
COLORADO DEPARTMENT OF



HIGHER EDUCATION

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Performance Contract Review
2005-2010
Fort Lewis College

Prepared for CCHE Meeting, April 9, 2010

Introduction and Purpose of Review

Performance Contracts (PC) were negotiated individually with each institution during 2004 and each were signed early 2005 by the institution's President and Governing Board Chair and the Executive Director of the Department of Higher Education (DHE) and the Chair of the Colorado Commission on Higher Education (CCHE). The intent, goals, and sections of the PC were identified in SB04-189, and outlined again in Colorado Revised Statutes 23-5-129 "Governing boards - performance contract - authorization - operations." Though negotiated individually, there were common elements in each contract that addressed the broad goals of "improving Colorado residents' access to higher education; improving quality and success in higher education; improving the efficiency of operations; and addressing the needs of the state." The contracts were written to cover the time period of 2005 to June 30, 2009 with the first data reporting requirements to start in 2006.

It is important to note, that while the focus of this review is driven by the need to determine if PCs were a useful tool, it is impossible to talk about them without examining actual performance. What have we learn about institutional progress on the key indicators defined as state goals is an important part to review, though the substantive intent in examining such progress is to learn how the data and trends were or were not useful to the institutions or the Department. How the data were utilized by either the institution or the DHE will be a helpful aspect in determining if the PC was a useful tool.

Since many aspects of the PC are in writing, including legislation and reports from the institutions, it was logical to start the review with a comprehensive examination of all relevant documents. Also, DHE staff were sensitive to limiting any additional burden on the institutions or preparation required of them. The dialogues at the CCHE meetings will be the opportunity for institutional input.

Documentation Review for Fort Lewis College (FLC)

The following documents were reviewed by DHE staff in their efforts to conduct this review of the performance contracts. Included were:

- SB04-189
- Colorado Revised Statue 23-5-129
- DHE Performance Contract Reporting Guidelines, August 2005
- Fort Lewis College Performance Contract, signed March 4, 2005
- Annual Performance Contract reports provided by Fort Lewis College, 2005-2009

- SURDS data, 2005-2009
- IPEDS reports, 2005-2009
- Budget Data Book reports provided by Fort Lewis College, 2005-2009
- Communication about the Performance Contracts provided by Fort Lewis College, 2005-2009
- Amendment to Performance Contract signed by Fort Lewis College, June 22, 2009
- Documents from Fort Lewis College relating to the reauthorization of the teacher education program

Progress to Date on Specified Goals for FLC

Below is a presentation of the data, both quantitative and qualitative, for the goals established and described in Addendum A of the Performance Contract for FLC dated June 2, 2005. The five goal areas or domains for FLC are noted in **bold** below. What follows each domain heading is a presentation of the data submitted, showing possible comparison data to SURDS, IPEDS, and/or other DHE data, and other information describing FLC's progress to date.

Goal 1: Access and Success

1. Retention Rates

a. Fall-to-fall retention rate for First-Time, Full-Time Freshman (FTFT)

Figure 1 below displays data on the retention rates for all FTFT freshman utilizing a standard reporting metric of a fall-to-fall retention period. This figure also displays data with a pre-performance and contract period noted with the red lines. The bar highlighted in light blue (during the contract period) represents the goals that FLC set regarding their fall-to-fall retention for their FTFT students over the eight years. Looking at 2004 (pre-PC), FLC had a fall-to-fall retention of 58%, followed by 58.5% in 2008, and 60.3% in 2009.

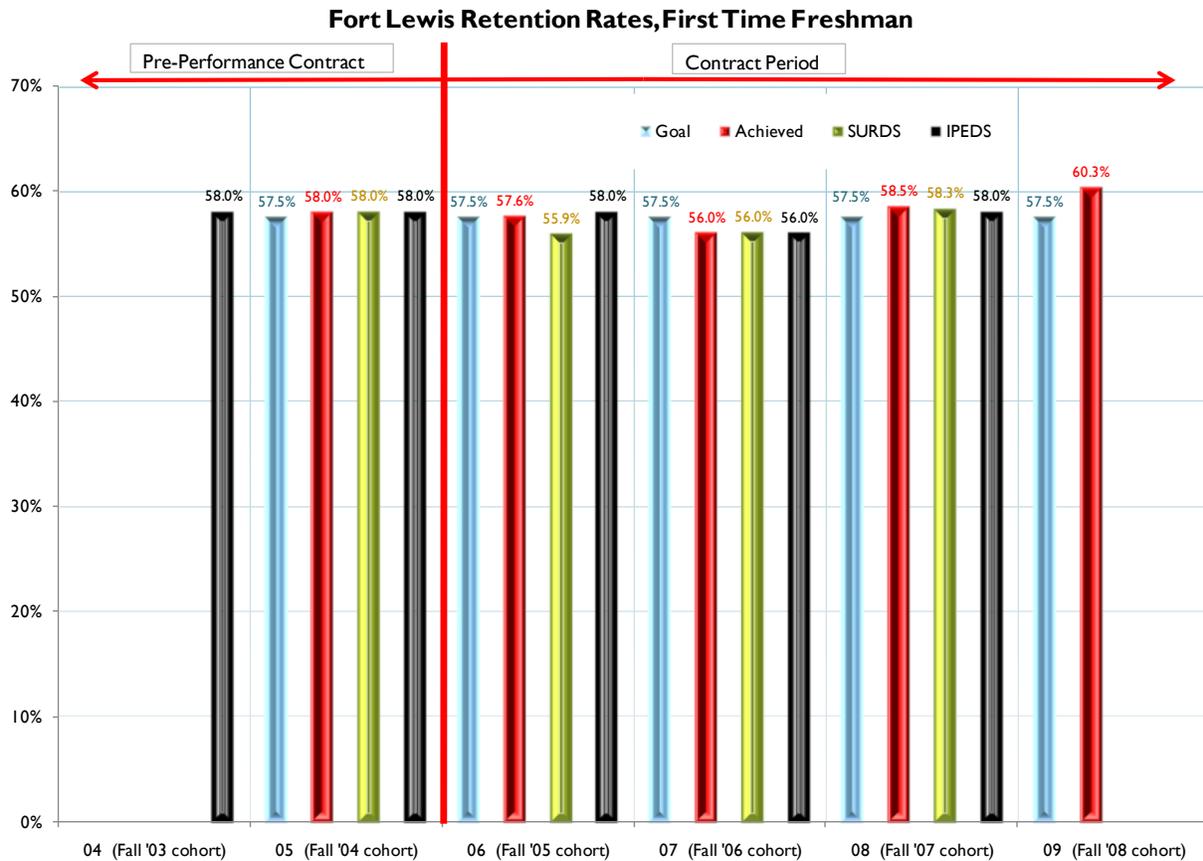


Figure 1. Fort Lewis College – Fall-to-Fall Retention, Multiple Data Sources

Focusing only on goal data and progress (achieved) data from Figure 1 for the years under the PC, it is possible to see a pattern of retention rates noted in Figure 2 below. In 2007, the data reflect an increase in fall-to-fall retention from 56% to 60.3% which exceeds their goal to have 57.5% of fall-to-fall retention of FTFT students by December 31, 2008.

