COLORADO DEPARTMENT OF HIGHER EDUCATION

ACCESS TO HIGH-QUALITY, AFFORDABLE EDUCATION FOR ALL COLORADANS

Performance Contract Review

2005-2010

Mesa State College

Prepared for CCHE Meeting, May 7, 2010

_____

<u>Introduction and Purpose of Review</u>

Performance Contracts (PCs) were individually negotiated 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 are common elements in each contract that address 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.

While the focus of this review is driven by the need to determine if PCs are 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 to the Department. How the data have been 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. DHE staff are sensitive to keeping at a minimum 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.

<u>Documentation Review for Mesa State College (MSC)</u>

DHE staff reviewed the following documents in conducting this review of MSC's performance contract:

- SB04-189
- Colorado Revised Statute 23-5-129
- DHE Performance Contract Reporting Guidelines, August 2005
- Mesa State College Performance Contract, signed June 2, 2005
- Annual Performance Contract reports provided by Mesa State College, 2005-2009
- SURDS data reports provided by Mesa State College, 2005-2009
- IPEDS reports, 2005-2009
- Budget Data Book reports provided by Mesa State College, 2005-2009

- Communication about the Performance Contracts provided by Mesa State College, 2005-2009
- Amendment No. 1 to Performance Contract signed by Mesa State College, June 8, 2009
- Documents relating to the reauthorization of their teacher education program, 2005-2010

Progress to Date on Specified Goals for MSC

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 Mesa State College dated June 2, 2005. The five goals (note that MSC's contract has grouped the goals into four areas) are noted in **BOLD** below. Following 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 MSC's progress to date.

GOAL 1: ACCESS

Section 1. Retention Rates

      1.1   Fall-to-fall retention rate for First-Time, Full-Time (FTFT) Freshmen

Figure 1 below displays data on the retention rates for all first-time freshmen 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 MSC set regarding their fall-to-fall retention for FTFT students over the eight years. Looking at 2004 (pre-PC), IPEDS data indicate a 58.0 percent fall-to-fall retention followed by MSC data of 66.8 percent in 2005, 68.4 percent in 2006, 72.2 percent in 2007, and 70.7 percent in 2008. It is important to note that there are differences in what MSC reported each year for FTFT retention than the data provided in SURDS and IPEDS. The fall-to-fall retention rate goal established by MSC for FTFT freshman was to increase from 70 percent to 72 percent by December 31, 2008 and from their reported numbers they met that goal, though it cannot be confirmed with SURDS or IPEDS data.

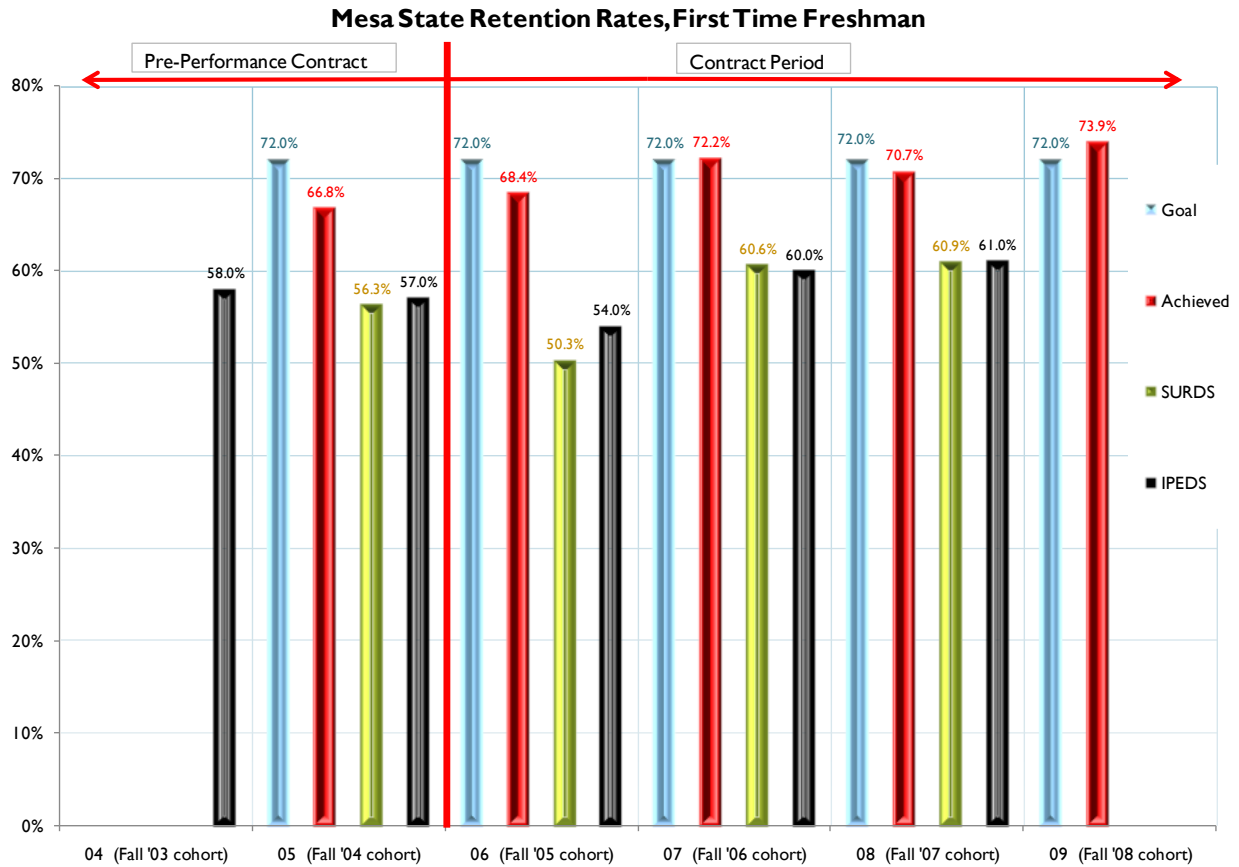**Mesa State Retention Rates, First Time Freshman**

Figure 1. Mesa 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 relatively steady with a slight increase in 2009.

Mesa State Retention Rates, First Time Freshman

Pre-Performance Contract	Contract Period		

Goal: 72.0%, 72.0%, 72.0%, 72.0%, 72.0%
Achieved: 66.8%, 68.4%, 72.2%, 72.0%, 73.9%
State 4-Yr Average: 66.9%, 72.5%, 74.3%, 75.3%, 70.7%

