

Fort Lewis College - CO

HLC ID 1052

OPEN PATHWAY: Reaffirmation Review

Visit Date: 10/19/2015

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Context and Nature of Review

Visit Date

10/19/2015

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

In 1911, the Federal government granted, to the State of Colorado, land that it had appropriated from the original Native American inhabitants in the 1880's for a military post called Fort Lewis. Contract obligations accompanying that transfer mandated that Fort Lewis offer tuition free education to qualified Native Americans in perpetuity. Fort Lewis evolved from being an Indian boarding school in Hesperus, Colorado to a high school and eventually a junior college. An A & M program was added to the existing high school curriculum in 1925. The high school curriculum was discontinued in 1933 and the college offered two years of college work as a branch of Colorado State University,

In 1956 the college moved to its permanent campus overlooking Durango. In 1958 it received its first accreditation as a junior college from the North Central Association. In 1962 it introduced its first seven majors of its new baccalaureate program, became a four-year liberal arts institution and joined the Colorado State University System when it was formed in 1984. Fort Lewis College (FLC) became independent from that system in 2002 with a Board of Trustees appointed by the governor. It has been granted continued accreditation through visits in 1976, 1986, 1996 and its most recent visit in 2006 through the Higher Learning Commission. Today FLC is designated as a Native American Serving Non-Tribal Institution.

Interactions with Constituencies

President

Provost

Vice President for Finance and Administration

Vice President for Advancement

Vice President for Student Affairs

Those who authored the Assurance Argument:

Criterion One: Assistant Professor Adventure Education

Coordinator, El Centro

Vice President for Student Affairs

Criterion Two: Professor, Psychology

Professor, Geosciences

Associate Vice President for Academic Affairs

Criterion Three: Associate Professor Environmental Studies and Associate Dean, School of Arts and Sciences

Director of Digital Innovation and eLearning

Criterion Four: Associate Professor Mathematics

Director of Academic Effectiveness and Evaluation

Dean School of Arts and Sciences

Criterion Five: Associate Vice President for Finance and Administration

Assistant Controller

Vice President for Finance and Administration

Assumed Practices: Senior Web Developer

Associate Professor Music

Quality Initiative: Associate Vice President for Enrollment Management

Open Forum Criterion One:

Number of Faculty: 6

Number of Staff: 21

Community Members: 3

Open Forum Criterion Three:

Number of Faculty: 6

Number of Staff: 11

Drop in Meeting #1 with Team Member:

Number of Faculty: 5

Lunch with Board Members (including faculty and student ex officio members):

Trustees: 2

Associate Professor Philosophy, faculty representative

President ASFLC

Student representative

Open Forum Criterion Two:

Number of Faculty: 3

Number of Students: 1

Number of Staff: 21

Trustee: 1

Open Forum Criterion Four:

Number of Faculty: 10

Number of Staff: 13

Drop-In Time #2 with Team Member:

2 Faculty

Open Forum Meeting (Open to all) on Criterion Five:

Number of Faculty: 5

Trustee: 1

Number of Staff: 22

Tour of Facilities with Provost

Federal Compliance Meeting Attendees: 3 Staff, 1 Faculty

Meeting with Student Affairs Staff:

Vice President of Student Affairs

Dean of Students

Advising Coordinators

Vice President for Enrollment Management and Director of Student Success

Financial Aid Director

TRIO Student Services Center Directors: Director Upward Bound, Director Talent Search, Director Student Success Center, Director STEM 3, Director of Disability Services

Career Services Directors

Library Director

Open Meeting with Faculty only:

Number of Faculty: 40

Area of Focus Meeting #1: Enrollment and Financial Challenges facing Fort Lewis:

President

Vice President and Associate Vice President for Finance and Administration

Vice President for Advancement

Associate Vice President for Enrollment Management

Meeting with Deans

Dean School of Arts and Sciences

Interim Dean School of Business

Associate Vice President for Academic Affairs

Area of Focus #2: Shared Governance, Research Integrity, Faculty Development:

IRB Committee: Professor Philosophy, Associate Professor Biology, Associate Professor Sociology, Assistant Professor Teacher Education, Assistant Professor, Exercise Science, Associate Professor Psychology, Assistant Professor Exercise Science, Professor Exercise Science, Associate Professor Library

Provost

Associate VP for Academic Affairs

Dean of Arts and Sciences

Interim Dean School of Business Administration

Faculty Senate President, Associate Professor Philosophy

Director Sponsored Research

Chair, Faculty Development-Research grants – Assistant Professor Engineering

Chair, Faculty Development Teaching Improvement- Associate Professor Art

Team Leads Criterion Two- Professor Psychology and Professor Geosciences

Team Leads Criterion Three- Associate Professor Environmental Studies and Associate Dean School of Arts and Sciences and Director Digital Innovation and eLearning

Vice President for Finance and Administration

Professor of Anthropology, Past Faculty Senate President, Past Faculty Representative to the Board of Trustees

Professor of Art, Past Representative to the Board of Trustees

Exit Meeting with President's Cabinet and the Team:

President

Provost

Vice President Finance and Administration

Vice President Student Affairs

Vice President Advancement

Associate VP for Academic Affairs

Associate VP for Finance and Administration

Associate VP for Enrollment Management

Dean of Arts and Sciences

Interim Dean SOBA

Faculty Senate President, Associate Professor Philosophy

Athletic Director

ASFLC President

Public Relations

Executive Assistant to the President

Lunch with Students and HLC Team:

Number of Students: 5

Staff of Native American Center: 4

Additional Documents

Federal Compliance:

1. Compliance Syllabus Review
2. Student Complaints
3. Math and Science Syllabi

PH 350 Lecture Fall 2013

PH 350 Hybrid Spring 2015

ENVS 393 14 Weeks Fall 2015

ENVS 393 4 Weeks Summer 2015

MATH 113 14 Weeks Fall 2015

MATH 113 8 Weeks Summer 2015

GEOL 202 14 Weeks Fall 2015

GEOL 202 3 Weeks Summer 2015

1. Syllabus ED 494 495

HLC Team:

1. Historical Faculty Counts
2. Freshman and transfer Enrollment fall 2015
3. 2015 Sept. Supplemental Metrics
4. Fall 2015 Freshman and Transfer Student NL data
5. 2015 Sept. Presidential Metrics
6. Alumni Survey
7. Five Year Model
8. Faculty Degrees and Specializations
9. Spring 2016 fall 2016 Faculty Grant Proposal form
10. Stakeholder review and decision matrix
11. Two links to policies regarding decision making:
<https://wiki.fortlewis.edu/display/POL/Development%2C+Approval%2C+and+Review+of+Academic+and+Ad>
12. Draft decision making template that has been a helpful discussion tool:
<https://wiki.fortlewis.edu/display/POL/Curriculum+Oversight>
13. Faculty and Staff Diversity
14. Grad Rates 2009 Cohort (PDF)
15. Retention Fall 2014 Preliminary (PDF)