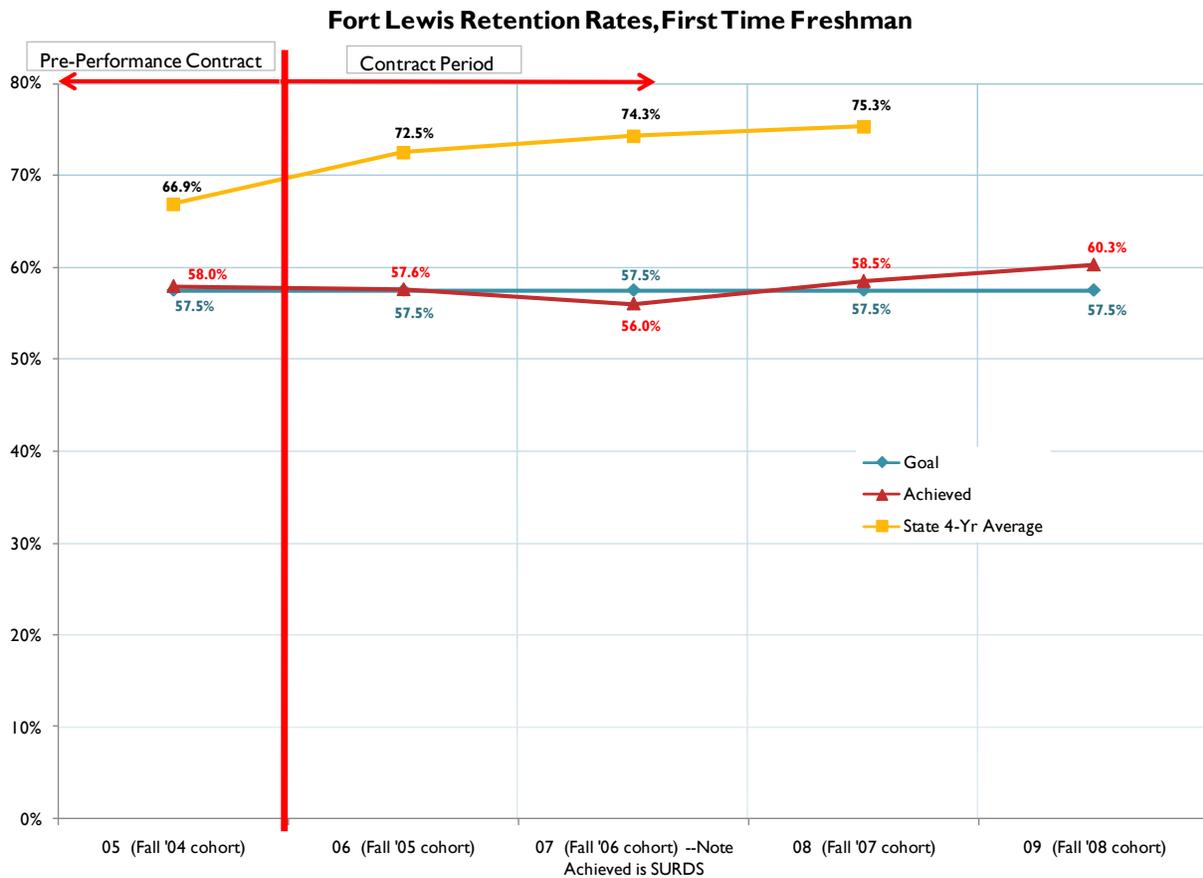


Figure 2. Fort Lewis College Fall to Fall Retention

To achieve the increase in fall-to-fall retention, FLC has instituted several programs to increase retention. The following list represents some of those efforts:

- Increased admission standards;
- Improved matriculation and orientation processes;
- Increased academic success of students with the administration of Noel-Levitz College Student Inventory B to students attending New Student Orientation to identify students at academic risk;
- Implemented an Early Alert system whereby faculty are requested to identify students in week 3 of the term who are not on track to be successful in their courses and the Academic Advising Center follows up with students;
- Merged Academic Success Program, Academic Advising Center, and Transfer Center into the Academic Advising and Student Success Center to create a retention team;
- Appointed a Coordinator of Faculty Advising to improve the quality of faculty advising by providing training, resource tools, and recognition and

rewards;

- Appointed a Coordinator of First-Year, Enrichment and General Education Experiences to manage the initiatives to improve the academic experience of freshman;
- Increased academic engagement activities;
- Implementation of retention-oriented four-year merit scholarships; and
- Improved services for low-income, first-generation and minority students.

2. Graduation Rates

a. Six-year graduation rate for First-Time Full-time (FTFT)

In addition to retention rates, the PC for FLC also established graduation rates that are calculated at the six-year post admission point. The goal FLC negotiated was "By June 30, 2008, FLC shall increase its 6-year graduation rate for first-time, full-time from 29.7% to 32.0%." As the data displayed in Figure 3 below reveals FLC has achieved their goal by Fall 2008 to reach 33% in graduation rates in the sixth year for FTFT students.