Legend:
- Goal
- Achieved
- 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), 09 (Fall '08 cohort)
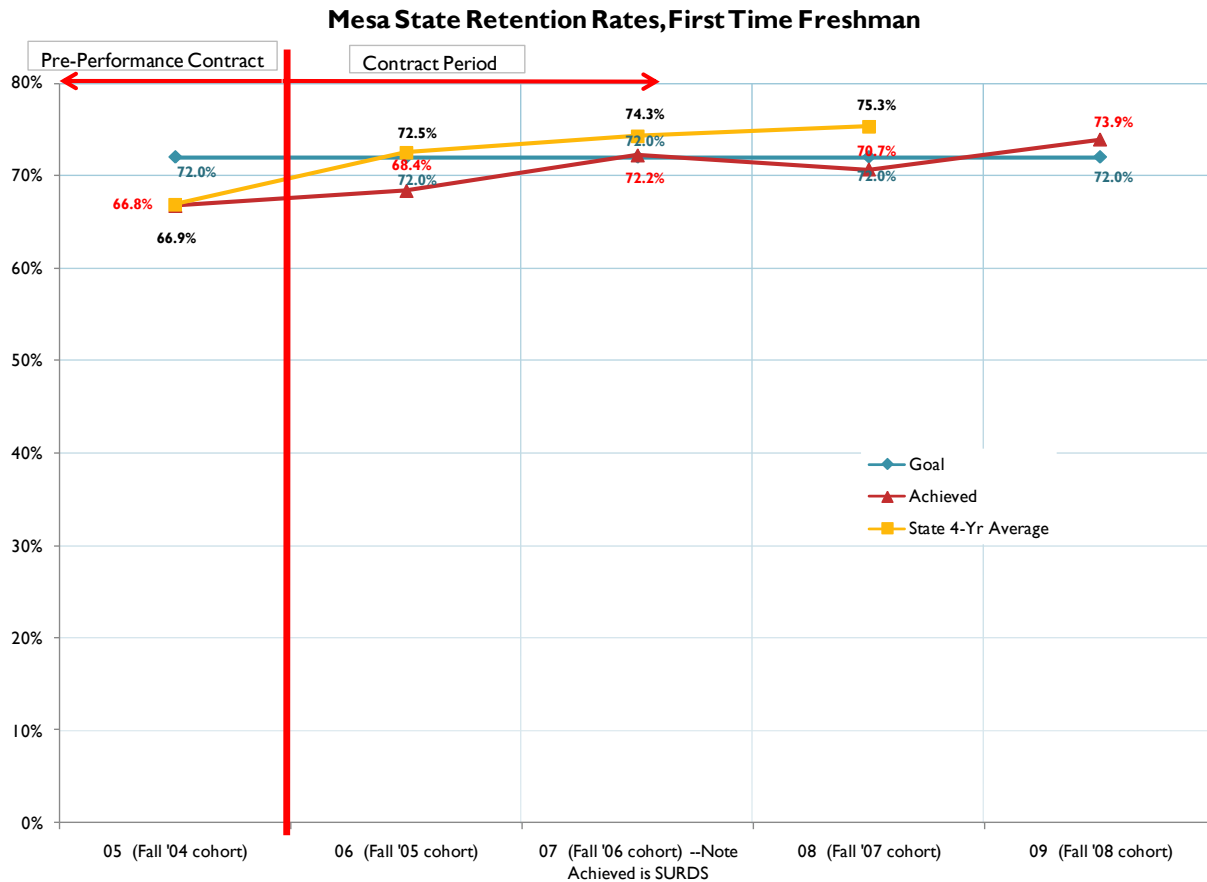
Figure 2. Mesa State College - Fall-to-Fall Retention

The PC for MSC notes that the college shall continue to implement strategies for increasing the retention rates for FTFT freshman. Some of the strategies MSC has implemented follow:

- MSC raised its admission standards for students admitted to four-year programs. Specifically, the index number for admission to MSC was increased from 80 to 85. This change in the admission index went into effect during summer/fall, 2007.

- MSC changed provisional admittance such that students entering into a baccalaureate division with an index number of 75-84 were brought into the institution through the "window." They were asked to seek advising prior to registration; enroll in no more than 12 credit hours; and complete all remedial requirements within their first 24 credit hours. Once students earned 24 credit hours and a 2.0 grade point average, they were formally accepted into a baccalaureate program. If the student was not successful, he/she was asked to enroll in MSC's community college division.

- In October 2005, MSC began to offer two-year, associates level courses that provide under-prepared students with an open admissions option. Students with an index number below 75 and/or those pursuing a career/vocational program are the targeted population.

Offering several pathways to students wishing to access higher education at MSC provides greater opportunity for appropriate placement based on academic preparation, thereby enhancing the likelihood of student success at each entry point.

- MSC used the addition of Associates level courses as an opportunity to expand its levels of developmental offerings. College faculty and administrators determined that remedial offerings beginning at the 090 (course numbering/remedial) level did not fully meet the needs of entering students. Beginning in Spring 2006, developmental offerings were expanded in the areas of mathematics and writing, and reading coursework was re-instituted and broadened. MSC will continue to monitor remedial activity to ensure that adequate offerings are available.

- MSC implemented an Early Alert System under which the feedback prompts a meeting with an academic advisor early in the term to evaluate the causes of student difficulties that range from performance on assignments and tests to class attendance and participation. The Academic Advising Center makes monthly contact with students.

- The College created an Office of First Generation Students to provide mentoring for students with no family history of participation in higher education. The staff in this office provides student contact and mentoring to help these students achieve success in meeting their college goals.

- The Peer Tutoring Program provides support for students who need extra help in coursework that is difficult for them. Qualified tutors, recommended by faculty, are trained to work with groups of students in a particular course or general subject area.

- MSC initiated weekly, semester-long, information series hosted by Beau Vine, a cartoon characterization of Mesa State's mascot, a Maverick. Each episode is oriented primarily to lower division students and shares tips and tricks on how to be a successful student, toward the goal of higher retention rates.

- The College developed a collaboration between the Advising & Career Center and the Athletic Department to retain student athletes and help maintain their athletic eligibility. The Academic Check Program involves checking a student's holds, current schedule, transcript, and transfer credits against the program sheet of his/her declared major.

- MSC implemented changes to the Tutorial Learning Center (TLC) to aid in overall institutional retention rates. Additional tutors were hired—a peak of fifty—that correlate better to subject/course coverage and tutor availability. The TLC created an inviting and welcoming environment, encouraging more students to use TLC services.

- To better understand how first-year and senior students connect with the college, MSC piloted the National Survey of Student Engagement (NSSE). Results were received in 2008 and a second administration will occur in 2010.

- MSC continues to offer numerous sections of the course Introduction to Higher Education. In addition to the week-long sections offered prior to the start of the fall term and those that began with the opening of the fall semester, another section was added to help students struggling after the first eight weeks of school.

