
COLORADO DEPARTMENT OF
 **HIGHER
EDUCATION**

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Performance Contract Review

2005-2010

Adams State 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 was signed early 2005 by the institution's President and Governing Board Chair and by 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 the 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 we learned 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 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 to conduct this review. The dialogues at the CCHE meetings will be the opportunity for institutional input.

Documentation Review for Adams State College (ASC)

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 Statute 23-5-129
- DHE Performance Contract Reporting Guidelines, August 2005
- Adams State College Performance Contract, signed March 4, 2005
- Annual Performance Contract reports provided by Adams State College, 2005-2009
- SURDS data reports provided by Adams State College, 2005-2009
- IPEDS reports, 2005-2009
- Budget Data Book reports provided by Adams State College, 2005-2009

- Communication about the Performance Contracts provided by Adams State College, 2005-2009
- Amendment to Performance Contract signed by Adams State College, June 22, 2009
- Documents from Adams State College relating to the reauthorization of their teacher education program, 2005-2010

Progress to Date on Specified Goals for ASC

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 Adams State College dated March 4, 2005. The five goals for ASC are noted in **bold** below. What follows each goal heading is a presentation of the data submitted, showing possible comparison data to SURDS, IPEDS, and/or other DHE data, and other information describing ASC'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 contract and contract period noted with the red lines. The bar highlighted in light blue (during the contract period) represents the goals ASC set regarding their fall-to-fall retention for first-time, full-time students over the eight years. Looking at 2004 (pre-PC), IPEDS data indicate 52% fall-to-fall retention followed by ASC data of 55.5% in 2005, 54.9% in 2006, 55.4% in 2007, and 51.1% in 2008.

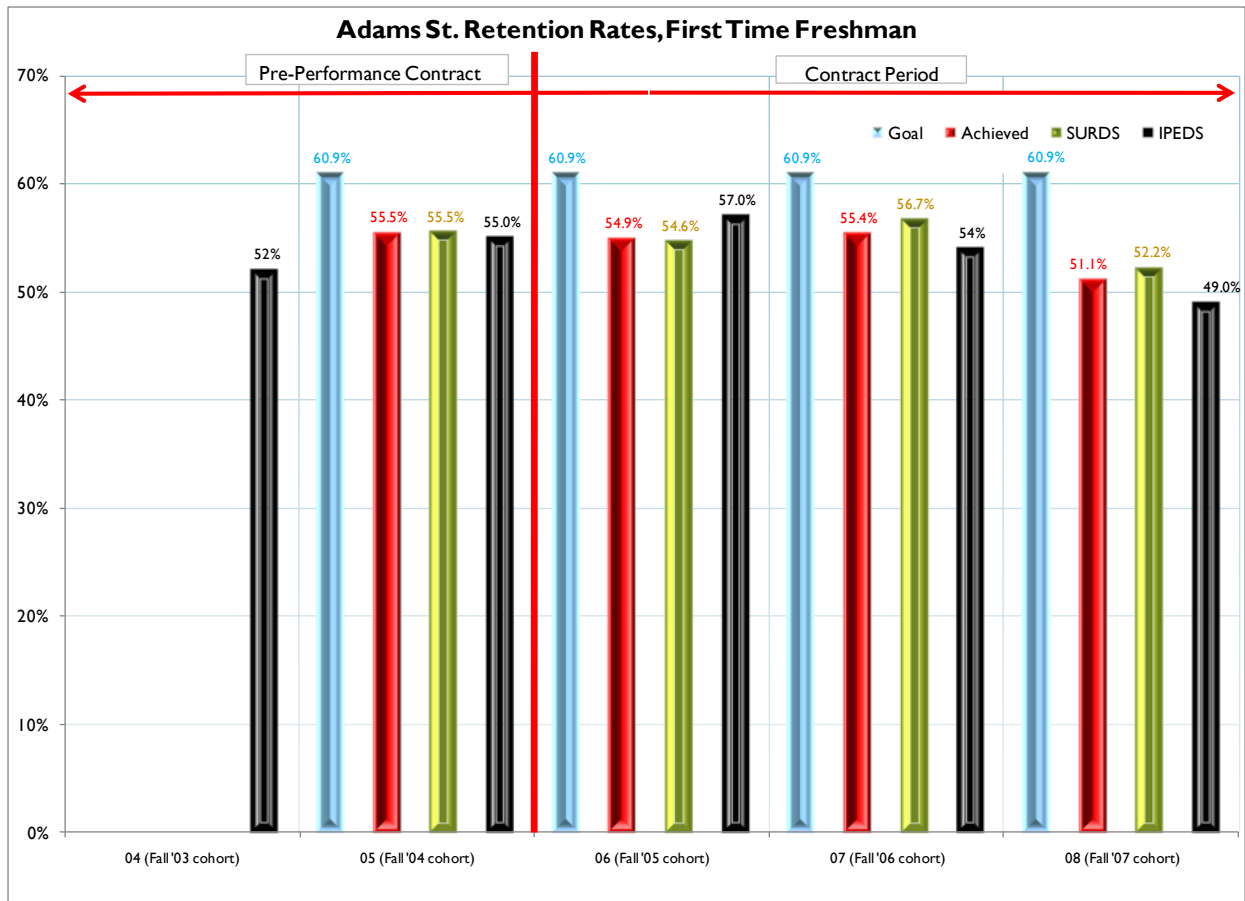


Figure 1. Adams State College – Fall-to-Fall Retention, Multiple Data Sources

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 most years the retention rates remained steady with a decline reflected in Fall 2008.