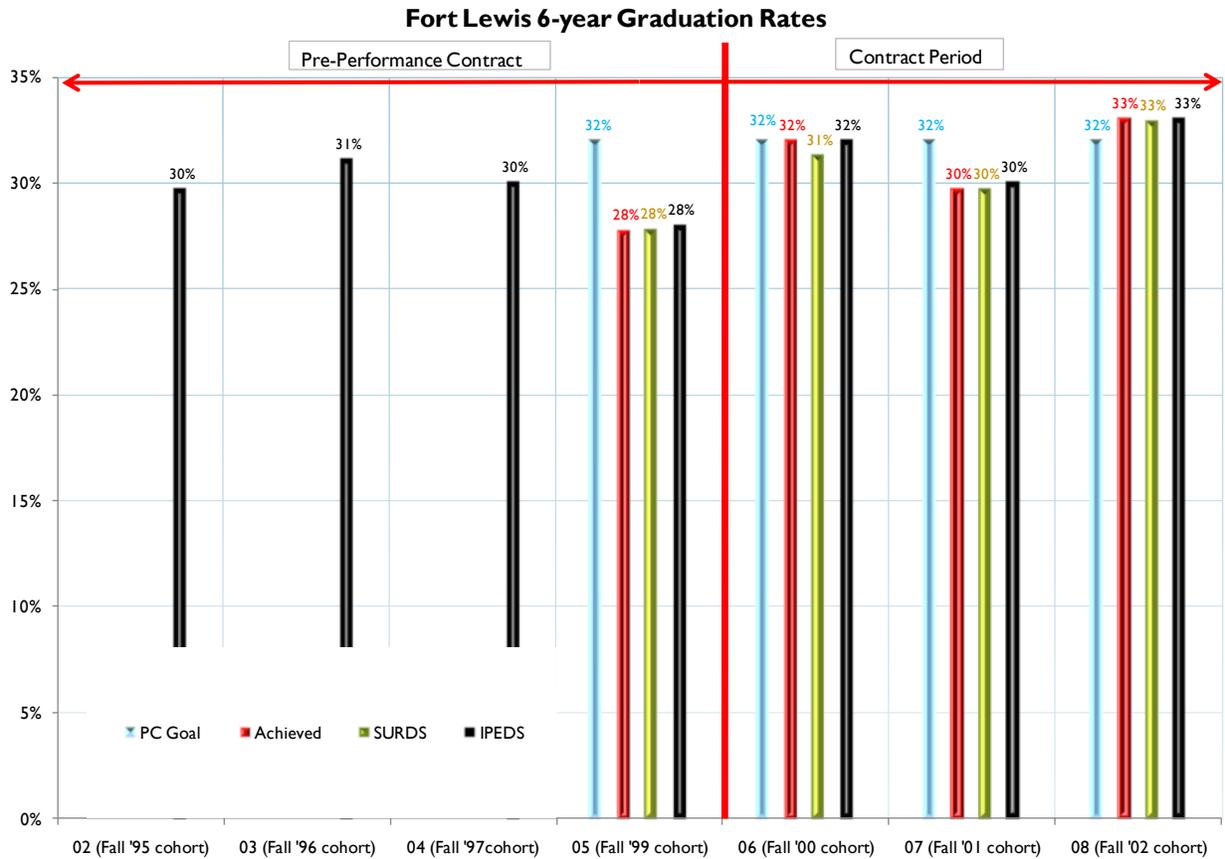


Figure 3. Six-Year Graduation Rates, Multiple Sources

Focusing only on goal and progress (achieved) data from Figure 3 for the years under the PC, it is possible to see a pattern of the six-year graduation rates noted in Figure 4 below. Over the period displayed in the figure below, the six-year graduation rates have varied two to four percentage points over these years; however, there is an upward trend in the last year.

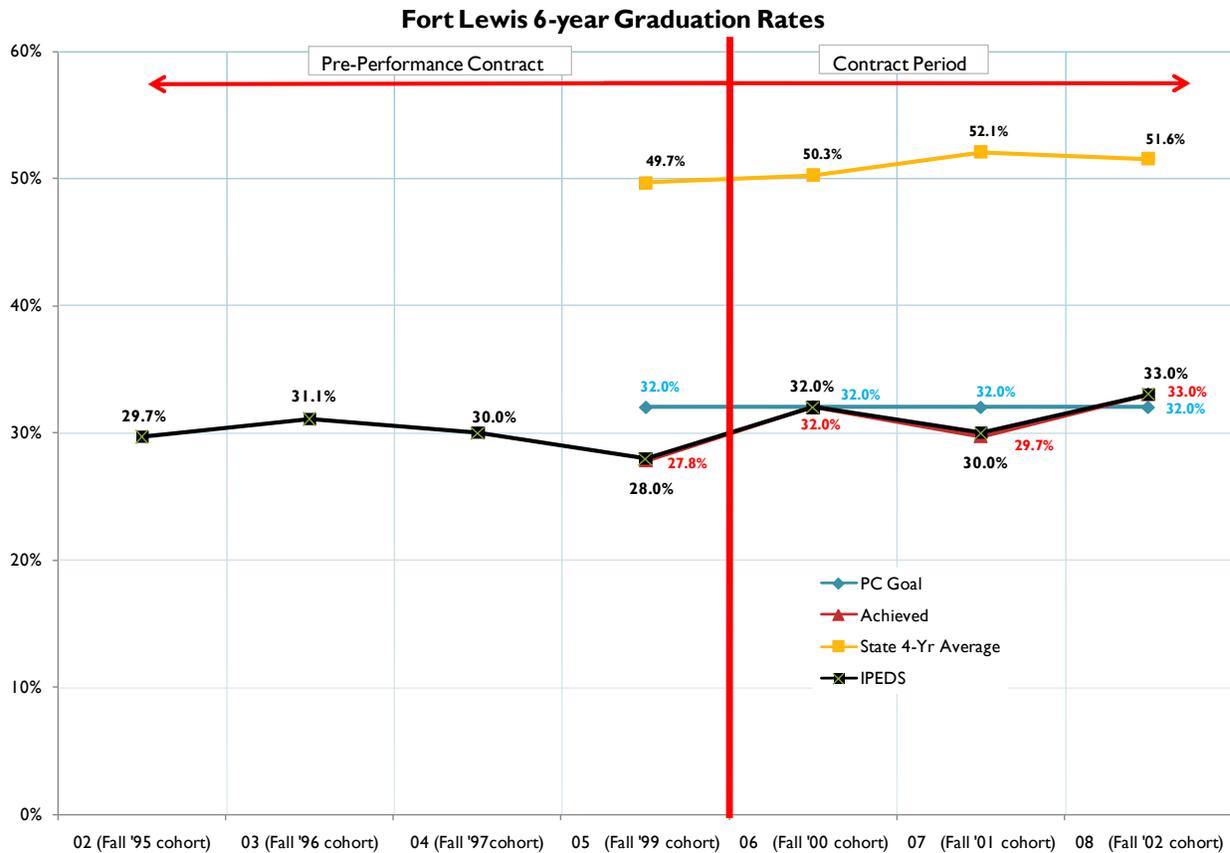


Figure 4. Six-Year Graduation Rates, 2003-2008

As per the PC for FLC, the institution is also to "report annually the results of its current efforts and any new or additional plans to programs to increase its six-year graduation rate for first-time, full-time degree-seeking freshmen" and those efforts have included the following:

- Developed a strategic plan initiative to enhance the college's portfolio of degree programs designed to help enhance graduation rates along with a marketing plan to emphasize the number of academic specialties offered by FLC through majors, minors, and certificates, and the benefits of being able to flexibly "mix and match" these programs;
- Improved undergraduate experience to increase completion at FLC (rather than transferring out) to include guaranteed general education transfer policy which dramatically reduced the cost of "transferring" and enhanced the "benefits" of staying at FLC;
- Instituted programs to address undergraduate research, community-based learning and research, and expansion of the Honors Program;
- Developed a financial aid program to enhance continuing student scholarship and increased the emphasis on career services;

- Targeted programs at various class levels (i.e., freshman, sophomores, juniors, etc.) that are tailored to meet specific needs (e.g., once a major is declared offer open houses; WebCapp was designed to allow students and advisors to monitor progress toward degree; developed *A Guide to Degree Planning... And Beyond*, a degree and career planning workbook designed to complement the *Catalog of Courses*; workshops offered by the Coordinator of Faculty Advising to assist faculty on how to re-orient their advising practices to yield written degree and career plans; petitioned seniors, students within 40 credits of graduating, need to be monitored carefully to ensure the final goal - graduation - is actually achieved;
- Developed a two-year scheduling protocol has been implemented to inform students about which required courses will be scheduled in the upcoming terms.