Section 2: Graduation Rates

2.1   Six-year graduation rate for FTFT

In addition to retention rates, the PC for MSC established graduation rates that are calculated at the six-year post-admission point. The goal MSC negotiated was "[b]y December 31, 2008, MSC shall increase its 6-year graduation rate for all students from 30% to 34%." As the data displayed in Figure 3 below reveal, MSC's six-year graduation rates, as reported by the College, are different from SURDS and IPEDS data. Using MSC data, they exceeded their goal of 34 percent in 2008, however with SURDS and IPEDS the six-year rate is slightly below the goal.
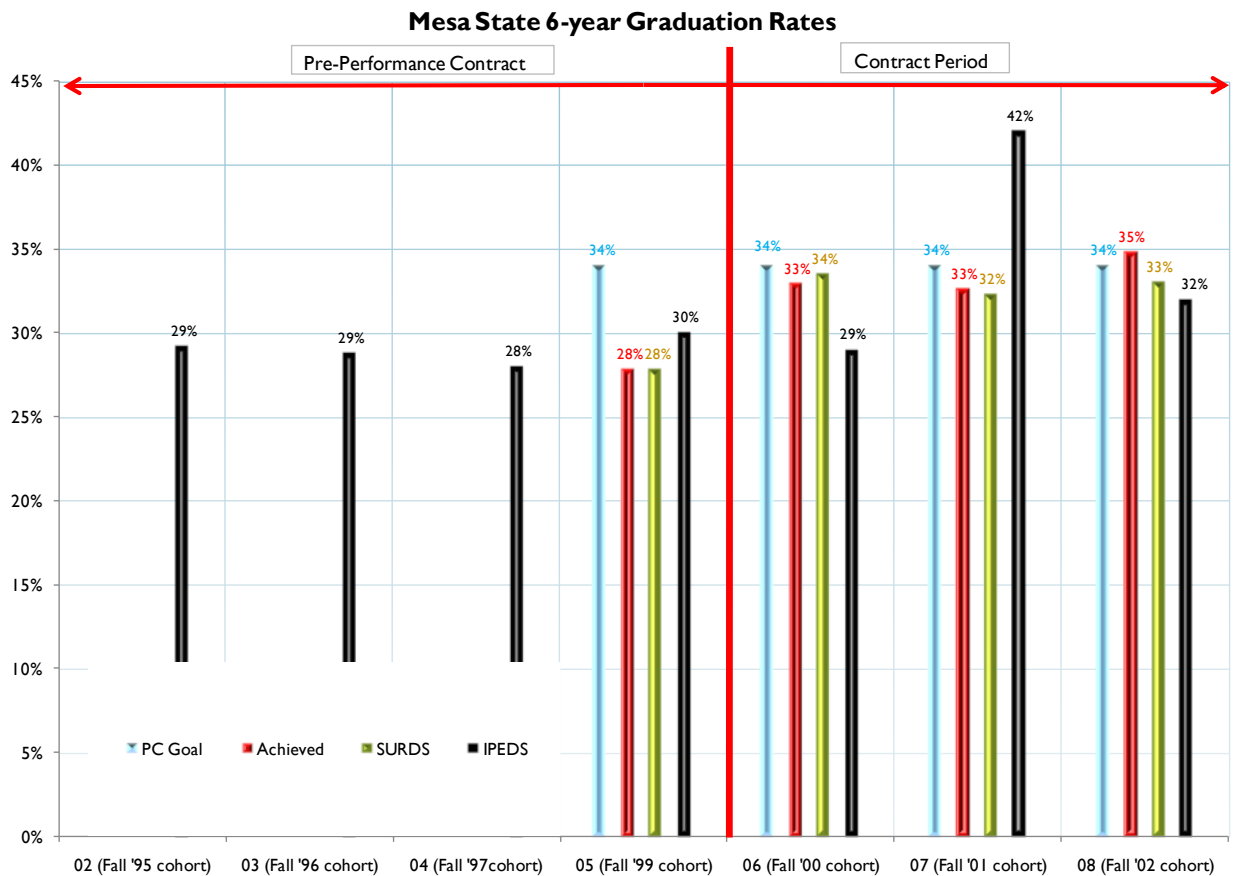

Figure 3. Mesa State College – Six-Year Graduation Rates, Multiple Sources

Focusing only on goal and progress (achieved) data from Figure 3 for the years under the PC suggests the pattern of the six-year graduation rates noted in Figure 4 below. Over that period, the six-year graduation rates had an upward trend ending above their goal using MSC data but slightly below according to IPEDS data.
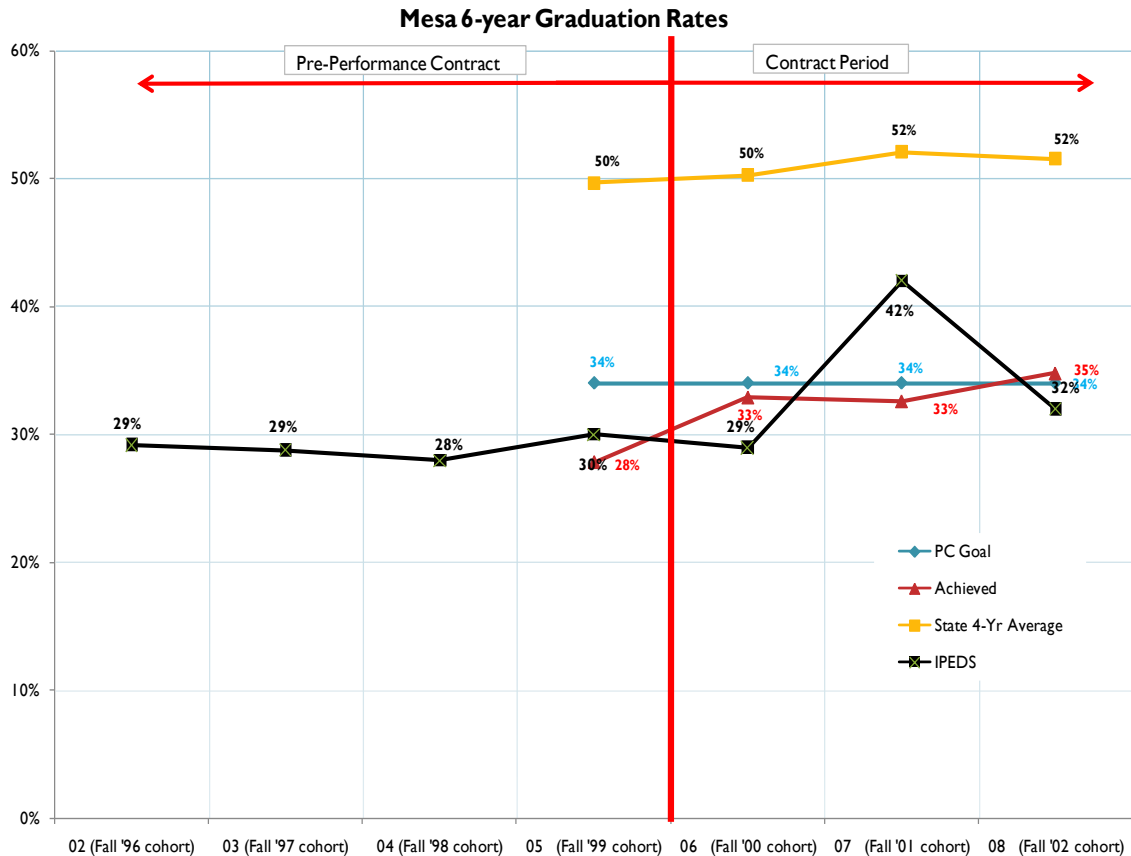

Figure 4. Mesa State College – Six-Year Graduation Rates, 2002-2008

As per the PC, MSC is also to "report 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." As reported by MSC, these efforts have included the following:

- MSC conducted an analysis of high risk courses and redesigned them. High risk courses are those courses defined where at least 30 percent of students were assigned grades of "D," "F," or "W." As part of the redesign, faculty are developing new approaches and innovative instructional materials that are most likely to contribute to student success, measured either in terms of academic achievement or retention.

- MSC offered integrated learning or "paired" courses consisting of a remedial level course such as English paired with a general education course in the content from the social and behavioral sciences (SBS). Such a pairing would enable a student to apply the writing skills learned in English to the SBS course. The program's goals include building relationships through multiple shared experiences, enhancing communication skills, and making academic progress even when taking largely developmental courses. Four integrated courses were offered, and twenty students generally are enrolled in each pair.