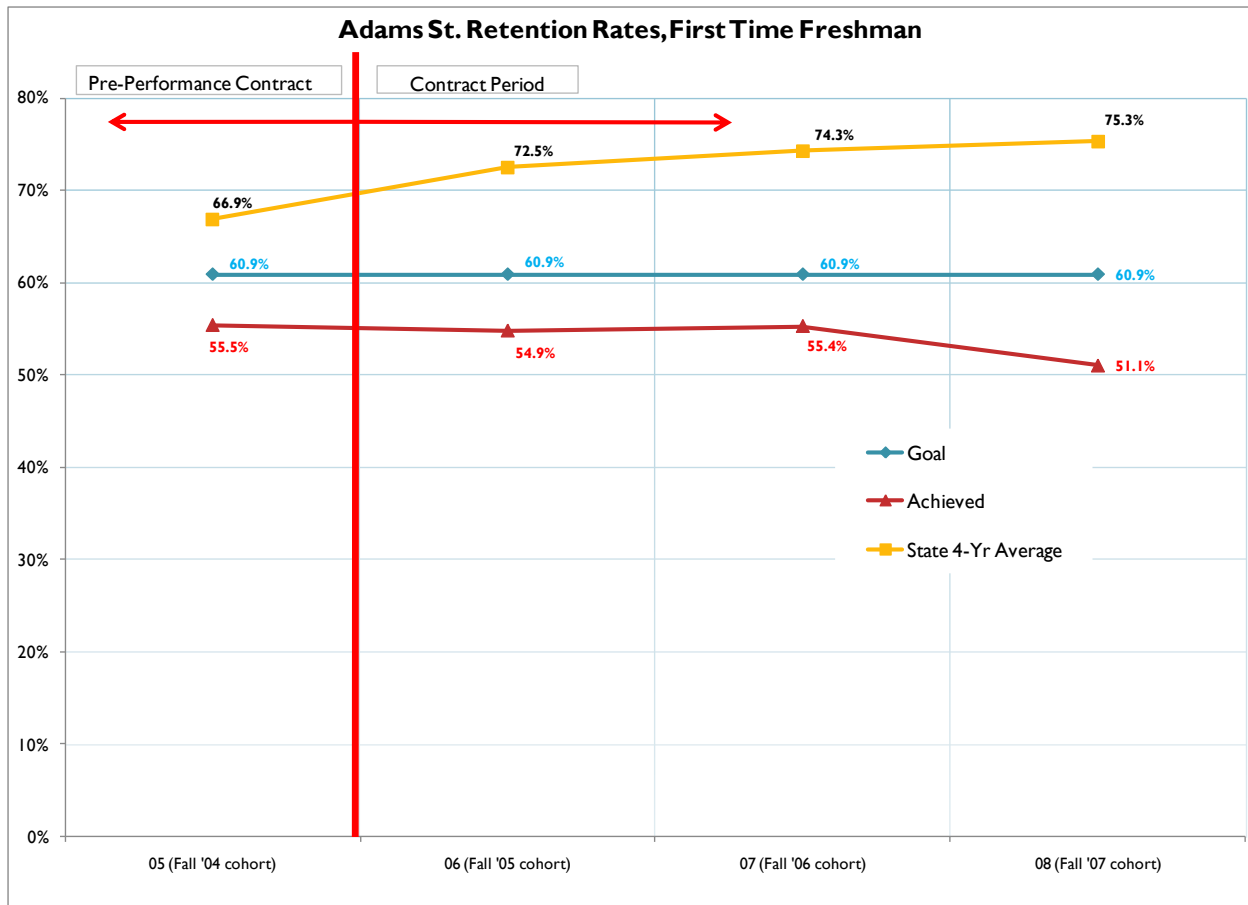


Figure 2. Adams State College Fall-to-Fall Retention

The PC for ASC notes that “by December 31, 2008, ASC shall increase its fall-to-fall retention rate for first-time, full-time freshman from 57.4% to 60.9%.” Several activities are now in place at ASC to address retention and assist the campus in achieving its retention goals.

Some of those efforts include the following:

- Strengthened advising, counseling, and tutoring programs which have been established as good practices that will have a positive impact on the retention of students. As noted in ASC’s 2007 report, they have implemented a project to monitor attendance and advising activities for students in developmental courses and a select number of general education courses. In the 2008 report, they note they have made significant changes in retention efforts. Most importantly, they eliminated the old First Year Experience Program and replaced it with the new Office of Student Engagement and Success. The new director began in March 2008 and revamped the new student orientation with an eye toward improving student engagement.
- Placed a renewed emphasis on using the data from the National Survey of Student Engagement. These data show both the strengths and weaknesses of retention efforts.

These results were the subject of a major strategic planning session. ASC has also identified, as reported in 2008, that they need to involve more students in internships, community service projects, and study abroad programs.

- Directed a great deal of attention to developmental education programs. ASC is currently seeking to hire a Director of Developmental Education who will be charged with improving coordination among academic support services.
- In the 2009 ASC report, they note that “After several years of changes in the organization and staffing of our retention efforts, we finally feel as though we have the right combination to make significant progress in driving up our retention rates.” Under the direction of the new Office of Student Engagement and Success, they moved away from a general campus-wide retention effort to a data-driven approach. This change allowed ASC to be looking carefully at the factors associated with success and how those factors differed widely among different student groups, in particular commuter students and students who enter ASC requiring developmental work in two or more subjects. Those students who are required to take only one developmental course succeed almost as well as those students who need no developmental coursework.
- ASC reports that they began an effort to address persistence of commuter students who typically persist at lower rates than residential students. This difference is especially large in the rural San Luis Valley where some students commute 75-100 miles/day. ASC identified that commuting students were living at home to save money. This led to the development of a new program “GRIZZLY PARTNERSHIP SCHOLARSHIP.” This unique award gives any student from the six counties of the San Luis Valley and the five surrounding counties a \$3,200 housing scholarship for living on-campus. In the first year of the program, more than 130 students from these counties elected to live on campus. This brings them in contact with the multiple activities and support networks that will help them to engage in campus life and to persist toward graduation at higher rates.
- Students needing multiple developmental courses retain at very low rates. In fact, these students (most of whom would not have been admitted to most of the other four-year institutions in Colorado) retain at the lowest rate of any student population. In order to provide these students with better support, ASC now requires them to join the developmental Learning Community, called STAY. The STAY program gives these most-at-risk students a dedicated advisor and a set of peer mentors. These students are eligible for free tutoring. The STAY faculty and staff meet weekly to discuss how each student is doing and to develop personalized interventions to aid students who are headed for trouble.

2. Graduation Rates

- a. Six-year graduation rate for First-Time, Full-Time

In addition to retention rates, the PC for ASC established graduation rates that are calculated at the six-year post-admission point. The goal ASC negotiated was “By June 30, 2009, ASC shall increase its 6-year graduation rate for first-time, full-time from 27.8% to 30.4%.” As the data displayed in Figure 3 below reveals, ASC has approached or surpassed their goal in almost every year during the performance contract period.