3. Underserved Students

The third section of Goal 1: Access and Success involves attention to enrollment, retention, and graduation rates of previously defined underserved students. As per the PC for FLC, it includes "low-income individuals, males, and minority groups." No quantitative benchmarks or goals were set; however, FLC indicated that they would "direct available resources to programs that were designed to increase enrollment, retention, and graduation of underserved students." FLC did note progress with underserved students and provided quantitative data for the identified populations. The data displayed in Table 1 provide a good overview of the enrollment increases of FLC students in the three underserved categories of low-income, minority, and males.

Increase Enrollment Underserved Students					
	Fall	Fall	Fall	Fall	Fall
Fort Lewis Data	2004	2005	2006	2007	2008
All Students			3,907	3,935	3,746
Low Income Students			21.2%	24.8%	22.8%
Minority Students			23.0%	26.0%	29.9%
Male Students			53.5%	52.4%	51.5%

Table 1. Underserved Student Headcount Enrollment, 2004-2008

Regarding retention, FLC provided the following data to show progress in increasing retention of underserved students as noted in Table 2 below.

Increase Retention Underserved Students					
	Fall	Fall	Fall	Fall	Fall
Fort Lewis Data	2002	2003	2004	2005	2006
All Students			58.0%	57.6%	58.5%
Low Income Students			48.8%	56.5%	57.0%
Minority Students			51.9%	48.7%	55.0%
Male Students			53.9%	51.7%	55.0%

Table 2. Underserved Student Retention, 2002-2006

In terms of graduation rates for underserved student populations, Table 3 reflects the progress FLC had with the six-year graduation rates for those students who began in 1999, 2000, and 2001 (percentage represents those graduated six years later).

Increase Graduation Rate Underserved Students					
	Fall	Fall	Fall	Fall	Fall
Fort Lewis Data	1997 Freshman	1998 Freshman	1999 Freshman	2000 Freshman	2001 Freshman
All Students			29.7%	32.0%	29.7%
Low Income Students			24.6%	25.5%	21.9%
Minority Students			17.4%	21.7%	22.7%
Male Students			25.2%	29.6%	25.3%

Table 3. Underserved Student Graduation, 1998-2001

To examine the three underserved student populations separately, it is necessary to further reflect progress that FLC has made. Table 4 below displays the data from minority student enrollment and the increase realized over time from 884 in Fall 2000 to 994 in Fall 2008. Some years FLC exceeded 1,000 minority students.

Increase Minority Enrollment									
	Fall								
	2000	2001	2002	2003	2004	2005	2006	2007	2008
Asian	34	30	39	35	36	39	34	41	34
Black	36	43	48	35	42	38	39	36	34
Hispanic	169	176	199	209	233	228	213	233	205
Native American	679	684	723	708	730	720	715	748	755
*Minority Subtotal	884	903	970	952	1,005	986	967	1,017	994
White	2,340	2,455	3,062	2,953	2,862	2,620	2,570	2,548	2,355
NR Alien	30	1	81	64	61	51	51	42	45
Unknown	88	109	197	178	230	250	283	280	312
Total	3,376	3,498	4,349	4,182	4,194	3,946	3,905	3,928	3,740

SOURCE: SURDS (Headcount Enrollment). *Defined as Black, Hispanic, and American Indian

Table 4. Minority Enrollment, 2000-2008

As noted in Table 5, graduation rates at year six improved for Hispanic students and some progress was noted with Native student populations. A significant increase is noted for Black students though it is important to note that the number of African American students enrolled is much smaller than enrollments for Hispanics and Native American students.

Increase 6-Yr Graduation Rates for Minority Students						
		1998 Cohort	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort
		2004	2005	2006	2007	2008
Fort Lewis Data	Native American	17%	NA	NA	NA	NA
	Hispanic	29%	NA	NA	NA	NA
	Black	NA	NA	NA	NA	NA
SURDS	Native American	17%	17%	17%	24%	16%
	Hispanic	29%	29%	31%	24%	35%
	Black	0%	0%	30%	5%	20%

Table 5. Minority Graduation, Six-Year Percentages, Admitted 1998-2002

In terms of enrollments disaggregated by gender, Table 6 reflects little change from 2004 to 2007 in the distribution of males and females enrolled. Also, in terms of retention rates disaggregated by men and women, women have slightly higher retention rates at FLC over the 2004-2007 fall cohorts. Finally, Table 8 reflects six-year graduation rates for males and females and there are increases for males who graduated as well as for females over the years displayed.

Enrollment of Men and Women In Fall Freshman Cohort					
		Fall	Fall	Fall	Fall
		2004	2005	2006	2007
Fort Lewis Data	Men	54%	NA	NA	NA
	Women	47%	NA	NA	NA
SURDS	Men	53%	NA	55%	53%
	Women	47%	NA	45%	47%

Table 6. Male/Female Enrollment, 2004-2007

Increase Retention of Men and Women In Fall Freshman Cohort					
		Fall	Fall	Fall	Fall
		2004	2005	2006	2007
Fort Lewis Data	Overall	58%	NA	NA	NA
	Men	54%	NA	NA	NA
	Women	63%	NA	NA	NA
SURDS	Overall	58%	NA	56%	58%
	Men	54%	NA	50%	56%
	Women	63%	NA	63%	61%

Table 7. Male/Female Retention, 2004-2007

Increase 6 Year Grad Rates for Men and Women, at Institution						
		1998 Cohort	1999 Cohort	2000 Cohort	2001 Cohort	2002 Cohort
		2004	2005	2006	2007	2008
Fort Lewis Data	Overall	NA	NA	NA	NA	NA
	Men	25.22%	NA	NA	NA	NA
	Women	31.34%	NA	NA	NA	NA
SURDS	Overall	NA	27.8%	31.3%	29.7%	32.9%
	Men	NA	25.2%	28.1%	25.3%	29.3%
	Women	NA	31.3%	35.4%	35.2%	37.3%

Table 8. Male/Female Graduation, 1998-2002

To further support underserved students FLC, identified recruiting activities; transition, orientation, and college acculturation activities; and retention and student success activities with a focus on advising and enhancement of learning as their goals for this section of the PC. The annual reports FLC provided, indicate a plethora of support programs and activities they have instituted to increase participation, matriculation, and graduation of underserved students. Activities are reported according to these categories: Pre-College Enrollment, Pre-Matriculation, Financial Aid, Matriculation, Orientation, Remediation, Learning Support, Early Alert, Academic and Career Advising, Academic Engagement, and Cultural Centers. FLC also notes an Integrated “Total Support” Program that is federally funded which supports students who meet the low-income, first generation, disability criteria.