- MSC restructured the Tutoring Center to encourage more students to take advantage of its services. Some of the changes included:

  - Shifting from individual sessions to a combination of individual and group sessions. The modification was conceived in order to enable the center to accommodate larger numbers of students needing academic support.

  - Offering walk-in tutoring in order to better serve the academic needs of MSC students and improving access and increasing student utilization of peer tutoring services.

  - Developing a focused advertising/marketing campaign to address stigmas associated with using tutoring and to shed light on what exactly the center does in the hopes of encouraging more students to seek assistance.

  - Visiting most, if not all, of the courses for which tutoring is offered in order to disseminate information and dispel stigmas, with the goal of having more students, both traditional and non-traditional, take advantage of tutoring services earlier in the semester.

Section 3: Underserved Students

  3.1(a) Increase the number of first generation undergraduates

  3.1(b) Increase the number of high need undergraduates

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 MSC, underserved students include "low income individuals, males, and minority groups." MSC set goals to increase the number of first generation undergraduates attending MSC by 3 percent annually. MSC provided seven data points that are illustrative of their efforts to monitor their progress with underserved students as noted in Tables 1-7 below. First, as noted in Table 1 below, MSC had good success overall, but had varying results with the latter years, 2006-2009.

Increase Number of First Generation Undergraduates* by 3% Annually								
	AY	AY	AY	AY	AY	AY	AY	AY
Mesa State Data	2002	2003	2004	2005	2006	2007	2008	2009
Enrollment	1,410	1,437	1,557	1,685	1,656	1,691	1,681	1,673
Y/Y Percent Change	9.4%	1.9%	8.4%	8.2%	-1.7%	2.1%	-0.6%	-0.5%
*First Generation defined as a student receiving financial aid whose parents never attended college								

Table 1. Number of First Generation Undergraduates

Secondly, as noted in its PC, MSC sought to increase the number of high need undergraduates (defined as requiring up to 150 percent of Pell) by 4 percent annually. According to SURDS data, shown in Table 2 below, the number of high need students increased from year 2002 to 2009 and remained unsteady in the intervening years.

	Increase Number of "High Need" Undergraduates* by 3% Annually							
	AY	AY	AY	AY	AY	AY	AY	AY
Mesa State Data	2002	2003	2004	2005	2006	2007	2008	2009
Enrollment	2,398	2,569	2,664	2,838	2,641	2,508	2,483	2,481
Y/Y Percent Change	na	7.1%	3.7%	6.5%	-6.9%	-5.0%	-1.0%	-0.1%
*High Need defined as up to 150% of Pell								

Table 2. Number of "High Need" Undergraduates

Third, regarding low income (Pell eligible) enrolled students, MSC has had some successes, however, the actual number declined over the eight-year period, as noted in Table 3 below.

Increase Enrollment of Low Income Students* (Headcount)								
	AY	AY	AY	AY	AY	AY	AY	AY
SURDS Data	2002	2003	2004	2005	2006	2007	2008	2009
Enrollment	3,229	3,438	3,521	3,511	3,471	3,143	2,941	2,677
*Low income defined as Pell Eligible								

Table 3. Enrollment by Low Income (High Need) Students

Fourth, regarding male students, no goal was set by MSC in the PC.   SURDS data, as displayed in Table 4 below, indicate an increase over the eight years.

Increase Enrollment of Men (Headcount)								
	Fall	Fall	Fall	Fall	Fall	Fall	Fall	Fall
SURDS Data	2002	2003	2004	2005	2006	2007	2008	2009
Enrollment of Men	2,373	2,438	2,466	2,350	2,493	2,530	2,568	3,009

Table 4. Enrollment of Men

Fifth, regarding the increase of minority students attending MSC, no goal was set. Using SURDS data, displayed in Table 5 below, an increase in minority student enrollment is seen from 2002 to 2009 for Hispanic, Black, Asian, and American Indian students.

Increase Enrollment of Ethnic/Racial Minorities (Headcount)								
SURDS Data	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
American Indian or Alaskan Native	67	74	75	87	85	105	111	145
Asian or Pacific Islander	117	115	111	119	156	160	153	179
Black, non-Hispanic	87	89	93	95	107	119	103	141
Hispanic	456	437	461	463	517	535	579	579
Non-Resident Alien	42	41	39	30	21	14	21	15
Unknown Ethnicity	203	233	292	300	363	388	400	537
White, non-Hispanic	4,597	4,774	4,722	4,581	4,732	4,807	4,838	5,372

Table 5. Enrollment by Race/Ethnicity

Six, MSC provided data on enrollment and completions of students who come from a targeted 14-county region around Mesa. In Table 6 below, the enrollment data shows an increase from 2005 to 2009.

Increase Enrollments from 14 county Western Colorado Region						
Mesa State Data	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Enrollment		3,967	4,313	4,399	4,455	5015
Percent of Total Enrollment		70.2%	72.0%	71.0%	71.2%	71.2%

Table 6. Enrollment from 14 Counties, Western Colorado Region

Regarding completions for this same targeted 14-county region, Table 7 shows an increase in the degree and certificate completions from 2005-2009.

Increase Degrees and Certificates from 14 county Western Colorado Region						
Mesa State Data	AY 2004	AY 2005	AY 2006	AY 2007	AY 2008	AY 2009
Enrollment		503	582	551	601	608
Percent of Total Enrollment		63.4%	67.2%	65.7%	67.4%	67.0%

Table 7. Degrees and Certificates from 14 Counties, Western Colorado Region

GOAL 2: QUALITY AND SUCCESS IN UNDERGRADUATE EDUCATION

Section 1: General Education Requirements

1.1 – 1.5   Adopt fully transferable, foundational general education core curriculum / gtPathways

1.6   Clearly designate lower division courses eligible/not eligible for transfer

MSC has indicated through its "Performance Contract Statement of Assurances," that its general education core curriculum meets the gtPathways curriculum requirements. To determine the progress to date on the General Education Requirement, 1.6 above, DHE staff reviewed MSC's Institutional Report, dated January 2008, and its course catalogs for 2007-08 and 2008-09. In its Institutional Report, MSC confirms that in 2006, pages 21-23 of its catalog "document information about MSC's courses approved through gtPathways and contained in the College's catalog. Those pages are followed by a sample MSC transcript illustrating how gtPathways courses are designated (p. 24)." No new action was required in 2007 or 2008 since this requirement was met in 2006. A review of the 2007-08 and 2008-09 catalogs verifies that MSC has continued to document information about its approved gtPathways courses (pp. 44-45, and 46-47, respectively), and it clearly designates in the course listings when a course is part of the gtPathways network. For example: ARTE 119 History of Art, Renaissance to Present-GTAH1.

Thus, both catalogs satisfy the requirements of Sections 1.6(a) and (b) of Addendum A of the Performance Contract.

Section 2: Grade Distribution

MSC provided information on several curricular changes made in 2007 with efforts to positively impact the quality of instruction and anticipated outcomes as a result of enhanced quality. Specifically, MSC embarked on an inter-departmental effort to re-structure curriculum, implement faculty mentoring, revise the grading system in some disciplines, and increase course offerings. MSC also engaged in curriculum mapping that in some cases led to differently conceived curriculum sequences.

