



CSU GLOBAL



Focused Visit Report

PREPARED FOR

The Higher Learning Commission
August 2023

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No. I: Institutional History and Context

In alignment with its Mission and Vision, Colorado State University Global (CSU Global) provides educational programs and courses leading to learner professional success. Through certificate, degree, and individual course offerings at the bachelor's and master's levels, CSU Global provides its education entirely online to meet the needs of its working adults and nontraditional students for which it was created to serve.

As the first 100% online, institutionally accredited public university in the United States, CSU Global is focused on student success as its number one priority. Embracing the land grant heritage as part of the Colorado State University System, CSU Global strives to set the standard for quality and innovation in higher education through its expert faculty, who are recognized as industry leaders and trained in working with adults in an online learning environment. To best meet the needs of its learners, CSU Global offers accelerated eight-week courses that start every four weeks year-around; provides assigned Student Success Counselors to each of its students through their program journeys; and makes available 24-hour, seven-day-a-week access to its fully online Library and Career Services Center.

CSU Global's **Mission and Vision statements** were established in 2007 with approval by the Colorado State University System Board of Governors. On March 18, 2009, upon the signature approval of SB019-086 by the State of Colorado's Governor Ritter, CSU Global became Colorado's first new public university since 1965.

MISSION STATEMENT

Colorado State University Global is committed to advancing student academic and professional success in a global society, by providing access to dynamic education characterized by excellence, innovative delivery technologies, industry relevance, and strong stakeholder engagement.

VISION STATEMENT

CSU Global develops professionals for the workforce of the future.

CORE VALUES

The staff and faculty of CSU Global have identified the University's values and consistently refer to them in staff and faculty hiring, training, and promotion processes:

- **Growth-Minded:** We continually learn, seek opportunities for growth, and believe we can do better with effort and persistence.
- **Dedicated:** We provide exceptional service and support to our stakeholders to drive the mission of the University.
- **Tenacious:** We are accountable for getting the job done right, acting thoughtfully and taking responsibility for our commitments and actions, and we thrive on achieving results.
- **Agile:** We are flexible in our thinking, focus on solutions, innovative problem-solving, and overcoming obstacles.
- **Engaged:** We collaborate, communicate, and motivate one another to achieve excellence.
- **Champions of Integrity:** We act ethically, honestly, and respectfully to be trustworthy and reliable towards all stakeholders.

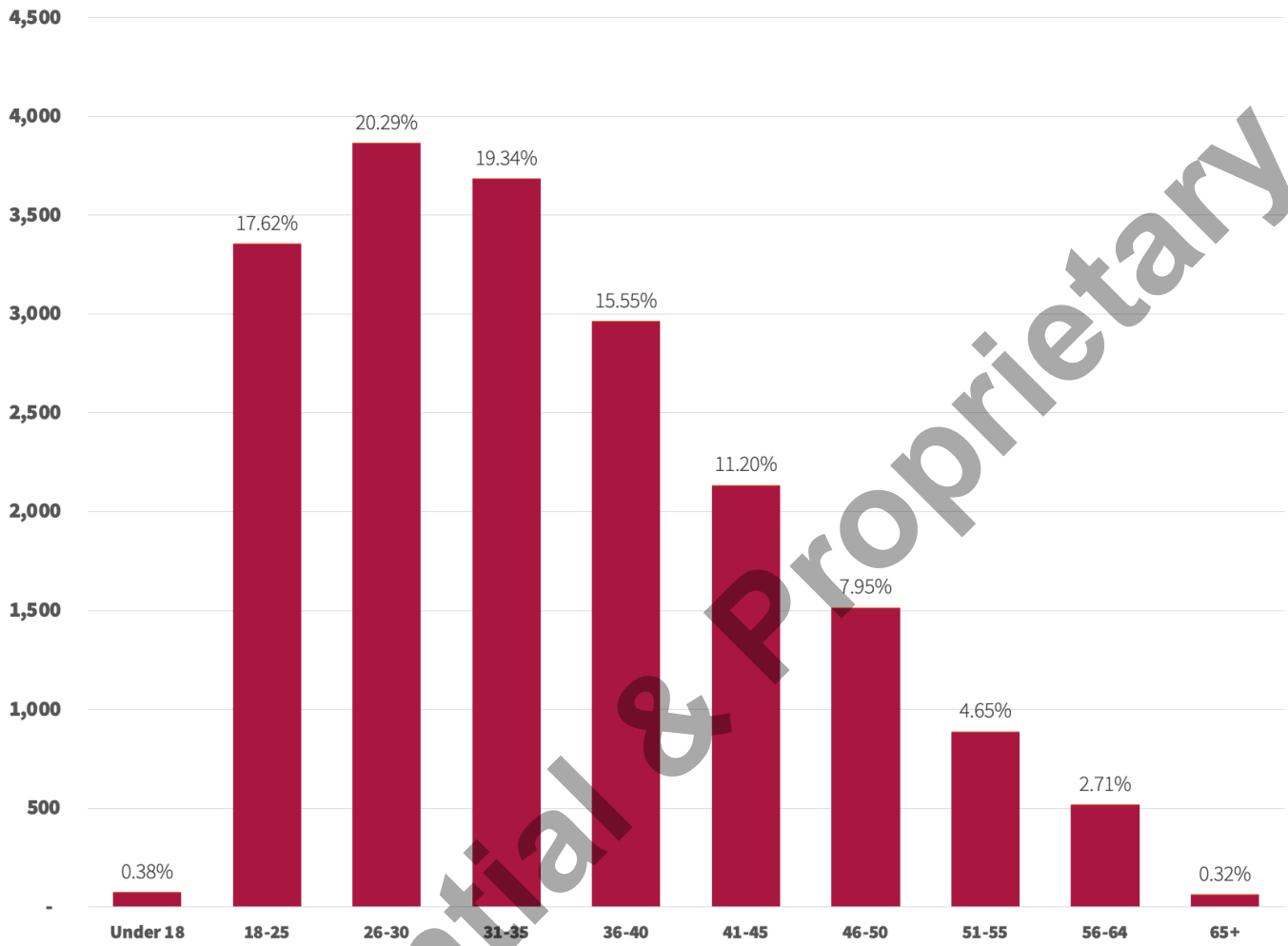
CSU Global demonstrates its acute awareness and understanding of its adult, nontraditional student population in every aspect of its operations and education. In recognition of the growing needs of nontraditional learners, CSU Global has spent more than a decade innovating and refining digital education practices to ensure that the same rigorous academic standards found at traditional colleges and universities are observed in CSU Global's online classrooms.

CSU Global students are primarily 24-49 years old, with an average age of 34. Twenty-two percent (22%) of the University's students are first generation/the first in their families to attend college, twelve percent (12%) are active or retired military or military family members, and twenty-eight percent (28%) are from underserved populations, and ninety-eight percent (98%) are urban residents as reflected in the student demographic table from the Leadership Dashboard.



STUDENT DEMOGRAPHICS

Table I: Age Group Demographics by Percentage (FY2023)

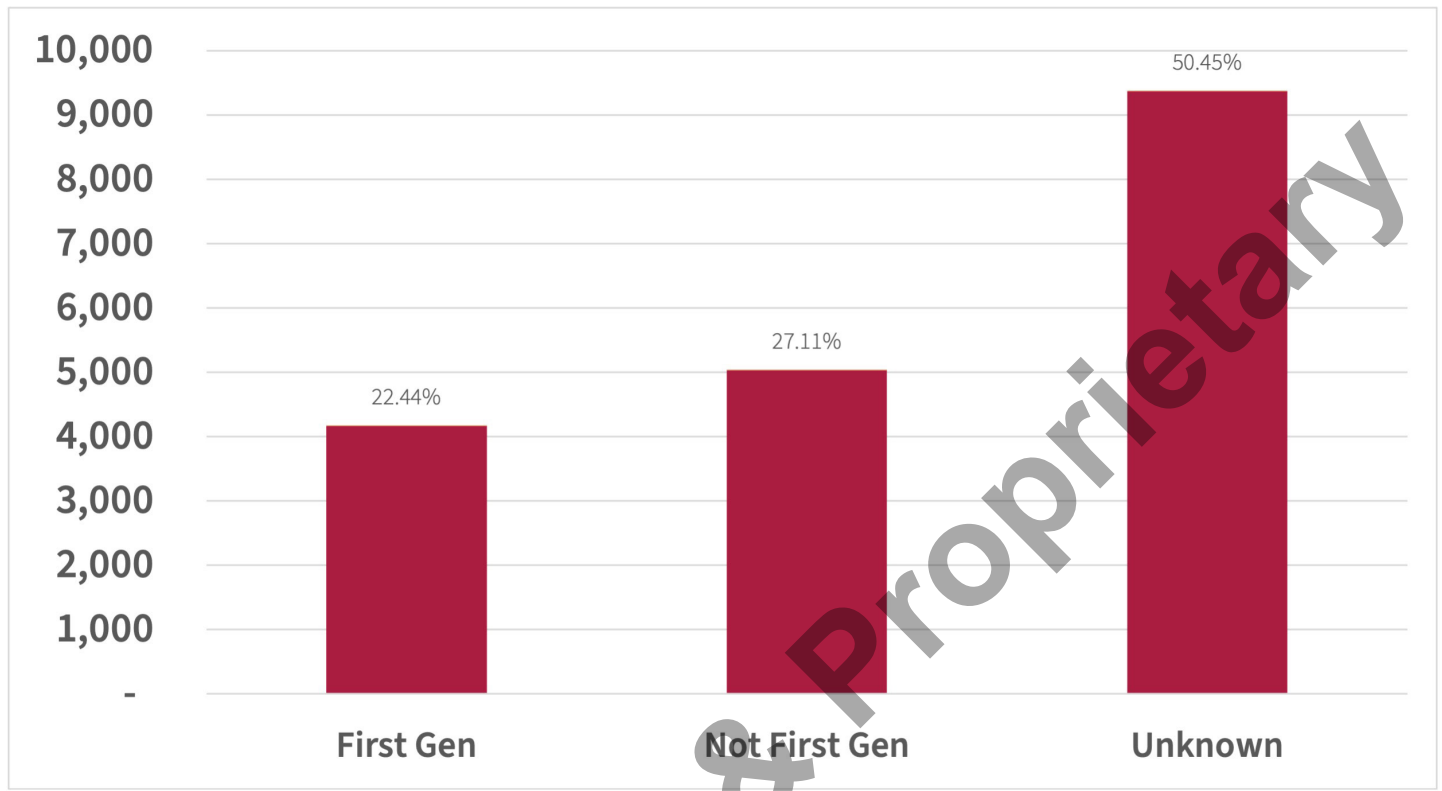


Age Group		
Under 18	72	0.38%
18-25	3,355	17.62%
26-30	3,865	20.29%
31-35	3,683	19.34%
36-40	2,961	15.55%
41-45	2,133	11.20%
46-50	1,514	7.95%
51-55	886	4.65%
56-64	516	2.71%
65+	61	0.32%

SOURCE: THIS AND ALL FOLLOWING DATA TABLES RETRIEVED FROM TABLEAU ON JULY 10, 2023.

STUDENT DEMOGRAPHICS

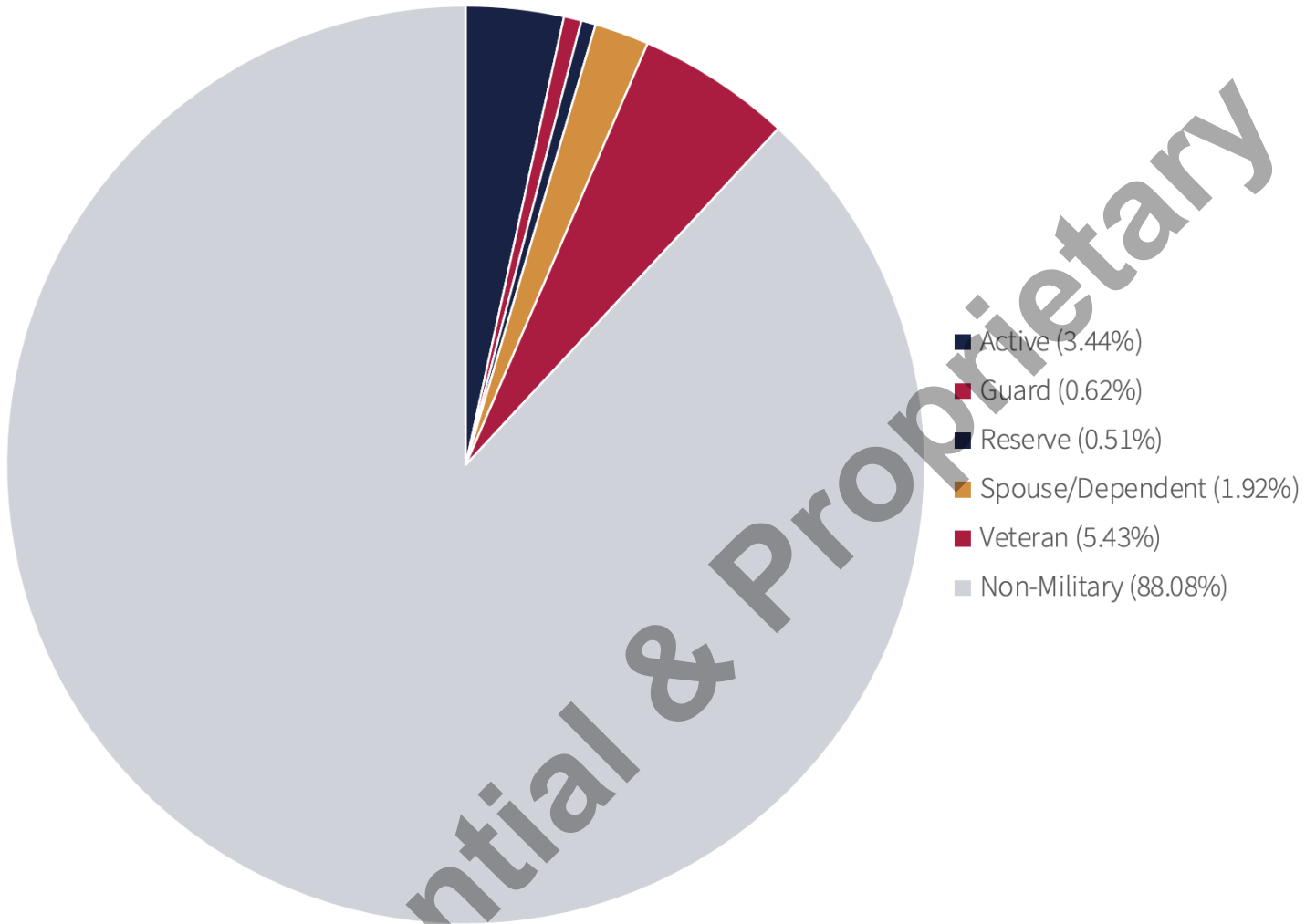
Table II: First-Generation Demographics by Percentage (FY2023)



