COLORADO DEPARTMENT OF HIGHER EDUCATION

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Performance Contract Review

2005-2010

Western State College of Colorado

Prepared for CCHE Meeting, June 3, 2010

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Introduction and Purpose of Review

Performance Contracts (PCs) 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 or the Department) and the Chair of the Colorado Commission on Higher Education (CCHE or the Commission). 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 Western State College (WSC)

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
- WSC Performance Contract, signed February 18, 2005
- Annual Performance Contract reports provided by WSC, 2005-2009
- SURDS data reports provided by WSC, 2005-2009
- IPEDS reports, 2005-2009
- Budget Data Book reports provided by WSC, 2005-2009
- Communication about the Performance Contracts provided by WSC, 2005-2009

- Amendment to Performance Contract signed by WSC, June 8, 2009
- Documents from WSC relating to the reauthorization of their teacher education program, 2005-2010

Progress to Date on Specified Goals for WSC

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 WSC, dated February 18, 2005. The five goals for WSC 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 WSC's progress to date.

GOAL 1: ACCESS AND SUCCESS

Section 1: Retention Rates

      1.1   Fall-to-fall retention rate for first-time, full-time (FTFT) freshman

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 WSC set regarding their fall-to-fall retention for FTFT students over the eight years. Looking at 2004 (pre-PC), IPEDS data indicate 61% fall-to-fall retention followed by WSC data of 58% in 2005, 61% in 2006, 59% in 2007, and 61% in 2008.
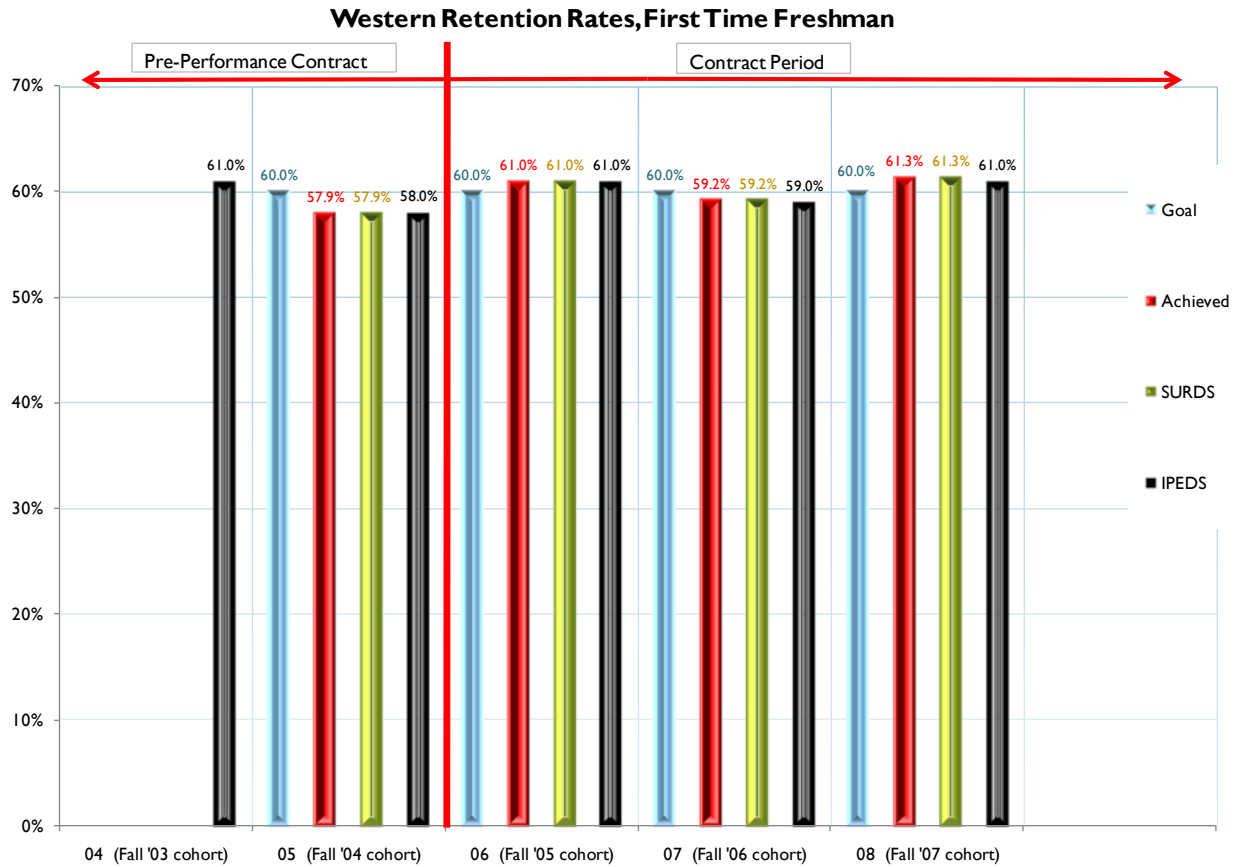
Western Retention Rates, First Time Freshman

Figure 1. Western 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 an increase reflected in fall 2008.
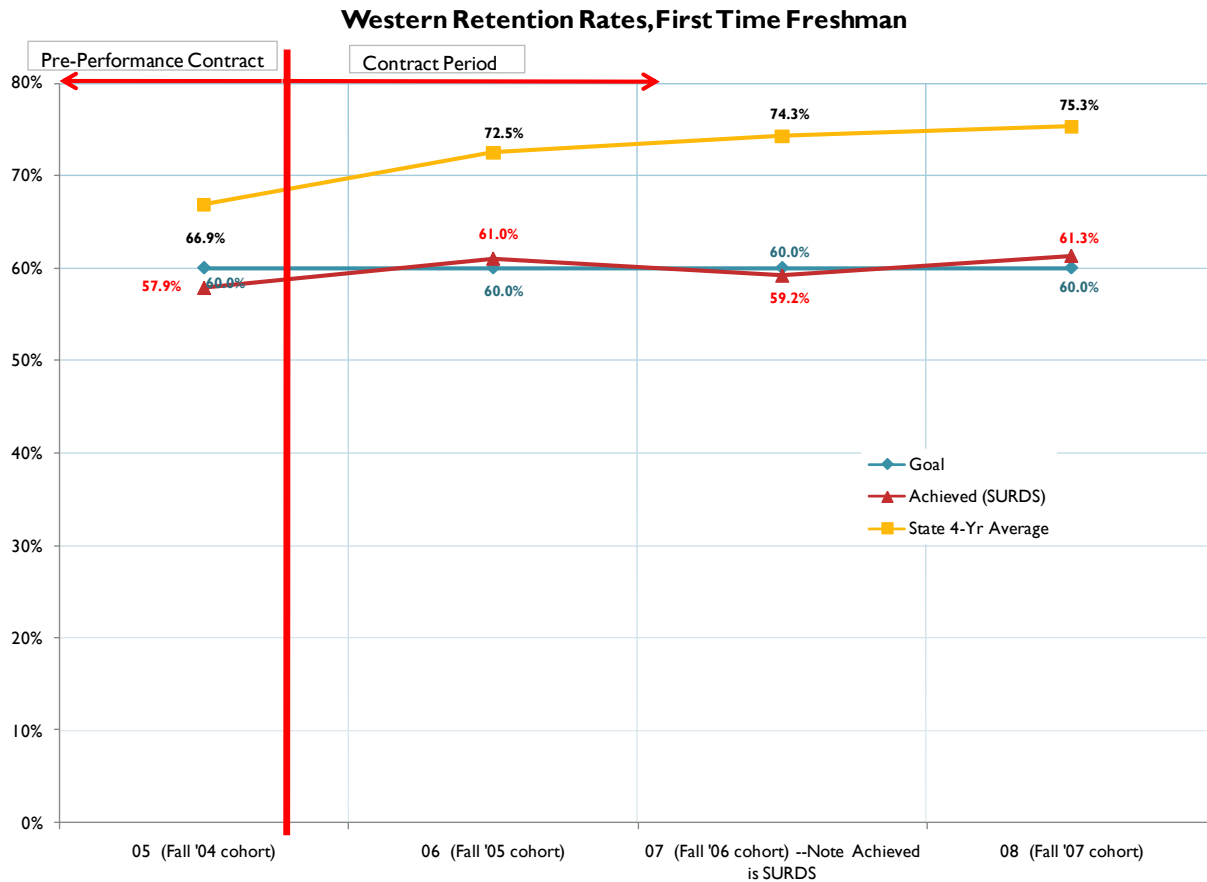
Western Retention Rates, First Time Freshman