Section 3: Faculty

>   3.1   Core faculty same quality as non-core (major) courses
>
>   3.2   Compensation policies for faculty

The PC for MSC 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 *MSC Professional Personnel Employment Handbook* demonstrates how MSC has met the requirements of this goal. Section VI of the *Handbook* describes the expectations of faculty in the four areas of evaluation— teaching, scholarly activity, advising, and service—while the faculty salary administration plan is outlined in Section VIII. MSC implemented a merit funding model for faculty on a non-base-building basis since spring 2007.

Section 4: Evaluation and Assessment of Student Learning

The fourth area in Goal 2: Quality of Undergraduate Education relates to evaluation and assessment of learning. MSC 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). MSC also reports that an Assessment Committee completed a phased review and expansion of general education assessment. Further, MSC piloted the Collegiate Assessment of Academic Proficiency to gauge student achievement in skills, such as critical thinking. The College provides on-going assistance to faculty to support this effort through a Faculty Assessment Coordinator. Additionally, MSC initiated surveys of student engagement through the administration of the NSSE to baccalaureate first-year and senior-level students, while the Community College Survey of Student Engagement was completed by a sample of students enrolled in associate-level courses. Additionally, the College will initiate surveys of student satisfaction through the administration of the Noel-Levitz Survey of Student Satisfaction to baccalaureate-seeking students, with a second administration of the NSSE in 2010.

Data provided by MSC demonstrates that MSC graduates have met or exceeded the state average on licensure exams for Computer Information Systems, Nursing, (LPN **not** BSN), and Teacher Education. For example:

- Program: Peace Officer Standards and Training (POST) Certificate Program - Professional Licensure: Colorado POST Certification Exam, forty-six program graduates, 100% pass rate

- Program: Technology Integration AAS Program - Professional Licensure: Cisco Certified Network Administrator – 3 students completed

- Professional Licensure: Convergent Technology Professional Voip – 2 students completed

- Program: High school students enrolled in the Medical Preparation program, average 91% pass rate on the Certified Nurse Aide exam

GOAL 3: EFFICIENCY OF OPERATIONS

Section 1: Costs

1.1   Provide information for Budget Data Book on mandatory cost increases/decreases

Under Goal 3: Efficiency of Operations, the PC for MSC requires that the Trustees provide information in the Budget Data Book (BDB) to identify mandatory cost increases and decreases. MSC provided such data and has 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 cuts 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 that the 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 MSC, the tuition and fee data are displayed in Tables 8 and 9 below:

	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	$2,359	$3,442	$3,893	$4,325	$4,692

Table 8. 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	$721	$108	$262	$414	$704

Table 9. Resident Fee, 2005-10

MSC has opted to not utilize tuition differentials. Since this was optional in the PC, the institution is considered to be in compliance. For FY 2006-07, MSC received special permission to roll a portion of mandatory fees into its base tuition as a measure of "Truth in Tuition." Footnote 20a in HB08-1375 allowed institutions to charge a tuition premium of $5 per credit hour in addition to the allowable tuition rate increases in FY 2008-09, provided the additional charge is approved by a vote of the student body. In order to increase faculty salaries at MSC and allow the institution to be more competitive with regional peers in the hiring of faculty, the students at MSC approved a $5 per credit hour tuition premium. The premium was approved by 79 percent of student voters in a spring 2008 student referendum. 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 MSC 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 Costs Adjustment (HECA) model.

Data that were utilized to review this area of the PC are presented below in Tables 10 and 11:

	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 10. Higher Education Cost Adjustment (HECA)

Expenses[3]

	FY 2005-06	FY 2006-07	FY 2007-08	FY 2008-09
Instruction	$16,041,762	$18,693,429	$19,558,359	$21,700,902
Research	$580,852	$620,284	$694,849	$723,897
Public Service	$443,612	$502,867	$536,419	$468,708
Academic support	$2,587,272	$3,300,585	$3,744,762	$4,303,092
Student services	$2,894,313	$3,176.005	$4,051,349	$5,435,934
Institutional support	$2,025,189	$2,491,248	$3,084,472	$3,485,408
Operation of plant	$4,689,933	$6,080,909	$6,093,447	$8,726,299
Scholarships and Fellowships	$1,056,538	$1,339,132	$1,579,835	$2,078,911
Auxiliary enterprises	$12,637,978	$12,825,675	$12,801,589	$14,137,547
Depreciation	$2,805,202	$3,807,088	$3,435,981	$4,393,322
Total	*$45,762,651*	*$52,837,222*	*$55,682,062*	*$65,454,020*

Table 11. Costs per area, 2005-09

---

[1] Source: "State Higher Education Finance: FY2009." State Higher Education Executive Officers.
[2] Calculated by DHE staff
[3] Source: "Mesa State College: Financial and Compliance Audit". Office of the State Auditor.

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, Governing Boards or Boards 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.

Section 2: Capital Assets and Maintenance

The PC states that MSC shall strive to make additional incremental increases in funding for both routine and controlled maintenance projects contingent upon the availability of resources. To determine if MSC met this stipulation, DHE staff reviewed the data it annually collects from every institution on capital outlays that are not subject to prior review. These are referred to as "209 projects" (after SB01-209 which created them), or "small projects" because they cost less than $2 million. MSC has annually complied with the data submission requirements.

Additionally, MSC contributed over $200,000 for its capital needs in FY2005. With the variance in annual funding available for capital, in general, and controlled maintenance, in particular, from the General Assembly, MSC has followed suit with most other institutions and significantly increased spending on internal capital needs. MSC is in compliance with its stated objective.

Further, the PC states that the MSC Board of Trustees shall, in its annual Statement of Revenues, Expenses, and Changes in Net Assets, breakout the actual amount spent on maintenance and deferred maintenance. According to the data reviewed for this stipulation, the Department cannot find a line item reference to maintenance or deferred maintenance; however, the document is compiled by the Office of the State Auditor and such a change may not be within the control of MSC.

The PC for MSC also notes that the Department will streamline the Master Plan and Program Plan process. In this regard by July 1, 2006 the Commission staff shall, in consultation with the Board of Trustees, make a recommendation to the Commission to streamline and simplify the Master Plan and Program Plan process, with particular relaxation of requirements with respect to cash funded projects and potential general fund projects.

The Department, institutions, Governor's Office of State Planning and Budgeting, and the General Assembly's Capital Development Committee annually review and alter procedures for plan review and submission. The latest major changes have included streamlining for cash funded projects. The Department has worked with the General Assembly to streamline processes required by statute and the Commission's policies and guidelines have been adjusted accordingly. For example, the threshold by which projects require review was raised from $500,000, to $1 million, and ultimately to $2 million. The review of cash projects has also been amended to only involve projects subject to the Intercept Act, and has been separated from the Long Bill appropriation process so that they may be received at any time during the fiscal year.

Any project requiring less than $500,000 in cash or general fund will be exempt from the master plan, program plan and physical planning requirements of the Commission as required by the Commission and Title 23, Article 1, Section 106, Colorado Revised Statutes. For these projects, MSC shall notify the Commission of each project by letter and send the appropriate budget forms with the notification. The Commission shall, in turn, review the budget forms and forward the request and the forms to the Capital Development Committee and the Joint Budget Committee where appropriate for spending authority. The $500,000 threshold has been amended by the General Assembly to $2,000,000 in SB08-1205. MSC has annually submitted all capital documentation and requests in accordance with the requirements set forth by Commission Policy and Colorado Revised Statutes (as amended).