Goal 2: Quality in Undergraduate Education

1. General Education Requirements

- a. Adopt fully transferable, foundational general education core curriculum/gt Pathways
- b. Clearly designate lower division courses eligible/not for transfer

FLC has indicated through its “Performance Contract Statement of Assurances,” that the general education core curriculum meets the gtPathways curriculum requirements. To determine the progress to date on the General Education Requirements listed above, DHE staff reviewed FLC Student Academic Catalogues for two academic years, 2007-08 and 2008-09. DHE notes the following:

- 2007-2008 Catalogue: Clearly designates which courses are eligible for statewide guaranteed transfer. The “Transfer” section of the catalogue discusses, in general, the transfer of state-guaranteed general education courses (pp. 14-16). In the “General Education” section of the catalogue (pp. 23-27), each curricular component of the general education requirement is discussed and the courses that satisfy each component are listed by course number. It is clearly stated in this section that “All courses that fulfill lower-division general education requirements, with the exception of . . . the Physical Well-Being requirement, . . . are guaranteed to transfer to other Colorado public institutions of higher education under the State of Colorado gtPathways system.” (p. 23.) In the actual course listings in the rest of the catalogue, those courses that satisfy the Gen Ed

requirement, and consequently gtPathways, have a second course number or suffix signifying that they satisfy that requirement, i.e., MATH 105 **GMA1** College Mathematics. (p. 177.) Since all Gen Ed lower division courses are guaranteed to transfer except the Physical Well-Being course, the description of this course (ES 100) clearly states that it is not approved for transfer, thus satisfying section 1.6.b of the Performance Contract. The language used in the ES 100 description is identical to the language in 1.6.b.

- 2008-2009 Catalogue: Courses eligible for statewide guaranteed transfer are not quite as clearly designated as in the 2007-2008 catalogue. The “Transfer” section does discuss the transfer of state-guaranteed general education courses but not to the same degree as the previous catalogue. The “General Education” section also has less detail, but it does contain the same language: “All courses that fulfill lower-division general education requirements, with the exception of . . . the Physical Well-Being requirement, . . . are guaranteed to transfer to other Colorado public institutions of higher education under the State of Colorado gtPathways system.” (p. 40.) Also, in the actual course listings in the rest of the catalogue, those courses that satisfy the Gen Ed requirement, and consequently gtPathways, have a second course number or suffix signifying that they satisfy that requirement, i.e., MATH 105 **MA1** College Mathematics. (p. 192.) However, in this catalogue the suffix numbering has dropped the “G” designation for “general.” The “Key to Course Descriptions” section explains that this suffix indicates a course is approved for general education, but does not say anything about it thereby being guaranteed to transfer. (p.154.) The ES 100 description (the Physical Well-Being course required by FLC but not guaranteed to transfer) does not have the language that is required by 1.6.b.

The 2007-08 catalogue seemed to be the clearer in terms of denoting what was transferable and not as well as what counted as general education or not.

2. Grade Distribution

The Grade Distribution section was not included in the PC for FLC. However, as noted in FLC’s annual reports, there are “a myriad of effective policies to maintain appropriate high academic quality and rigor, including mitigation of grade inflation through the consistent monitoring as part of the campus-wide continuous quality improvement assessment process.” FLC provided evidence of monitoring grade distribution to ensure appropriateness of grading and to mitigate grade inflation. Several departments have identified causes of non-successful completion of courses and have created appropriate actions to improve the success rate of the students while maintaining academic rigor.

FLC has provided the data displayed in Table 9 to demonstrate their internal analysis they have completed to monitor grade distribution over the years of 1998-99, 2006-07, and 2007-08.

Earned Grades	AY 1998-99	AY 2006-07	AY 2007-08	Change 2007-08 from 1998-99	Change 2007-08 from 2006-07
% A	37%	40%	40%	3%	0%
% B & C	47%	48%	49%	2%	1%
% DFW	16%	12%	11%	-5%	-1%

Table 9. Earned Grades All Courses, Academic Years 1998-99, 2006-07, and 2007-08

3. Faculty

- a. Core faculty same quality as non-core (majors) courses
- b. Compensation policies of faculty

The PC for FLC indicates that the institution shall continue to ensure that the proportion of core courses taught by the highest quality faculty are equivalent to non-core courses and will provide an annual report on faculty compensation policies. The following provides an illustrative view of how FLC has met the requirement of this goal:

- Per the Faculty Handbook, the President of the College determines salary policy and individual faculty salaries. Salaries are based on the merits of the individual's services to the College and are determined by the President after consultation with the Provost and the appropriate deans (or equivalents) and department chairs (or equivalents).
- All faculty salary increases are based upon meritorious performance as well as the availability of funding. In determining individual faculty raises, department/programs make recommendations for Level I and Level II merit to the dean/director.
- All meritorious faculty are considered for a Level I increase. Level I increases are a percentage increase and usually represent approximately 80% of the average faculty salary increase pool.
- Level II increases are awarded as dollar amounts (rather than percentage of base salary). The faculty receiving Level II increases in each unit are limited in number and must demonstrate outstanding performance.
- The average faculty increase including promotions and equity dollars are approved by the Board of Trustees as part of the budget process.

4. Evaluation and Assessment of Student Learning

- a. Outcomes on licensure, professional, graduate school admission, and other exams;

- b. Develop method to assess students' knowledge and improve delivery of courses.

The fourth area in Goal 2: Quality of Undergraduate Education relates to evaluation and assessment of student learning. FLC provided reports supporting the institution's activities relative to the assessment of student learning through the use of the National Survey of Student Engagement (NSSE). From these data FLC has feedback about the learning environment and data compared to their peer, COPLAC (Council of Public Liberal Arts Colleges) institutions. From the FLC report, the following is illustrative of the progress in this goal area:

- FLC graduates continue to perform at or above the level of their peers in licensure and professional examinations and on the NSSE benchmarks of effective educational practices.
- The number of FLC alumni taking the CPA exam in 2007, as reported in 2008, remained steady. The percentage of alumni who passed all or part of the four-part exam was 72%. This exceeds the percentage of candidates from COPLAC, AACSB accredited undergraduate programs (63%); COPLAC, AACSB accredited schools with MBA programs (70%); and all candidates from Colorado universities without a graduate degree (61%). In fact, FLC had the highest pass rate of all Colorado institutions.
- Again this year, the program completers in the Teacher Education Licensure Program attained a 100% pass rate on the appropriate state mandated content test.
- The most recent survey sent to more than 5,000 FLC alumni and summarized in the fall of 2008 revealed that 21% of graduates reported they were attending graduate school full-time. Another 28% have completed a graduate degree and 1% completed a second bachelor degree or professional certification. In total, 50% of FLC graduates have finished or are working towards a graduate degree. On the same survey, seventy-nine (79%) percent of alumni reported they were employed full-time.
- FLC students reported at or above the CoPLAC mean in all benchmarks on the National Survey of Student Engagement.