Pre-Performance Contract | Contract Period

Year	Values
05 (Fall '04 cohort)	66.9% / 57.9% / 60.0%
06 (Fall '05 cohort)	72.5% / 61.0% / 60.0%
07 (Fall '06 cohort)	74.3% / 60.0% / 59.2%
08 (Fall '07 cohort)	75.3% / 61.3% / 60.0%

Legend:
- Goal
- Achieved (SURDS)
- State 4-Yr Average

X-axis: 05 (Fall '04 cohort), 06 (Fall '05 cohort), 07 (Fall '06 cohort) --Note Achieved is SURDS, 08 (Fall '07 cohort)

Figure 2. Western State College – Fall-to-Fall Retention

> 1.2   The [Board of Trustees] shall report to the Department on or before December 31st of each year the results of its current efforts and any new or additional plans or programs to increase its fall-to-fall retention rates for first-time, full-time freshman.

Over the course of the past five years, WSC faculty and staff have embarked on a number of activities designed and deployed to effectively and positively enhance retention at the College. Below is a list (though not exhaustive) of some of the retention efforts engaged in at WSC:

- Linking first-time freshmen with one another through learning and living communities;
- Linking freshman with upperclassmen through advising, mentoring, and tutorial programs; and
- Enhancing the freshman orientation experiences to better introduce new students to the campus, community, and region (including optional Wilderness-Based Orientations).

Additionally, students with remedial needs are advised to complete remediation in mathematics, reading, and writing in their first year, a strategy developed and deployed in order to increase academic success. Further, in an effort to facilitate student opportunities for early remediation, more sections of remedial math courses were offered in fall 2007 and during 2008-2009, while

additional sections of remedial English courses were also offered in 2008-2009 to facilitate student opportunities for early remediation. In addition to these efforts, a committee of the Faculty Senate charged to examine remediation at WSC worked with the Academic Policies Committee and recommended curricular changes which have been successfully implemented.

Section 2: Graduation Rates

2.1   Six-year graduation rate for FTFT Freshman

In addition to retention rates, the PC for WSC established graduation rates that are calculated at the six-year post-admission point. The goal WSC negotiated was "By June 30, 2009, WSC shall increase its 6-year graduation rate for first-time, full-time from 30.4% to 31.8%." As the data displayed in Figure 3 below reveals, WSC has approached or surpassed their goal in almost every year during the performance contract period.
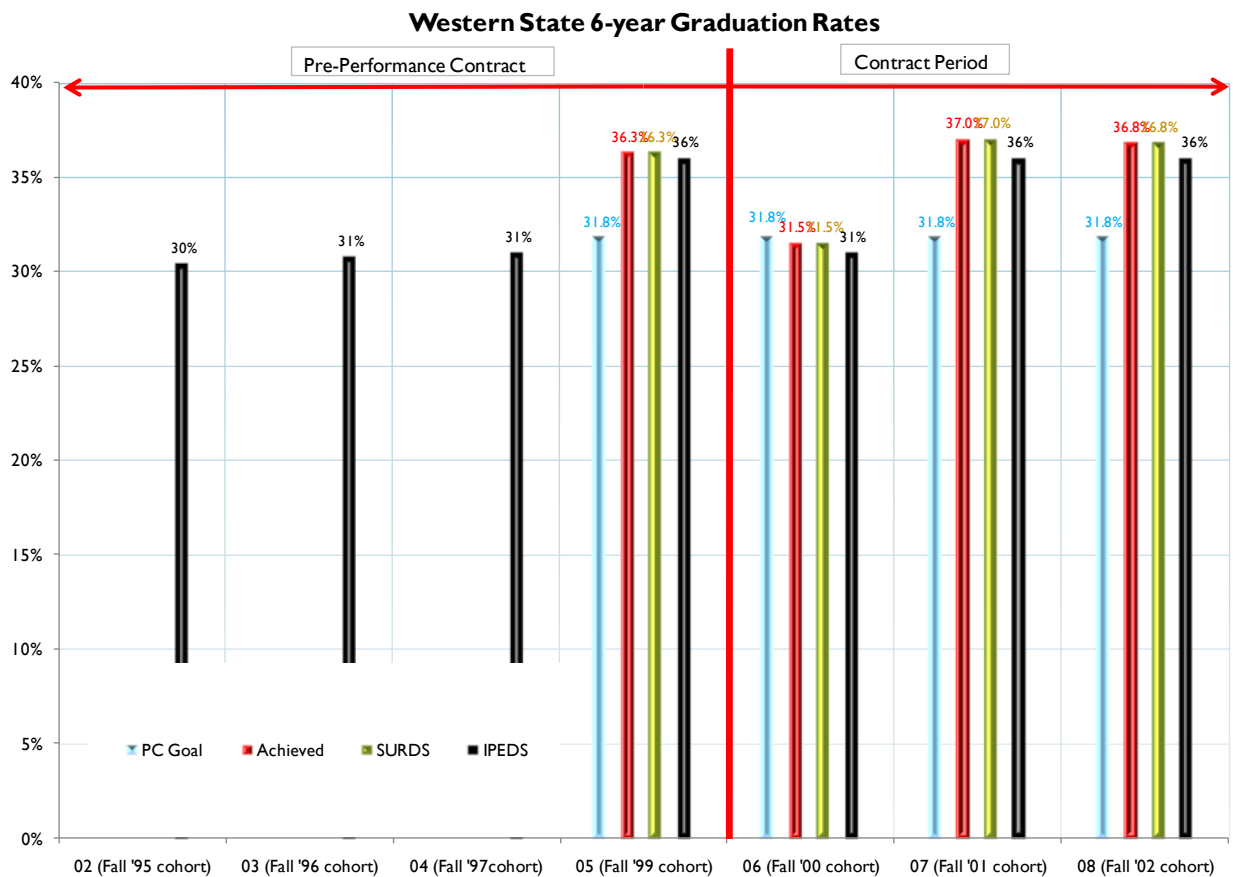