Section 3: Other Efficiency Items

The PC notes that the Board of Trustees shall continuously assess operational efficiencies of its auxiliary facilities. This is an internal review by the institution and the Board of Trustees; anecdotal evidence confirms that MSC has complied.

GOAL 4: STATE AND REGIONAL NEEDS

Section 1: Teacher Education Programs

>   1.2(a) MSC will work towards national accreditation for teacher education programs.

MSC has met this goal. The institution has been accredited by National Council for Accreditation of Teacher Education (NCATE) since October 2004. The Colorado Reauthorization process is not yet completed from an April 7-9, 2009 site visit. The first draft of the Reauthorization Report was submitted June 9, 2009, within 60 days after the site visit as required by statute.   MSC has requested extensions and the content review that is to be completed by the Colorado Department of Education has yet to be completed, thus, the MSC Teacher Education Reauthorization is not final.

>   1.2(b) MSC will partner with regional K-12 schools to provide in-service and graduate coursework for teachers.

Preliminarily, MSC has met this goal. MSC reports this goal continues to be met primarily through graduate course delivery and that the number of in-service offerings, while limited, is meeting the district's needs. Periodic meetings with school superintendents from across the region (e.g., Grand Junction, Glenwood Springs, Montrose) and faculty from the Center for Teacher Education are held to identify needs for graduate offerings and ensure full participation by all regional partners. The reauthorization visit on April 7-9, 2009 confirmed MSC's strong relationships with local education agencies.

>   1.2(c) MSC will begin to offer graduate classes leading to the awarding of a master's degree.

Preliminarily, MSC has met this goal. MSC offers a M.A. Education with endorsements in Linguistically Diverse Education (8.22) and Principal (3.03).

1.2(d) MSC will provide professional programs for teacher licensure throughout the region for those candidates who already hold a baccalaureate degree.

Preliminarily, MSC has met this goal. MSC provides a post-baccalaureate program leading to endorsements in Elementary Education (8.02), English Language Arts (8.09), Mathematics (8.14), Science (8.17) and Social Studies (8.18).

1.2(e) MSC will address the recruitment, retention, and graduation of teacher candidates who are under-represented in Colorado's public schools.

Preliminarily, MSC has met this goal. MSC reports that advising within the department has been re-aligned to better meet the needs of students and help them to graduate from their program of study. Specific recruitment of under-represented groups has included visits to BIA schools and continued involvement with other agencies/programs, such as the Latin/Anglo Alliance, MESA, and GEAR UP.

Further the data presented in Table 12 below notes that MSC has worked to recruit under-represented student populations.

Mesa State College
Headcount Enrollment in Teacher Endorsment Areas

	2005	**2006**	**2007**	**2008**	**2009**
Asian or Pacific Islander	2	2	2	3	5
Black, non-Hispanic		1			
Hispanic	20	23	13	16	20
Native American or Alaskan Native	1	4	4	2	5
Non-Resident Alien		1	2		1
Unknown Ethnicity	15	17	13	16	18
White, non-Hispanic	232	249	194	263	272
Grand Total	**270**	**297**	**228**	**300**	**321**

Table 12. Enrollment in Teacher Education Endorsement Areas

1.2(f) MSC shall submit to the Department on or before August 1st of each year, the student identification numbers and endorsement areas for all teacher candidates.

Preliminarily, MSC has met this goal. MSC accurately reports enrollment in the Teacher Ed File in SURDS every summer.

1.2(g) MSC will participate with the Department in analyzing the placement in K-12 schools of teacher candidate graduates and their performance by providing available data

concerning graduates to the Commission within the limitations of applicable privacy laws.

Preliminarily, MSC has not met this goal. At the last reauthorization visit on April 7-9, 2009, MSC did not provide any evidence that it attempts to collect these data. MSC's 2007, 2008 and 2009 reports said these data were available but did not include them.

The PC further states that "by July 1, 2006, the Board of Trustees shall strive to ensure that its teacher education program meets the following standards":

> 1.9(a) Each teacher candidate shall receive, as part of his or her formal preparation, instruction on teaching diverse student populations.

Preliminarily, MSC has partially met this goal. MSC reports that field experiences are designed so that each candidate has an assignment in a Title I school. The April 7-9, 2009 reauthorization site visit confirmed this but noted that one student reported not having an experience in a Title I school. The team concluded quality control is needed to ensure this.

> 1.9(b) Each teacher candidate should spend at least one semester of the 800-hour field experience requirement student teaching.

Preliminarily, MSC has met this goal. MSC reports, and the April 7-9, 2009 reauthorization site visit confirmed, that candidates spend their final semester student teaching.

> 1.9(c) All teacher candidates shall have, as part of their formal preparation, instruction on the comprehension, diagnosis, interpretation and effective use of student assessment data, especially data from the Colorado Student Assessment Program.

Preliminarily, MSC has partially me this goal. MSC reports the goal continues to be met through EDUC 341/342 (Pedagogy Assessment). A review of those syllabi indicates that candidates receive instruction in "the comprehension, diagnosis, interpretation and effective use of student assessment data" but neither syllabus indicates that this instruction is tied in with how to use Colorado Student Assessment Program (CSAP) data.

> 1.9(d) All teacher candidates shall have, as part of their formal preparation, received instruction on the attitudinal and behavioral differences that influence socialization and learning variations between boys and girls.

Preliminarily, MSC has partially met this goal. MSC reports that it continues to meet this goal through EDUC 343: Teaching to Diverse Populations. The April 7-9, 2009 reauthorization site visit team reported it is unclear from the syllabus for this class whether candidates receive current research on brain differences between boys and girls

and the differences in how boys and girls learn, but that "gender" is addressed within the context of "developing a collaborative classroom."

Section 2: Nursing

> 2.1   MSC will continue to expand opportunities for advancing the educational level of nurses, and enhance associate and baccalaureate nursing capacity.

> According to the data provided by MSC, the institution facilitated expansion of the nursing pipeline by expanding transfer articulation plans, and developing courses and a specified pathway for students moving from the RN to the BSN. The nursing faculty also designed a curriculum track or career ladder model that enables students to enter, exit, and re-enter the nursing program at multiple points. Cohort models also continue to be heavily employed as a means of matriculating students through the various career and academic tracks of nursing.

> 2.2   MSC will develop cooperative programs that facilitate transfer from community college programs as well as rural outreach via distance delivery, thereby providing for multiple entry and exit points to meet workforce needs.

To accomplish this goal, MSC instituted online delivery formats for RN to BSN and liberal arts/elementary education licensure in the summer/fall, 2007. Additionally, MSC continued with development of baccalaureate degree completion programs. MSC also re-structured financial aid packaging to include the addition of scholarships for transfer students.

Section 3: Baccalaureate Degree Completion

> 3.1   MSC will develop baccalaureate degree completion programs in fields that meet the needs of regional employers based on periodic needs assessments in the fourteen counties.

According to data provided by MSC, it has met the goal when it instituted two new B.A.S. degrees, (Business Administration and Public Administration/Public Safety). These degree models are "inverted degree programs" that begin with the student's completion of an AAS degree and then are completed with the student completing general education courses followed by upper-division curricular requirements. In 2008, MSC created a B.A.S. for Computer Information Systems. MSC also delivers the RN to BSN degree via a distance delivery format.