16. Summary Report to the Board of Trustees: Teacher Education Department (DOCX) <http://www.abet.org/>
<http://www.acs.org/content/acs/en.html> <http://www.aacsb.edu/> <http://www.caate.net/> <http://nasm.arts-accredit.org/index.jsp>
17. Integrated Student Success Schematic
18. Faculty Degrees and Specializations with Instruction
19. ABET <http://www.abet.org/>
20. NASM <http://nasm.arts-accredit.org/>
21. CAATE <http://caate.net/>
22. College course schedule for Fall 2015
23. All courses in Canvas (CMS) for Fall 2015
24. Course Catalog – on FLC website

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Evidence

The college's current mission statement was reaffirmed in the process of developing the 2012-2016 strategic plan. The planning process was collaborative and guided by a committee of faculty, staff, administration, students and community members and included listening sessions and a two day retreat facilitated by a consultant. It was adopted by the Board of Trustees, President and the Cabinet. Review of the new Mission Policy Statement passed by the Board in February of 2015 formalized that the mission statement is to be reviewed every 5 years as a part of the strategic planning process. Meetings on campus also confirmed that the FLC Mission Statement was developed through a process that is suited to the nature and culture of the institution.

The Team heard repeatedly in campus meetings and read in survey results and in the Assurance Argument that there is an abiding commitment to the mission of offering "accessible, high quality, baccalaureate, liberal arts education to a diverse student population, preparing citizens for the common good in an increasingly complex world." Departments such as English or History spoke eloquently about their contributions to the Liberal Arts aspects of the mission and others focused on the deep and historical commitment to Native American students that make up 23% of the student body. Others spoke about their commitment to the community the Four Corners region of the country and instilling commitment to the common good into students' educations.

In the session on Criterion One (and echoed in other sessions and meetings) was a sense that the mission was made up of several themes that needed to be blended into more of a coherent whole. With the timing of the HLC visit coinciding with the beginning stages of the new strategic plan that begins with a review of the mission, the college has the perfect opportunity to begin that process. Indeed, the administration has begun scheduling about 40 "listening sessions" to hear from all

constituents and work toward more consensus on the mission. As the mission and planning processes are well linked to the budgeting process, these discussions take on enhanced importance.

In third party comments and in meetings and discussions with faculty and others there were pointed comments made about mission disagreement. Tension between faculty and between the faculty and the administration was frequently described but by the end of the visit there was also a discussion about creating ground rules for this discussion or even consideration of a respectful discussion policy that might facilitate civil but still robust discussion. So while the mission has been approved and adopted and academic programs, services and enrollment profile are consistent with the stated mission, there is still work to do to create consensus. The Team is confident that through a process that is beginning to roll out as part of the next phase of their planning and budgeting process this consensus has a good chance of emerging. (See Criterion 5.C.1 for further detail)

FLC's academic programs fit the mission. The B.A. and Minor in Native American and Indigenous Studies are consistent with the mission to serve a diverse student population and prepare citizens for the common good in an increasingly complex world. Academic programs include those one would expect in a liberal arts college. Several academic programs, consistent with high quality, baccalaureate liberal arts education, have been added in the last ten years: a B.S. in Engineering, and B.A. degrees in Public Health and Art-Graphic Design, a Minor in Peace and Conflict Studies, a certificate in Geographic Information Systems, and graduate degree and certificate programs in Teacher Leadership.

Student support services are consistent with mission including many for students of color and other traditionally underrepresented students. Specifically, the Native American Center and El Centro de Muchos Colores primarily serve Native American and Hispanic students. First-generation and Pell-grant recipients with demonstrated financial need are served by four federally-funded TRIO Programs (the TRIO Student Success Center, Talent Search, Upward Bound, and STEM-3). The Gender and Sexuality Resource Center serves lesbian, gay, bisexual, transgender, and queer/questioning students. The Disability Services office works with students with disabilities.

The enrollment profile is consistent with the diverse student population included in the mission statement. 23 percent of the student body identified as Native American, and 10 percent identified as Hispanic. FLC is designated as a Native American Serving Non-Tribal institution. Students come from 50 states and 17 foreign countries. The percentage of students who are first generation is relatively low, at 23 percent. Thirty-two percent are Pell eligible. Approximately 10 percent of students reported having a documented disability.

FLC prepares "citizens for the common good in an increasingly complex world" through field experiences, community-based learning and research, and study abroad opportunities. In addition, about 2% of students are international, adding to understanding of an increasingly complex world. Study abroad is promoted with an exchange program and faculty-led study abroad programs. These are typically four to six week immersion experiences in countries such as Cuba, the Dominican Republic, and France.

As evidenced by the assurance argument and meetings with administrators, faculty, and staff, planning and budgeting priorities align with and support the multiple missions of the institution. Tuition has intentionally been kept as one of the lowest in the state to promote access. FLC is seeking to increase accessibility through online and hybrid courses. Flipped classrooms and hybrid courses are being developed as a way to make courses accessible while maintaining the advantages of the face-to-face classroom experience. FLC is currently working on its web environment to assure accessibility for those with disabilities.

To have high-quality education, attracting and retaining high-quality faculty is a priority. Faculty salaries have been raised to those of peer institutions to promote this. This increase has been funded by reducing the number of faculty. When a vacancy occurs, faculty lines are subject to review by the Deans' Council and provost. Lines may be reallocated to programs that show strength, growth, or future demand. As faculty salaries represent 33% of the general fund budget, this is an indication of budgeting aligning with the accessible, high quality aspects of mission. Some faculty indicated concern about loss of and reallocation of lines, with concern about losing lines in non-western cultures and humanities.

Whether appropriate resources are allocated to liberal arts education is contested. Some faculty expressed concern that there are fewer faculty in the humanities and social sciences than in the past and that facilities are better in the sciences than in the humanities and social sciences, indicating insufficient support for the liberal arts mission. Others contend that active pedagogy and small classes are the heart of a liberal arts education, with resources directed towards these ends.

The college's Native American tuition waiver is an important component of serving a diverse student population. The future of financing the tuition waiver is uncertain, given declining state support for higher education. The administration is working with U.S. legislators from Colorado to introduce legislation that would require the federal government to cover the costs for out-of-state Native American students. The college budget model includes assumptions limiting the growth in the tuition waiver reimbursement. If there is a substantial decline in the tuition waiver reimbursement, this may contradict the mission to serve a diverse student population.

Aligning mission and budgeting priorities will likely be an important component of the strategic planning process that is beginning soon. With declining enrollment and state support, clarification of mission and resource allocation will become more crucial.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Evidence

The mission appears in a variety of accessible and prominent printed and virtual documents, including the college catalogue and the FLC website. The mission is also linked to a variety of the college's social media connections including YouTube, Facebook and Twitter. The FLC strategic planning documents for both the 2006 and 2012 strategic plans identify and include the key features of the mission and align directly with it. In the documents and websites that the Team reviewed both before and during the visit it became evident that FLC clearly articulates its mission.