Figure 3. Western State Six-Year Graduation Rates, Multiple Sources

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 in the last few years.
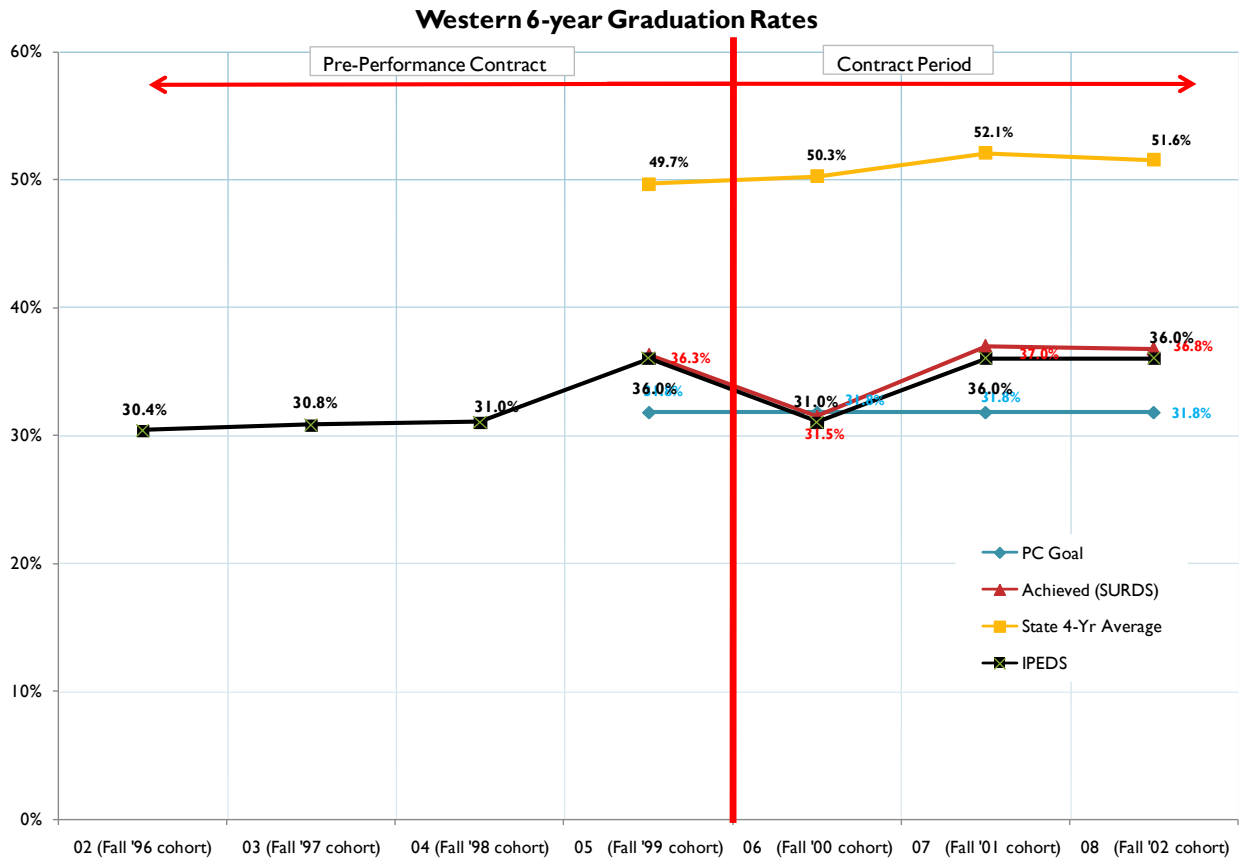
Western 6-year Graduation Rates

Pre-Performance Contract | Contract Period

49.7%   50.3%   52.1%   51.6%

36.3%   36.0%   37.0%   36.0% 36.8%

30.4%   30.8%   31.0%   36.0%   31.0%   36.0% 31.8%

31.5%   31.8%

Legend:
- PC Goal
- Achieved (SURDS)
- State 4-Yr Average
- IPEDS

02 (Fall '96 cohort) 03 (Fall '97 cohort) 04 (Fall '98 cohort) 05 (Fall '99 cohort) 06 (Fall '00 cohort) 07 (Fall '01 cohort) 08 (Fall '02 cohort)

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

> 2.2   The Governing Board shall report to the Department on or before December 31st of each year the results of its current efforts and any new or additional plans or programs to increase its six-year graduation rate.

WSC faculty and staff have embarked on a number of activities over the course of the past five years to effectively and positively enhance graduation at WSC. Below is a list (though not exhaustive) of some of the graduation efforts engaged in at WSC:

- Recruiting undecided majors into major degree programs;
- Online access to advising materials in assisting students and faculty advisors as they accurately assess student progress toward degree completion; and,
- A retention committee continues to develop programming to encourage students to stay in college and to make them aware of the career opportunities after graduation.

Additionally, students with remedial needs are advised to complete remediation within their first year, a strategy that has helped to increase academic success and eventual graduation. In addition to these efforts, the retention sub-committee of the Enrollment Management Group also

developed a more structured exit interview for freshmen withdrawing from college during their first term so as to better understand why freshman leave WSC.

Section 3: Underserved Students

> 3.1(a) Increase enrollment of underserved students (low-income, males, minority groups) by expanding the pool of students.

The third section of Goal 1: Access and Success involves attention to enrollment, retention, and graduation rates of previously defined underserved students. The results of WSC's progress on these goals are presented below by each category.

> 3.1(b) Increase enrollment of underserved students - males

Table 1 below reflects a decline in male student enrollment from years 2002 to 2008 as well as a decline in female enrollments.

Increase Enrollment of Men (Headcount)							
	Fall	Fall	Fall	Fall	Fall	Fall	Fall
SURDS Data	2002	2003	2004	2005	2006	2007	2008
Enrollment of Women	981	977	948	928	875	843	842
Enrollment of Men	1,346	1,430	1,353	1,325	1,317	1,300	1,265
No Gender Data	3	3			6	3	3
SURDS Headcount Enrollment excludes exclusive ESP (cash funded) enrollments							

Table 1. Enrollment of Men

> 3.1(c) Increase enrollment of underserved students – Ethnic/Racial Minorities

As noted in Table 2 below, WSC has had increases in the number of Black and Native Americans. However, there has been a decline in the number of Asian and Hispanic students over the years displayed.