First-Generation Students		
First Gen	4,165	22.44%
Not First Gen	5,033	27.11%
Unknown	9,365	50.45%

STUDENT DEMOGRAPHICS

Table III: Military Student Demographics (FY2023)



Military Student Demographics		
Active	655	3.44%
Guard	118	0.62%
Reserve	97	0.51%
Spouse/Dependent	365	1.92%
Veteran	1,035	5.43%
Non-Military	16,776	88.08%

STUDENT DEMOGRAPHICS

Table IV: Rural/Urban Student Demographics (FY2023)

Colorado Rural/Urban and Race/Ethnicity Demographics								
	Rural	Urban	N/A	Total	Rural	Urban	N/A	Total
Asian	1	209	1	211	0.47%	99.05%	0.47%	100%
Black/African American	—	332	—	332	—	100%	—	100%
Hispanic	13	1,285	—	1,298	1.00%	99.00%	—	100%
Native American/ Alaskan Native	2	27	—	29	6.90%	93.10%	—	100%
Native Hawaiian/ Other Pacific Islander	—	5	—	5	—	100%	—	100%
Non-Resident Alien	—	4	—	4	—	100%	—	100%
Two+ Races	—	97	—	97	—	100%	—	100%
Unknown	11	746	1	758	1.45%	98.42%	0.13%	100%
White	74	3,898	1	3,973	1.86%	98.11%	0.03%	100%
TOTAL	101	6,603	3	6,707	1.51%	98.45%	0.04%	100%

Colorado Rural/Urban and Age Demographics			
	Rural	Urban	N/A
Under 18	—	65	—
18-25	10	1,130	2
26-30	16	1,229	1
31-35	27	1,292	—
36-40	18	1,072	—
41-45	12	790	—
46-50	12	527	—
51-55	3	316	—
56-64	3	163	—
65+	—	19	—
TOTAL	101	6,603	3

Colorado Rural/Urban and Age Demographics					
		Rural	Urban	N/A	Total
Military	Active	1	122	1	124
	Guard	1	74	—	75
	Reserve	1	40	—	41
	Spouse/Dep	1	109	—	370
	Veteran	4	366	—	
	Total	8	711	1	720
	Non-Military	Non-Military	93	5,892	2
Total		93	5,892	2	5,987
TOTAL		101	6,603	3	6,707

Colorado Rural/Urban and Age Demographics			
	Rural	Urban	N/A
Female	61	3,691	1
Male	37	2,801	2
Not Specified	3	111	—
TOTAL	101	6,603	3

CSU Global has developed innovative, career-specific degree and certificate programs designed to help working adults stay on point with fast-changing industry trends. By partnering with business and thought leaders, CSU Global continually strives to stay ahead of business trends and practices in multiple fields.



Undergraduate and Graduate Degree Offerings

TERM SCHEDULE

For its adult, modern students trying to balance work, school, family, and community responsibilities, CSU Global offers courses year-round with a term start date each month. This schedule allows for 12 term starts per year, allowing students to get back in class quickly should they have to take a term off to manage other pressing responsibilities.

The University's **Academic Calendar** is divided into trimesters. Within each trimester, there are two term starts available for each registration track (burgundy and gold). To ensure that students can continuously take courses without undue delays in their degree or certificate program completion, the University offers every course every term, except the M.S. in Teaching and Learning Principal Certification Program, as requested by the State of Colorado, to help ensure larger class populations for its teachers.

Through its research and faculty leadership, CSU Global identifies programs with significant and increasing employee hiring forecasts at living wages, and has them evaluated by faculty, staff, and industry leaders prior to undergoing the program development and approval process. Current academic degree offerings are available in the **Academic Catalog** and listed to the right.

All courses are developed to provide CSU Global's modern learners with an integrated understanding of academic theory and practical workplace application by incorporating student activities that include industry tools and scenario-based, industry-grounded decision-making. Additionally, Discussion Boards and Critical Thinking assignments require students to draw upon prior and/or current work experiences to synthesize theoretical information with reality-based applications.

BACHELOR'S DEGREES

- Accounting
- Business Management
- Computer Science
- Criminal Justice
- Cybersecurity
- Finance
- Healthcare Administration and Management
- Human Resource Management
- Human Services
- Information Technology
- Interdisciplinary Professional Studies
- Management Information Systems and Business Analytics
- Marketing
- Organizational Leadership
- Project Management

MASTER'S DEGREES

- Artificial Intelligence and Machine Learning
- Business Administration
- Criminal Justice
- Data Analytics
- Finance
- Healthcare Administration
- Human Resource Management
- Information Technology Management
- Interdisciplinary Professional Studies
- Management
- Marketing
- Military and Emergency Responder Psychology
- Professional Accounting
- Project Management
- Science in Organizational Leadership
- Science in Teaching and Learning
- Science in Teaching and Learning - Education Leadership Principal Licensure Concentration

No. II: CSU Global's Response to Visiting Team's Recommendations

2B: INSTITUTIONAL PRESENTATION TO THE PUBLIC

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.

Reviewer's Comments:

Since the Virtual Evaluation in April 2020, Colorado State University Global (CSU Global) has undergone an institutional reorganization that impacted personnel and administrative structures. The Verification Team's examination of CSU Global's public website (csuglobal.edu) revealed no presentation of information on its staff, such as that made available for faculty. Upon inquiry during the on-site visit, the Team was informed that information on members of the institution's staff and administration was not made available to the public on the website. Additionally, the Team was informed that students were required to request staff and administration information through a formal process and such information has never been readily available for the public.

Reviewer's Recommendation:

The institution's presentation of itself to the students and the public should include members of its staff. The University should demonstrate a clear and complete presentation of itself to the public with regard to its programs, requirements, faculty, and staff, costs to students, control, and accreditation relationships. All information should be readily accessible by students and the public. The institution should identify the publications, websites and/or other sources of this information for the students and the public. This information should be readily accessible for independent review.

CSU GLOBAL'S 2023 FOCUS VISIT RESPONSE

CSU Global presents itself clearly and completely to its internal and external stakeholders through its [website](#); information and documents in student, faculty, and staff portals; [consumer information guides](#); and regular and timely communications regarding updates and advancements provided in both electronic and in print publications. The Marketing and Communications offices work collaboratively to ensure content is updated and readily available to the public, including, but not limited to, all pertinent [contact information for every department](#).

Marketing and Communications Overview

Under the guidance of the Vice President of Strategic Engagement, the Marketing and Communications teams work together to ensure communications to both internal and external stakeholders are complete, accurate, and up to date. The University's marketing materials undergo a multi-layered review to ensure accuracy and completeness. In collaboration with the Vice President of Strategic Engagement, the University's Director of Marketing oversees all marketing content and ensures that everyone involved in creating collateral has received appropriate onboarding and regulatory training.

Today, the CSU Global marketing team utilizes standard messaging channels such as email, the website, social media (paid and unpaid), display advertisements, publication/print advertisements, billboards, and commercials (both streaming and broadcast) to reach out to prospective students and the community at large. CSU Global has a team with expertise in higher education marketing standards, web design/development, website content, creative content, advertising copy, and marketing copywriting to ensure the public has accurate and detailed program and University information.

Furthermore, the CSU Global communications and external relations team focuses on internal communications to current students, staff, faculty, alumni, and key external stakeholders, in addition to supporting functions such as the university's social media and public relations programs. This team disseminates accurate and accessible information to faculty, staff,

students, alumni, and public stakeholders that promote CSU Global’s core values, inclusive of internal newsletters, internal communications (emails), press releases, campus news articles, executive speeches, social media content, and University publications. This team also proofreads and edits portal pages; news, announcements, and alerts; forms; policies; and catalog updates. **Evidence:**



Website

The University provides information to the public in various channels, most notably on its searchable University website at csuglobal.edu. The website contains comprehensive information about the University, its offerings, policies, and all operations, including details on all programs, tuition and fees, financial aid resources, career services, student organizations, locations, program outcomes, compliance and regulatory information, governance/control, accreditation, and University leadership and faculty information. The University ensures transparency and accuracy in all communications with prospective students, current students, government agencies, accreditors, and the public. **Evidence:** **CSU Global website, including the below links.**



University Contact Information

There are multiple places where the University has presented itself to the staff, faculty, students, and the public at large. The [Contact](#) page of the CSU Global website has a listing of every campus department with staff contact and help desk information therein that intentionally drives prospective students, students, alumni, staff, faculty, and community members toward both individual and general monitored inboxes to ensure that questions are answered in a timely manner.

Additionally, there is a section of the website titled [Offices and Services](#) dedicated to a presentation of each student-facing campus department, its leadership, and contact information. Lastly, there is a [Faculty Directory](#) with information on our faculty members’ credentials for both internal and external stakeholders to review.

Information Sessions: Lunch and Learn

With regard to ensuring our internal stakeholders are informed of the role, functions, and contact persons in each department, the University has taken steps toward ensuring awareness of what each department does and whom to contact with any questions. Through its Lunch and Learn program hosted by Human Resources, various department leaders provide a comprehensive overview of their functions, services, staff, resources, and contact information, followed by a question and answer session if any participants have questions. After each session, a recording is linked in our monthly newsletter, The Happenings, which offers all full-time and part-time staff and faculty the opportunity to watch the recording. Of note, part-time faculty do not have to participate in the live sessions; however, recordings of these sessions are available to them in the newsletter. **Evidence:** [Newsletter Lunch and Learn mentions](#).

2B: ADDITIONAL EVIDENCE LISTING

CSU GLOBAL OFFICES AND SERVICES

PUBLICATIONS, WEBSITES, AND SOURCES OF INFORMATION FOR THE PUBLIC AND STUDENTS

PRESENTATION OF STAFF AND OFFICES

PROGRAMS, REQUIREMENTS, STAFF, COSTS, CONTROL, AND ACCREDITATION RELATIONSHIPS

3C: THE INSTITUTION HAS THE FACULTY AND STAFF NEEDED FOR EFFECTIVE, HIGH-QUALITY PROGRAMS AND STUDENT SERVICES

The University should demonstrate a sufficient number and continuity of qualified faculty for delivery of quality educational programs. Data and/or documentary evidence substantiating sufficient numbers, qualifications of faculty for teaching assignments, and records/documentation the University used for the determination of faculty qualifications for teaching should be available for independent review.

Reviewer's Comments:

Institutional data for Fall 2020 demonstrate that CSU Global continues to have sufficient numbers of faculty for delivery of its educational programs. The University reports a total of 454 undergraduate and 225 graduate faculty for Fall 2020. The student-to-faculty ratio was 17 for each educational level, far below the April Evaluation finding of 27 for Fall 2019.

The new organizational structure demonstrates institutional attentiveness to preserving the roles of faculty in student learning and the curriculum. A majority time (full-time) Core Faculty for Quality position for each degree program was created with principal responsibility for supporting effective teaching, assuring quality of courses, and mentoring part-time faculty within an assigned program. This position incorporated responsibilities of Lead Faculty and Faculty Mentors, positions eliminated by the reorganization. Similarly, the new structure eliminated the Program Chair positions, and transitioned those responsibilities to a new Program Manager (majority time) position with principal responsibility for curriculum oversight, student performance standards, assessment, and setting academic credential standards. The Institutional Update indicates that all faculty, except for one, continued in their new comparable positions, indicating a high potential for continuing educational program quality.