Although the strategic plan is in the last year of its 5 year cycle (Action Items for Strategic Plan Goals for Fort Lewis College 2012-2016) that document not only shows that the mission is current but explains the extent of the college's commitment to its mission, vision and values through actions items. For example, improving excellence in teaching, student retention and graduation action items are linked to the FLC value of student success. The action items focused on providing long term fiscal sustainability and a fiscally responsible budget model and benchmarks are linked to the FLC value of improvement and continual renewal. In other documents reviewed by the Team and in conversations held on campus the institution's emphasis on various aspects of the mission was evident.

While some mission elements are clearly emphasized, the Team heard and read comments that were critical of FLC's commitment to the liberal arts especially in spending priorities. Calculations made by some show a shrinking percentage of funds going to the academic mission and more specifically to departments charged with the education of students in traditional liberal arts disciplines. With overall enrollment in Fall 2015 down 2.2% and doomsday projections that state funding of higher education in Colorado would be reduced to zero by 2030 there are legitimate fears that budget allocations will lead to reductions in faculty lines in departments where course enrollment and majors are shrinking. In fact, there is a redesigning process underway at present.

The administration presents significant data, however, that despite the rapid changes that need to be made to secure the future of the college, the institution is forward looking and focused on the whole

mission and what works for the education of its students. Gaps have been identified in the commitment to these mission elements and constituents identified in the mission (such as assessment, advising and curricular redesign) and plans are being developed to address them collectively in the next planning process. Simultaneously, the doomsday projections have been revised for state funding (loss of state funding could be as late as 2030) and other improvements such as the launching of a new \$25M capital campaign may also mitigate the budget pressures being anticipated by some.

The Colorado legislature has raised the possibility of placing limits on Native American tuition waivers. Given the welcoming environment at FLC, the many supports in place for Native American and Alaskan Native students, and the historic trust since 1911, this would be a dramatic change for FLC. The administration is working with members of Congress to address this at the national level.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Evidence

FLC addresses its role in a multicultural society and its constituencies in multiple ways, including the Native American tuition waiver and through many activities and supports for diversity, with events such as Hozhoni Days Pow-Wow and the Real History of the America, and centers such as the Center for Southwest Studies and El Centro de Muchos Colores. There is an Office of Diversity Programming in Student Affairs that coordinates many diversity education programs. The general education program was modified recently to address diversity in the curriculum. Discussion with students and observation on campus documented the vibrant multicultural community at FLC. American Indian and Native Alaskan students come from across the U.S., bringing a rich diversity of native backgrounds. The value and centrality of the Native American mission was repeatedly expressed and evident across campus.

FLC recently has added many processes and activities to increase retention and degree completion. Student Success Centers, with professional advisors, are being piloted this year. However, according to the IPEDS report provided with the assurance argument (<https://assurance.hlcommission.org/review/66/evidence/viewfile?fileid=115136>), there is a large graduation rate gap for underrepresented minority students. The 6-year graduation rate is 32% for American Indian students, compared with 42% for white students and 35% for Hispanic students. Part of the Performance Contract with the State of Colorado is to "Annually reduce disparities in degree completion (graduates per 100 FTE) between resident underserved and resident non-underserved students." However, between 2010-11 and 2012-13 there was no change in underserved students degree completion. FLC is addressing this gap through several grant-funded initiatives (p. 66).

According to the assurance argument, recent data from NSSE indicate that too few students are engaging meaningfully across differences. Conversations to address this issue have been initiated among faculty and staff. The trustees recognize the need to address diversity in the new strategic plan; one of the areas that the board consultant recommends that should be addressed is "Uniqueness of our population of Native American & Hispanic students."

FLC engages with local American Indian communities. For example, the Ute Mountain Ute and Southern Ute Tribes are provided consulting and training for small businesses by the FLC Small Business Development Center. Local tribes have requested online courses, which FLC is exploring.

Faculty and staff diversity does not correspond with the diversity of the student population, according

to data provided by the Provost. The table below provides a summary of faculty and staff. During the course of the visit FLC acknowledged this disparity and indicated it was moving to correct it. The Team fully supports this aspiration.

	Percent Native American	Percent Hispanic	Percent African American
Permanent faculty	3	4	0
Adjunct faculty	0	2	2
Staff	7	9	1

Members of the Board of Trustees bring diversity. Members include the Executive Secretary for the Colorado Commission of Indian Affairs who is an enrolled member of the Ute Mountain Ute Tribe, and a member with Muscogee (Creek) and Pawnee Nation heritage with much experience in Native American issues.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Evidence

Although the Assurance Argument is very brief on the first two sub-components of the core component discussing the institution's commitment to the common good, the Team discovered evidence during its visit that supports that claim. Indeed, the economic impact of FLC (\$151 million in fiscal year 2012-13) is significant with employee and student expenditures totaling \$122 million of the total impact. FLC's support of the COPLAC conference in 2014, support for that organization (the Council of Public Liberal Arts Colleges) and other national organizations such as AAC&U also evidences its service to the public. Students are engaged in internships and service learning that serve the public. Many activities and services are open to the public, including the library and the Center of Southwest Studies.

The Community Concert Hall was built to support both the campus and the community. Other ways in which FLC engages with its external constituencies and communities and responds to their needs include the Small Business Development Center, the Office of Business and Economic Research (which provides economic information about the Four Corners and the Region 9 Economic District for a wide variety of area constituencies), KDUR (FLC Community Radio), and the Environmental Center. FLC also hosts events for the community such as the Horizon Days Pow-Wow, Real History of the Americas, Tri the Rim Triathlon, and the Life-Long Learning Lecture Series. FLC has several advisory boards, which link the needs of the external community to the mission of the college.

Recently FLC collaborated with the city of Durango, the Durango Business Improvement District, and Durango Area Tourism Office to develop a new Welcome Center that includes an area on the college. An unscheduled site visit documented a student worker on site to answer questions and much printed information on the college. The college also collaborated with the City's Parks and Recreation Department to create a community field that will serve a variety of campus and community needs.

Similarly, evidence of the college's prioritizing its educational responsibilities over other activities such as generating financial return was weak in the Assurance Argument but the Team was able to

gather more support for this sub-component during the visit through discussion with trustees and administrators. FLC does not generate financial returns for investors, contribute to a related or parent organization, or support external interests, other than the interests of Native American and Native Alaskan students and the State of Colorado. As is the case in many states, in recent years the State of Colorado has become more involved in what had previously been considered faculty responsibilities, such as the shape of the general education program and the number of credit hours per degree.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Evidence

The historic mission of Fort Lewis College derives from the commitment made in 1911 to provide education for Native American students in exchange for full tuition support from the state of Colorado in perpetuity. Today that mission has expanded to include accessibility, service to a diverse student population, high quality education in the liberal arts and preparing students for the common good including the Four Corners Region of New Mexico, Arizona, Utah and Colorado. The FLC mission is well stated publicly in publications, on websites and social media platforms and is reflected in the past strategic plan which is ending this year. Academic programs, student support services, and the enrollment profile are consistent with FLC's stated mission. The institution addresses its role in a multicultural society and its constituents in multiple ways.