Goal 3: Efficiency of Operations

1. Costs

- a. Provide information for Budget Data Book on mandatory cost increase/decreases

Under Goal 3: Efficiency of Operations, the PC for FLC notes a requirement that the Governing Board provide information in the Budget Data Book (BDB) to identify mandatory cost increases and decreases. FLC provided such data and has thereby met this requirement.

The data provided in the BDB are utilized to determine whether funding increases are necessary

for cash funds and cash funds exempt; however, the past two fiscal years have primarily focused on reductions to base funding levels. The Department will continue to strive to fulfill this provision when funding sources are adequate to permit funding increases.

b. Tuition differentials, specialized fees, or other tuition increases to improve quality

The PC states that the Governing Board may submit tuition differentials and specialized fees in the budget process. The Department annually collects the Tuition and Fee Survey from all institutions. For FLC, the tuition and fee data are:

	FY 2005-06 Tuition (30 CHRS)	FY 2006-07 Tuition (30 CHRS)	FY 2007-08 Tuition (30 CHRS)	FY 2008-09 Tuition (30 CHRS)	FY 2009-10 Tuition (30 CHRS)
Resident	\$2,462	\$2,522	\$2,648	\$2,846	\$3,102

Table 10. Resident Tuition, 2005-10

	FY 2005-06 Fees (30 CHRS)	FY 2006-07 Fees (30 CHRS)	FY 2007-08 Fees (30 CHRS)	FY 2008-09 Fees (30 CHRS)	FY 2009-10 Fees (30 CHRS)
Resident	\$830	\$871	\$1,146	\$1,350	\$1,544

Table 11. Resident Fee, 2005-10

FLC has opted to not utilize tuition differentials. Since this was optional in the PC, they are considered to be in compliance. Specialized fees are outlined in the tuition and fee survey and align with CCHE policy.

c. Strive to control costs

The PC includes a requirement that the FLC Governing Board "strive to control costs" to keep them in line with the latest published cost adjustment figure from the State Higher Education Executive Officers (SHEEO) Higher Education Cost Adjustment (HECA) model.

Data that were utilized to review this area of the PC are presented below:

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10
HECA¹	92.63	95.77	98.55	100.00	TBD
% increase²		3.39%	2.90%	1.47%	TBD

Table 12. Higher Education Cost Adjustment (HECA)

	Costs³			
	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09
Instruction	\$14,726,831	\$15,090,637	\$16,216,639	\$16,585,468
Academic support	\$4,478,254	\$5,210,552	\$5,391,299	\$6,094,179
Research	\$392,957	\$227,109	\$310,297	\$347,834
Public Service	\$1,159,174	\$1,263,549	\$1,345,439	\$1,247,335
Student services	\$5,194,598	\$5,516,139	\$6,370,360	\$6,418,505
Institutional support	\$3,917,958	\$4,551,328	\$4,696,593	\$5,497,648
Operation of plant	\$3,143,748	\$3,823,383	\$4,635,064	\$5,085,970
Scholarships and Fellowships	\$1,210,014	\$1,052,030	\$1,127,403	\$1,366,505
Auxiliary enterprises	\$11,316,788	\$11,952,706	\$12,706,314	\$13,060,036
Depreciation	\$4,872,244	\$5,012,389	\$4,708,017	\$4,708,017
Total	\$50,412,593	\$53,699,822	\$57,517,396	\$60,411,497

Table 13. Cost per area, 2005-2009

HECA calculations are released at the end of each fiscal year and represent the actual history; they are not released as predictive or forecasting measures for subsequent years. With this in mind, the FLC Governing Board appears to have made attempts to limit increases in costs in areas within their control, namely instruction, academic support, student services, and institutional support.

¹ Source: "State Higher Education Finance: FY2009." State Higher Education Executive Officers.

² Calculated by DHE staff

³ Source: "Fort Lewis College: Financial and Compliance Audit". Office of the State Auditor.

2. Capital Assets and Maintenance - allocate a percentage of new tuition revenue for deferred maintenance

The PC for FLC has a requirement that the Governing Board "shall work with students as may be necessary to establish a capital and maintenance fee, or the College may submit a decision item for a tuition surcharge to address maintaining existing and constructing new facilities." The Governing Board is then required to breakout in the annual Statement of Revenues, Expenses, and Changes in Net Assets the actual amount spent pursuant to this section.

A review of the data revealed that FLC has not implemented a student approved mandatory fees for capital expenses, and there has been no proposal forwarded to CCHE for a tuition differential.

3. Facilities - continually assess operational efficiencies

The PC notes a requirement that the Governing Board "continually assess operational efficiencies of its auxiliary facilities" and that it consider proposals solicited from private firms. This is an internal review and consideration by institution and Governing Board staff; anecdotal evidence confirms that FLC has complied.

Goal 4: Other State Needs - Teacher Education

1. Teacher Education Programs

Goal 4 addresses the Teacher Education Program at FLC. This goal is under the heading: "Other State Needs" and was determined to be a priority by the legislature and added to the PC for all institutions. Since FLC had a review of their Teacher Education Program during the reauthorization process in January 2010 some of the findings from that are cited, as appropriate.

a. Teaching on diverse student populations

During the January 2010 reauthorization site visit, FLC was found to meet this requirement. FLC has a designated Director of Field Placements who ensures all candidates get this required experience. Further, interview with alumni indicated they all had experience in a Title I school. Based on review of syllabi, as well as interviews and observations in partner schools, the review team concludes FLC is meeting this goal in their PC.

b. 800 hour field experience

FLC exceeds this requirement in that the institution mandates that all candidates spend at least 16 weeks student teaching. The "Performance Contract Statement of Assurances" signed by FLC also indicates that candidates have at least one semester of student teaching. Further, the reauthorization review revealed that the requirements regarding 800 hours of field experience were indeed part of the teacher preparation coursework.

c. Effective use of student assessment data

During the reauthorization site visit, the review team observed that candidates learned various kinds of assessments, including different kinds of rubrics. During some of the interviews and based on feedback from alumni, FLC made recent program revisions to increase the amount of instruction on assessment and data use and syllabi reflect that these topics are included in several classes.

d. Instruction on attitudinal and behavioral differences/socialization variations

During the reauthorization site visit, reviewers found in syllabi and from current students and alumni interviews that FLC has met this requirement. There was attention to instructional differences including attitudinal and behavioral aspects as well as attention to diversity, multiculturalism and culturally responsive teaching. Differences between boys and girls were also addressed.

1.1 Content courses taught by content departments

According to the reauthorization review team, FLC has demonstrated that they have appropriate faculty teaching appropriate courses and that content courses are taught by content departments. Also, data from FLC indicate that it has had a 100% pass rate on the PLACE or Praxis tests demonstrating that FLC graduates from the Teacher Education program are receiving content knowledge from content experts.

2. Recruitment and training of qualified teacher candidates

The data from SURDS on enrollments in the Teacher Education Program at FLC indicate, as displayed in Table 14, that the enrollments in teacher education program has not remained steady of the last five years. The trend ends in a downward direction over the last two years though some of the trend may be explained by a strategic decision on the part of FLC. There is a limited number of sites in the region for student teachers and practicum students.