Increase Enrollment of Ethnic/Racial Minorities (Headcount)							
	Fall	Fall	Fall	Fall	Fall	Fall	Fall
SURDS Data	2002	2003	2004	2005	2006	2007	2008
Asian or Pacific Islander	21	21	20	26	18	16	17
Black, non-Hispanic	23	25	29	43	41	47	41
Hispanic	115	135	118	112	121	114	109
Native American or Alaskan Native	18	25	19	16	19	21	19
Unknown Ethnicity	151	172	173	215	245	231	265
White, non-Hispanic	2,002	2,032	1,942	1,841	1,754	1,717	1,659
SURDS Headcount Enrollment excludes exclusive ESP (cash funded) enrollments							

Table 2. Enrollment by Race/Ethnicity

3.1(d) Increase enrollment of underserved students – Low Income Students

Table 3 below reflects the progress by WSC with the enrollment of Pell-eligible students over the eight years.

Increase Enrollment of Low Income Students* (Headcount)								
SURDS Data	AY 2002	AY 2003	AY 2004	AY 2005	AY 2006	AY 2007	AY 2008	AY 2009
Enrollment	664	676	665	636	613	524	498	463
*Low income defined as Pell Eligible								

Table 3. Enrollment of Low Income Students

3.1(b) Increase underserved student continuation and graduation rates.

3.2   Program results to increase enrollment, retention, and graduation of underserved students.

WSC values a diverse student body and provides programs and services that promote enrollment, retention, and graduation of underserved students. The programs and services featured below provide direct support to underserved students as well as demonstrate efforts to create a supportive culture and awareness across campus and in the community – a key element to the successful recruitment, retention, and graduation of typically underserved and historically underrepresented student populations at WSC.

Programs supporting underserved students and promoting a supportive culture and awareness across campus:

- The Multicultural Center (workshops, diverse programming, awards banquet, education, networking, and peer mentoring);
- Community Volunteerism (facilitated by the Multicultural Center);
- The Student Government Association/Student Activities (Amigos, Black Student Alliance, Native American Student Council, and Asian Pacific Islanders Club).
- The Campus Life /Orientation and Residence Life (sensitivity training - cross-cultural communication, disability awareness, gender and sexual orientation, sexual harassment, and ethnic diversity).

Academically, WSC provides a variety of diverse curriculum offerings and strives to incorporate a diverse perspective across the curriculum. It offers several courses in Outdoor Leadership and Resort Management that address issues related to physical disabilities, as well as courses covering cultural issues, sexual orientation, and legal issues concerning diversity.

In particular, WSC's Teacher Education program provides several academic, curricular and co-curricular opportunities that involve various aspects of diversity, including:

- Field Experience in Elementary and Secondary Teaching, (includes a requirement that students teach a lesson with a focus on student interaction and motivation specifically for students with diverse gender, race, and socioeconomic backgrounds);
- Teachers across the state who are currently licensed in elementary, secondary, or K-12 are adding a special education licensure through WSC's primarily on-line special education licensure program;
- The Teach Now Alternative Licensure program allows teachers seeking an initial teaching license in elementary, secondary or K-12 to complete the program primarily on-line. WSC has a $1.5 million, five-year federal grant to support this program for teachers desiring to teach in "high-need" schools. A high-need school is defined as a school with at least 20% of its students from families of poverty; and
- Students in the Teacher Education Program participate in the County Literacy Program by teaching English to the growing population of Spanish-speaking adults in the community. While the students are seeking teacher licensure, this program extends throughout the campus because the students major in disciplines from across the spectrum. This program provides the students with a rich opportunity to interact with culturally diverse individuals ranging in age from mid-twenties to late sixties.

GOAL 2: QUALITY IN UNDERGRADUATE EDUCATION

Section 1: Transferability of General Education Core Courses

> 1.1 – 1.5   General Education Requirements – adopt fully transferable, foundational general education core curriculum/gtPathways

WSC has indicated through its "Performance Contract Statement of Assurances," that the general education core curriculum meets the gtPathways curriculum requirements.

> 1.6   Beginning in July 1, 2006, the [Board of Trustees] shall ensure that all newly enrolled, first-time students complete the Institution's general education core curriculum and ensure the following:
>
> > (a) All course catalogs and academic transcripts shall clearly designate courses approved for statewide guaranteed transfer.
> >
> > (b) All course catalogs and related materials shall clearly distinguish guaranteed transfer courses from those not approved for guaranteed transfer. Prominently placed, in the general education section of the college catalog, shall be a narrative explanation of the distinction between courses approved for guaranteed transfer and courses NOT approved for guaranteed transfer to other Colorado colleges and universities.

(c) All academic transcripts shall clearly designate all courses completed in the transferable general education core, regardless of whether the academic degree program has been completed or conferred.

WSC has affirmed in its Statement of Assurances that catalogs and transcripts clearly represent the statewide guaranteed transfer courses as required. To confirm the progress to date on the General Education Requirement, 1.6., listed above, DHE staff reviewed WSC student academic catalogs for two academic years, 2007-08 and 2008-09. DHE notes that courses eligible for transfer (as part of the gtPathways program) are clearly identified in the General Education sections of these two catalogs. A transcript provided by the institution clearly designated transferable general education core courses.

Section 2: Academic Assessment

2.1 The [Board of Trustees] shall continue to ensure that the Institution maintains appropriate academic quality and high standards for student achievement. The Institution will use assessment results to improve instruction and student learning as prescribed by its assessment plan. By December 31, 2006 and each year thereafter, the Institution shall provide the Commission with assessment reports and supporting data as provided to the [Board of Trustees].

Prior to the 2006 Higher Learning Commission visit to WSC, the College created a campus Assessment Committee. A Report by the Assessment Committee in 2006-2007 outlined progress made toward identified campus goals. Included in the goals of the Committee's report in 2006 were:

- Faculty goals assessment;
- Student learning samples;
- Online General Education surveys;
- Fall academic advising surveys;
- Online senior exit surveys;
- Annual discipline assessment plans; and,
- Student learning and alumni surveys.

Of note, while survey samples for many of the surveys were low, some information/data were yielded.

WSC recognizes that assessment of student learning is critical for the evaluation and improvement of teaching effectiveness. Therefore, faculty and staff at WSC strived to develop a campus culture in which assessment is understood as a strategy for improving student learning. Over the past three years, WSC has made significant progress in developing a culture of assessment among faculty, staff, and administration. WSC's assessment processes provide information about student learning to faculty and administration that have improved teaching and

student learning. Importantly, WSC's assessment practices have resulted in changes to courses and curriculum, completing a cycle designed to continually improve educational quality.