Lack of common understanding and agreement on the meaning of "liberal arts education" arose in many meetings with faculty, staff, administration, board members, and students as well as in public comments and drop-in sessions. An awareness also emerged that there needs to be much more discussion about how to "blend" the different elements of the mission into a stronger whole and how to build support for this broader mission among all constituents instead of a focus on some parts to the exclusion of others. Also while some mission elements have been addressed in past strategic plans, conversations on campus and analysis by FLC in the writing of the Assurance Argument revealed gaps that need to be addressed such as advising, curriculum revision and shared governance.

In 2015 the Board of Trustees approved a policy that formalizes a five-year review cycle for the mission statement. The administration is putting plans in place to begin this review with more than 40 discussion sessions and perhaps some ground rules on respectful dialogue to work toward blending the mission elements and addressing the gaps that have been identified in planning. Focused sessions, documents reviewed and conversations with key administrators revealed a clear understanding and plans for addressing the rapidly changing demographic shifts, enrollment pressures and fiscal challenges (including significant reductions in state funding) that face FLC as they forge a new 5 year strategic plan.

Based on this evidence the Team recommends that the criterion is met.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Evidence

Based on the review of materials presented in the Assurance Argument and interactions with staff, administration, faculty, and trustees, FLC has many policies to promote and assure fair and ethical behavior of the governing board, administration, faculty, and staff. Many of the policies have been formalized recently, especially those pertaining to academic affairs. Employees are offered regular training on topics such as prevention of sexual harassment and compliance with Title IX. Implementation of a system to document individual training for all employees is a goal. Supervisors go over ethical practices and principles with new employees and employees are expected to review this once a year. The Native American Center provides training for new faculty and staff on working at a Native American serving institution. The Team was told that some new faculty do not know that FLC is Native American serving institution. The university may wish to establish required training in working in a Native American serving institution as part of new faculty and staff orientation.

Extensive policies and requirements are in place on conflict of interest and outside employment for employees. The Board of Trustees has a conflict of interest policy. However, the faculty and student representatives do not sign this policy as they only participate in executive sessions when invited by the Board chair. FLC may wish to consider making changes in this area. There is a hotline to the internal auditor, who reports to the Board of Trustees.

The increasing burden of state, federal, and accreditation regulation and compliance was raised by faculty and staff, however, several stated that many are not knowledgeable on compliance. Administrators and staff stated that many faculty are not aware of the changing higher education landscape, market forces, and new state requirements.

According to administrators, FLC was involved in a lawsuit about a year ago on accessibility of online material. Experts did an audit of the web environment and helped the institution to prioritize materials to be made accessible. A policy is being put into place on this issue.

Although several third party comments referred to ethical concerns regarding the administration, the Team did not find evidence to support these assertions.

The Team did find fair and ethical behavior issues in several areas. The Team was informed that at a time of conflict over the three and four credit hour issue someone shot at a window in the provost's home on three separate occasions, the faculty representative to the Board's tires were slashed, and a department chair received a letter threatening his life, which was turned over to the police. The third-party comments sent to the Higher Learning Commission for this site visit were publicly circulated by the administration with only some identifying information redacted. To promote fair and ethical behavior and a more positive community, FLC may consider developing a civility policy.

Employees and students are encouraged to register for a campus emergency alert system and there is an emergency response plan. However, given the history of violence and threats, FLC may wish to be especially proactive with active shooter training and similar exercises.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Review of numerous documents, including the Catalogue of Classes 2014-2015, Student Handbook, Faculty Handbook, and websites such as Accreditations (<https://www.fortlewis.edu/Home/About/Accreditations.aspx>) document that Fort Lewis College presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. FLC has placed considerable emphasis in the last few years on presenting more complete information on degree requirements, with maps to graduation (suggested course sequence) developed for each degree program. Much work has been done in the last few years on formal policy development. Policies are readily available on the website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Evidence

As evidenced by meeting minutes and discussion with the Board of Trustees, it appears that the board endeavors to make decisions in the best interest of the institution and to assure its integrity. The board includes a faculty member and a student. Board meetings are open to the public and the public may comment.

Faculty and administration informed the team that in recent years the administration has played a more active role than in the past in day-to-day management of the institution. The deans stated that the administration is finally leading instead of being in the rear. Faculty, staff and administrators stated that due to frequent turnover and interims, direction and institutional leadership often were lacking historically. Some of the more engaged management by current administration is due to the many state mandates in the last few years and to work needed to meet accreditation requirements.

Based upon third-party submissions and comments of some faculty during meetings on campus, some are concerned about whether the board has appropriately delegated overseeing academic matters to the faculty, specifically in the matter of the change from a mix of three and four-credit courses to a three-credit model. Although the Faculty Senate voted against this change, the Board of Trustees unanimously voted for the change. The assurance argument acknowledges that the issue was "contentious due to differences of opinion in the campus community, and some faculty and students strongly disagreed with the board's final decision" (p. 76). The argument also acknowledges that "not all stakeholders were satisfied." Many opportunities for debate and discussion were provided. Upon discussion with board members and review of board minutes, it became clear that there is evidence that the board reviews and considers the interests of internal and external constituencies during its decision-making deliberations.

Several faculty, staff, and deans stated that there is not a clear understanding of the meaning of shared governance. Given concerns about shared governance, FLC would benefit from including clarification

of shared governance as part of the upcoming strategic planning process.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Evidence

Many policies and documents include statements protecting academic freedom, including the 2012-2016 strategic plan and the FLC Faculty Handbook. The institution has adopted the AAUP statement on academic freedom. The college has an intellectual disagreement policy that states that students have the right to engage in intellectual disagreement with their instructors without fear of recrimination or punishment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Evidence

Fort Lewis College supports faculty research and scholarly and creative activities in a variety of ways, including grants, start-up funds, and sabbaticals. A new research release policy will be implemented fall 2016. Most faculty will receive one course release for research and scholarly activities.

The Office of Sponsored Research (OSR) provides support for faculty and staff who are applying for local, national, federal, and international grant support and is responsible for policies governing integrity of research and scholarly practice pertaining to external grant submissions. The director serves on the advisory board of the AASCU grants resource center, which enables a smaller institution to stay current on changes and issues on research and grant support. FLC has adopted the AAUP policy entitled "Policy for Responding to Allegations of Scientific Misconduct." There is an Institutional Animal Care and Use Committee and an active Institutional Review Board. Members of the IRB participate in CITI training on the Protection of Human Research Subjects; however, faculty submitting a proposal to the IRB are not required to complete this training. FLC may wish to require this.