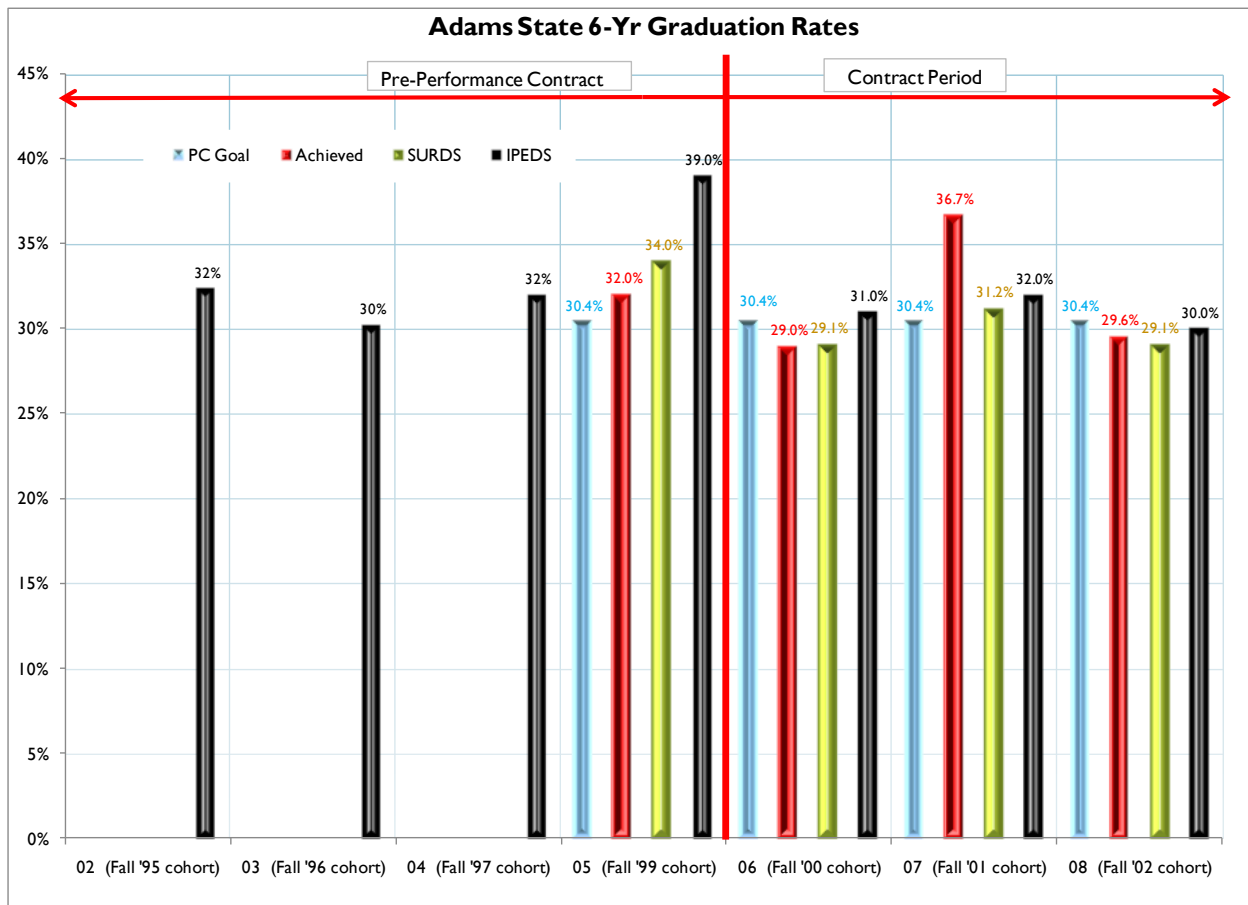


Figure 3. Six-Year Graduation Rates, Multiple Sources

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 remained steady with a slight decline reflected in Fall 2008.