Fort Lewis					
Headcount Enrollment in Teacher Endorsment Areas					
	2005	2006	2007	2008	2009
Asian or Pacific Islander	1	1	1		2
Black, non-Hispanic	1	3	2	1	
Hispanic	10	7	12	12	11
Native American or Alaskan Native	32	34	42	35	30
Non-Resident Alien	1				
Unknown Ethnicity	14	10	14	15	16
White, non-Hispanic	229	200	236	206	175
Grand Total	288	255	307	269	234

Table 14. Headcount Enrollment in Teacher Education Programs

Goal 5: Other State Needs - Workforce and Economic Development

1. Increase enrollment/graduation in identified targeted programs to meet regional needs

No specific programs were identified in the PC for FLC. However, according to the data provided by FLC in annual PC reports, it has met this requirement by:

- As part of the strategic planning process, the College has developed a list of possible programs to expand offerings to meet the needs of students, including workforce demands. The list of possible new academic programs is updated periodically and includes potential new majors, minors, and certificate programs.
- Two new degree programs began in 2006-07, American Indian Studies and Gender and Women's Studies, and two additional new degree programs began in 2007-08, Adventure Education and Environmental Studies. Additionally, certificate programs in Geographic Information Systems/Applied Geography, Heritage Resource Management, and Mountain Studies were approved and implemented. A new graphic design concentration has been implemented within the Art major. The Marketing option in Business Administration and the Athletic Training option in Exercise Science have been modified to become stand alone majors.

New Program Approval Process

A key reporting and approval process that changed with the new PC was the manner in which institutions receive approval from CCHE to begin new academic programs and degrees. The PC requires the CCHE to approve all new or modified academic programs and degrees according to the specification of that institution's mission and role. Once a governing board has approved the

new or modified academic program or degree, it notifies the DHE and provides a rationale demonstrating that the creation or modification of the program is consistent with the institution's statutory role and mission. DHE staff review the program to determine only if the new program or degree is within the statutorily defined mission and role for that institution (except for teacher education programs, which have additional reviews and approval by State Board of Education as required by 23-1-121 C.R.S.). Staff then provides a recommendation to the CCHE for approval or denial. The CCHE has the authority to override the creation or modification of the program if the change is inconsistent with the institution's statutory role and mission.

The data displayed in Figure 5 below reflects the creation of new academic programs and degrees for FLC during both pre-performance contracts and the contract period.

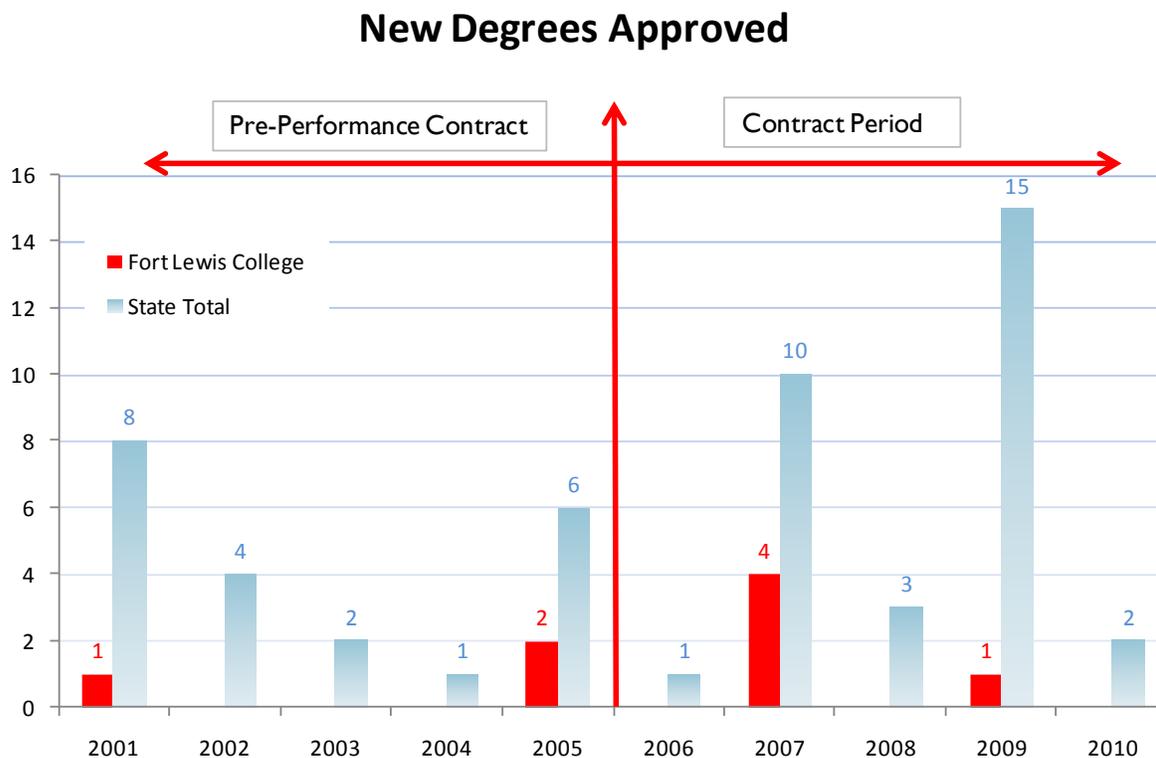


Figure 5. New Degrees Approved, Pre and During Contract Period

Performance Goal Achievement

Finally, one important note contained in each PC states in paragraph 8, Performance Goal Achievement: “The ability of the College to fulfill the terms of this Performance Contract expressly assumes funding at a level which approximates the Department funding appropriated

by the General Assembly during fiscal year 2003-2004. How changes in the funding levels may have impacted an institution's ability to meet the terms of the PC have not yet been determined and will be discussed in the open dialogues with CCHE, institutional leaders, and the DHE.

Figure 6 below displays the data for state support for FLC over the last ten years. The total support, including the additional ARRA funds, has exceeded the 2003-2004 funding levels.