> 3.2   MSC will implement a baccalaureate of applied science degree (B.A.S.) in business administration by July 2005

According to MSC's institutional report, January 2008, MSC implemented a Bachelor of Applied Science (B.A.S.) in Public Administration/Public Safety in 2008, a B.A.S. in Computer Information System was approved in 2007, and a B.A.S. in Radiologic Technology in 2008.

MSC's 2009 report states that this goal was met in 2005 and continues to be reevaluated annually. A recent addition is the Mechanical Engineering Partnership Program with UC-Boulder which enables students to complete the UC-Boulder degree in Grand Junction.

> 3.3   Program completers of the B.A.S. in business administration will meet the same standards of other business undergraduates, as measured by performance on the department's assessment instrument, and employers will be surveyed on a biannual basis to determine their level of satisfaction with program graduates.

According to MSC's institutional report, January 2008:

> 2006 MSC Action(s)/Accomplishments:
>
> Graduates of the B.A.S. program in business administration meet the same standards as students completing the Bachelor of Business Administration degree. The same expectations are made of students pursuing other B.A.S. programs developed by MSC.

The College's 2009 report states that the goal was met in 2005 with the creation of the B.A.S. in Business Administration. Other B.A.S. programs have since been developed: public administration/public safety, computer information systems, and radiologic technology.

Section 4: Vocational Workforce Training

> 4.1   MSC shall target funds and program development efforts to fields that address statewide and regional opportunities and priorities. 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.

According to data provided by MSC, it has developed a series of partnerships through its community college division and its four-year programs that address workforce needs in the region, including the following examples:

- A POST (Police Officer Standards and Training) program, jointly with Grand Junction Police and Mesa County Sheriff's Departments.

- A new construction technology program, (in conjunction with the local chapter of the Associated Builders and Contractors).

- Two entry-level health care programs were approved by the nursing faculty.

- A certificate program and an associate of applied science program– these emerged from discussions with representatives of the oil and gas companies operating in western Colorado.

- career and technical degrees and certificates in fields in which regional employers continue to report shortages of skilled workers. Graduates of these degree and certificate programs are surveyed one year following graduation. Over 70 percent (or more, depending on the program) of students responded; of the respondents, 75 percent (or more, depending on the program), indicated they were employed in their fields of study. Other varying percentages by program of study indicate that a large number of students were continuing with their education.

4.2   MSC shall focus existing and new funds on expanding, improving and/or increasing the number of students who earn degrees in high-demand program areas such as nursing, public safety and Construction Technology.

From annual reports provided, MSC has hosted a number of open houses in an effort to encourage high school students (especially young males) to enroll in college while pursuing an occupation. Local employers were also engaged in specific efforts to encourage employees to do the same. MSC has also provided funding for promotion and recruitment to increase student enrollment in the A.A.S. in Construction Technology. Funding has also allowed for the addition of a Nurse Aide certificate program. Public safety related degrees are a continued focus and have strong enrollment.

4.3   MSC will increase the number of concurrently enrolled high school students registering for entry-level vocational training by taking fuller advantage of its unique BOCES relationship with Mesa County School District #51 and local businesses.

MSC reports that it implemented college-readiness assessments with local high schools in the areas of math and English. MSC also expanded the number of seats available in the following high demand degree areas: nursing, EMT, POST academy, construction technology and electric line worker. MSC has also had 400 students from Mesa County Valley School District #51 enrolled in career and technical education programs. Students can earn high school elective credit and also have the option to earn college escrow credit. Program-specific community advisory committees provided expertise concerning industry skills and supported the partnership between MSC and School District #51.

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. Once an institution's governing board has approved a 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.
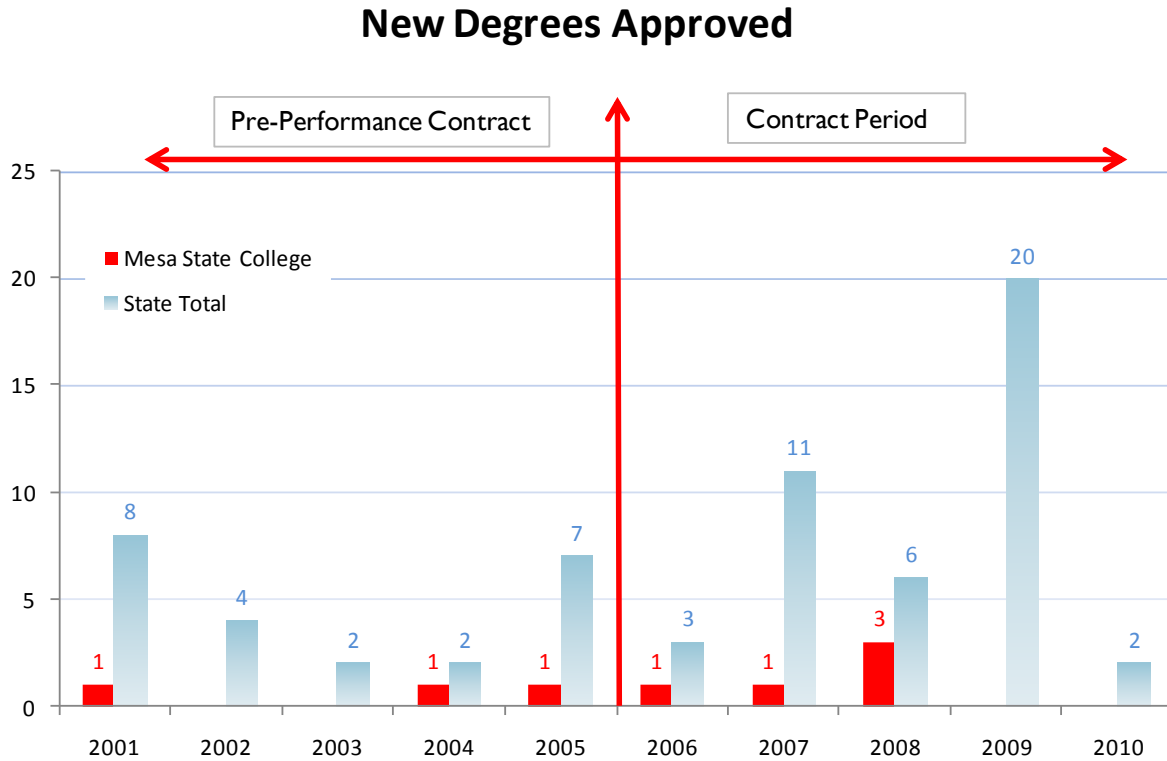
New Degrees Approved