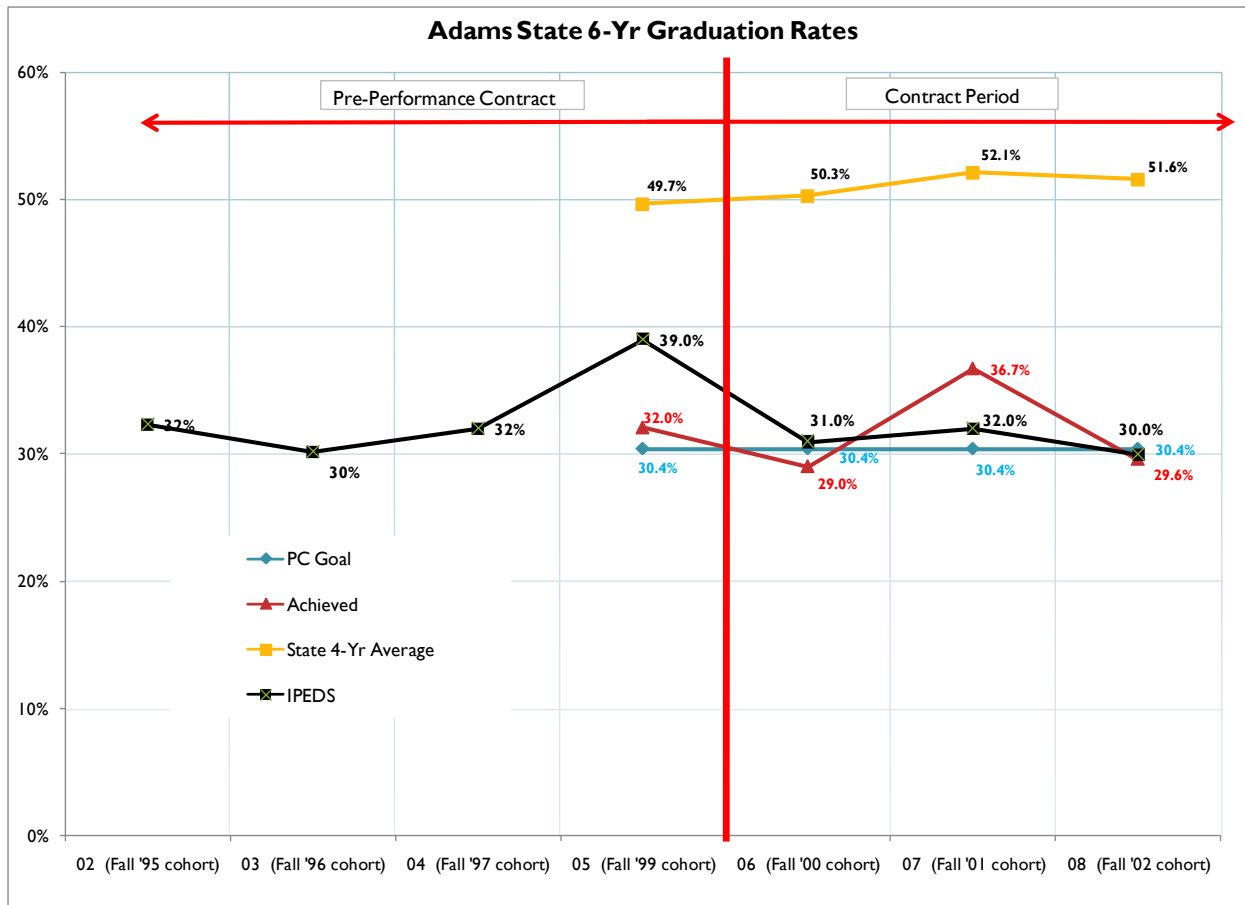


Figure 4. Six-Year Graduation Rates, 2002-2008

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

- Implemented retention efforts including informational, instructional, and social activities targeted at sophomores, since the graduation rate is dependent on the retention rate starting with fall to spring retention during the freshman year;
- Improving the success rates of those students who begin in Developmental coursework through support programs for students in developmental courses; and
- Ensuring that all students admitted into four-year programs are prepared for the academic challenge. This effort requires limiting the number of students admitted under index. Almost all students admitted under the index are now admitted conditionally and required to develop a student success plan before they begin their studies at ASC.

3. Underserved Students

- a. Increase overall resident undergraduate enrollment
- b. Increase retention and graduate rates with various programs

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 ASC, it includes “low-income individuals, males, and minority groups.” ASC is a federally designated Hispanic Serving Institution. According to PC reports from ASC, the institution notes that almost 30% of its undergraduate enrollment is Hispanic. More than 40% of its total enrollment is minority. In most years, 65% of the undergraduate enrollment is Pell eligible. With such a student body, almost every effort to improve retention and graduation has a significant impact on underserved students.

ASC first set out to increase overall resident undergraduate enrollment by 10% over baseline enrollment to reach 2,105 by June 30, 2009. As noted in Table 1 below, the baseline enrollment was 1,914 and according to both ASC and SURDS data the FTE resident enrollment reached 1,646.

Increase resident FTE enrollment to 2105							
	"Baseline"	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
ASC Data	1,914	NA	NA	1,555	1,822	1,703	1,646
DHE FTE Report		1,993	1,894	1,933	1,822	1,703	1,646

Table 1. Resident FTE Enrollment

Secondly, as noted in its PC, ASC sought to actively recruit first generation students. As noted in Table 2 below, ASC has reached 912 in the last year. The trend is moving upward as revealed in the data of the last two reporting years. There is no comparison data maintained at DHE on first generation college enrollment.

Increase the number of first generation college students								
	"Baseline"	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	
ASC Data	"No reliable data"		NA	NA	NA	NA	892	912
DHE	No Data on generation status		NA	NA	NA	NA	NA	NA

Table 2. First Generation Enrollment

Third, ASC indicated they would increase the number of minority students enrolled. Those data are displayed in Table 3 below. The data reported by ASC reflect an upward trend from 2004 to 2008 thus demonstrating progress on their goal to recruit more minority students.

Increase the number of minority students						
	"Baseline"	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
ASC Data ("Female and or Non White")	1,677	NA	1,682	2,408	2,362	2,215
DHE Enrollment	Unknown	819	876	870	884	856
DHE Headcount Enrollment includes hisp, black, amerind, total enroll, and excludes exclusively Extended Studies Program Students (# Cash Funded)						

Table 3. Minority Student Enrollment

Fourth, ASC noted that they would increase the number of Hispanic students. The data noted in Table 4 reveal significant strides from the baseline enrollment of 653 to 842 in the last reporting year.

Increase the number of Hispanic Students, FTE							
	"Baseline"	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
ASC Data	653	NA	NA	674	874	849	842
DHE Enrollment--Fall Headcount	NA	636	682	725	708	680	689
DHE has no FTE numbers by Ethnicity							

Table 4. Hispanic Student Enrollment

Fifth, according to the negotiated contract, ASC had a goal to increase the number of low-income students. For the purposes of this goal, low-income was defined as Pell Grant Eligible. Table 5 below displays data that are maintained at the DHE using the Financial Aid File on Pell Eligible students. Increases were noted in the last two reporting years, though fewer low-income students were noted from the beginning date of 2003-04.

Increase the number of low-income students		2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
ASC Data	"No reliable data"	NA	NA	NA	NA	NA	NA
DHE Financial Aid File Pell Eligible		1,880	1,785	1,424	1,464	1,530	1,572

Table 5. Low-Income Enrollment, Headcount Data

Sixth, ASC set a goal to increase the number of freshman students enrolling from the San Luis Valley. The data in Table 6 shows considerable progress on this goal with an increase from 450 students to 1,248 in 2008-09.

Increase the number of enrolled freshman from the San Luis Valley Area		"Baseline"	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
ASC Data (Headcount)	450	NA	NA	1,103	1,087	1,313	1,248	
DHE	No data on "San Luis Valley"							

Table 6. Freshman from San Luis Valley area, Headcount Data

Seventh, ASC set a goal to increase the number of Hispanic males enrolled. From the data noted in Table 7 they have increased the number to 321 from the baseline of 263 in terms of FTE. Using headcount data, the DHE data also note an increase to 260 from 235 (DHE does not calculate or require submission of FTE counts by ethnicity).

Increase the number of Hispanic Males		"Baseline"	2004	2005	2006	2007	2008	2009
ASC Data in FTE	263	NA	NA	269	329	336	321	
DHE Enrollment (Headcount)		235	256	271	276	281	260	
DHE Enrollment Headcount excludes Exclusive Extended Studies Program (cash funded) enrollments								

Table 7. Hispanic Male Enrollment

Eighth, ASC indicated they would increase the number of nontraditional students over the age of 25. As noted in Table 8 they have had some success. They reached 580 students, using FTE, in the last reporting year over their baseline number of 534. Using headcount, DHE data reflect a less steady trend.