Students are offered instruction and guidance in the ethical use of information resources in many ways, including guidance from the Writing Center on proper citation methods and avoiding plagiarism, a required online library tutorial and one hour of in-class instruction offered by a librarian in composition courses. FLC has policies on student conduct and the acceptable use of information technology, which address appropriate conduct and intended use issues pertaining to the internet and serves as a guideline for proper and ethical use of computers in public areas. A copyright librarian educates faculty and students about copyright policies. FLC has a website with information and tools to promote compliance with copyright law and privacy policies as established by the American Library Association Code of Ethics.

The Office of the Associate Vice President for Academic Affairs tracks and addresses student academic integrity violations. Academic integrity is promoted in a variety of ways, including a requirement to include the FLC statement on Academic Dishonesty on all syllabi. Syllabi are required to be posted on the learning management system; however, a random sampling of course syllabi by the team indicates that many have not been posted.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Evidence

FLC has developed and implemented many policies and procedures to promote integrity and ethical and responsible conduct among all members of the college community. Regular training is provided for employees on topics related to integrity, such as Title IX. FLC presents itself clearly and completely to the public. The governing board is sufficiently autonomous to make decisions in the best interest of the institution and to insure its integrity even when it needs to make controversial decisions. Faculty, staff, and administrators raised concerns about responsible and civil behavior as well as confusion and lack of clarity about the meaning of shared governance. FLC is encouraged to include these topics in their new strategic planning process.

FLC is committed to the freedom of expression and to the pursuit of truth in teaching and learning as was evidenced in the lively discussions during the visit. The institution's policies and processes call for the responsible acquisition, discovery and application of knowledge. Based upon the evidence discovered in the visit the Team recommends that this criterion is also met.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Evidence

FLC has a program review process through which all programs are reviewed every 7 years. Due to the major curriculum revision necessitated by the change from a mixed 3 and 4 credit course system to a 3 credit system, no program reviews occurred during 2014-2015. When completed all program reviews are kept in the respective deans offices. The template for the review documents and guidelines for the review process were reviewed. The deans indicated that they have received the first round of program reviews and in some cases the quality of the documentation will need to be improved.

Five areas have received external professional association accreditations. The letter of accreditation for the business program through AACSB was provided and for the teacher education program the letter from CAEP and the Colorado Commission on Higher Education. The NASM website lists the department of music as one of its accredited institutions as does the CAATE website for athletic training. The chair of the department of engineering stated that the department is ABET accredited which was confirmed on the ABET website.

A policy is in place which outlines the curricular standards for the development of new certificates, majors, and minors. Several areas have advisory groups which provide feedback on the curriculum and the preparation of students for the workplace. Included were the notes from the Alliance Stakeholders' Meeting.

Differentiated student learning expectations are outlined in the Policy on Rigor and Guidelines on Course Levels which was approved November 2014. Different expectations are listed for each course level – 100, 200, 300, or 400.

FLC has a Course Syllabus Policy which was approved in Fall 2014. The template includes a list of required elements and statements to be included such as the FLC credit hour policy, academic integrity, and disability services statements. A review of 20 randomly selected course syllabi representing courses from the liberal arts core and major's courses revealed general compliance with the Course Syllabus Policy. All syllabi included student learning outcomes and the LAC courses indicated the LAC student learning outcomes that were addressed in the course and in most cases, the gtPathways student learning outcomes as well. Some elements such as the class meeting time were not included on all syllabi and in one case the time listed on the syllabus was not the same as the time the class was scheduled according to the official class schedule in the university scheduling system.

All course syllabi are required to be placed on Canvas the college learning management system. A review of 29 randomly selected courses that covered LAC courses and major courses revealed that nine of those courses did not have a course syllabi posted in Canvas. The Team recommends that FLC bring all syllabi into compliance with the requirement for placement on Canvas by the time of the year 4 review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Evidence

All FLC liberal arts core courses are mapped to the CCHE gtPathways. A review of randomly selected course syllabi found that the LAC outcomes are included. As indicated in the open forum for Criterion 3, individuals shared that the state of Colorado is in the process of changing the state competencies, moving in direction of the AAC&U LEAP competencies. FLC invited Terrel Rhodes from AAC&U to interact with faculty about the LEAP competencies and the VALUE rubrics. FLC is in the process of aligning the gtPathways outcomes to programmatic outcomes.

The FLC general education core emphasizes diversity, citizenship, and critical thinking within the five student learning outcomes that provide broad knowledge and intellectual concepts through a cafeteria type system of course selection. These five student learning outcomes are aligned with the liberal arts mission of FCL.

The common reader program is 10 years old. Each year individuals from FLC and the Durango community are involved in the book selection. The community has embraced this program and at the author presentation this past year 1300 people attended the session. FLC plans a variety of activities for the author on campus to allow interaction with the students.

When asked in the Criterion 3 Open Forum to share the strengths of FLC, the participants shared the undergraduate research program and called it "exciting." The Ballroom is filled multiple nights in the Spring Research Symposium with poster sessions sharing the work of the students. Each year many

students are funded to go to conferences and are on the program to share their research results. The funding comes from undergraduate research grants through the Provost. Several students have had their work published in a journal for undergraduate research, *Metamorphosis*.

In 2014 FLC approved a policy on rigor which outlines four requirements for each program. Evidence of meeting the four requirements is to be provided in program reviews and assessment reports. The policy indicates that courses should require students to synthesize and apply course ideas and allows students to demonstrate mastery of knowledge while taking responsibility for their learning.

Diversity is listed as one of the core values of the 2012-2016 Strategic Plan. FLC is a Native American non-tribal serving institution – one of two in the USA that provide a tuition-free education for Native Americans. As a result Native Americans from not only Colorado but all areas of the USA study at FLC. Over 23% of the student population is Native American. The Latino population makes up nearly 10% of the student body so FLC is close to being considered a “minority serving” institution. FLC serves these students and others through the Native American Center, the Center for Southwest Studies, and El Cento de Muchos Colores to provide a couple of examples.

A review of the FLC website for Study Abroad revealed several opportunities for students. These include a long list of exchange programs and institutions for direct enrollment. Also provided are links to study abroad providers and faculty-led experiences. FLC holds a four-day International Education Week full of activities. The website provided the flyer for the 2014 activities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Evidence

The FLC student-faculty ratio is 19:1. The number of faculty has decreased in recent years due to the state of Colorado fiscal challenges and the fact that FLC made a commitment to raise tenured/tenure-track faculty salaries to a level equal to or above peer institution averages. The administration and faculty confirmed that the salaries have been increased. A review of historical faculty counts revealed that in the number of faculty has increased in some departments and decreased in others. This pattern parallels the changes in enrollment within programs.