However, the Team found that the Core Faculty position was vacant for several programs: Cybersecurity, Construction Management, Emergency Management/Homeland Security, Applied Social Sciences, Public Management Human Services, Criminal Justice and Law Enforcement Administration, Military and First Responder Psychology. This finding is based on the Team's review of the requested addendum document identifying Core Faculty for each program for Fall 2020 (Program Manager, Core Faculty/Lead Faculty List). The Team's interactions with the Human Resources/Sr. Manager, and faculty representatives of the BS in Computer Science as a part of the required interim monitoring (4B below) revealed a significant challenge for the institution to hire and retain qualified faculty in technical areas, such as data analytics, computer science, cybersecurity, and artificial intelligence/machine learning. The institution's decisions to increase its offering of undergraduate and graduate programs that require computer science courses raise questions given its current challenges to employ qualified faculty when salaries do not appear to adjust for discipline.

The Team was unable to verify faculty qualifications for their teaching assignments by an on-site examination of transcripts and teaching load documents for part-time and full-time faculty. Interactions with the CSU Global staff during the visit (including the Interim Provost, and Assistant VP of Operations) revealed that independent access to these documents by the on-site reviewer was prohibited by data system limitations, which did not permit a user ID for review only purposes. The Team acknowledges the efforts of CSU Global staff to make transcripts and teaching load documents available on-site and again in a special remote session requested by the Team Chair. This process allowed for a CSU Global staff to select a faculty member's evidentiary documents for the on-site reviewer to examine one document at a time and did not permit a simultaneous review of the transcript and teaching load documents for a given faculty member. This process along with other limitations resulted in the review of approximately four (4 documents) by the on-site reviewer during both sessions, far below the number needed for an appropriate sample to verify faculty qualifications for the teaching assignments at the institution. Neither the Faculty Portal nor the internally accessed Faculty Management System was found to contain this information as expected based on the April Evaluation. The University provided a Fall 2020 Roster for Program Credentialing (Addendum Document request), which identified courses that a sampling of faculty members was approved to teach. However, evidentiary documentation to verify the University approvals was not available for the Team's review.

Additionally, the definition of a full-time faculty member (e.g., Core Faculty, and Program Managers), in terms of credits taught, could not be verified. The definition of a part-time faculty member, in terms of credits taught, could not be verified. Given the opportunity afforded by the newly formed Core Faculty and Program Manager positions to teach and perform additional assignments with overload compensation, a definition and monitoring of full-time employee teaching loads appear to be particularly important at this time. The Sr. Director of Finance/Institutional Integrity confirmed that teaching loads for part-time faculty are limited only by federal standards for being eligible for benefits as a full-time employee.

The Institutional Update provided no evidence to verify the sufficiency of staff for student support services. The Institutional Update reports a total of 51 majority time (full-time) positions across the University was impacted by the reorganization, including faculty and staff. A crosswalk for position changes illustrated that all duties impacted by restructuring were either incorporated into new positions, reassigned to existing positions, and/or outsourced to a vendor. While the Team finds that duties are covered as evidenced by the crosswalk, the sufficiency of qualified staff to effectively perform newly assigned and added responsibilities has yet to be evaluated, and professional development for staff with newly assigned responsibilities is indicated.

The University Update provided limited evidence to verify qualifications of student services staff. The Team's request and review of CVs of both majority time senior leadership and newly appointed individuals resulted in an inadequate sampling of staff for verification purposes. The Team observed cases of well-qualified personnel, those with little or no apparent evidence of academic preparation or experience in the assigned area, as well as CVs that appear to require updating to include the current position at CSU Global.

Similarly, the Team was unable to verify credentials of staff responsible for advising/career counseling in support student learning. While students are assigned a student services (academic) advisor, the list of career coaches and programs they are currently assigned was not provided. Staff qualifications to advise in each academic program could not be verified. The credentials for the student affairs specialists responsible for academic integrity were requested but not made available. Discipline specific career coaches are available to students through their student portal. However, a list of the career coaches, their credentials, and their current load could not be obtained for verification.

Given the recency of the reorganization, evidence was not available to indicate if the structural changes impact the institution's ability to deliver a quality education and student services, and emphasize the importance of ongoing monitoring and evaluation of the effectiveness of the new organizational structure. Since the April Evaluation, major changes have been made in the academic affairs structure, including faculty reporting, hiring and evaluation, and other areas which would appear to impact educational program delivery and students services, as well as the academic/scholarly community at the University. To illustrate:

- Of the 51 university-wide positions impacted by restructuring, 37 positions were within academic affairs, including elimination of senior leadership positions such as Associate Provost, Director of Faculty and Student Affairs, and Senior Director of Student Engagement and support team (i.e., Assistant Director of Enrollment, and six Enrollment Supervisors), as evidenced by the Team's review of several documents: University Organizational Chart for April Evaluation, corrected April Organizational Chart provided for the Verification Visit, the Institutional Update, and Institutional Reduction Plan Explanation.

- The Director of Assessment and Accreditation position (as titled in the Corrected April Organizational Chart) was reduced to a half-time Director of Accreditation, with the full-time support staff (Coordinator of Assessment) remaining and reporting directly to the Provost.
- Restructuring appears to streamline academic affairs with responsibilities being dispersed to other units, and appears to make changes in faculty reporting/evaluation, and other procedures that could impact academic/scholarly community of the University. As examples:
 - Academic integrity is now only identified by the faculty member. The investigation and resolution of alleged academic integrity violations are handled by student services advisors, who ultimately report to the Assistant Vice President of Operations, as evidenced by the Team's interactions (meeting with Interim Provost, Assistant VP of Operations, Student Services Manager, and Business Analyst and Reporting Lead).
 - The Director of Organizational Development and Faculty Professional Development, reporting to the President, is now responsible for the credentialing of faculty and ensuring faculty quality leading to student achievement of learning outcomes, and a newly created position of Faculty Manager reporting to the Provost supervises faculty performance and evaluation for continuing employment, as evidenced by the Team's review of position descriptions and interactions with these individuals during the Verification Visit.

Reviewer's Recommendation:

- **3C.1:** The University should demonstrate a sufficient number and continuity of qualified faculty for delivery of quality educational programs. Data and/or documentary evidence substantiating sufficient numbers, qualifications of faculty for teaching assignments, and records/documentation the University used for determination of faculty qualifications for teaching should be available for independent review/verification.
- **3C.2:** Similarly, the University should demonstrate evidence that staff are qualified for their roles, including: a) new staff in senior leadership positions, b) staff members with newly assigned or added responsibilities due to the reorganization, c) staff providing student services, and d) staff providing academic advising and other support for student learning. Sources of evidence the University used for determination of staff qualifications should be made available for review.
- **3C.3:** Additionally, the University should demonstrate that the number of qualified staff is sufficient for providing student support services, academic advising, and other support for student learning.
- **3C.4:** Finally, the University should demonstrate evidence of professional development of staff members with added responsibilities resulting from the reorganization or professional development plans as applicable to these staff members.

3C.1: THE UNIVERSITY SHOULD DEMONSTRATE A SUFFICIENT NUMBER AND CONTINUITY OF QUALIFIED FACULTY FOR DELIVERY OF QUALITY EDUCATIONAL PROGRAMS. DATA AND/OR DOCUMENTARY EVIDENCE SUBSTANTIATING SUFFICIENT NUMBERS, QUALIFICATIONS OF FACULTY FOR TEACHING ASSIGNMENTS, AND RECORDS/DOCUMENTATION THE UNIVERSITY USED FOR DETERMINATION OF FACULTY QUALIFICATIONS FOR TEACHING SHOULD BE AVAILABLE FOR INDEPENDENT REVIEW/VERIFICATION

CSU GLOBAL'S 2023 FOCUS VISIT RESPONSE

Colorado State University Global has four university faculty levels: program directors, senior faculty associates, faculty associates, and part-time instructional faculty. Program directors and senior faculty associates are full-time employees as dictated by their university full-time employment status. Part-time faculty instruct up to two full course sections per term (a full undergraduate section is 26 students and a full graduate section is 22). The number of active faculty instructing courses evolves monthly as program and course instruction needs emerge. As of July 2023, there are 538 faculty members, instructing courses for CSU Global with an approximate 12:1 student-to-course faculty ratio. There are 369 faculty assigned

to undergraduate programs and 169 assigned to graduate programs. Faculty are assigned to a program that aligns with their credentials and expertise. Faculty are assigned to a program but depending on enrollment and scheduling needs, may teach in both the undergraduate or graduate program. Faculty align with program verticals led by lead program directors, program directors, and the Provost (please review the [Program Vertical Faculty Flow Chart](#)).

Faculty turnover remains low at CSU Global. As reported in the June 2023 Board of Governor's Report, full-time faculty retention rate was 100% and part-time faculty retention rate was 88% (as of March 2023). In a June CSU Global All Team Meeting, faculty were recognized for their commitment to teaching at CSU Global with 85 faculty in the 5-year employment category and 64 in the 10-year employment category. Additionally, CSU Global has been successful in recruiting and retaining faculty for all programs, including technical facing programs like Information Technology, Computer Science and Management Information Systems and Data Analytics, which can be evidenced through the [Program Vertical Faculty Flow Chart](#), which indicates no position vacancies at the time of this report.

Qualifications

Each faculty level follows the same [Faculty Qualification Policy](#) found in the CSU Global Policy Center. In alignment with HLC qualifications, for undergraduate instruction, CSU Global faculty are required to hold a master's degree or higher in the subject area they teach or 18 graduate hours in the program they instruct. For graduate instruction, they are required to hold a terminal degree from an accredited institution in the discipline they teach. Faculty members should have additional expertise or experience as a practitioner within their discipline. As an institution, faculty have expertise qualifications, scholarly qualifications, and professional qualifications. Through this policy, we want to ensure that faculty are current on recent trends, industry standards, and academic scholarship, providing an enriched professional experience that helps to supplement the educational experience for students.

Credentialing

To ensure consistency, faculty proceed through a credentialing process where the Program Director aligns faculty qualifications obtained from the faculty member's graduate transcripts and CV found in the University's P:drive, which staff and leadership can access via VPN (each HLC reviewer will have individual log-in and VPN access to the P:drive during the on-campus visit on a computer that is within the CSU Global network). Once the qualifications are outlined, the [Academic Qualification Credentialing Form](#) is submitted by the Program Director to the Faculty Operations Specialist to be uploaded into the Faculty Management System (FMS) and approved by the Director of Faculty Operations. The Academic Qualification Credentialing Form is retained in the faculty folder in the P: drive. All faculty members instructing a course, whether newly hired or changing teaching credentials, are subject to the CSU Global Faculty Qualification Policy.

Scheduling

Faculty are scheduled for courses according to enrollment needs and specific faculty qualifications. Courses are scheduled by the Campus Nexus System (CNS). CNS then shares information with the Faculty Management System (FMS) to schedule courses effectively. The FMS maintains a list of the faculty qualifications, approved credentialed courses, and faculty performance to schedule the courses according to term needs. Once the original schedule is pulled from CNS, the Faculty Operations Specialist reviews the term needs and manages the number of course sections according to enrollment. The schedule is published approximately ten days before the term start. Course offerings are shared with faculty through the FMS for approval or denial of the course. Once the faculty completes this process, the Faculty Operations Specialist manages the schedule according to enrollment and faculty changes. Throughout the term, the Faculty Operations Specialist maintains the faculty management of the schedule and adds or removes faculty according to needs. An overview of the scheduling process is available in the [2023 Faculty Scheduling Guide](#).

All assigned courses are stored in the published term schedule housed in the Faculty Scheduling folder in the P: Drive, and individual course assignments are listed under each faculty member in the FMS. CNS also houses all courses faculty have taught. In accordance with the Faculty Qualification Policy, faculty must be credentialed for a course to instruct the course.

Faculty Hiring and Onboarding

Faculty hiring is determined based on course scheduling needs. When new programs or courses are added or enrollment increases, the University hires new faculty. The CSU Global Human Resources department and recruiting team collaborate with faculty operations and the program leadership to determine hiring needs and initiate the hiring and onboarding process. Positions are posted on the CSU Global Career website and advertised on various job posting sites, including Higher Ed Jobs. Interest in instructing at CSU Global is relatively high. For example, in the 2022-2023 fiscal year, the University received 305 applications for the Computer Science program and onboarded six applicants. The Information Technology program had 190 applications and hired six part-time faculty members.

To ensure that CSU Global has the appropriate instructional faculty teaching courses, candidates must successfully complete the following Three-Phase Hiring Process:

- **Phase One: Application, Background Check, and Interview** | Program Directors and the recruiting team work through this process which may or may not result in the recommendation for the applicant's continuance through the process.
- **Phase Two: Applicant is Enrolled in a Three-Week Faculty Certification Course (FCC100)** | FCC100 is instructed by the Director of Faculty Operations or a member of the Faculty Operations team. Upon successful completion of this course, candidate review, and the recommendation of the CSU Global FCC100 facilitator, candidates are offered a position contingent upon successful checks of background, education, credentials, and the passing of the first mentored course.
- **Phase Three : First Mentored Course** | Applicants instruct a course with a CSU Global seasoned part-time faculty mentor guiding and supporting them to ensure that they understand and meet CSU Global policies, procedures, and expectations. The new faculty will be evaluated throughout the eight-week term based on faculty expectations as outlined in the CSU Global Faculty Handbook.