Increase the number of nontraditional students over the age of 25							
	"Baseline"	2004	2005	2006	2007	2008	2009
ASC Data in FTE	534	NA	NA	629	594	562	580
DHE Enrollment (Headcount)		986	975	1,051	939	819	785
DHE Enrollment Headcount excludes Exclusive Extended Studies Program (cash funded) enrollments							

Table 8. Non-traditional (>25) Enrollment

ASC also indicated that they would direct available resources toward programs designed to increase enrollment, retention, and graduation of underserved students. They have taken the following steps to support programs targeted to increase the success of underserved students:

- Provided additional resources to developmental programs (1.0 FTE reading/writing instructor, learning and testing center with 1.0 FTE staff position, resources to staff, additional sections of developmental Math), additional FTE for one-stop coordination, and increased support for the development of distance courses that lead to degrees and distance degree programs.

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 eligible for transfer

ASC 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 Requirement, 1.b., listed above, DHE staff reviewed ASC Student Academic Catalogues for two academic years, 2007-08 and 2008-09. DHE notes the following:

- 2007-2008 Catalogue: Clearly designates which courses are part of the gtPathways program. An example of the designation: GT-AH1. This designation is found in parentheses after the Adams State course numbering: AR 103 (GT-AH1). The gtPathways courses contain their designation throughout the catalogue, whether it is in a list of guaranteed transfer courses (p. 49) or part of the general listing of all courses, e.g., CHEM 131 – General Chemistry GT-SC1 (p. 113).

- 2008-2009 Catalogue: Clearly designates which courses are part of the gtPathways program. An example of the designation: GT-AH1. This designation is found in parentheses after the Adams State course numbering: AR 103 (GT-AH1). The gtPathways courses contain their designation throughout the catalogue, whether it is in a list of guaranteed transfer courses (p. 48) or part of the general listing of all courses, e.g., CHEM 131 – General Chemistry GT-SC1 (p. 117).

Thus, both catalogues satisfy the requirement of Section 1.4(b) of Addendum A of the Performance Contract (that all lower division courses not eligible for statewide guaranteed transfer be clearly designated) because eligible courses *are* marked with the GT-xxx designation, and those that are not eligible are not marked.

2. Grade Distribution

As noted in ASC's 2006 PC report, the institution has taken several steps to set high academic standards and has policies and procedures for evaluating the distribution of grades by academic subject area and course level. Over the PC reporting years, ASC has provided narrative descriptions as to how the institution reviews the distribution of grades as well as quantitative data on such grade distributions. ASC clearly has steps in place to address grade distribution and has demonstrated it has met the expectations of this item under Goal 2: Quality in Undergraduate Education. For example, they noted "ASC is dedicated to quality teaching, student learning, and academic rigor. As part of this commitment, each term the Assistant Provost for Academic Affairs office collects, and separates by academic departments, the student evaluations for all instructors in all courses with the average grade given in the class (on a 4.0 scale). The Assistant Provost for Academic Affairs looks at the course evaluations and GPA given in the course as part of the process to ensure quality teaching. After reviewing the evaluations, the same data is given to the chair for each respective academic department who then analyzes the data to look for significant trends or deviations from the norm."

3. Faculty

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

The PC for ASC indicates the institution shall continue to ensure that the proportion of core courses taught by the highest quality faculty is equivalent to non-core courses, and it will provide an annual report on faculty compensation policies. The following indicates how ASC has met the requirements of this goal:

- All faculty are evaluated in accordance with the evaluation policy stipulated in the interim faculty handbook. Salary increases of three percent were awarded to all returning faculty in FY 2006 who received overall evaluations of meritorious or exemplary. Four

department chairs, who were evaluated as exemplary by the APAA, were awarded a one-time performance bonus of \$2,400. In FY 07 funds were not available to award those deemed exemplary with a performance-based bonus.

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. There are no data provided for this section to review.

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 ASC notes a requirement that the Governing Board provide information in the Budget Data Book (BDB) to identify mandatory cost increases and decreases. ASC 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 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 ASC, 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	\$1,980	\$2,030	\$2,328	\$2,496	\$2,712

Table 9. 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	\$873	\$895	\$1,138	\$1,294	\$1,742

Table 10. Resident Fee, 2005-10

ASC has opted to not utilize tuition differentials. Since this was optional in the PC, the institution is 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 ASC 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 11. Higher Education Cost Adjustment (HECA)

¹ Source: “State Higher Education Finance: FY2009.” State Higher Education Executive Officers.

² Calculated by DHE staff.

Costs³

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09
Instruction	\$12,363,341	\$13,059,887	\$14,202,867	\$14,419,906
Academic support	\$1,707,441	\$1,816,231	\$1,986,897	\$2,123,299
Student services	\$3,039,812	\$2,587,754	\$2,863,556	\$3,117,398
Institutional support	\$3,237,928	\$3,149,102	\$3,525,148	\$3,362,082
Operation of plant	\$2,402,982	\$2,833,119	\$3,181,731	\$2,890,832
Scholarships and Fellowships	\$1,153,737	\$1,298,337	\$1,120,560	\$1,330,220
Auxiliary enterprises	\$7,904,404	\$8,883,163	\$8,720,825	\$10,481,742
Depreciation	\$3,289,357	\$3,268,001	\$3,215,296	\$3,235,911
Total	\$35,099,022	\$36,895,594	\$38,816,880	\$40,961,390

Table 12. Costs per area, 2005-09

HECA calculations are released at the end of each fiscal year and represent the actual history; the calculations are not released as predictive or forecasting measures for subsequent years. With this in mind the ASC 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.

2. Capital Assets and Maintenance – allocate a % of new tuition revenue for deferred maintenance

The PC for ASC has a requirement that the Governing Board “shall allocate a percentage of new tuition revenue for deferred maintenance in proportion to the level of tuition increase in excess of inflation.” DHE staff utilized the report on the “State of Revenues, Expenses, and Changes in Net Assets,” which is a segment of the annual Financial and Compliance Audit performed by the Office of the State Auditor. This segment outlines expenditures for “Operation of plant,” however there is no narrative clarifying the share of expenditures utilizing tuition revenue.