Figure 5. New Approved Degrees

Performance Goal Achievement

Each PC includes the statement under Performance Goal Achievement that: "The ability of the Board of Trustees and MSC 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 state support for MSC over the last ten years. Total support, including the additional ARRA funds, has met or exceeded the 2003-2004 funding levels.
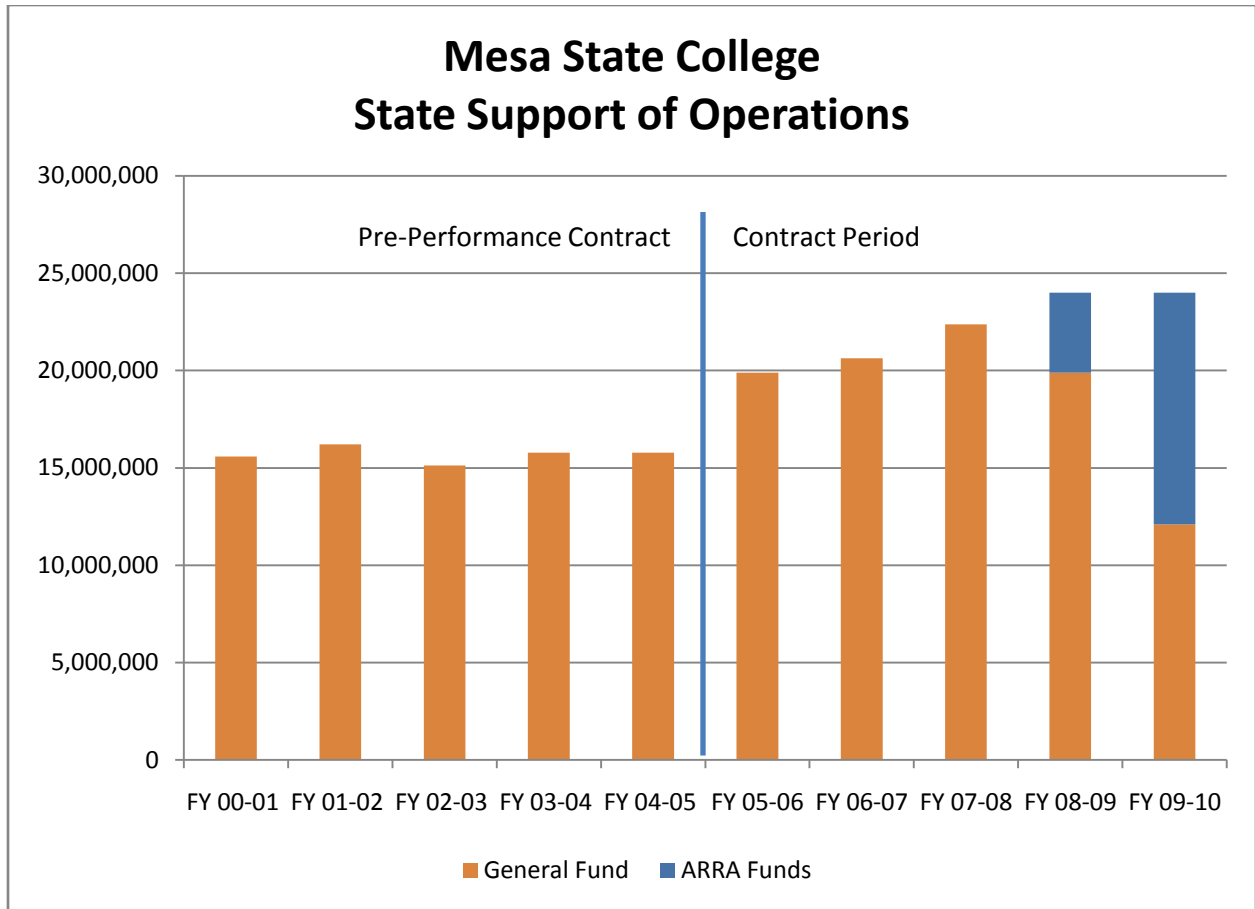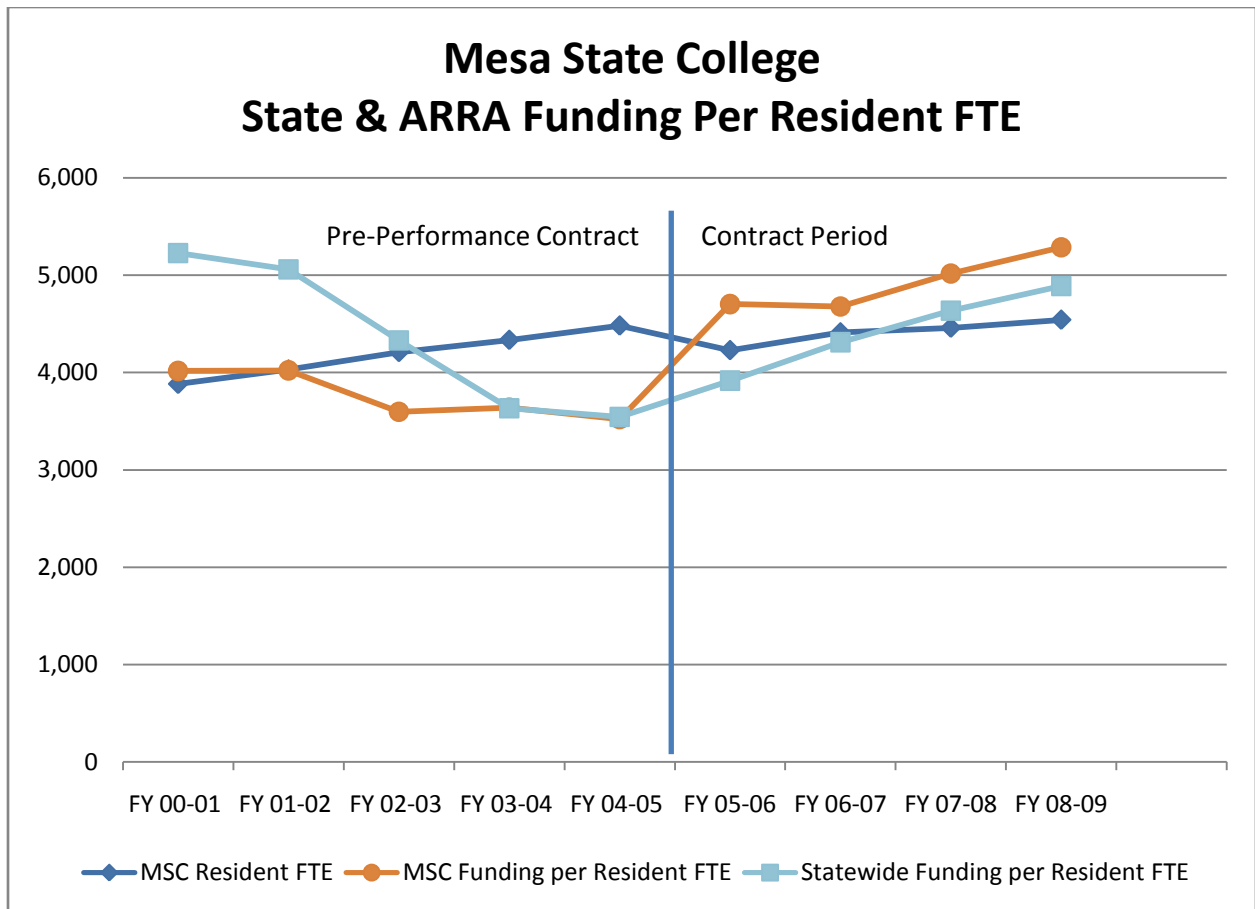
Figure 6. Financial Support to MSC, Ten Year Trend

Further, Figure 7 below displays the financial support disaggregated by Resident FTE, again showing a funding level that was at or above the 2003-2004 level for statewide funding per Resident FTE.

Mesa State College
State & ARRA Funding Per Resident FTE

Legend: MSC Resident FTE • MSC Funding per Resident FTE • Statewide Funding per Resident FTE

Note: FY08-09 included federal ARRA funds.

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

The annual reports provided by MSC 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.