Open positions can be found on the CSU Global's [Careers](#) page and the faculty hiring process can be found on the [Application Process](#) page. The CSU Global faculty compensation rate is determined by the course level a faculty member is teaching (undergraduate and graduate), the faculty member's highest degree level, (terminal degree or master's level), and the number of students in the course. The Faculty Appointment Terms and Conditions can be found [here](#).

3C.2: UNIVERSITY SHOULD DEMONSTRATE EVIDENCE THAT STAFF ARE QUALIFIED FOR THEIR ROLES, INCLUDING: A) NEW STAFF IN SENIOR LEADERSHIP POSITIONS, B) STAFF MEMBERS WITH NEWLY ASSIGNED OR ADDED RESPONSIBILITIES DUE TO THE REORGANIZATION, C) STAFF PROVIDING STUDENT SERVICES, AND D) STAFF PROVIDING ACADEMIC ADVISING AND OTHER SUPPORT FOR STUDENT LEARNING. SOURCES OF EVIDENCE THE UNIVERSITY USED FOR DETERMINATION OF STAFF QUALIFICATIONS SHOULD BE MADE AVAILABLE FOR REVIEW.

CSU Global recruits, retains, and onboards staff according to the essential duties and responsibilities; required knowledge, skills and abilities, and education and experience requirements are outlined in the job description for each position.

Dr. Becky Takeda-Tinker was re-appointed as CSU Global President on March 1, 2023. As the first president and CEO of CSU Global, Dr. Takeda-Tinker helped lead the University from 2008 through August 2020 to achieve operational, organizational, and business success through human development, technological advancement, and data-driven analyses. Her work led to the graduation and degree completion of over 20,000 graduates in the university's first decade. Her focus on innovative problem-solving for students through inventive pathways such as alternative credit programs, organizational training, and non-degree-seeking programs for reskilling and upskilling suit her to solidify CSU Global as a leader in the future of education for working adults and nontraditional learners.

CSU Global appointed Interim Provost **Dr. Audra Spicer** on June 15, 2023. Dr. Spicer is well qualified for this role and has served CSU Global for over a decade in multiple roles, including secretary of the Curriculum Committee, Writing Center Coordinator and Advisory Board member, faculty member and Program Director, and most recently, as Lead Program Director. Instrumental in the evolution of CSU Global in its early years and its ongoing academic stability and progress thereafter, Dr. Spicer is a champion of high-quality, industry-relevant programs that further drive the workplace success of students.

All job descriptions are maintained by the Human Resources department. Existing job descriptions are reviewed when the position becomes vacant to ensure they are still current. Job descriptions for new positions are developed in partnership with the functional department and then approved by Governance Council. The recruitment process includes a series of steps that, among other objectives, are designed to ensure that only staff whose education and experience meet the minimum requirements as outlined in the job description are advanced through the recruitment process. These steps

include a pre-screening process in which applicants answer questions to determine if they meet minimum requirements. We then follow up with an interview followed by a background check, which also verifies their degree, and review all previous work history. As a result of this process, CSU Global is able to ensure that staff, including new staff in senior leadership positions as well as staff in the student services, academic advising, and other student learning support areas are qualified for the job duties of their role.

- **Example 1:** The required education and experience for our **Controller** position includes a bachelor's degree, an active CPA, a minimum of seven years of directly related professional experience, including three in governmental accounting, and accounting experience in at least two different industry settings. Controller **Carrie Wood** has a Master's of Science in Higher Education Administration, a Master's of Science in Accounting with an emphasis in controllership, and Bachelor's of Science in Accounting with a minor in finance. She also holds an active CPA, over seven years of directly related professional experience, with over three years of governmental accounting experience and/in over two industry settings.
- **Example 2:** The required education and experience for a **Student Success Counselor** includes a bachelor's degree, at least two years of professional working experience, previous coaching/guiding/counseling experience, and previous customer service experience. Student Success Counselor **Danielle Fox** has a bachelor's degree and 13 years of proven and demonstrable experience in a professional setting including previous academic advising experience and coaching skills.
- **Example 3:** The required education and experience for an **Executive Enrollment Counselor** includes a bachelor's degree, five years of higher education enrollment experience, and two years of experience as a Senior Enrollment Counselor at CSU Global. **Susan Smith** is a dedicated Executive Enrollment Counselor with a bachelor's degree and over 10 years of enrollment and admissions experience, as well as eight years as a Senior Enrollment Counselor at CSU Global.
- **Example 4:** The required education and experience for the Assistant Librarian and Academic Resource Manager includes a Master's degree in Library Science (MLS) and at least five years of experience with online University libraries and associated technologies in higher education. **Paul Mascarenas** holds an MLS and has over 15 years of experience with University libraries and other directly related experience.

3C.3: THE INSTITUTION HAS THE FACULTY AND STAFF NEEDED FOR EFFECTIVE, HIGH-QUALITY PROGRAMS AND STUDENT SERVICES

CSU Global's Student Services team is composed of 70 staff members, which include Student Success (the advising team), Library and Academic Resources, Student Affairs, and Career Center support. Presented below are a summary of the support each team provides and links to current job descriptions that address the required knowledge and qualifications for the full-time positions at CSU Global. Links have also been provided to the various platforms and systems students use to access support services, and in the event a system requires user credentials, University staff can provide a demonstration of the system for the review team.

Student Success

The Student Success Counselor (SSC) serves as the primary point of contact for a student during their enrollment at CSU Global. The job description and qualifications can be found [here](#). This team is further supported by three Student Success Managers ([job description](#)) and the Director of Student Success ([job description](#)). With a broad understanding of the University, degree requirements, academic policy, and support services, the SSC has the ability to serve as a one-stop shop for students on the vast majority of topics and issues, including degree planning, addressing obstacles, University services (library, tutoring, career services), and more.

Currently, the student to SSC ratio is 400:1. With the flexible nature of our programs, and our student demographics, not all assigned students are actively engaging in class in a given term or trimester, so while the average SSC is assigned to support an average of 400 students, not all students need help in a given enrollment period.

To help support students, the University, and the Student Success team, CSU Global incorporates a number of tools to manage engagement, mass communication, and provide self-service to students. Students can also utilize the chatbot, which is capable of pulling information from the University's online resources, including:

- The **CSU Global website**, which provides information on CSU Global programs, enrollment information, student policies, and more.
- The **Student Portal (video overview)**, which provides students with access to other support services, unofficial transcripts and official transcript requests, course registration, and account information.
- The **Writing Center**, which contains self-help resources and tutorials that are focused on writing, including links to set up a time with asynchronous and synchronous writing consultants.
- **The CSU Global Library (video overview)**, which provides databases to online academic resources, including periodicals, ebooks, and other resources that are accessible to students to support their research and class work. The library includes access to various tutorials, as well.
- The **Career Center (video overview)** an online career-focused resource that gives students access to information that is focused on supporting them in their career journey, from understanding how to write a resume to salary negotiation. The site also includes access to a job board, networking, and access to synchronous and asynchronous meetings with career coaches and resume reviewers.

Through the chatbot, the Student Success team (as well as other departments) has the ability to send mass SMS messages, which are managed by members of the team. This tool helps them with efficiencies in reaching a large number of students, while still being able to provide thorough and personalized support. To help gauge the level of support that is provided, students are able to submit a satisfaction survey score (**sample questions**) following each interaction with a member of the Student Success team. For the 2022-2023 academic year, the average satisfaction score was 4.84 out of 5.

When a student indicates they are unsatisfied with the service or support provided by the Student Success Counselor, an email is sent automatically to the Student Success leadership team for review and follow up with the student. Following the review, any coaching or development opportunities identified are shared with the individual or full team to help ensure the individual and team are meeting the department, University, and student expectations.

Student Affairs

The Student Affairs team includes the Student Affairs (SA) Specialist (**job description**), one part-time support staff, and Student Affairs committee members, and is supported by the Director of Student Experience (**job description**). The SA Specialist and part-time support staff are the primary individuals who support students, faculty, and staff through appeal processes, plagiarism, and student code of conduct concerns. The SA Specialist chairs the Student Appeals Committee and Disciplinary Panels, which are composed of faculty and staff members who address issues that fall under their purview. The SA Specialist is a neutral member of these committees and serves the role of facilitator, communicating with and gathering documentation from the student and other groups to allow committee members to make informed decisions when reviewing appeals and code of conduct concerns.

Additionally, this role supports faculty by reviewing and tracking academic dishonesty and plagiarism issues to ensure **university policy** is being followed and that students are being supported by providing developmental opportunities. Faculty members address minor issues of plagiarism within the classroom, giving students the opportunity to learn and correct any mistakes, and may also direct a student to online tutoring or the CSU Global Writing Center. Repeated or egregious issues are filtered to the SA Specialist for any formal action toward the student's record, including directing a student to academic support resources to enhance their academic development and learning. This process is managed through the faculty portal, where faculty can create an activity that alerts a member of the Student Affairs team to review the concern. The activity is automatically logged within the Student Information System, allowing staff to track the number of issues a student has had in the past.

Library and Academic Resources

The Library and Academic Resources team includes the Director of Library Services ([job description](#)), Assistant Librarian and Academic Resources Manager ([job description](#)), and 11 Writing Center Consultants who are part-time faculty members at CSU Global. The Assistant Librarian and Academic Resources Manager is a new role added in June 2022 to provide additional support for these services. The rationale for the role was to reorganize the Assistant Librarian and Writing Center Director separate roles into one new position to increase the efficiency and effectiveness of the University's academic resources department. One individual working across the roles ensures that library resources support students' academic needs for their writing and research.

This team supports students by providing resources and personalized services housed in the virtual **CSU Global Library** ([video overview](#)), **Writing Center**, and on-demand tutoring service, **TutorMe** ([video overview](#)), which offers tutoring in more than 300 subjects. In the 2022-2023 academic year, there were a total of 1,564 live writing consultations and 864 Drop Box/asynchronous consultations through the Writing Center. Since transitioning to TutorMe from Smarthinking in May 2023, usage has grown from 236 hours to 324 hours a month.

Students can access self-help resources that are managed by this team or have the option to connect directly with staff members for personalized support, which is offered both synchronously and asynchronously. Synchronous sessions are also conducted over a video conferencing platform to provide thorough support, screen share capability, and human connection. Students have the ability to respond to satisfaction surveys following their interactions with staff, with an average of 99% saying they would recommend the services to another student, and an average satisfaction score of 4.7 out of 5 for the 2022-2023 academic year, through April 2023. Additionally, members of this team host regular webinars ([example webinar](#)), which are recorded and can be shared following the sessions.

Here is some feedback provided by students who made appointments with the Writing Center:

“

Leslie is always so incredibly helpful and sweet! I absolutely love working with her. She is so helpful and really challenges my mind and helps me think of ideas I wouldn't have considered before!

Raul is seriously the BEST. He is so helpful and kind and my skills in writing papers have significantly improved as well as my knowledge of APA format. Thank you, Raul!

Melinda provides a great service to CSU Global; connecting students with their work and classrooms by critically thinking through assignments. My engagement, comfort, and success in the virtual classroom is in great part to Melinda's support and encouragement.

Cely gave me so many fantastic tips and resources that I had no idea were available. I appreciate her so much! Here's to a great start to my first semester!

”

Career Center

The Career Center includes 20 part-time teaching faculty who have taken on the role to support students through synchronous and asynchronous sessions that focus on career coaching, resume development, social media reviews, military-to-civilian career transition, and more. This department is supported by the Director of Student Experience. Live sessions are conducted through a video conferencing platform to help facilitate a more robust conversation and build connections between the coach and student. This team also hosts webinars related to career and professional development topics ([example](#)). Students have the ability to respond to satisfaction surveys following their interactions with Career Center staff, with an average of 94% saying they would recommend the services to another student or alum, and an average satisfaction score of 4.8 out of 5 for the 2022-2023 academic year, through April.

In addition, the Career Center houses self-help resources that span the employment lifecycle from career and personal interest exploration through job offers and salary negotiations. Students can also connect with peers and CSU Global alum and have access to a large database of career opportunities with a focus on networking.

Program	Career Coach(es)
Accounting	Tanae Acolatse, Felicia Olagbemi
Artificial Intelligence and Machine Learning	Isaac Gang
Communications	DaKysha Moore
Computer Science	Isaac Gang, Jessica Schwartz
Criminal Justice	Gabriel Suboch
Cybersecurity	Jessica Schwartz
Data Analytics	Isaac Gang, Jamia Mills
Finance	John Halstead
Healthcare	Thomas Clobes
Human Resources	Vanessa Ann Claus
Human Services	Mark Meis
Information Technology	Isaac Gang
International Business	Mike Ricco
Management	Chad Gruhl, Mike Ricco
Management Information Systems	Isaac Gang
Marketing	Nichole Harris, Mike Ricco
Military and Emergency Responder Psychology	Sara Thompson
Organizational Leadership	Chad Gruhl, Nicole Harris, Michael Laverty
Project Management	Michael Laverty
Teaching and Learning	Gastrid Harrigan

In addition to the direct support provided by internal student services staff, CSU Global also provides access to 24/7 support via phone, email, and chat to address any technical issues outside of standard business hours.