A review of the data revealed that ASC does utilize student approved mandatory fees for capital expenses. As reported on the institution’s tuition and fee report, a full-time equivalent (FTE) student enrolled in 30 credit hours is charged \$300 for academic facilities and \$200 for auxiliary facilities. These numbers are reported to the Department and are in compliance with current CCHE policy.

³ Source: “Adams State College: Financial and Compliance Audit”. Office of the State Auditor.

3. Facilities – continually assess operational efficiencies

The PC notes a requirement that the Governing Board “continually assess operational efficiencies of its auxiliary facilities” and considers proposals solicited from private firms. This is an internal activity by the institution and Governing Board staff. Anecdotal evidence confirms that ASC has met this requirement.

Goal 4: Other State Needs – Teacher Education

1. Teacher Education Programs

Goal 4 addresses the Teacher Education Program at ASC. 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. ASC’s review of their Teacher Education Program is scheduled for September 2011. The program was last reauthorized in 2005. Some of the findings from that reauthorization are cited, as appropriate.

a. Teaching on diverse student populations

Since all the schools in the San Luis Valley are Title I and low income, instructional methods are geared towards diversity issues and the needs of diverse learners. Instructional methods for teachers are based on—and highly sensitive to the fact—that the San Luis Valley is one of the highest poverty areas in the state. ASC confirms it is meeting this requirement.

b. 800 hour field experience

In the 2005 report by the reauthorization team, ASC was rated as “proficient” on “Candidates complete a minimum of 800 hours of supervised field based experience.” Thus, they currently meet this requirement of the PC.

c. Effective use of student assessment data

According to ASC, the effective use of student assessment data is covered in senior block courses where assessment is taught and also covered in a secondary and an elementary assessment course. It is also sometimes covered in the classroom management and instruction course. ASC currently meets this requirement of the PC.

d. Instruction on attitudinal and behavioral differences/socialization variations

This requirement is met by noting two classes that are part of the curriculum for the teacher education program: *ED 220: Exceptional Needs Children*, and an additional three hundred level educational psychology course.

1.1 Content courses taught by content departments

ASC notes that all content courses are taught by the student's content department, thus meeting the requirements of this item.

2. Recruitment and training of qualified teacher candidates

The data from SURDS on enrollments in the Teacher Education Program at ASC indicate, as displayed in Table 13, that the overall number of students enrolled in teacher education endorsement areas reflects a downward trend; however this trend is somewhat similar to the trend overall in the state with Teacher Education enrollments remaining flat over the last few years. The ethnicity of the students also shows a proportional decline in Hispanic students.

Adams State College					
Headcount Enrollment in Teacher Endorsment Areas					
	2005	2006	2007	2008	2009
Asian or Pacific Islander	1	1	1	2	
Black, non-Hispanic	2	3		1	1
Hispanic	67	68	48	38	32
Native American or Alaskan Native		1	1	2	2
Unknown Ethnicity	2	5	2	2	44
White, non-Hispanic	241	208	152	121	106
Grand Total	313	286	204	166	185
SOURCE: SURDS, Teacher Education File					

Table 13. Enrollment in Teacher Education Endorsement Areas

Goal 5: Other State Needs – Workforce and Economic Development

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

ASC identified several high-demand programs for which the institution would seek to increase the number of students enrolled by December 31, 2008:

- a. Increase the number of students graduating from its new BSN nursing program to at least 15

Increase degrees earned in high-demand program areas: BSN				
ASC Data	2005-2006	2006-2007	2007-2008	2008-2009
degrees awarded		5	6	3
target: increase by at least 15				
target date: 12/31/08				

Table 14. BSN Nursing Program Enrollment

ASC has been seeking to increase the number of BSN degrees awarded. The institution has yet to meet the target and is continuing its efforts.

- b. Increase the number of students graduating from its Elementary Education Associate of Arts degree program to at least 15

Increase degrees earned in high-demand program areas: Elem Ed/AA				
ASC Data	2005-2006	2006-2007	2007-2008	2008-2009
degrees awarded	0	6		
target: increase by at least 15				
target date: 12/31/08				

Table 15. Elementary Education Associate of Arts Enrollment

The data in Table 15 display that ASC increased the number of these degrees awarded to six in the 2006-07 academic year.

- c. Increase the number of students graduating from its Early Childhood Education Associate of Arts program to at least 15

Increase degrees earned in high-demand program areas: ECE/AA				
ASC Data	2005-2006	2006-2007	2007-2008	2008-2009
degrees awarded				
target: increase by at least 15				
target date: 12/31/08				

Table 16. Early Childhood Education Associate of Arts Enrollment

ASC did not provide any data regarding the Early Childhood Education Associate of Arts program, as reflected in Table 16 above.

- d. Increase the number of students graduating from its SLV Rural Education Access Program ID Studies/Elementary Education Bachelor of Arts program to at least 15

Increase degrees earned in high-demand program areas: SLV REAP & ID Studies Elem Ed				
ASC Data	2005-2006	2006-2007	2007-2008	2008-2009
degrees awarded	5	31	29	30
target: increase by at least 15				
target date: 12/31/08				

Table 17. SLV REAP and ID Studies in Elementary Education Enrollment

Recent PC reports from ASC reflect great attention to supporting students from the San Luis Valley. Those support efforts are noted above in the retention and graduation rate section. These data noted in Table 17 show the institution making steady progress and exceeding the stated goal.

- e. Increase the number of 2+2 Program graduates by 15%

Increase degrees earned in high-demand program areas: 2 + 2 Program				
ASC Data	2005-2006	2006-2007	2007-2008	2008-2009
degrees awarded			6	3
target: increase by 15%				
target date: 12/31/08				

Table 18. 2+2 Program Enrollment

While the specific disciplines of the high-demand 2+2 programs were not specified in the PC, there are indications of some increases in 2007-08 as noted in Table 18 above.

- f. Increase the number of participants in life-long learning programs by 20%

Increase participants in high-demand program areas: life-long learning programs				
ASC Data	2005-2006	2006-2007	2007-2008	2008-2009
degrees awarded				
target: increase by 20%				
target date: 12/31/08				
Noted that "No current life-long learning programs offered"				

Table 19. Life-Long Learning Program Enrollment

While a stated goal by ASC in 2005, no life-long learning data provided during the reporting periods of the PC as reflected in Table 19 above.