Assessment at WSC is coordinated by the Assessment Committee, a standing committee of the Faculty Senate, convened, as mentioned above, prior to a 2006 Higher Learning Commission site visit. The Assessment Committee is charged with "devising and implementing assessment strategies to disseminate best practices across campus and to create an assessment culture on campus." The Associate Vice President for Academic Affairs provides leadership and support for this faculty-led effort to improve teaching and learning.

During the early years of WSC's performance contract, the areas identified for continued improvement included:

- Reviewing measures of student learning;
- Providing additional resources for professional development; and
- Considering a formal program for mentoring new faculty.

While stronger measures of assessment included:

- The annual discipline assessment plan, and
- Advising, senior exit, and alumni surveys.

In 2008, the Assessment Committee continued to focus on General Education Assessment and specifically:

- Faculty-driven learning outcomes;
- A process for assessing general education;
- The creation of a GE governing body to strategize on teaching, assessing, and revising the GE curriculum;
- Direct measures of assessment;
- Review of (then) current assessment documents and practices;
- Skills and competencies of content;
- Campus-related structure and goals regarding the delivery of General Education;
- The Fall Academic Advising Survey;
- Annual Discipline Assessment Plans;
- Alumni Surveys; and
- Program Reviews.

Most recently, the Assessment Committee has focused on the following areas:

1. Integrated feedback from pilot discipline reports (WSC continues to develop discipline assessment criteria that are reflective of the individual disciplines and campus-wide assessment);

2. The Fall Survey of General Education Instructors (administered in order to determine what essential skills are being addressed in each course);

3. Work with the ad-hoc general education committee to develop a more integrated, faculty-led assessment process for general education and essential skills courses and programs;

4. Work that supports methods of assessment for graduate programs when they are approved through the Higher Learning Commission of the North Central Association; and

5. The continued operation under a theme of collaboration with other faculty development entities on campus and the campus as a whole. Importantly, WSC's assessment practices have resulted in change to pedagogy, courses, and curriculum by completing a cycle designed to continually improve student learning.

Section 3: Faculty

3.1 Core faculty same quality as non-core (majors) courses

WSC has affirmed through its Statement of Assurances that the general education core courses are taught by qualified faculty as identified by institution standards.

3.2 Compensation policies for faculty

Colorado Revised Statutes (CRS 23-56-102) and the Trustee Policy Manual (Section 4.1) specify that the Board of Trustees is to oversee institutional expenditures including the determination of "compensation to be paid to the president, executive officers, faculty, and professional staff" (CRS 23-56-102-7-d).

The Board has recognized the need for continued consideration of faculty and administrative staff compensation and has approved budgets that have helped the College slowly move salaries towards levels that are competitive with those at peer institutions. Board initiatives over the past three years have resulted in noticeable improvement in faculty salaries as compared to salaries at peer institutions. However, salaries still lag behind those at peer institutions, which continues to present recruitment and retention challenges. Also, Gunnison's higher-than-average cost of living continues to exacerbate the financial challenges for employees desiring to work at WSC and live in Gunnison.

There are two data sets that provide national salary data which WSC uses to analyze salaries at WSC. The College and University Professional Association for Human Resources (CUPA) *National Salary Survey* provides comparison data sorted by the faculty's discipline and by rank, but does not distinguish salaries by institution type. The American Association of University Professors (AAUP) collects data annually and salaries are sorted by institution type and by rank.

Thus, the most accurate data available are faculty salaries specific to disciplines and rank (CUPA data) that are then adjusted to salaries of public, baccalaureate institutions (AAUP data).

The salaries of WSC's faculty members in 2004-2005 were 13% below their peers. Again, in the 2005-2006 academic year, WSC salaries were 11% below their peer institutions. By the 2006-2007 academic year the declining trend continued, with WSC salaries being 9% below. By 2007-2008 the WSC salaries, on average, were 3% below their peers at public baccalaureate institutions - a significant improvement from previous years.

Recent WSC Board initiatives have resulted in noticeable improvement in faculty salaries as compared to salaries at peer institutions. While these initiatives have led to improvement in recruiting and retaining employees, salaries still lag behind those at peer institutions, which continues to present recruitment and retention challenges.

Section 4: Evaluation and Assessment of Student Learning

      4.1   Outcomes on licensure, professional, graduate school admission, and other exams

WSC has focused on assessment as a strategy for improving student learning and teacher effectiveness. According to reports provided by WSC it has been given high marks from the Higher Learning Commission of the North Central Association for their efforts in the area of assessment. Further, as noted in WSC's PC, "[t]o the extent possible and based upon available data, the Institution shall report annually, in accordance with the SURDS reporting schedule, on student achievement by providing data on outcomes on licensure, professional, graduate school admission, and other examinations taken by baccalaureate graduates and/or career and technical graduates employed or continuing their education." However, no data were provided to the DHE regarding this section of the PC.

      4.2   Develop methods to assess students' knowledge and improve delivery of courses

Note: No such resources became available for the implementation of the assessment methods mentioned above.

GOAL 3: EFFICIENCY OF OPERATIONS

Section 1: Costs

      1.1   Provide information for Budget Data Book (BDB) on mandatory cost increase/decreases

Under Goal 3: Efficiency of Operations, the PC for WSC notes a requirement that the Board of Trustees provide information BDB to identify mandatory cost increases and decreases. WSC provided such data and has thereby met this requirement.

1.2   The Department uses the information from 1.1 to determine funding increases necessary for cash funds and cash funds exempt.

The State no longer utilizes the "cash funds exempt" terminology. Annual funding increases are developed by examining a number of criteria, particularly the NCHEMS funding analysis. 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.

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

The PC states the Board of Trustees may submit tuition differentials and specialized fees in the budget process. The Department annually collects the Tuition and Fee Survey from all institutions. For WSC, the tuition and fee data are noted in Tables 4 and 5:

	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	$2,352	$2,554	$2,688	$2,880	$3,140

Table 4. Resident Tuition, 2005-2010

	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	$786	$797	$886	$898	$924

Table 5. Resident Fees, 2005-2010

WSC has opted not to utilize tuition differentials. Since this was optional in the PC, the institution is considered to have met this goal. Specialized fees are outlined in the Tuition and Fee Survey and align with CCHE policy.

1.4   Strive to control costs

The PC includes a requirement that the WSC Board of Trustees "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 in Tables 6 and 7:

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10
HECA[1]	92.63	95.77	98.55	100.00	TBD
% increase[2]		3.39%	2.90%	1.47%	TBD

Table 6. Higher Education Cost Adjustment (HECA)

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 WSC Board of Trustees appear to have made attempts to limit increases in costs in areas within their control, namely instruction, academic support, student services, and institutional support.