3C.4.: THE UNIVERSITY SHOULD DEMONSTRATE EVIDENCE OF PROFESSIONAL DEVELOPMENT OF STAFF MEMBERS WITH ADDED RESPONSIBILITIES RESULTING FROM THE REORGANIZATION OR PROFESSIONAL DEVELOPMENT PLANS AS APPLICABLE TO THESE STAFF MEMBERS

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CSU Global appreciates and encourages the opportunity to promote from within and supports professional development as a foundation for this effort. In certain departments, the type of work and organizational design lends itself to a structured promotional path and associated development plans. In other departments, where the work is more specialized and the organizational design less hierarchical, professional development is provided more opportunistically where the manager and employee collaborate to identify useful training, certifications, or licensures to complete. Additionally, at the university level, CSU Global provides training opportunities that are designed to strengthen our knowledge, skills and abilities more broadly.

- **Example 1:** The Enrollment department is an example of a department with positions and a structure that lends itself to a more formal professional development plans. Staff have the opportunity to advance through **this** career and are supported in their movement along the path with regular feedback on their performance against defined expectations.
- **Example 2:** Accounting, Human Resources, and Student Financial Services are examples of departments who provide professional development more opportunistically. In Accounting, the Controller completed 40 hours of continuing professional education courses to maintain her CPA, along with maintaining membership in both the AICPA and VSCPA professional organizations. In Human Resources, the Payroll Specialist is a registered member of the American Payroll Association. Through this she receives various training throughout the year to ensure payroll compliance with laws and regulations and to strengthen her payroll processing expertise. In Student Financial Services, financial aid team members attended the NASFAA Virtual Conference in July 2022 and the FSA Virtual Conference in December 2022. These conferences updated team members on regulation changes and updates. The Military Benefits team attended their yearly Certifying Official Training in February 2022 to ensure they are all equipped to assist our military student population. Additionally, our student payments and invoicing teams attended the 2023 Bursars conference in April 2023 to learn student accounts and collections best practices. All leadership team members also took part in year-long leadership and management training via Fred Pryor online resources.
- **Example 3:** All new employees complete an onboarding process that includes training in the areas of security awareness, protecting data, FERPA laws and regulations, CSU Global systems, CSU Global ethics, benefits, etc. Certain departments provide content specific onboarding plans or job shadowing. For example, the HR Generalist – Benefits was on boarded through **this onboarding plan** and the Associate Recruiter has job shadowed the Lead Recruiter to master expertise in full cycle recruitment (staff and faculty), to manage and report data from recruitment tracking systems, and to establish best-practice processes and guidelines for recruiting and collaboration across the University.

Finally, CSU Global provides broad cross department professional development opportunities that we offer not only to support learning, development and engagement but also as a way to invest in our employee's success in their current and future roles.

- **Example 1:** Lunch and Learn | A program that familiarizes employees with the various departments at CSU Global, who is on each team, what they do, and any current or upcoming projects/initiatives. For example, the Marketing and Communications team **presented** in May 2023.
- **Example 2:** Best Self-Review Training | A **training** provided by the Human Resources department to employees and supervisors on how to complete the Annual Performance Review Cycle in our 15Five system. This training also provided guidance on how to have an open and collaborative discussion about the employee's performance on the university's core values and on their job responsibilities. In addition to supporting our annual performance review cycle, employees and their supervisors use 15Five as a tool to promote regular communication and engagement around annual goals, routine tasks and duties, and training and professional development plans.
- **Example 3:** Security Training | Training provided by IT via our KnowBe4 platform which focuses on keeping student records and our organization safe and secure from cyberattacks.
- **Example 4: Promoting Positive Employee Relations and Understanding the Progressive Discipline Path** | Training provided by our Human Resources department that provides guidance to our supervisors on how to effectively coach and mentor their staff and if needed manage their performance through the University's progressive discipline process.
- **Example 5: Accounts Payable & Purchasing/Travel Expense & Reimbursements** | Accounts Payable & Purchasing/Travel Expense & Reimbursements Training: Training provided by our Accounting department to ensure that employees understand and follow these policies and processes.

5B. THE INSTITUTION'S GOVERNANCE AND ADMINISTRATIVE STRUCTURES PROMOTE EFFECTIVE LEADERSHIP AND SUPPORT COLLABORATIVE PROCESSES THAT ENABLE THE INSTITUTION TO FULFILL ITS MISSION

Reviewer's Comments:

CSU Global has dealt with significant organizational change since the April 2020 Evaluation. The University Update states that CSU Global leadership announced the decision to reduce and reposition its workforce on June 17, 2020. This reorganization impacted 51 employees from all administrative units: President's Office/Administrative Team, Academic Affairs, Operations, Marketing and Engagement. In addition, senior leadership changes have been made or remained underway at the time of the Verification Visit:

- Effective September 1, 2020, the Board of Governors (BOG) of the CSU System appointed Ms. Pamela Toney as the second CSU Global President following an internal search conducted by the BOG Evaluation Committee (BOG August 7, 2020 minutes). All the voting members of the BOG, along with student and faculty representatives from CSU Global, constituted the search committee. Ms. Toney was first appointed to the University in 2013 and has advanced through various positions to become the Sr. Vice President of Operations, immediately prior to her appointment as President (University Update/BOG Announcement link). The new President brings organizational knowledge and continuity which could be an invaluable asset to the University at a time of tremendous ongoing change.
- On the date of the on-site visit, President Toney informed the Team that the Provost will depart the University, effective October 31, 2020. The Team's review of requested documents (position description, job postings) affirms a national search is underway for this role; the position will remain open until an appointment is made. The Provost served as the ALO and was engaged with the Team Chair throughout the planning process for the Verification Visit. Additionally, prior to the on-site the Team Chair engaged with the new President and her invitees in an informational session about the verification process.
- An Interim Provost had been appointed at the time of the visit.

Given the recent and significant changes in administrative structures and senior leadership, no evidence was available to verify the continuing effectiveness of the institutional organizational structure in fulfilling the University's mission. The changes have yet to be monitored and evaluated by the institution and appropriate adjustments made to maintain quality of educational programs, student services and other aspects of the institution's mission.

The Team was unable to verify evidence of continuing shared governance within internal constituencies in the planning and approval processes for reorganization, as evidenced below:

- The Team reviewed the Reorganization/Staff Reductions Plan, and Reduction Plan Explanation (Addendum Requests), which delineate the 51 positions impacted (eliminated, reduced, or outsourced) by the reorganization along with rationale/explanation. However, the Team was unable to verify approval of the plan by the CSU BOG as indicated by the Institutional Update. President Toney informed the Team that BOG's action took place in executive session and minutes are not publicly available.
- Similarly, the Team was unable to verify the CSU Global Governance Council (administrative leadership) and CSU BOG's approval of the provision that allowed newly created Core Faculty and Program Manager's positions to be offered to those faculty holding comparable positions eliminated by restructuring, as indicated in the Institutional Update. The Team found no identifiable approval action or related agenda item in the June 15, 2020 Governance Council minutes provided.
- The Team finds that faculty were informed of plans to restructure, although appropriate engagement of faculty in the reorganization planning and decision-making processes appear uncertain. In a scheduled

session with members of the Faculty Affairs Committee and Curriculum Committees, the Team was informed that the Provost informed the committees of the reorganization plans, and provided opportunity for discussion. The Faculty Affairs Committee meeting minutes (June 24, 2020) affirmed the Provost's notification of a need to restructure and discuss this topic. Informal interactions on-site revealed mixed responses regarding opportunities for collaboration in the reorganization process.

- No other evidence could be verified of faculty engagement, including that of the remaining standing governance committees (Student Affairs, Institutional Effectiveness, and Operations) which draw upon participation from faculty, staff and students as appropriate in campus-level governance processes.
- The Institutional Update indicates that the decision to restructure and reduce/reposition its workforce was made in the wake of COVID-19 and the related uncertainty around projected enrollment and student retention. Minutes of the Faculty Affairs Committee meeting (June 24, 2020) show that the Provost reported enrollment was down overall by 30% at that time, and restructuring was needed to support shifts in enrollment. No other documentary evidence was provided of the data the institution used to guide the restructuring. Therefore, it cannot be verified that the planning process reached informed decisions in the best interests of the institution and its constituents.

Finally, the Team makes the following observations:

- A reduction in enrollment occurred in the first two fall terms. The Sr. Director of Finance/Institutional Integrity affirmed that no institutional reserves had to be utilized. CSU Global appears to have rebounded very well and the University was in a healthy financial position at the time of the Verification Visit, as indicated by the Team's interactions with the Sr. Director of Finance/Institutional Integrity and review of financial statements (FY2019 Forecast vs. FY2020 Pro Forma Budget, FY20 and FY21 budgets).
- The Team encourages careful attention to ongoing academic quality and integrity given the chief academic officer's responsibility for developing new revenue streams, as cited in the position announcement of the Provost/VP Strategic Development.
- The FTE dedicated to assessment and accreditation has dropped 2.0 to 1.5, now a full-time Coordinator of Assessment, and a half-time Director of Accreditation, each reporting directly to the Provost. In the Team's opinion, the separation of accreditation and assessment could weaken the integrity of the reporting data.
- The Team experienced an extremely decentralized information and data structure at the institution during the on-site visit. This situation, plus a reliance on outside vendors and legacy data systems, creates the appearance of the absence of a data management plan or process.

Reviewer's Recommendations:

- **5B.1:** The University should demonstrate a pattern of ongoing shared governance involving its internal constituencies in institutional planning, and decision making processes. Evidentiary documentation should be made available in accordance with policies and procedures as appropriate for engagement of the System BOR, the University administration, faculty, staff, and students in institutional planning, and decision making processes.
- **5B.2:** The University should identify any new policies and procedures resulting from organizational change.
- **5B.3:** The University should demonstrate evidence for monitoring and evaluating the effectiveness of the new organizational structures in fulfilling its mission and strategic goals through ongoing evaluation and assessment processes. Demonstrate preliminary analysis as possible for areas such as quality and delivery of educational programs, student learning, quality of student services and support for learning, faculty retention, and faculty, student and staff satisfaction.

5B.1: THE UNIVERSITY SHOULD DEMONSTRATE A PATTERN OF ONGOING SHARED GOVERNANCE INVOLVING ITS INTERNAL CONSTITUENCIES IN INSTITUTIONAL PLANNING, AND DECISION MAKING PROCESSES. EVIDENTIARY DOCUMENTATION SHOULD BE MADE AVAILABLE IN ACCORDANCE WITH POLICIES AND PROCEDURES AS APPROPRIATE FOR ENGAGEMENT OF THE SYSTEM BOR, THE UNIVERSITY ADMINISTRATION, FACULTY, STAFF, AND STUDENTS IN INSTITUTIONAL PLANNING, AND DECISION MAKING PROCESSES

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. 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 in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

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Governance

For its engagement with the CSU System, CSU Global collaborates with the CSU System leadership and its governing body, the Board of Governors (BOG), which oversees CSU Global and its sister universities: CSU in Fort Collins, CO, and CSU Pueblo in Pueblo, CO.

- The BOG consists of 15 members, nine of which are appointed by the governor of Colorado to serve four-year terms as voting members. Voting members may be appointed to a maximum of two four-year terms. The six non-voting members consist of one faculty member and one student representative from each of the three universities. CSU Global conducts an equitable search process to select its faculty and student BOG representatives each year. All current students in active status are eligible to apply for the position. The process begins with an application form, and finalists engage in interviews conducted by the Student Affairs Committee. Faculty members who have been with the University for a minimum of one year are encouraged to apply for the role via an application form, which is then reviewed, and a finalist is recommended by the Faculty Affairs Committee and confirmed by the Provost. The search is communicated to students and faculty through email communications, the weekly faculty announcement, and portal announcements.
- The BOG meets six times a year over two-day periods and holds two annual retreats. The BOG has dedicated committees for Audit and Finance, Academic and Student Affairs, Real Estate/Facilities, and Evaluation, in addition to an Executive Committee that meets at each BOG meeting.
- During the BOG meetings, CSU Global's President, its Student Representative, and its Faculty Representative are present alongside its sister universities' presidents, student representatives, and staff and faculty representatives. As with each university in the CSU System, CSU Global representatives provide reports and participate in discussions on topics including audits and finances, student and faculty updates, and its president's update.

Each May, the BOG reviews and discusses the proposed fiscal year budget for each university including CSU Global. Budget requests, including tuition and student fee increases, are then approved for implementation, and at every subsequent BOG meeting, each university may provide update on its financial reports and overall status. At the end of each fiscal year, the BOG conducts its annual evaluation of each president based on each president's self-appraisal and comments from the Chancellor. At the annual retreat, the BOG and the presidents discuss Board-identified topics that range from strategic planning to student retention and success, to financial aid challenges.