A review of faculty degrees and courses taught indicated that most faculty have doctoral degrees and most of the others have master's degrees. In a few cases the faculty are bachelor prepared. These are in areas such as music, exercise science, and adventure education. In each case the courses taught are performance related and in some cases would have been areas where certifications are available. This follows the faculty qualifications policy that was recently approved. FLC does not have any dual credit or contractual or consortial courses.

Student advising is done by professional advisors and faculty advisors. Other individuals have been hired to serve as Student Success Coaches.

Tenure track faculty, lecturers, and other adjunct faculty teaching is evaluated each year. Student evaluations are completed for all courses using an online system. Tenured faculty participate in a post-tenure review every five years. The Faculty Handbook outlines the process for conducting the

review. In a conversation with the school deans they shared one case where a tenured faculty was evaluated as unsatisfactory and then per the policy is to develop an improvement plan. The faculty member decided to retire rather than participate in the process.

Two grants are available for faculty to support faculty development. Individuals in the Criterion 3 open forum described the Research Grant which is funded at \$50,000. Typically 25 faculty receive from \$1250-\$1500 to attend conferences, often to formally present their work. In other cases the Research Grant is used to purchase equipment for science faculty. The Teaching Grants are used to focus on improvement of teaching and also often result in funding for travel to teaching conferences.

In the past couple of years FLC has created two new positions which are designed to support faculty in their responsibilities for teaching and assessment of student learning. One position is a Director of Innovative Technology and eLearning and the other the Director of Academic Effectiveness and Evaluation. Faculty and administrators in various meetings shared the impact that these two positions have had on improving teaching and increasing effective assessment processes.

Faculty discussed that one of the strengths of FLC is faculty concern for students. This was verified in discussions with students who stated that they appreciated the small class sizes and the accessibility of the faculty. The NSSE results from 2011 indicated that first year FLC students indicated that they discussed ideas with faculty outside of class more than students at peer institutions. In the HLC Student Opinion Survey 85% of the students who responded agreed or strongly agreed to the statement that faculty were accessible. Some of the written comments from the students stated that the faculty care about the students.

The Professional Development Council (PDC) provides professional development for staff. Professional development opportunities include a wide variety of training opportunities including stress management and public speaking. Another opportunity is the mentoring program. The purpose of the Mentoring Program is to provide new and current employees with resources and trainings that assist him/her in becoming familiar with Fort Lewis College policies and procedures. The PDC Coordinators assign mentors to new employees according to the mentee's relevant field and departmental type (academic, business, student services, etc.). In addition, there is a wide variety of resources available to staff regarding budgeting, information technology, emergency preparedness, emotional intelligence, and facilities. A separate meeting with the student affairs staff indicated that they are appropriately qualified, trained and receive professional development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Evidence

When Student Affairs professionals were asked to identify key, unique activities in student services several areas were identified. These included the TRIO program and the Student Success Center. Students check in once every two weeks and more often if needed. Students stated the program has helped them. Employees of the Student Success Center have been known to knock on the doors of student residences to encourage them to come for help.

FLC has four federally funded TRIO programs including a pre-college program - serving 320 students. The STEM Trio program has a 90% persistence rate. Student Affairs personnel reach out to all students on academic probation to establish steps necessary to return to good standing. Their efforts have had positive impact as the disqualification rate dropped two percentage points from 12% to 10%. Of the TRIO students 88% returned to FLC from the previous year. The 6-year graduation rate for this group is 50%.

Given the college's mission as a Native-serving institution, the college is home to a lively and functional cultural center. The Native American Center (NAC) serves as a home away from home for Native American students. The center is staffed with five full-time employees. Funding for the center, its staff, and programming comes from a variety of grants, benefactors, and the college's general fund. Grant funding also enables the center to offer tutoring in a variety of subjects. The Center is a hub for hosting speakers, student organizations, studying, socializing and small events. The Center shares a commercial kitchen with the Hispanic cultural center, El Centro. All NAC staff are trained in the operation of the commercial kitchen. The kitchen is an important component of the centers as students frequently host cultural food events, sell food as fund-raisers for programming and student organizations, and allow students to cook and eat their own food. Center staff provides training, speakers, and events for students as well as faculty and staff to better facilitate a smooth

journey from admission to graduation for Native American students.

The second largest ethnic minority population at FLC is Hispanic/Latino students. The El Centro cultural center serves as a place for anyone interested in Hispanic culture and to assist with the retention of Hispano and multicultural students. This center has existed in multiple locations and has thrived with volunteers since 1988. In 2007 a full-time coordinator was hired. The Center is located adjacent to the Native American Center on the first floor of the student union.

Career Services describe how they have decentralized their efforts and are located in different areas of campus so they are closer to the students. Every year the number of students served has increased and the number of employers who participate in workshops and enrollment fairs has increased. Career Services prefers to begin their work with students during their freshmen year. One result of their efforts is more interest from students in completing internships.

Enrollment Management strives to be a bridge between admissions, retention, and graduation. If a student applies for admission after August 1 and if the student meets admission standards, the student is admitted to enter FLC a semester later. FLC data indicates that a student who is admitted late is more likely to default. Efforts are being made to eliminate the need for remediation courses by increasing the quality and preparation of students selected for admission.

Advising has been reorganized with faculty advisors and professional advisors whose fulltime work is student advising. FLC is beginning efforts to implement the use of the Student Success Collaborative from the Education Advisory Board. One of the functions of this software is that notes of meetings with groups from around campus can be recorded and then viewed by other groups that may also be working with the students. Another new initiative is Student Success Coaches.

An initiative called Integrated Student Success Services is in the early stages of implementation through the leadership of Enrollment Management. The four areas included are 1) Curriculum Completion (Professional Academic Advisors and Faculty Advisors); 2) Academic Achievement (includes Student Success Coaches, Peer Achievement Team and Tutors and Learning Support Centers); 3) Student Financing; and 4) Post-Baccalaureate Readiness. The efforts of all four stages are focused on the Finish in Four initiative.

The library has an area called the Fish Bowl which includes a technology center and a study center which is open all day, every day of the year. Currently, the library is collecting data on the times and uses that students and faculty make of the library. The data will be used to determine changes that need to be made to update the library. The librarian also indicated that Colorado has a strong interlibrary loan program so students and faculty can quickly receive most resources that they might need even if they are not included in the Reed Library collection.

Student housing has a variety of housing choices available to students from traditional residence halls to apartments with all types of configurations in between. In one of the residence halls a faculty member lives in residence. Freshmen are required to live in the residence halls. All hall directors are required to provide programming for the entire campus. Some of the programming is well-related. One residence hall is a learning community called the "adventure house" for those interested in outdoor pursuits. A third of the FLC students live in residence halls.