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[1] Source: "State Higher Education Finance: FY2009." State Higher Education Executive Officers.
[2] Calculated by DHE staff

Expenses[3]

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09
Instruction	$9,434,659	$9,919,682	$10,453,856	$11,580,076
Research	$88,790	$53,493	$69,289	$29,233
Public Service	$0	$101,544	$98,170	$127,385
Academic support	$773,099	$1,134,705	$1,083,325	$1,194,192
Student services	$2,828,112	$3,140,812	$3,514,530	$3,700,661
Institutional support	$2,437,199	$3,031,537	$3,778,291	$3,639,998
Operation of plant	$2,460,356	$2,701,023	$2,702,415	$2,902,687
Scholarships and Fellowships	$603,991	$227,397	$105,425	$159,362
Auxiliary enterprises	$8,821,516	$8,910,174	$9,175,803	$9,521,026
Depreciation	$3,253,545	$3,326,470	$3,370,464	$3,486,445
Total	*$30,701,267*	*$32,546,837*	*$34,351,568*	*$36,341,065*

Table 7. Costs per area, 2005-2009

Section 2: Capital Assets and Maintenance

> 2.1   The [Board of Trustees] shall consider, in a manner consistent with Title 23, Article 1, Section 123, Colorado Revised Statutes, the necessity of establishing a capital and/or maintenance fee for the Institution or shall consider a decision item pursuant to paragraph 1.3 above for a tuition surcharge to address maintaining existing and/or constructing new facilities.

The student body at WSC approved a facility fee in spring 2010 that includes a debt service fund that will be utilized to finance capital construction projects. This fee also had a deferred maintenance component that will allow the College to address its maintenance needs and a financial aid component that will ensure continued access and affordability. This fee was ratified by the WSC Board of Trustees on May 14, 2010.

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[3] Source: "Western State College: Financial and Compliance Audit". Office of the State Auditor.

Section 3: Facilities

       3.1   Report on number and type of auxiliary facilities

WSC has affirmed in their Statement of Assurances that there have been no changes in the operations of auxiliary facilities.

       3.2   Assess operational efficiencies of auxiliary facilities

The PC notes a requirement that the Board of Trustees "continually assess operational efficiencies of its auxiliary facilities" and considers proposals solicited from private firms. This is an internal activity by the institution and Board of Trustees staff. WSC has affirmed in their Statement of Assurances that the College continues to assess operational efficiencies of its auxiliary facilities.

GOAL 4: TEACHER EDUCATION

WSC has affirmed in their Statements of Assurances that the items in Goal 4 were being met. Most of the explanations for Goal 4 below were provided on April 29, 2010 by the director of the Teacher Education Program.

Section 1: Teacher Education Programs

       1.2   Teacher education program standards:

              (a)   Teaching on diverse student populations

Goal is met. WSC's 2007 report states that a variety of, "courses incorporate significant elements that promote understanding, acceptance, and a campus environment that values diversity. One example is the Field Experience in Elementary and Secondary Teaching, which includes a requirement that students teach a lesson with a focus on student interaction and motivation specifically for students with diverse gender, race, and socioeconomic backgrounds. Furthermore, the 2007 and 2009 reports state that students in the Teacher Education Program participate in the County Literacy Program by teaching English to the growing population of Spanish-speaking adults in the community. Students engage in field placement in the Gunnison Valley and work with culturally diverse students and with students who may be low performing. Students are then placed in a year-long internship in communities where they want to teach, which may include low performing and high need schools.

(b)   Not less than 400 hours of each teacher candidate's 800-hour field experience shall be spent student teaching.

Goal is met. The director of the Teacher Education Program explained, "All students are required to complete a year-long internship starting when the K-12 school year begins and ends when the K-12 school year ends. These hours exceed the required 800 hours. Students complete a year-long internship vs. the traditional semester of student teaching. Therefore, the student teaching hours or internship hours are over the minimum 400 required for student teaching or the 800 required by the end of the program."

(c)   Effective use of student assessment data

Goal is met. The director of the Teacher Education Program explained, "In courses throughout the program all students are required to collect and analyze student assessment data to plan and implement instruction and monitor student progress and achievement. Those classes include EDUC 400, EDUC 401, EDUC 405, EDUC 406, EDUC 408, and EDUC 414. The use of student achievement data is primarily formative and not summative (CSAP). However, reading and analyzing data, including CSAP data, is taught in these courses.

(d)   Instruction on attitudinal and behavioral differences/socialization variations between genders

Goal is met. The director of the Teacher Education Program explained, "Cultural competencies, including gender, are integrated throughout program courses such as EDUC 405, EDUC 408, and EDUC 411."

1.3   Content courses taught by content departments

Goal is met. The director of the Teacher Education Program explained, "All content courses are taught by faculty members with a degree in that specific content area, including content methods courses."

Section 2: Recruitment and Training of Qualified Candidates

The data from SURDS on enrollments in the Teacher Education Program at WSC indicate, as displayed in Table 8, that the overall number of students in teacher education endorsement areas has declined over the five years.

Western State College Headcount Enrollment in Teacher Endorsement Areas					
	2005	**2006**	**2007**	**2008**	**2009**
Unknown Ethnicity	6	4	25	23	23
Black, non-Hispanic	2	1	1		
Native American or Alaskan Native				2	4
Hispanic	2	3	8	5	4
White, non-Hispanic	125	99	208	159	77
Grand Total	**135**	**107**	**244**	**191**	**104**

Table 8. Enrollment in Teacher Education Endorsement Areas

> 2.1 Improve recruitment, retention, and graduation of under-represented teacher candidates.

> (a) Plan for how Western will achieve this goal.

Goal is met. WSC's plan for 2006 states, "1) enhancement of minority services for on-campus students in the traditional program and 2) new programs that provide licensure opportunities to minority and male candidates throughout the region and state" and "[r]ecruitment activities include TEP faculty and student involvement in WSC's Multicultural Center activities and active collaboration with the content faculty, admissions staff, and registrar to advise students into teacher education programs."

The report also states, "Given the low number of minorities in the immediate community surrounding the College, distance programs have been an important means of recruiting minority teacher candidates. Beyond the traditional program, in which candidates attend courses on campus, the Teacher Education Program has two programs that enhance opportunities for under-represented students" (alternative program and online/hybrid courses).

> (b) Submission of Teacher Ed File to SURDS

Goal is met. DHE confirms that the Teacher Ed File is appropriately submitted to SURDS annually.

> 2.2 Analyze placement in K-12 schools of teacher candidate graduates and their performance once placed

Goal is met. First- and third-year survey information has been used to track graduates and their performance and that is now being transitioned to the Educator Identifier to track graduates and their performance once placed in schools.

GOAL 5: WORKFORCE AND ECONOMIC DEVELOPMENT

1.1 The [Board of Trustees] shall consider high demand fields that address statewide and regional opportunities and priorities in the development of academic programs. High-demand programs shall be defined by two primary elements: (1) instructional programs or fields in which student enrollment applications exceed available slots, and (2) career fields in which employers are unable to find enough skilled graduates to fill available jobs.