- At any of the Board meetings, BOG approval may be sought for investments beyond proposed budget expenses,

degree programs, and legal and financial commitments which exceed pre-approved CSU System limits. The BOG also approves the employment contract for CSU Global's president, and addresses in closed session any legal matters for all three institutions and the System.

- **Meetings and Retreats**
- **Meeting Minutes**
- **May 2023 Committee Meetings**

Internal Stakeholder Engagement

CSU Global employs a collaborative approach in all of its activities on behalf of its stakeholders through its Governance Council structure which includes Student Affairs, Student Appeals, Faculty Affairs, Employee Affairs, IT Steering Committee, and Curriculum Committee. The University's departments of enrollment, student advising, financial services, curriculum, academic lead program directors, academic program directors, faculty operations, registrar and articulation, technology, and marketing meet on a regular basis and minutes from the meetings are recorded and made available for staff and faculty viewing at the links in the following grid.

The working relationship between members and subcommittees of Governance Council is bi-directional and conducted through a collaborative process to reach consensus. For example, senior leaders of the Governance Council may suggest policy and other changes for consideration to the appropriate subcommittee(s) for their subsequent discussion, deliberation, and decision-making. The subcommittee outcomes from those meetings via meeting minutes, are then provided back to the Governance Council for either its approval of the outcomes, or additional information may be provided by the Governance Council for subcommittee re-consideration and feedback.

Based on the additional information, the subcommittee then provides information back to the Governance Council in an ongoing dialogue fashion. Similarly, the subcommittees may propose new or edited policies or requests for Governance Council consideration through its meeting minutes, and the Council meets to then discuss the request(s) and provide its approval or feedback regarding these new or edited policies. That feedback is then returned to the subcommittee for its approval and/or comments before the Council conducts its final approval.

Similarly, each year the **CSU System** Board of Governors requests from each institution's faculty leadership, any changes to their faculty handbooks for Board of Governors approval as per State of Colorado statute (Section D). Such changes are discussed and proposed by the CSU Global Faculty Affairs subcommittee, who then forwards those recommendations via its meeting minutes to the Council for its approval and/or feedback, from which the Council then either approves the requested changes, asks for more information, or provides additional information for subcommittee consideration, feedback, and ongoing collaboration to ultimately lead to the Council's approval of the faculty-requested changes to the existing Handbook, and submission to the CSU System Board of Governors for its approval.

CSU Global also engages committees and ad hoc task forces composed of staff and faculty representatives from all areas, to examine challenges, to plan for the future, and to address specific areas for strengthening and enhancements including activities such as student retention, first-time Freshman success planning, admissions decisions, student appeals, and institutional scholarships. Committee minutes from all meetings are shared with all staff and academic leadership through the shared drive.

Department/ Area	Group Name	Group Goal	Meeting Frequency	Faculty Mem- bers in Group?	Current Leader	Minutes/ Notes
Academics	Faculty Affairs Committee	Review of policies and procedures associated with faculty diversity, faculty conflict resolution, and other faculty matters as assigned by the Governance Council.	First Thursday of the month at 3 p.m. MT.	Yes, 100% of participants are faculty members.	John Johnson	CLICK HERE
Academics	Vertical 1: Human Resources Management, MBA and Marketing, Organizational Leadership, Graduate Accounting, Business Management, Finance	Program support, development and strategy for academic and student success.	Weekly (1:1 with Lead PD and PD) and Monthly (vertical).	Yes, 100% of participants are faculty: PDs, Senior Faculty Associates, and Faculty Associates.	Audra Spicer	CLICK HERE
Academics	Vertical 2: Criminal Justice, MIS, Healthcare Administration and Management, Teaching and Learning, Emergency Responder Psychology, and Human Services	Innovate and strategize for academic success through curriculum, credentials, and industry certifications.	Weekly (1:1 with Lead PD and PD) and Monthly (vertical).	Yes, 100% of participants are faculty: PDs, Senior Faculty Associates, and Faculty Associates.	Audra Spicer	CLICK HERE
Academics	Undergraduate Accounting, Computer Science, IT and Cybersecurity, Project Management, General Education.	Program support, development and strategy for academic and student success.	Weekly (1:1 with Interim Provost and PD) and Monthly (vertical).	Yes, 100% of participants are faculty: PDs, Senior Faculty Associates, and Faculty Associates.	Audra Spicer	CLICK HERE
Academics	Curriculum Committee	Provide governance for curriculum processes and program development.	Monthly and electronic votes as needed.	Yes, 65% of participants are faculty: PDs.	Arletta Wallace	CLICK HERE
Finance & Administration	F&A Leadership Team	Connection and information sharing.	Weekly.	No.	Patti Arroyo	CLICK HERE

Department/ Area	Group Name	Group Goal	Meeting Frequency	Faculty Mem- bers in Group?	Current Leader	Minutes/ Notes
Governance Council	Diversity, Equity, Inclusion, and Belonging Committee	Improve student, staff, faculty recruitment and retention.	Every other month or more as needed; third Tuesday of the month at 11 a.m. MT.	Yes, 23% are faculty.	Lisa Eiden- Dillow	CLICK HERE
Governance Council	Admissions Committee (subcommittee of Student Affairs)	Admissions decisions.	Weekly.	Yes, 20% are PDs.	Ryan Anderson	CLICK HERE
Governance Council	Governance Council	Institutional governance and oversight.	Monthly.	Yes, 25% including Provost.	Becky Takeda- Tinker	CLICK HERE
Governance Council	Employee Affairs Committee	Foster and drive a positive employee experience and engagement with the University through educational and relationship- building initiatives.	Bi-weekly.	Yes, 20% are faculty.	Aly Brinley	CLICK HERE
Governance Council	Student Affairs Committee	Review proposed changes to policy/ practice or other items that may impact the student experience.	Monthly and electronic votes as needed.	Yes, 16% of participants are faculty: PDs.	Jerid Counter- man	CLICK HERE
Governance Council	Student Advisory Committee	Group of students who are convened to understand their perspective on various university issues or initiatives.	Bi-monthly.	No, members are all students; any university staff/faculty welcome to attend/present.	Jerid Counter- man	CLICK HERE
Governance Council	Commencement Committee	Plan yearly commencement events.	Bi-weekly, January- June.	Yes, 12.5% are PDs.	Jerid Counter- man	CLICK HERE
Governance Council	Disciplinary Panel	Adjudicate Code of Conduct violations (cheating, behavior, etc.)	As needed.	Yes, 60% are PDs.	Jerid Count- erman/ Amber Goscha	CLICK HERE

Department/ Area	Group Name	Group Goal	Meeting Frequency	Faculty Mem- bers in Group?	Current Leader	Minutes/ Notes
Governance Council	Student Appeals Committee	Manage and review student appeals; decide on tuition, retroactive withdrawal, and SAP probation/ suspension appeals.	Bi-weekly.	Yes, 25% are faculty members.	Jerid Count- erman/ Amber Goscha	CLICK HERE
Governance Council	IT Steering Committee	Manage and schedule projects according to priority.	Monthly.	No.	Roger Seflinger	Available during on- site visit
Governance Council	Accessibility Committee (subcommittee of IT Steering Committee)	Provide guidance for university-related accessibility issues.	Monthly.	Yes, 22.2% are PDs.	Andrea Butler	CLICK HERE
Human Resources	Human Resources Team Meeting	Connection and information sharing.	Weekly.	No.	Patti Arroyo	CLICK HERE
Registrar	Registrar Department Meeting	Department updates.	Monthly.	No.	Marlise Sipes	CLICK HERE
Student Financial Services	Professional Judgment (PJ) Committee	Financial Aid special circumstances committee to determine if changes to the FAFSA are warranted.	Bi-weekly.	No.	Sarah Lukas	CLICK HERE
Student Financial Services	Scholarship Committee	Trimester Scholarship Selection	Trimester basis (as needed); can be done via email.	No.	Sarah Lukas	Student score data kept in Schol- arship Universe.

Department/ Area	Group Name	Group Goal	Meeting Frequency	Faculty Mem- bers in Group?	Current Leader	Minutes/ Notes
Student-Facing Departments	Student-Facing Departments	To improve the student experience.	Weekly.	As needed.	Becky Takeda- Tinker	CLICK HERE
Enterprise Partnerships	Department Meeting	Department updates, upcoming partnership events, new MOUS.	Weekly.	No.	Samira Karyam- pudi	CLICK HERE

5B.2: THE UNIVERSITY SHOULD IDENTIFY ANY NEW POLICIES AND PROCEDURES RESULTING FROM ORGANIZATIONAL CHANGE

CSU GLOBAL'S 2023 FOCUS VISIT RESPONSE

CSU Global has a robust process in place for new policy creation and existing policy maintenance. Policy changes are typically not connected to organizational changes apart from minor title, department, and office updates. CSU Global did not have any substantial policy or procedural changes that were the result of the organizational changes. All policies are available for review, and faculty teaching guidelines are posted [here](#). Also, recently, our Director of Compliance and Regulatory Affairs spearheaded an effort and partnered with each department to ensure that all policies have been reviewed, and, where necessary, updated. Any policy update that incorporates substantive changes is approved by the Governance Council.

Any policy update that incorporates substantive changes is approved by the Governance Council. The [Policy Review Tracker](#) ensures policies are reviewed and brought current. CSU Global has also made substantial progress in documenting department-level procedures. Recently, the senior leadership team has used this [Processes and Procedures document](#) to ensure that all key procedures are identified, documented, and shared with the department.

All substantive organizational changes are proposed to [Governance Council](#) for approval by the president, provost, or vice president who supervises the department. Included in the proposal are updated job descriptions for roles that are changed as a result of the reorganization. Along with job description updates, process and procedure documentation is often reviewed for necessary updates.

Finally, each year after the close of the previous fiscal year, all employees are provided a list with links to policies for their review and acknowledgement of understanding, and the opportunity to clarify their understanding through questions to HR. Policies include: Conflict of Interest/Conflict of Commitment, Discrimination and Harassment Policy, TITLE IX: Sexual Harassment and Sex Discrimination Policy, Affirmative Action Policy, Drug-Free Workplace Policy, Workplace Violence Prevention Policy, Communications Policy, Telecommute Policy, Nepotism and Personal Relationships in the Workplace, Security Training Policy, Email Use Policy, Remote Access Policy, Password and Account Usage Policy, Information Technology Acceptable Use Policy, and Gifts Policy.

5B.3: THE UNIVERSITY SHOULD DEMONSTRATE EVIDENCE FOR MONITORING AND EVALUATING THE EFFECTIVENESS OF THE NEW ORGANIZATIONAL STRUCTURES IN FULFILLING ITS MISSION AND STRATEGIC GOALS THROUGH ONGOING EVALUATION AND ASSESSMENT PROCESSES. DEMONSTRATE PRELIMINARY ANALYSIS AS POSSIBLE FOR AREAS SUCH AS QUALITY AND DELIVERY OF EDUCATIONAL PROGRAMS, STUDENT LEARNING, QUALITY OF STUDENT SERVICES AND SUPPORT FOR LEARNING, FACULTY RETENTION, AND FACULTY, STUDENT AND STAFF SATISFACTION

CSU GLOBAL'S 2023 FOCUS VISIT RESPONSE

The University monitors and evaluates the effectiveness of the new organizational structures through data collection, both qualitative and quantitative, and analysis of the data to drive ongoing decisions and improvements. As previously mentioned in this report, Student Services satisfaction results have shown that students are highly satisfied with the services they have been given, evidenced by the results between 4.7-4.84 out of 5 on student surveys.

All Program Directors performed a **program review and assessment** on their degree-granting programs. The most recent assessment was completed in Fall 2022 (also available within each program folder).

The University also continuously gathers data on its work and student impact through:

- **Student End-of-Course Surveys:** Results from the latest term shows that students would recommend the course (3.25/4) and recommend their faculty member (3.32/4).
- Feedback received through portals:
 - Faculty (**Faculty Evaluations**)
 - Student Services Staff (**Student Services Evaluations**)
 - Financial Services Staff (**Financial Services Evaluations**)
- Data received through third-party survey organization, Noel-Levitz.

A renewed organizational structure at CSU Global has seen a reinvigorated Curriculum Committee and a larger group of voting stakeholders on the roles from both faculty and staff leadership. In an area focused on curriculum decisions and improvements, CSU Global faculty leadership views the Curriculum Committee as the hub of programmatic and course-level work and innovations because it sets the stage for collaboration by cross-disciplinary academic teams and provides perspectives on innovative curriculum and delivery initiatives by peers among Program Directors, as well as collaboration with staff on operational execution, student facilitation and support, and all documentation and communication regarding their programs. In terms of a process that tracks data on initiatives, Program Directors fill out a Google form with any programmatic or course-level changes or proposals, the Google form automatically populates a spreadsheet, and the Curriculum minutes are recorded and made available to stakeholders throughout the institution.