- g. Complete required program changes in its Special Education undergraduate degree programs by December 31, 2005

Table 20 displays the number of graduates in the Special Education degree area for 2007-08. There was no information provided about the changes made to the program that were to take place before December 31, 2005.

Increase degrees earned in high-demand program areas: Special Education (undergraduate)					
ASC Data	baseline	2005-2006	2006-2007	2007-2008	2008-2009
degrees awarded				6	
target: complete required program changes					
target date: 12/31/05					

Table 20. Special Education (Undergraduate)

- h. Increase enrollment in evening and weekend college by 10%

The data provided for evening and weekend college enrollment is presented in Table 21 below. The numbers have declined since 2005.

Increase degrees earned in high-demand program areas: evening & weekend college enrollment				
ASC Data	2005-2006	2006-2007	2007-2008	2008-2009
degrees awarded	222	212	181	126
target: increase by 10%				
target date: 12/31/08				
This count is based on graduates who attended at least one evening or weekend course.				

Table 21. Evening and Weekend College Enrollment

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 provide 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 ASC both pre-performance contracts and post-performance contracts.

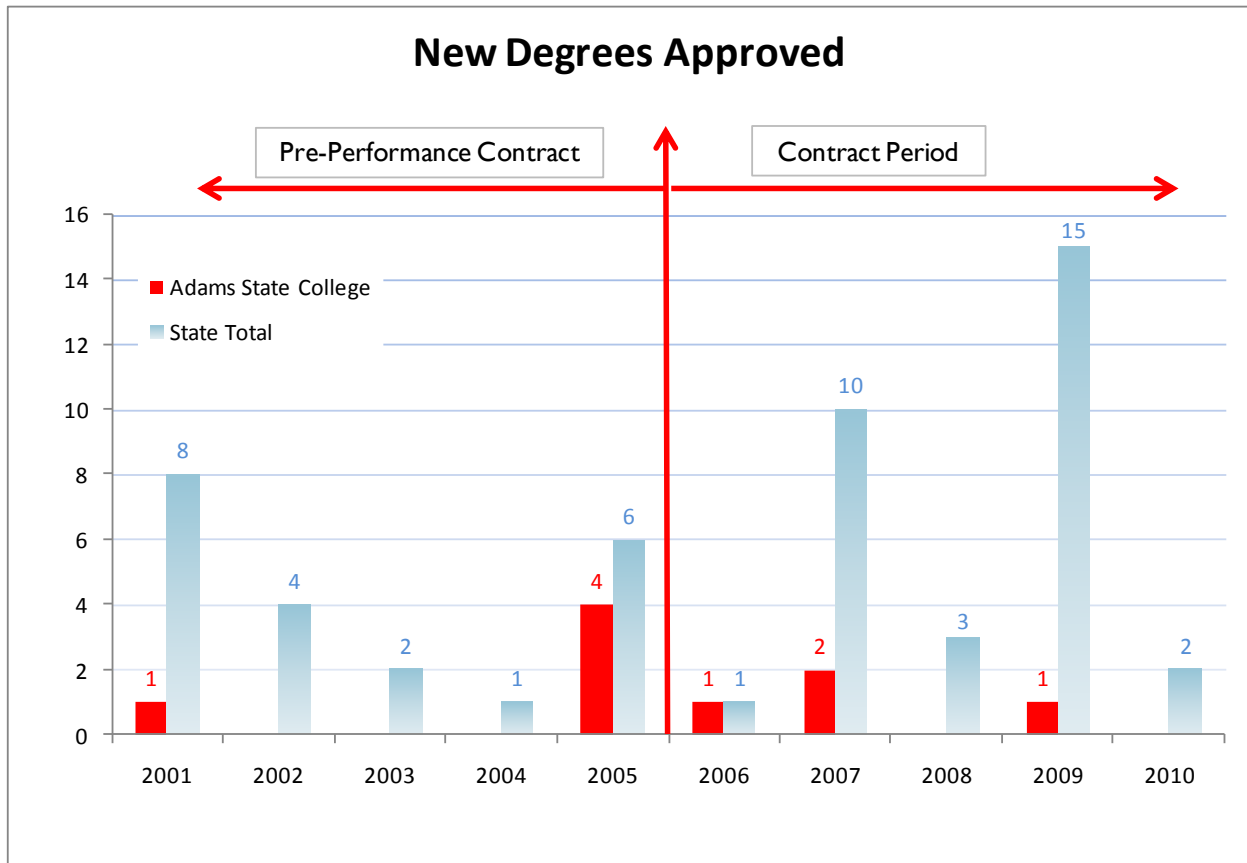


Figure 5. New Approved Degrees

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 ASC over the last ten years. The total support, including the additional ARRA funds, has exceeded the 2003-2004 funding levels.