1.2 The Institution shall develop a curriculum that maximizes utilization of its rural mountain setting and the benefits to the State to fully capitalize on its long-term investment in Gunnison, including: (1) servicing needs of rural mountain communities through cultural opportunities and economic development; (2) research and education that leads to understanding of the State's natural resources and the stewardship of these assets; (3) work with land and resources agencies to promote smart resource utilization, conservation and economic utilization; (4) research and service to promote tourism and economic development in mountain communities.

1.3 The [Board of Trustees] shall annually report to the Department on or before December 31st on performance related to the Institution's designation as a regional education provider.

WSC notes that it is an important educational, cultural, and economic development resource for the region in which it is located. The faculty, staff, and students have been and remain involved in diverse regional efforts which are financed through the college's general fund, the Extended Studies program, and various grants. WSC fulfilled its responsibilities as a regional education provider through the academic curriculum, summer programming, extra- and co-curricular programming, public service, and research.

Program highlights as they relate to the regional education provider are listed below; however, the list is not exhaustive:

- Small Business Development Center
- Interns/Internships
- Entrepreneurial Analysis and Consulting
- Seminars in cooperation with Chambers of Commerce
- The Western State College Computer Camp
- Renaissance Project
- Service Learning
- Research assistance
- City planning
- Fire ecology course

- The Headwaters Conference
- The Environmental Studies Annual Spring Symposium
- The Colorado Water Workshop
- Rocky Mountain Non-Profit Institute
- Library literary events
- Western Slope Choral Festival and All-Colorado Honor Band
- Western Chamber Music Institute
- Touring Theatre Productions
- Delta Valley Youth Orchestra
- Writing the Rockies
- Volunteer Income Tax Assistance
- Spanish Translation Services
- Classes in Crested Butte
- EMT Testing
- Tenderfoot Child and Family Development Center
- Western Sustainability Coalition
- Visitor Center Support
- Women's Leadership Conference
- Colorado Workforce Training
- Riding the Wilderness
- Access Program
- Wednesdays at Western
- Commit to Fit
- High Altitude Performance Lab
- Outdoor Leadership and Resort Management programming classes
- Western State College Mountain Search and Rescue Team

Additionally, a number of Teacher Education programs are offered in the region. These are duly listed in the Teacher Education portion of this PC report as well as a partial listing under Section 3, 3.2.

Providing educational, economic development, and cultural opportunities for the region are longstanding activities of rural colleges. As a statutorily designated regional education provider, WSC has met this responsibility by providing programs such as those listed above. Resources are critical for the success of these programs and have been obtained through general funds, raising private endowments for some activities, significant grant writing efforts, and through cash-funded programs. WSC will continue to work within their region to better identify the citizens' needs and to document the ongoing activities.

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.
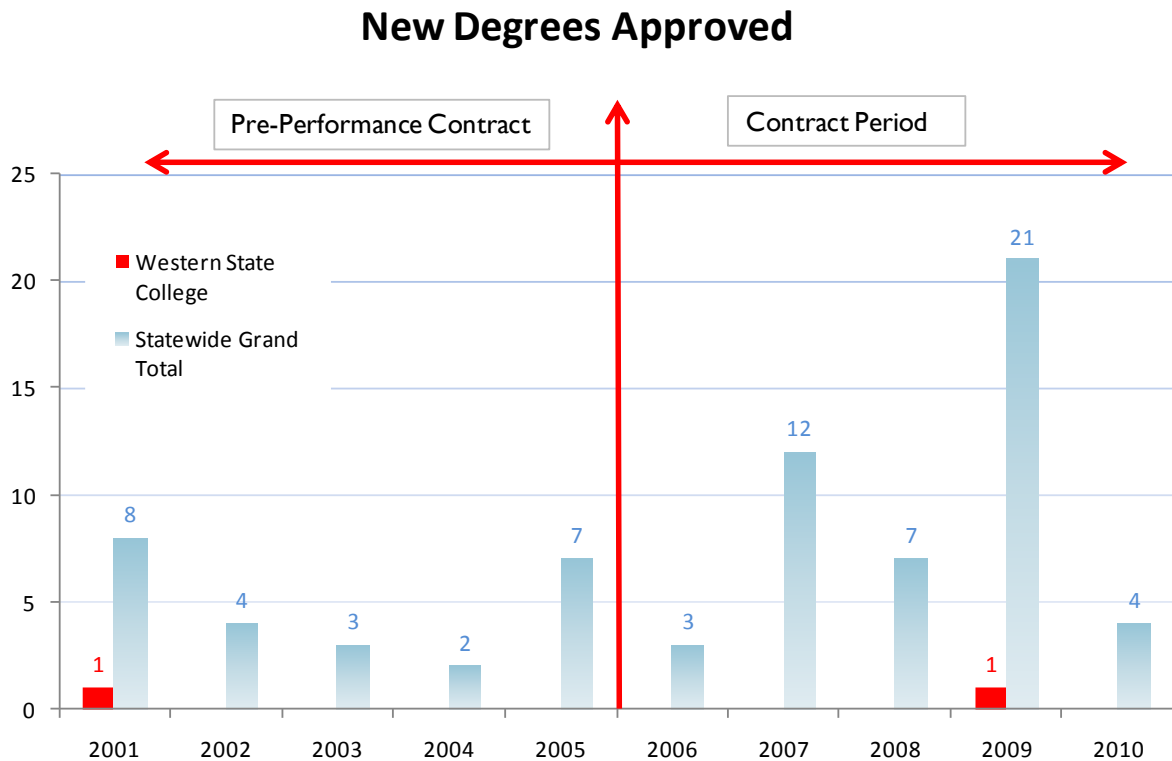