All of the Curriculum Committee information is available and fully searchable [here](#). The body of information provides qualitative data on curriculum development across the University, and it is the basis for all onward data reporting in terms of dates of innovations or changes and the analysis of their effectiveness for student learning and the student experience. Furthermore, the Program Directors joined up to form the Curriculum Committee as faculty leaders and voted in agreement to bring in voting members from departments across the University, including Enrollment, Student Success, the Library, and Instructional Design, guaranteeing 360-degree reviews of issues that affect curriculum and students.

The University's strategic plan goals for FY24 and FY25 are to 1) Increase CSU Global student achievement of academic and professional growth through increased mission achievement; 2) Ensure CSU Global student workplace success through increased credentialing, and 3) Innovate for efficiency, effectiveness, and cost-savings. The University demonstrates preliminary analysis as possible for the following areas:

Quality and Delivery of Educational Programs

CSU Global implemented a Lead Program Director and Program Director verticals' structure to support CSU Global's organization and ensure that our Program Directors, faculty, and students' needs are being met through the quality and delivery of educational programs. The verticals' structure supports program work on important educationally-directed initiatives:

- 1. Time-on-Task Metric Implementation:** Informed by Time-on-Task measurements, Program Directors and faculty made revisions to discussion boards to ensure a high-quality focus on Bloom's taxonomy alignment for student engagement. Working as Content Experts, Program Directors and program faculty collaborated with instructional designers who were trained in the Time-on-Task metric, and the Content Experts used the measurements to make decisions about alterations to assignment instructions and discussion boards prompts. The assignment instructions and discussion board prompts were honed to focus tightly on the desired outcomes, linking Bloom's taxonomy to course learning outcomes and program learning outcomes. Bloom's is defined by verbs that describe actions students perform to show their mastery of the knowledge, skills, and abilities presented by the learning content in their courses and program. In the discussion boards, students are asked to apply, define, evaluate, and to engage with the content and manipulate their newfound knowledge, skills, and abilities in different ways. Program Directors and faculty have also honed writing assignments to ensure career-ready deliverables and application of course content that have students doing and learning in ways they can take to their workplace immediately.
- 2. Workplace Skills Alignment Across the Curriculum Based on Industry-Derived Employment Data:** Workplace skills alignment based on industry-derived employment data is derived from the University's subscription to Lightcast/Burning Glass services. Lightcast aggregates "millions of job postings put up worldwide every day [that] show exactly what employers are looking for: specific skills, education, and responsibilities." The Interim Provost and Lead Program Directors have log-in access to the Lightcast database. The Provost prepared and reported data to the Program Directors about the most-sought-after skills within career fields that aligned to CSU Global's areas of study so Program Directors could provide leadership to Content Experts and faculty, ensuring alignment between the elements of the curriculum and specific skills.

In FY24, Faculty Leadership will continue to promote an industry certifications focus. Our students can earn-as-they-learn, getting industry-aligned certifications in their fields that become part of their professional profile and job applications. Career focus and career readiness are CSU Global's hallmarks, and faculty leadership drive active student engagement by providing students with more ways to showcase what they have learned in their higher education. Lastly, as academic leaders in a premier online institution, CSU Global faculty will innovate through partnering with the Instructional Design team on implementing educational technology in our systems and curriculum, researching and implementing assignment design concepts to address current tools like AI and teach our students how to be smart users in this impactful area, and employ data-driven assessment to drive the effectiveness of the program outcomes and student learning.

For example, the bachelor's degree program in Human Resource Management prepares CSU Global students to complete the SHRM-CP (the Society for Human Resource Management Certified Professional credential) and the SHRM-SCP (the Society for Human Resource Management Senior Certified Professional credential). The CSU Global Human Resource Management program is designed in alignment with **SHRM's HR Curriculum Guidelines**. When a student completes all of these CSU Global courses in the Human Resource Management program, their experience in the workforce is underscored with the knowledge they need to earn their industry-aligned SHRM-CP or SHRM-SCP certification:

- ORG300 – Applying Leadership Principles
- MGT300 – Principles of Management
- MGT305 – Introduction to International Business
- MGT315 – Business Law
- FIN300 – Principles of Finance for the Private Sector
- MGT350 – Business Policy and Strategy
- MGT351 – Organizational Innovation and Change
- MGT410 – Project Management
- MGT405 – Management in the Global Economy
- MGT481 – Capstone: Business Policy Development and Implementation

In another example, within the Information Technology program, students can take CSU Global courses that prepare them for successfully completing industry certification exams or students can transfer in current IT industry certification scores for college credit. The crosswalk of equivalencies between industry certifications and CSU Global courses in the undergraduate Information Technology program follows:

CSU Global Course	Industry Certification
ITS310 – Introductions to Computer-based Systems	CompTIA A+
ITS315 – Introduction to Networks	CompTIA Network+
ITS350 – Information Systems and Security	CompTIA Security+
ITS400 – Information Technology Project Management	CompTIA Project+
ITS441 – Cloud Technology Fundamentals	CompTIA Cloud+
ITS420 – Advanced Networking Systems	CompTIA Linux+
ITS415 – Principles of Cybersecurity	ISC ² Systems Security Certified Practitioner, AWS Certified Cloud Practitioner

CSU Global’s full list of industry certification opportunities and paths to preparation for students is part of the University’s presentation to the public [here](#).

Student Learning

The curriculum-wide application of Time-on-Task metrics has had positive impacts on persistence, and therefore has contributed to student learning. Cause/effect timing shows greater student retention and lower D, F and Withdrawal (DFW) rates listed below, after Time-on-Task revisions are in place per course. Examples include:

- **ACT406:** DFW rate decreased by 2.58% in Spring FY23 from Spring FY22
- **ACT425:** DFW rate decreased by 7.74% in Spring FY23 from Spring FY22
- **ECN500:** DFW rate decreased by 33% in Spring FY23 from Spring FY22
- **ENG102:** DFW rate decreased by 8.03% in Spring FY23 from Spring FY22
- **HCM580:** DFW rate decreased by 5.55% in Spring FY23 from Spring FY22
- **MGT500:** DFW rate decreased by 22.2% in Spring FY23 from Spring FY22
- **ORG300:** DFW rate decreased by 3.04% in Spring FY23 from Spring FY22

Quality of Student Services and Support for Learning

CSU Global utilizes student satisfaction surveys across the student services and support teams to ensure we deliver high quality support to our students. As noted in [Section 3C.3](#), students share they are highly satisfied with the support they receive. This is quantified by the student satisfaction survey scores below, for the period of July 2022 through April 2023:

- **Student Success (Advising):** 4.84 out of 5.00.
- **Library and Academic Resources:** 4.70 out of 5.00 with 99% saying they would recommend the service to another student.
- **Career Center:** 4.80 out of 5.00 with 94% saying they would recommend the service to another student/alum.
- **Student End-of-Term Evaluation:** The category that noted, “I would recommend this faculty member to other students” increased from 3.35 in the Fall 2022 trimester to 3.40 in the Spring 2023 trimester .

Students who are not satisfied with the level of service provided are either automatically identified through email automations, and/or can provide additional qualitative feedback with a request for contact for further conversation to discuss any concerns on the service provided.

Student Services

Through its structure of assigning a dedicated Student Success Counselor to each student from the first CSU Global course until program completion, CSU Global strives to provide premier student services to enrolled and re-enrolling students, linking them to resources that promote their academic success and to understand the financial processes associated with pursuing higher education. At the same time, the institution's efforts are focused on ensuring that students persist with their education and realize the return on investment awaiting them upon graduation from a CSU Global program.

An example of CSU Global's student services' focus is the work championed by the Student Success team to encourage students to persist toward degree attainment through its FY23 "Spring Into Action" grant pilot. "Spring into Action" was a grant pilot to see if CSU Global could impact how quickly students progressed toward the completion of their degree. The participation rate is the number of students who increased their credit hours in order to qualify for the grant. Since it was a pilot, there were no expectations regarding the number of students, as we were looking at whether the incentive would help encourage students to take additional credit hours toward their program completion. This was largely inspired by data from the Complete College America/15 To Finish campaign.

In the pilot's initial phase, CSU Global ran it on two separate enrollment tracks:

- **Spring 23 Burgundy Track:** 17% participation rate for a total of 685 additional credits
- **Spring 23 Gold Track:** 28% participation rate for a total of 1,477 additional credits

The pilot is continuing for the Fall 2023 trimester, and the University will collect data throughout the pilot and aggregate it to make determinations about how to continue our tradition of excellent service for students' program completion plans. This is an example of how we seek innovative-thinking and test new concepts as we collect data to continuously improve our student support towards their success.

The Student Success team also began piloting a new scheduling format to provide students with support for annual course registration, which began in May 2023. Over the course of the first two terms, we had:

- 40% signed up for their second term for 434 students and 2,677 credits vs. the prior data of 30% with a total of 229 students and 876 credits.
- 32% signed up for their third term for 359 students and 1,198 credits vs. the prior data of 25% with a total of 189 students and 463 credits.

What's Ahead for FY24 and FY25 as Part of CSU Global's Board-Approved Strategic Plan?

- Career Center initiatives focused on improving student awareness of services
- Exploring expanded career-focused resources and services, such as mentoring, newsletters, and online trainings to support general career readiness
- Review and update the Student Success contact strategy, with a greater emphasis on making sure new students are supported and retaining
- Build out the Student Appeals website to be more comprehensive and include other topics related to the department and how they support stakeholders

Student Success continues to work one-on-one with students to invite them to stay in their programs and achieve their personal and professional goals which includes their program completion. In June 2023, Student Success piloted a personalized outreach effort at the beginning of the term to measure the impact on withdrawal numbers by addressing student enrollment or financial concerns between term start and add/drop deadline. The pilot showed non-appreciable results, with the withdrawal percentage similar as that of preceding terms. Through piloting efforts and tracking the resulting data, Student Success evolves methodologies and methods to best support students.

The **CSU Global Library** is a fully online library that offers database access, research guides, how-to videos, interlibrary loan, and opportunities for one on one assistance to our students.

We offer 95 online databases as shown here in our [A-Z listing of databases](#).

Our main database search platform is EBSCO Discovery Service, which searches all of our databases simultaneously. In the 2022-23 academic year, there were a total of 638,781 database sessions initiated by our students and staff on this platform, and there were 1,760,079 documents accessed through this service.

In 2022-23, the library had 1,970 reference interactions with students and staff. We also offer an [interlibrary loan service](#) which provided 306 documents to our students, and provided 661 documents to other libraries requesting interlibrary loans from us in 2022-23. The library also creates original [how-to videos](#) to assist students in performing research tasks. The library's [YouTube channel](#) contains 126 originally created videos, has 1,795 subscribers, and has 367,668 video views as of July 2023. If students would like an individual, one-on-one research session with a librarian, they can [request](#) one very easily through our website.

In planning for the 2023-24 fiscal year, we analyzed our library statistics to find areas of potential cost savings and identified a number of databases and services that could be canceled, resulting in a savings of \$32,656.29 for the year. Financials and statistics can be viewed [here](#). Library statistics can be viewed [here](#).

Over the past year, CSU Global has offered webinars on various topics, including those listed below, with over 700 participants.

- How to “Talk” to Library Databases
- Get to Know CSU Global
- Financial Literacy
- Planning for Retirement
- Marketing and Communications
- Accounting and Finance
- The Registrar’s Office
- Writing Tips
- Career Transition and Salary Negotiation

Faculty Retention

The University recognizes long-term dedicated service to our students’ success by our faculty members with annual faculty awards, including the five-year and ten-year tenure recognition and awards that include a personalized email, a signed certificate and an e-gift card from the CSU Global Student Store. The annual faculty awards recognize faculty in the following categories: Commitment to Mission, Faculty Content (Curricular) Development Award, Outstanding Graduate Faculty Award, and Outstanding Undergraduate Award. The nominees are nominated by peers, program directors, and the curriculum department, and the awards are given annually in May.

CSU Global continues to have a low full-time and part-time faculty turnover rate. As reported in the 2023 June Board of Governor’s Report, full-time faculty had a 100% retention rate and part-time faculty had an 88% annual retention rate. In addition, nearly 30% of faculty have been with CSU Global for 10 years or longer.

The University also provides Spotlight Awards for our exemplary staff and faculty leaders who demonstrated CSU Global values of growth-minded, dedicated, tenacious, agile, engaged, and a champion of integrity. Exemplary staff and faculty are eligible for a Spotlight Award regardless of length of service with the University.

CSU Global part-time faculty have some unique benefits that support employment retention efforts. These include:

- Encouragement to participate in CSU Global’s annual commencement ceremony with a \$350 stipend.
- Professional grant opportunities for part-time faculty including:
 - Professional Development Grant (up to \$250)
 - Scholarly Association Grant (up to \$500)
 - Research Presentation Grant (up to \$1,500)
 - Publication Stipends (up to \$500)
- In addition to faculty teaching pay, CSU Global contributes 11.1% (TIAA-CREF & Corebridge) and 21.5% (PERA) to the faculty retirement account on a monthly basis.
- Faculty are allotted 48 hours of sick leave per year.
- Faculty have an opportunity to take CSU Global courses with a 25% tuition discount.