UAchieve is a degree audit system which has recently been implemented but it is also a progress system according to those who attended the Criterion 3 open forum. The state of Colorado requires a 4-year graduation contract. UAchieve includes the maps for each major. FLC has also created transfer maps for transfer students. The faculty stated that this has been a great tool and it is easier to use than

other processes that have been available. The system allows students to test possible changes in programs to see the impact the change would have on their overall plan prior to actually making the change. Advisors indicate that the system has helped to double check the work of the advisors.

FLC has adequate infrastructure and resources to support teaching and learning. A new wing has been added for biology. Ground has been broken for a new geosciences, physics, and engineering building. Each of these programs are in areas of growth in enrollment. Technology support is provided by the Office of Information Technology and the Center for Academic Effectiveness and Digital Innovation supports professional development. Faculty computers are upgraded every five years.

FLC uses ACT and SAT scores and Accuplacer for placement of students into appropriate English and mathematics courses. For students who need additional support, FLC provides Supplemental Academic Instruction.

Foundations of research and information literacy are part of the first and second year freshmen composition courses. Writing intensive course work is included within general education courses and in the majors. Each of these courses prepares students as they participate in undergraduate research. Each spring several days are devoted to the Undergraduate Research Symposium in which students showcase their research efforts through poster presentations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Evidence

FLC has 70 registered student organizations and a campus radio station and a student newspaper which are examples of some of the co-curricular activities that enrich the learning experience. Extensive programming is provided by Recreation Services, Housing Services, and Wellness Services which take advantage of the recreation activities available within the region. The outdoor pursuits program is popular.

Students are also engaged in Durango and the entire four corners region. Besides serving in the community, the community is engaged with FLC through the Common Reading Experience. Members of the community help select the book plus they participate in reading the book and attend the author presentation and other activities with the author.

Each spring students participate in an Undergraduate Research Symposium. The faculty indicated this is a highlight of the academic year where the ball room of the student center is filled for several nights with student research poster presentations. Several students have had their research published in a student journal of undergraduate research and scholarship entitled *Metamorphosis*.

Of alumni who completed the alumni survey 49.9% stated that FLC prepared them for graduate school "quite a bit" or "very much", 59.4% were satisfied with their career preparation, and 59.4% were satisfied with their preparation for civic involvement. These same alumni indicated at a level of 79.3% that FLC contributed positively to their critical thinking skills. Correspondingly, of the 139 students who completed the HLC Student Opinion Survey, 114 either agreed or agreed strongly with the statement that they were "satisfied with the progress they were making toward their degrees."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Evidence

The degree programs delivered by Fort Lewis College are appropriate for higher education and each have established student learning outcomes that are differentiated between various levels. The general education programs follow the Colorado Pathways. One of the pride points for FLC is the undergraduate research program that culminates with a research seminar in the spring with poster presentations from many of the students. Faculty are expected to conduct research and are provided with support in the form of research grants and assistance from the sponsored research office. As a Native American serving institution and with a large percentage of Latino students FLC provides a diverse environment for their students. They also have a strong study abroad program.

The number of tenured/tenure-track faculty has decreased as the college has increased the salaries of the faculty to the average of their peer institutions. The student-faculty ratio is 19:1 and even with the decreases in faculty the students indicate that faculty continue to be accessible to students which has been a hallmark of FLC and one of the reasons that students indicated for selecting FLC. The faculty are appropriately qualified as the majority of faculty have doctoral degrees in the content area.

When asked in the Criterion 3 open forum about what they identified as a strength of the institution, the response immediately related to student support services. These included the Native American Center, the TRIO programs, the Latino Center, Student Success Coaches, and the Disabilities Office. Advising has been reorganized and FLC is beginning to participate in the Student Success Collaborative and has recently implemented UAchieve which serves as a degree audit system providing students with 4-year maps for each program. Graduation maps have been created for transfer students as well.

FLC provides an enriched educational environment. The residence hall directors develop programming for all students each month. Students participate in the community and the community connects with the college. One example is the collaborative effort surrounding the Common Reader program.

This evidence has also convinced the Team to recommend that this criterion is met.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met With Concerns

Evidence

FLC adopted its Academic Review Policy (ARP) in November of 2014, which requires programs to undergo comprehensive reviews every seven years. These reviews include the identification and assessment of student learning goals, curricular and program goals, degree requirements, and faculty qualifications, as well as an external review. One academic unit has undergone an ARP review - the Teacher Education Department (TED). An examination of the TED Summary Report to the Board of Trustees demonstrates that the ARP process has resulted in useful improvements to the program and has potential to provide program improvements across the curriculum. However, the long-term success of the ARP is unknown, given its recent adoption and implementation, as well as its application to a single academic unit. This is the result of a number of units being rescheduled to

undergo the ARP over the 2015-2016 academic year due to curriculum changes. These units include athletic training education, Spanish, geosciences, theatre, music, and business.

FLC has established policies concerning the evaluation and awarding of credit as applied to all forms of learning. Evidence includes the College's Independent/Individualized Study Learning Plan, which specifies student workload, learning outcomes, and assessment measures for experiential learning options; consistent with FLC's Academic Credit Hour Policy. There is a Credit by Examination Policy that evaluates credit earned by special examinations (i.e., CLEP, International Baccalaureate). Undergraduate and graduate transfer credit is awarded for college-level courses completed with a C- or better, within the last 10 years, at an accredited institution. Guidelines specific to their respective policies are noted in FLC's Policy Library. Reviews of the plans and policies, as well as responses from attendees at the open forum for Criteria Four, confirmed that the College has demonstrated its responsibilities concerning the evaluation of transcripts and various forms of learning.

FLC maintains and exercises its authority over prerequisites via its WebOpus course registration software system. Changes to prerequisites are reviewed by the Curriculum Committee and approved by the appropriate academic administrator. It was also noted that course instructors may grant overrides within the system, which is not consistently monitored for appropriateness. The College adopted its Rigor Policy in November of 2014, which specifies evidence supporting the rigor of new and existing courses through learning objectives, course assignments, exams, and descriptions of student activities. The oversight of student learning and support resources are well distributed among a number of academic and student affairs administrators, as well as the vice president for finance and administration. These areas include services concerning tutoring, disabilities, information technology, social, cultural, and academic support, among others.

Conversations with faculty during the open forum for Criterion Four revealed faculty preferences for flexibility in the course registration system to better accommodate students. Further faculty conversations confirmed the usefulness of having a Rigor Policy installed to more effectively communicate that the authority of course development begins with the academic unit. This Policy facilitates a baseline from which all units can begin the process of course innovation. The Rigor Policy, Curriculum Committee oversight, and the software course registration management system demonstrate the College's authority concerning course expectations and learning resources.

Evidence concerning faculty qualifications begins within the hiring processes. The College has search and appointment procedures for tenure-line faculty and exempt staff that establish minimum time frames, coverage (i.e., local, regional or national), and the publications to be utilized when conducting searches. In regards to faculty, the appropriate academic administrator and provost review the finalists' materials. The same negotiates the terms of a selected candidate's contract, but only the president is empowered to make formal offers. FLC also has procedures for part-time or short-term visiting faculty members, which is managed primarily through the provost's office. Conversations with faculty members in the open forum for Criterion Four and the Faculty Meeting confirmed that these procedures are followed. These established processes demonstrate that the institution maintains and exercises its control concerning faculty qualifications.