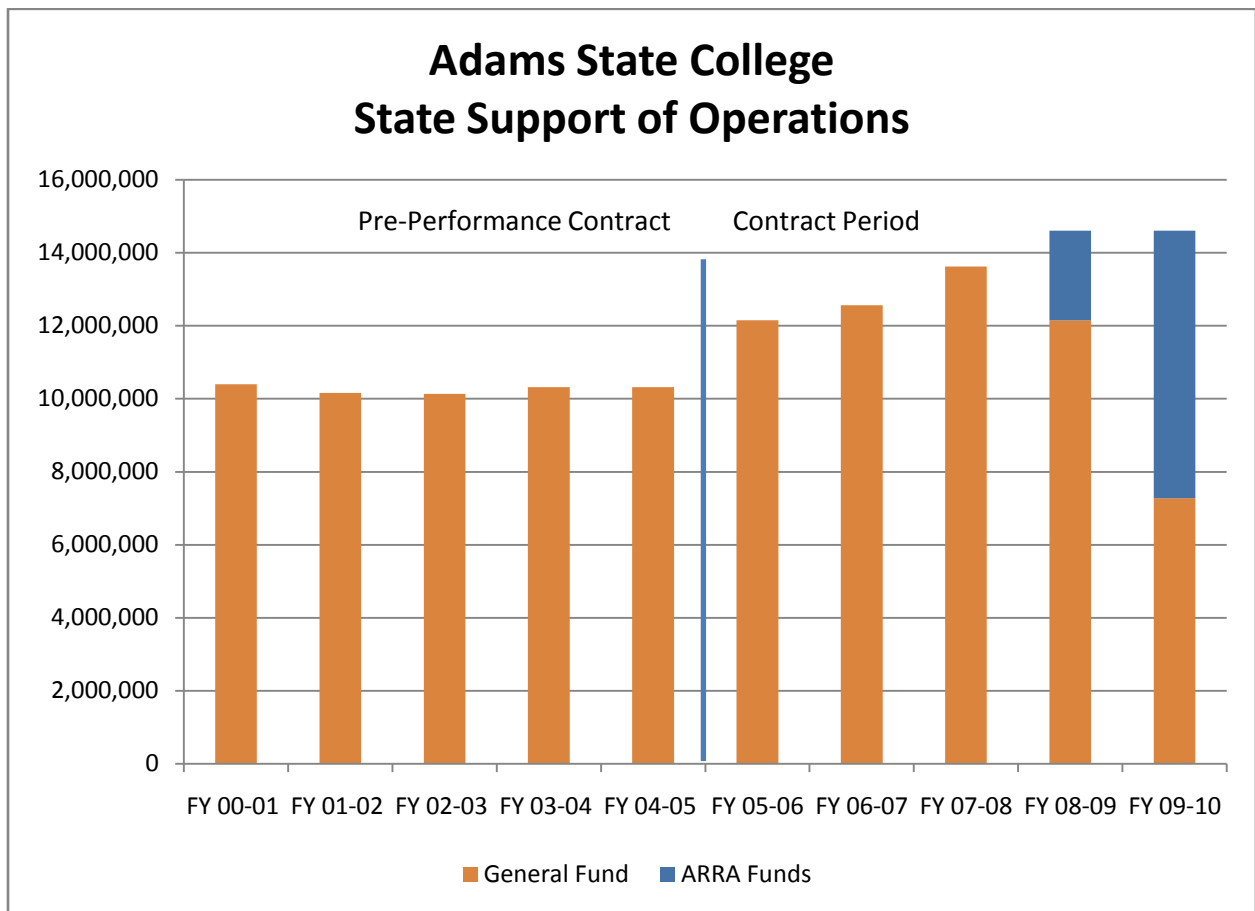


Figure 6. Financial Support to ASC, Ten Year Trend

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.

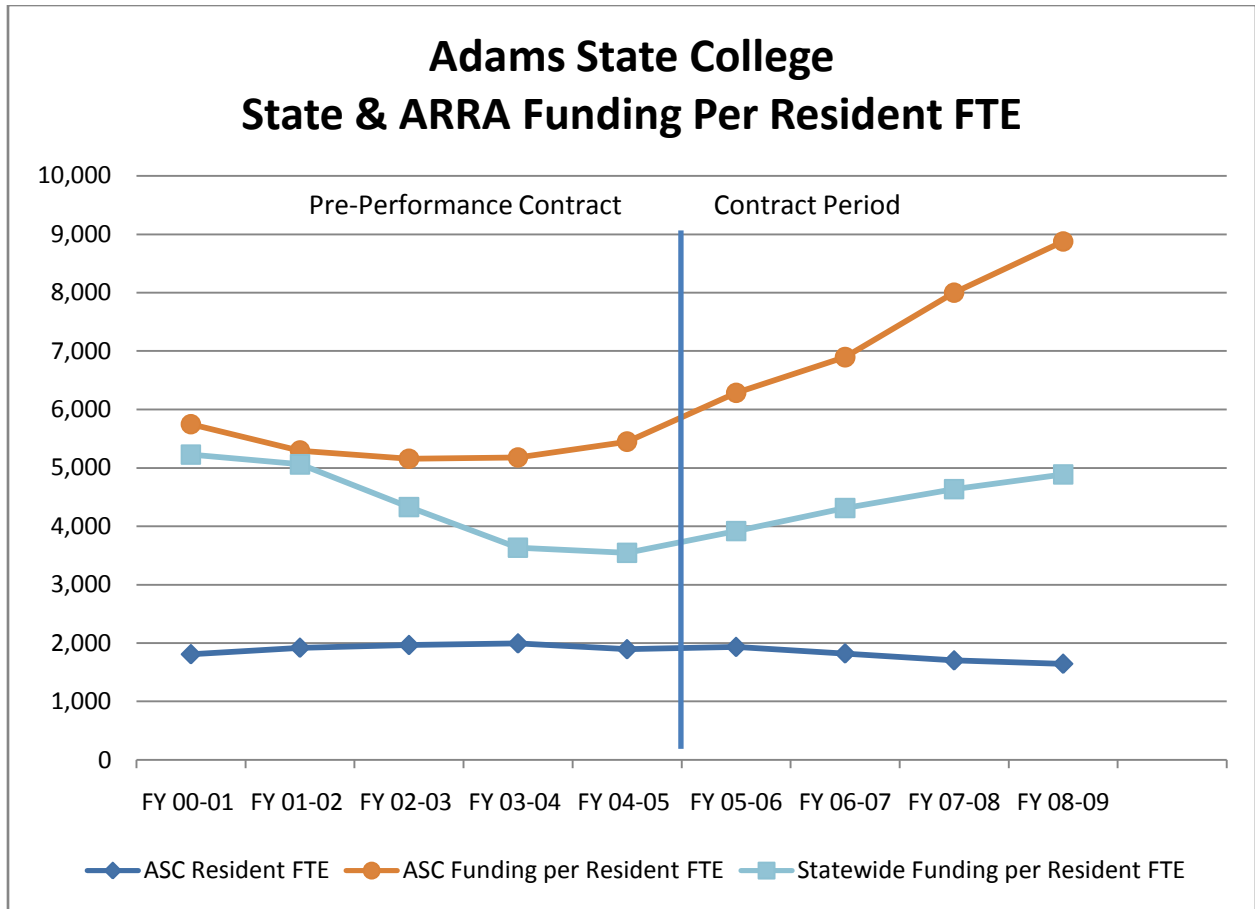


Figure 7. Financial Support to ASC, per Resident FTE, Ten Year Trend

The annual reports provided by ASC 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.