Faculty, Student, and Staff Satisfaction

Since 2009, CSU Global has leveraged the Priorities Survey for Online Learners™ (PSOL), administered by Ruffalo Noel Levitz, to receive anonymous student feedback regarding the importance and their level of satisfaction with the services provided by teams across the institution. The PSOL survey has been administered to over 140 online universities and colleges over the last three years and allows institutions to compare themselves to select peers as well as the national average to highlight areas of strength as well as improvement opportunities.

At the end of the campus based and national standard questions, it asks students to answer three (3) summary questions related to their overall satisfaction with the institution. The average satisfaction rate in 2023 across these three (3) summary questions was up 100 BPS versus 2022 but most importantly the 2023 survey found that 76% of respondents would “enroll again” at CSU Global which was up 400 BPS from the previous year’s result.

PRIORITIES SURVEY FOR ONLINE LEARNERS (PSOL)			
Summary Questions	2022 Survey Satisfaction %	2023 Survey Satisfaction %	Higher/Lower Satisfaction %
So far, how has your college experience met your expectations? ^[1]	64.0%	65.0%	1.0%
Rate your overall satisfaction with your experience here thus far. ^[2]	74.0%	72.0%	-2.0%
All-in-all, if you had to do it over again, would you enroll here? ^[2]	72.0%	76.0%	4.0%
AVERAGE	70.0%	71.0%	1.0%

[1] Better, quite a bit better, and much better than expected. [2] Satisfied or very satisfied.

Based on the student feedback received from the 2022 PSOL survey, the institutional leadership team targeted eight (8) areas for improvement in the student satisfaction score during the 2022 - 2023 academic year which would be measured as part of the 2023 PSOL survey. These focused efforts resulted in six (6) of the eight (8) satisfaction scores improving as part of the 2023 PSOL survey with the average score improving by 310 BPS.

PRIORITIES SURVEY FOR ONLINE LEARNERS (PSOL)			
Targeted Item	2022 Survey Satisfaction %	2023 Survey Satisfaction %	Higher/Lower Satisfaction %
Instructional materials are appropriate for program content.	66.0%	72.0%	6.0%
Tuition paid is a worthwhile investment.	73.0%	73.0%	0.0%
Program requirements are clear and reasonable.	77.0%	81.0%	4.0%
Student assignments are clearly defined in the syllabus.	73.0%	78.0%	5.0%
The quality of online instruction is excellent.	65.0%	67.0%	2.0%
Adequate online library resources are provided.	72.0%	72.0%	0.0
Faculty are responsive to student needs.	73.0%	78.0%	5.0%
Campus Item: Course delivery and classroom technologies facilitate learning.	72.0%	75.0%	3.0%
AVERAGE	71.4%	74.5%	3.1%

The results of the 2023 Survey were presented and shared with the institutional leadership team in May 2023 including the suggested improvement areas for the next year based on the feedback from Ruffalo Noel Levitz. The institutional leadership have engaged their teams to develop and deploy action plans to help address the gap in student satisfaction in these specific areas in advance of the 2024 Survey given the value that this type of unfiltered student feedback provides to our institution.

In response to student comments, over the 2023 Academic Year, CSU Global undertook efforts to:

- Better align classroom assignment expectations with current resources and available information that supported student learning
- Expanded acceptable sources to be “credible”, allowing students to pull from professional organizations, government sites and more as they conducted their research to complete their work.
- Hosted various webinars that focused on the writing process, best practices in utilizing the virtual library and effective search techniques to quickly and easily find resources that were relevant to assignment deliverables.
- Added the Director of Library Services to the course review process, giving him the opportunity to ensure there are available resources and databases that are helpful and beneficial to students as they progress through their courses and program.

5B: ADDITIONAL EVIDENCE LISTING

FACULTY EVALUATIONS

PSOL SURVEY PRESENTATION
MAY 2023

STUDENT EVALUATIONS

STUDENT SERVICES SURVEY

CSU GLOBAL Q4
ALL-TEAM MEETING

CUI DATA

FACULTY SATISFACTION

STUDENT SERVICES
SATISFACTION INFORMATION

No. III: Supplemental Listing of Evidence

FACULTY HANDBOOK

EMPLOYEE HANDBOOK

INSTITUTIONAL CATALOG

STUDENTS RIGHTS
AND RESPONSIBILITIES

Confidential & Proprietary

No. IV: Concluding Comments

Conclusion and Summary of Colorado State University Global's Progress on Focus Areas

The October 2020 Comprehensive Evaluation Year 4 Verification Visit resulted in identified needs for further monitoring of Colorado State University Global's compliance with criteria:

- 2.B. Institutional Presentation to the Public,
- 3.C. Faculty and Staff Sufficiency and Qualifications, and
- 5.B. Shared Governance and Organizational and Organizational Effectiveness.

CSU Global's team members are collectively committed to doing the work necessary to learn and evolve from their experiences. CSU Global's Executive Leadership, faculty, and staff have made continuous progress toward improving the University's position not only with the identified criteria, but also with reaffirming commitment and dedication to improving existing processes and creating new ones all the while fulfilling its mission and all the HLC Criteria for accreditation.

As readers and reviewers reflect on the narratives and evidence regarding the focus visit areas, we believe they will find that we have made significant improvements, and continue to live the CSU Global values of:

- **Growth-Minded:** We continually learn, seek opportunities for growth, and believe we can do better with effort and persistence.
- **Dedicated:** We provide exceptional service and support to our stakeholders to drive the mission of the university.
- **Tenacious:** We are accountable for getting the job done right, acting thoughtfully and taking responsibility for our commitments and actions, and we thrive on achieving results.
- **Agile:** We are flexible in our thinking, focus on solutions, innovative problem-solving, and overcoming obstacles.
- **Engaged:** We collaborate, communicate, and motivate one another to achieve excellence.
- **Champions of Integrity:** We act ethically, honestly, and respectfully to be trustworthy and reliable towards all stakeholders.

2B. INSTITUTIONAL PRESENTATION TO THE PUBLIC

As a Colorado state nonprofit institution that resides within the State's Land Grant System, CSU Global's presentation to the public as providers of credible, high quality education and training is key to its successful mission achievement and focuses on:

Ensuring Accuracy in How We Present Ourselves to the Public

The most immediate presentation of an organization to the public is the organizational [website](#). The Engagement Department with its Marketing and Communications areas work collaboratively with Academic and Curriculum faculty to ensure content is updated and readily available to the public, including, but not limited to, **all pertinent contact information for every department**. The CSU Global website includes names and contact information for all programmatic leadership, allowing students a point of contact with any area of interest. Full-time faculty associates' names with the contact information is listed at the top of **'Our Faculty'** page and the names of Program Directors and their areas of specialty are linked at our **'Contact Us'** page.

Bench-Strength in Marketing and Communications

CSU Global's Marketing and Communications teams consistently work together to ensure communications to all CSU Global stakeholders are complete, concise, and clear, with the most timely information. Publications and sources of information available to internal and external stakeholders includes the following evidence:

BRAND GUIDE

NEWSLETTERS

DATA BOOK

3C. FACULTY AND STAFF SUFFICIENCY AND QUALIFICATIONS

CSU Global adheres to HLC standards for credentialing faculty to lead students in subject areas and disciplinary studies as aligned with its:

High Standards of Qualifications

The CSU Global **Faculty Qualification Policy** aligns with HLC policy and guides all credentialing. In each program, the Program Director aligns faculty qualifications obtained from the faculty member's graduate transcripts and CV found in the University's P:drive, which staff and leadership can access via VPN. Once the qualifications are outlined, the Academic Qualification Credentialing Form is submitted by the Program Director to the Faculty Operations Specialist to be uploaded into the Faculty Management System (FMS) and approved by the Director of Faculty Operations. The Academic Qualification Credentialing Form is retained in the faculty folder in the P: drive. All faculty members instructing a course, whether newly hired or changing teaching credentials, are subject to the CSU Global Faculty Qualification Policy.

Acknowledging that faculty accrue experience and educational credits throughout their careers, CSU Global has a process outlined for faculty who wish to establish credentialing in an area to pursue other teaching, content expert, and curriculum development opportunities at the University. Faculty are welcome to contact their Program Directors to begin re-credentialing for additional opportunities to contribute to the CSU Global curriculum and student experience.

In addition to its work to ensure high quality standards for its faculty, CSU Global continues to yield positive engagement with its faculty in support of their tenure and dedication to the students and the institution for the:

Longevity of the Faculty

CSU Global continues to have a low full-time and part-time faculty turnover rate. As reported in the 2023 June Board of Governor's Report, full-time faculty had a 100% retention rate and part-time faculty had an 88% annual retention rate. In addition, nearly 30% of faculty have been with CSU Global for 10 years or longer.

As part of its mission achievement, CSU Global understands the unique needs of its working adult and nontraditional students, and works continuously to engage, motivate, and inspire its students towards their personal and professional goals, and their CSU Global program completion through an:

Abundance of Support Services to Supplement Student Services Staff

CSU Global incorporates a number of tools to manage student engagement, mass communication, and provide opportunities for self-service to students. Students can also utilize the chatbot, which is capable of pulling information from the University's online resources, including:

- **CSU Global's Public Website:** Provides information on CSU Global programs, enrollment information, student policies, and more.
- **Student Portal (video overview):** Provides students with access to other support services, unofficial transcript and official transcript requests, course registration, and account information.
- **Writing Center:** Contains self-help resources and tutorials that are focused on writing, including links to set up a time with asynchronous and synchronous writing center consultants.
- **The CSU Global Library (video overview):** Databases to online academic resources, including periodicals, ebooks, and other resources that are accessible to students to support their research and class work. Includes access to various tutorials, as well.
- **Career Center (video overview):** An online career-focused resource that gives students access to information that is focused on supporting them in their career journey, from understanding how to write a resume to salary negotiation. The site also includes access to a job board, networking, and access to synchronous and asynchronous meetings with career coaches and resume reviewers.

5B. SHARED GOVERNANCE AND ORGANIZATIONAL AND ORGANIZATIONAL EFFECTIVENESS

As part of the Colorado State University System, the State's Land Grant, CSU Global maintains and nurtures:

Collegial Engagement of Board Members, Administrators, Faculty, and Staff at All Levels

The Board of Governors meet six times a year over two-day periods, including one meeting per year hosted by CSU Global, and holds two annual retreats. CSU Global employees, faculty, and students represent the University at each Board meeting and take part in all reporting from their departments and divisions within CSU Global. The University also provides a faculty representative and student representative selected through committee processes, who report to the Board on issues impacting those constituencies. CSU Global promotes engagement from all levels, and the faculty representative is a part-time faculty member who provides reports on the University from the perspective of the teaching ranks.

Given the rate of change and responsiveness to meet the ever-evolving needs of its working adult and nontraditional students, CSU Global continuously facilitates:

A Culture of Shared Governance

The CSU Global Curriculum Committee is at the heart of shared governance and a faculty-driven curriculum. All Program Directors are voting members of the Curriculum Committee. Furthermore, in response to the needs of other departments that are impacted by curricular decisions, in Spring 2023, the Program Directors approved the addition of voting members from departments across the University. The offices of Enrollment, Student Success, the Library, and Instructional Design have a vote, guaranteeing a well-rounded review of issues that affect curriculum and students.

Part-time faculty contribute to discussions about curriculum through regular programmatic meetings and conversations with their Program Directors. Program Directors regularly review Course Support tickets created by the teaching faculty and make decisions about redevelopments and the direction of the curriculum based on the experiences and feedback of their instructors and reported impact on student learning. Additionally, the staff and faculty continuously work to provide ongoing:

Attention to Sustaining Institutional Values to Improve Collaboration, Accountability, and Transparency

CSU Global leadership has worked to update all policies and processes to reflect the institution's values of collaboration, accountability, and transparency. Diverse groups with membership from across the University, many of which are mentioned in this report, exercise decision-making authority over issues affecting the University and the University's students. Working groups of staff from across the University ensure that decisions are made collaboratively, with transparency in processes and record-keeping. The University updates policies on the faculty portal in Knowledge Owl and the Center for Teaching Excellence, and CSU Global publishes newsletters that inform faculty and staff of events at the university and system level.

Commitment to a Broad-Based Participatory Process That Includes Monitoring, Evaluation, and Frequent Reporting

Our Institutional leadership are also accountable for tracking and reporting data as required by the Federal Department of Education, the State of Colorado's Department of Higher Education, and CSU System Board of Governors, including individual departmental metrics, performance to plan and prior year as well as survey outcomes, with internal and external constituencies. We proactively encourage our faculty and staff to bring forward process improvement opportunities to help us better support our current and future students in achieving their educational goals.

CSU Global maintains that it now fulfills the expectations of Criterion 2B, 3C, and 5B, and looks forward to the HLC comprehensive evaluation visit in 2025-2026 for reaffirmation of accreditation to demonstrate through our assurance argument, institutional effectiveness, compliance, and expectations with the HLC Criteria for Accreditation.