Figure 5. New Approved Degrees

Finally, one important note contained in each PC states in paragraph 8, Performance Goal Achievement: "The ability of the Institution 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 WSC over the last ten years. It is clear that total support, including the additional ARRA funds, has exceeded the 2003-2004 funding levels.
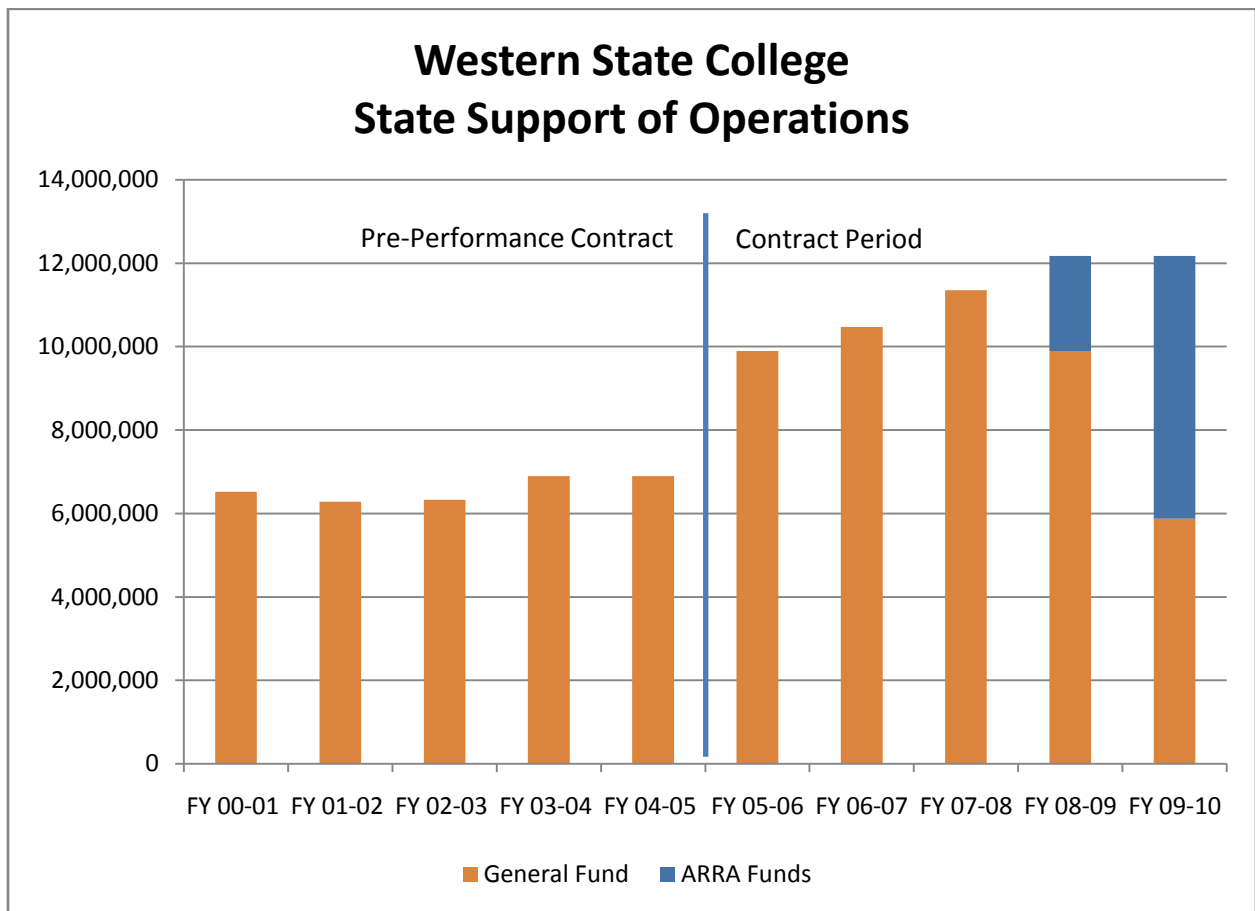

Figure 6. Financial Support to WSC, Ten-Year Trend

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.
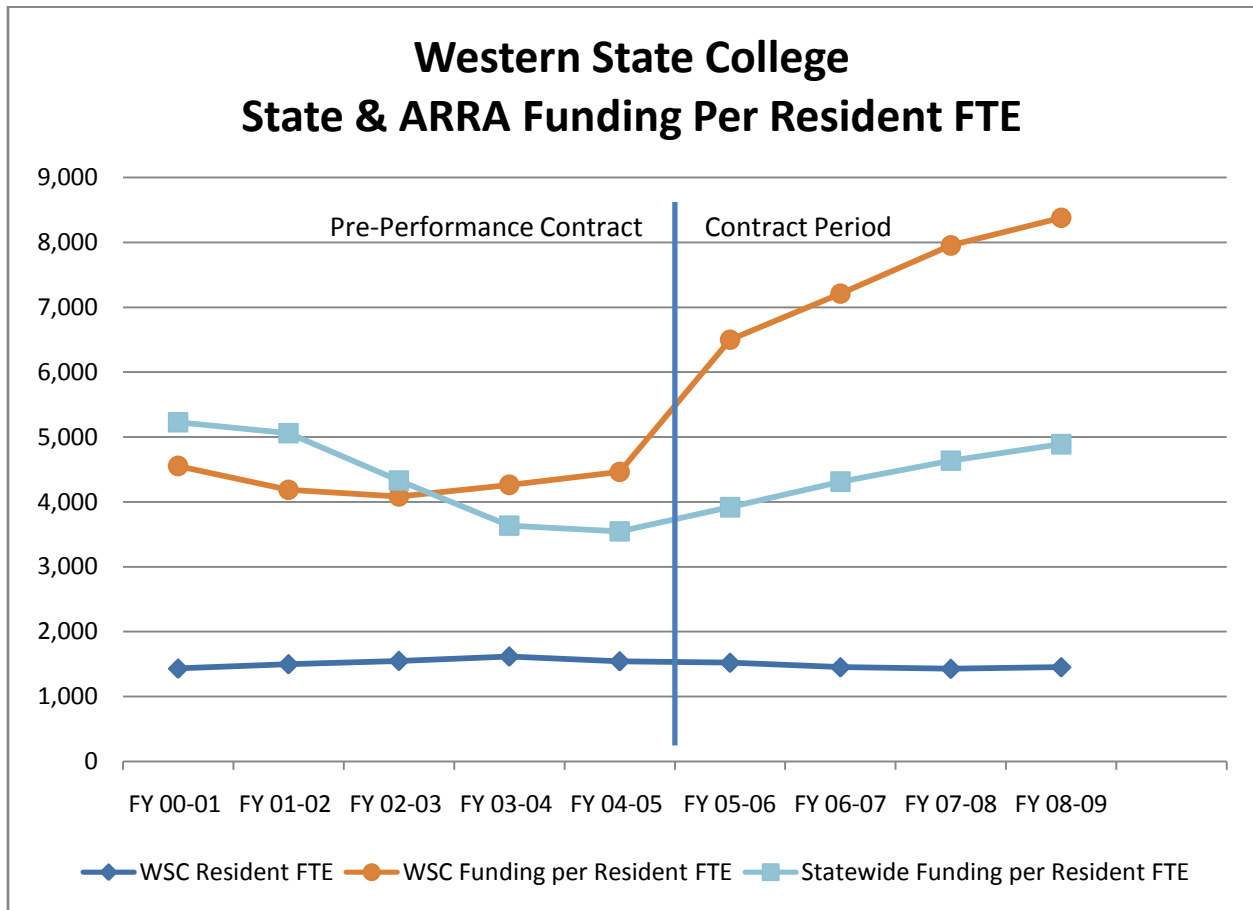

Figure 7. Financial Support to WSC, per Resident FTE, Ten-Year Trend

The annual reports provided by WSC 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.