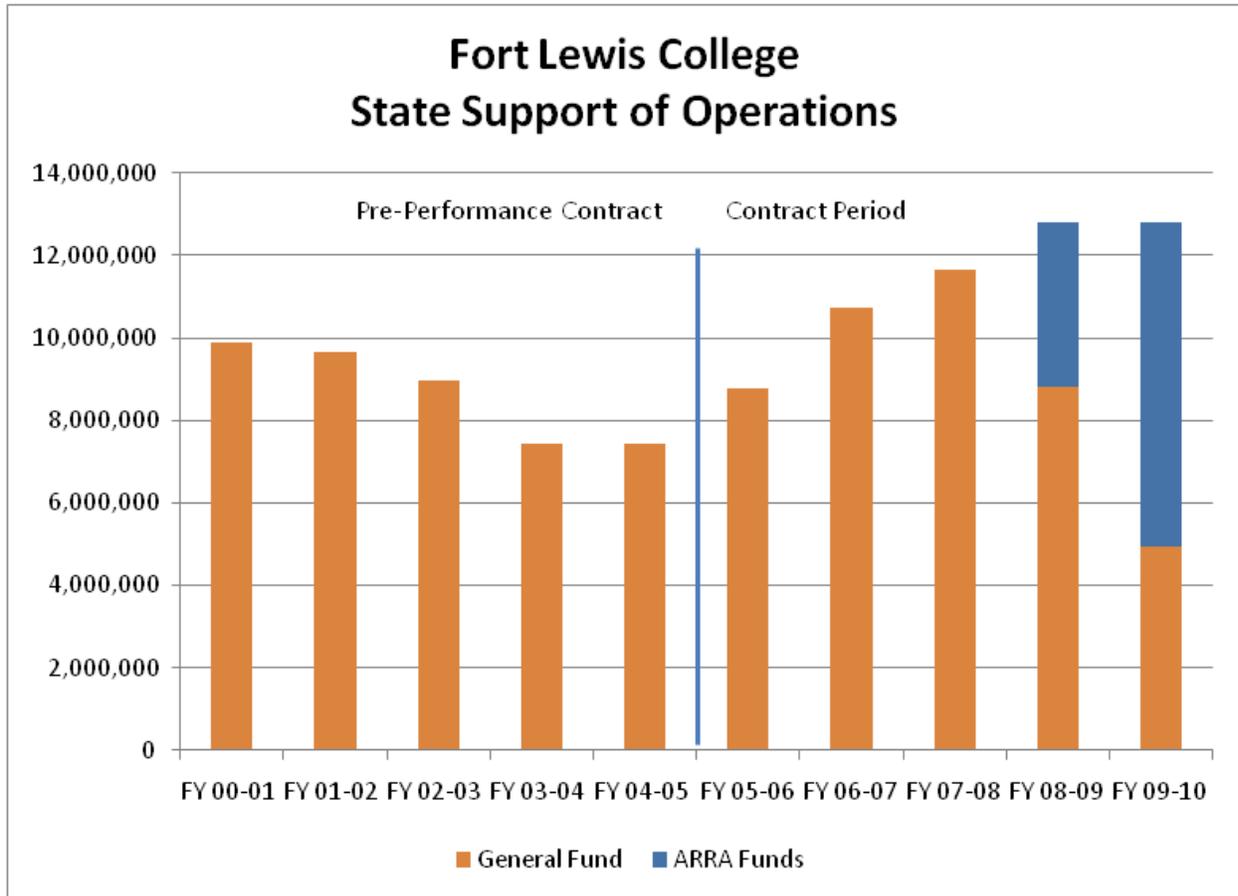


Figure 6. Financial Support to FLC, Ten Year Trend

Further, in Figure 7 below the financial support disaggregated by Resident FTE is displayed which again reflects a funding level above the 2003-04 level and above the statewide funding per Resident FTE.

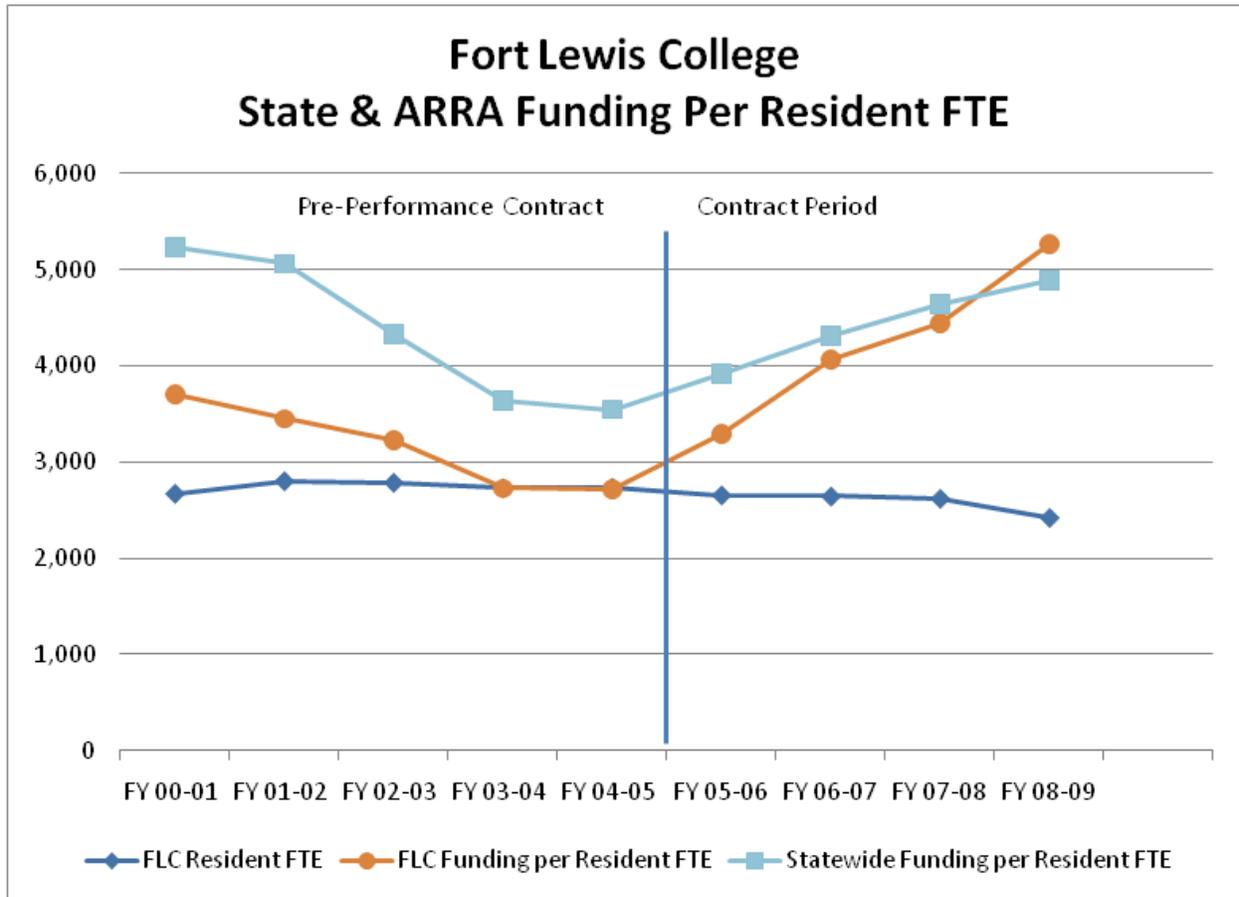


Figure 7. Financial Support to FLC, per Resident FTE, Ten Year Trend

The annual reports provided by FLC along with other DHE data have been reviewed and presented in this report. Each of the items that were identified in the Performance Contract Addendum A has been addressed with this review.