 (range of 41 to 48% per year) (Fact Book 2012-13, p. 98). During this 10-year period, total SCH increased by 8% (Fact Book 2012-13, p. 68), class sized decreased, and tenure-track faculty numbers remained static, while the number of contingent faculty (in special appointments) increased 109%. These data suggest that some tenure-track faculty are being assigned the larger class sections and are carrying heavier teaching loads with more sections of courses to generate more SCHs per faculty member. This tactic, in response to reduced revenue and continued limitations on hiring more tenure-track faculty, continues to challenge our ability to address issues related to the non-classroom contributions by faculty. Hiring more tenure-track faculty is identified as a high priority in the Strategic Plan.

Challenge: The team noted, “Recognizing the recent reconfiguration, assessment of general education seems to lack clear academic priorities in the strategic planning statement.”

Response: The Strategic Plan has evolved to include "Goal 7: Undergraduate Learning Outcomes" and "Goal 13: Graduate Student Success Outcomes" as evidence of our commitment to assessment of learning outcomes for incorporation of assessment data into planning and budgeting decisions in alignment with our mission. Many other components of the Strategic Plan also reference learning assessment either as direct initiatives (such as a commitment to using the National Survey of Student Engagement (NSSE) or indirectly, using learning outcomes assessment data as the metric for evaluating the effectiveness of several initiatives, especially those related to the Student Success Initiatives. Furthermore, the institutional commitment to assessment of general education is evidenced by two cycles of Collegiate Learning Assessment (CLA) administration and three cycles of NSSE administration since the 2004 review.

LIBRARIES
Challenge: HLC required a progress report on the CSU Libraries to be delivered in 2006.

In the 2004 HLC accreditation visit, three issues were identified for CSU Libraries. A report detailing the steps taken to resolve those issues was submitted and accepted by the HLC in April, 2006. The issues and CSU's response to those issues were:

Colorado State University
1. Inadequate Collections Budget – in its response, CSU Libraries indicated that it had conducted a detailed and comprehensive survey of its collections in 11 of its most important graduate areas, focusing on monographs, journals, and databases. The result of that analysis indicated that the collections were adequate, but inflationary costs were not being met. CSU indicated it was integrating CSU Libraries inflationary costs into its budgets. In addition, CSU Libraries was still recovering from the 1997 flood that devastated its collections by purchasing volumes lost or damaged. Finally, CSU Libraries hired an archivist, and has greatly expanded its archives and special collections activities, now one of the strongest in the region.

2. Inadequate Space – In its response, CSU Libraries indicated that it added numerous seats, accomplished via an interior redesign. Also, CSU Libraries cited an intention to participate in the high-density PASCAL storage activity at the Anschutz Medical Center in Aurora.

3. Eroded Purchasing Power – CSU indicated it would join several large library purchasing consortia, including the Colorado Alliance of Research Libraries (the ‘Alliance’ or CARL) and the Greater Western Library Association to participate in large, joint purchases.

Response: The current status of these issues follows:

1. Collections - Beginning in FY04, CSU Libraries began receiving base budget increases for inflationary costs of materials purchases. The strategy was to preserve and protect existing journal subscriptions and add new journal subscriptions when feasible. In FY03, CSU Libraries’ materials budget was $4.92 million, providing access to approximately 2,000 journal titles. In FY13, CSU Libraries’ materials budget is $6.67 million, providing access to approximately 25,000 journal titles. The dramatic increase in journal access has occurred by leveraging access to electronic versions in cooperation with other library systems. CSU Libraries even received partial inflation for its materials budgets in the very tough budget years of FY11 and FY12. Full inflationary funding has been restored in FY13, and is expected to continue.

2. Space – After a detailed analysis, CSU Libraries opted not to participate in PASCAL, due to high recurring costs estimated at $0.5 million annually. Instead, CSU Libraries identified a better, less costly solution by 1) significantly expanding its off-site storage space at the Lake Street Book Depository, and 2) implementing compact shelving both there and in Morgan Library. These strategies have provided space for an additional 200,000 volumes to be housed. This strategy was accomplished as part of a $6.8 million renovation of Morgan Library that freed up space on the third floor for the learning commons. Subsequently, the Study Cube, a new 24-hour study space providing an addition of approximately 300 seats, was added to the north side of the library, and a Library Annex was added in the newly constructed Behavioral Sciences Building, providing additional seating for several hundred students, with staff support provided collaboratively by CSU Libraries and the Center for Advising and Student Achievement.

3. Eroded Purchasing Power – CSU joined several large library purchasing consortia, including CARL and Greater Western Library Alliance. These arrangements have greatly expanded access to content, and reduced inflationary cost increases. Also, CSU Libraries has very progressively adopted new purchasing strategies of demand-driven acquisition, and has purchased additional access to electronic books, greatly expanding access to hundreds of thousands of additional titles via its agreements with Electronic Books Library Ebrary, Springer, and other platforms and publishers.

In summary, a great deal of additional progress has occurred since CSU Libraries’ response to the HLC issues was accepted by the HLC in 2006. There has been a series of ongoing assessments and initiatives for the continuous improvement of the Libraries since filing the Progress Report. For example, the Library-IT Task Force 2009 and the Library 2020 Task Force assumed that the CSU Libraries are fundamental to the management of information, conducting research, and enhancing education and outreach and that there are strategies that can and should be pursued in this regard. The Library-IT Task Force was assembled with the specific charge to evaluate the current structure, policies, and strategies of the Libraries. The Library 2020 Task Force concluded that CSU Libraries is already doing an excellent job, and offered recommendations that center around a user-oriented approach and continuous improvement, expecting CSU Libraries to assume a leadership position in Library practices, and provide substantial benefit to the University. A more detailed discussion of the Libraries performance and ongoing improvements is provided in Component 3.D.6.