The College maintains specialized accreditation for three academic programs -Athletic Training, Engineering, and Teacher Education. These programs are accredited through the Commission on Accreditation of Athletic Training Education, the Accreditation Board For Engineering And Technology and the Council for the Accreditation of Educator Preparation, respectively. Voluntary accreditation for the School of Business Administration is through the Association to Advance Collegiate Schools of Business International. Voluntary certifications are also held by the music department (National Association for Music Education), and the chemistry department (American

Chemical Society). A review of the letters of accreditation and comments from administrators and faculty in various venues demonstrate the College's good standing with its specialized accreditation in Athletic Training, Engineering, and Teacher Education.

Until recently, FLC's method for evaluating the success of its graduates was decentralized and loosely distributed among a number of College areas. In order to combat inefficiencies and poor communication concerning alumni information, the College is now using their Banner database as the official warehouse for graduate data. With an addition of staff to support the database, the quality of alumni information has improved, with increased capacities to search and research. However, aside from an alumni survey conducted in 2014, no evidence was presented concerning graduate success as a result of these recent efforts. Conversations with staff and administrators in the open forum for Criterion Four indicated that although the College has improved its data collection efforts concerning this matter, it was evident that the institution may reap greater benefits with this initiative in the future, as it was unclear that this issue was completely reconciled.

Interim Monitoring (if applicable)

The College must continue its implementation of the Academic Review Policy (ARP). Given its tardiness of programmatic assessment and the suspension of the policy within its first year of adoption, it is imperative that FLC build from its momentum from the Teacher Education Department ARP review, as well as the assessment efforts taking place within the academic unit majors.

Furthermore, the College must continue to improve its data collection and reporting efforts concerning its graduates in order to assist in regularly analyzing data elements as a measurement of success in fulfilling the mission of institution. An interim report is warranted and should be submitted by May, 2017. The report should include ARP Summary Reports to the Board of Trustees that have taken place over that time, as well as an updated schedule concerning academic units to be reviewed in the future. Additionally, the College should provide evidence concerning the collection of data elements regarding the success of their graduates including qualifiers as to the organization, methodology, purpose, and use of these data elements that complement FLC's mission.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met With Concerns

Evidence

In November of 2013, FLC adopted its Assessment Policy to structure the assessment expectations and work for all curricular and co-curricular programs, including measurable student learning outcomes, curriculum maps, detailed assessment timelines and implementation processes, and ideas for using assessment data to improve student learning. The College's assessment data is organized via the Fort Lewis College Office of Assessment Wiki, which has been identified as a temporary housing solution. Additional assessment evidence includes the College's recent assessment initiative concerning its Liberal Arts Core (LAC) (general education). Over the 2014-2015 academic year, students' written work from senior seminar or capstone courses was examined to assess critical thinking and problem solving (two of the five learning outcomes). Evaluations developed over the summer of 2015 facilitated conversations regarding curricular changes that need to be made based on assessment results. As acknowledged by the College's Office of Assessment, work concerning the LAC is ongoing.

Based on examinations of the College's assessment Wiki and conversations with faculty and administrators in the open forum for Criterion Four, the majority of academic units have submitted assessment reports for one or two of the two years that the Assessment Policy has been in place. It is also noted from both sources that the quality and quantity of assessment efforts per academic units fluctuates, and that some academic units are farther along with their planning and efforts than others. Given the totality of the evidence provided, the College demonstrates that it has the structure in place, albeit recently, to effectively measure student learning and achievement.

The College's assessment policy and procedures are only two years old, but 100% of all curricular and co-curricular programs completed the annual process and submitted reports. The Division of Student Affairs developed division-wide and programmatic student learning outcomes following the same framework as the academic units. Similar to the academic units, some of the quality and quantity of assessment efforts per unit fluctuates. However, there were a number of changes to improve student learning that will be made over the 2015-2016 academic year based on the

assessment efforts from the previous year. Examples include the following:

- Improved staff training and develop a mentorship program for student employees in El Centro.
- Develop a training series for Club Sports officers that focus on critical thinking, organizational skills and communication.
- Plan more group events for the LEAD Leadership Program, including social events and community service projects.
- Allocate more resources to the tutoring and book loan programs within the Native American Center.
- Hire five additional Faculty Orientation Leaders to enhance students' connection with faculty.
- Crisis intervention and time management training will be offered to peer educators and the Wellness Peer Advisory Council within Student Wellness.
- Improve student orientation leader training within the Outdoor Pursuits program to facilitate how outdoor activities contribute to academic success.

On the academic side, FLC acknowledges that prior to the adoption of its Assessment Policy (AP), all assessment-related work resided within the academic departments. How the institution used pre-Assessment Policy assessment data was not provided. Anecdotally, however, it was noted in the Criterion Four forum that assessment did take place within the academic unit in an unformalized manner, where the results were not readily shared outside of the unit. An examination of the past two years of assessment efforts, in response to the AP, that resulted in improvements to student learning mostly included modifications to measurements and redesigns within the assessment plan (e.g., rubrics, outcomes, assessment responsibilities). These results are not uncharacteristic of a new assessment program only two years old. However, there were a number of student learning improvements that did take place as a result of assessment efforts. Examples include the following:

- Geosciences: Implementing group research projects, adjusting research methods course, and better assisting students with refining their thesis topics.
- Philosophy: Adding a course to address each criterion in the Reading Philosophy Rubric.
- Modern Languages: Improve advising, adhere to prerequisites, and carefully vet requests for independent study courses.
- Mathematics: Increase workshop activities and homework in Calculus I.

Based on conversations with faculty and administrators concerning the College's assessment efforts and the aforementioned examinations of assessment in curricular and co-curricular programs, the institution is assessing the achievement of learning outcomes. In addition, the College has demonstrated its use of assessment information to improve student learning.

Despite not having a systematic approach to assessment until recently, FLC's current processes and methodologies to assess student learning demonstrate good practice and reflect strong collaboration amongst faculty and staff members. The College's Assessment Policy and procedures were benchmarked with exemplars from the National Institute for Learning Outcomes Assessment and the Association for American Colleges and Universities (AAC&U). The new LAC student learning outcomes were developed to be in alignment with the Association of American Colleges and Universities' Essential Learning Outcomes, as well as the state of Colorado. In addition, the assessment plan for the LAC was developed in consultation with AAC&U representatives at the Institute for General Education Reform and Assessment.

Teams of faculty and staff evaluate student work, analyze results, and share results with their respective programs and departments. All assessment information is collected in a centralized location by the Director of Academic Effectiveness and Assessment, a new position created in the

spring of 2013. These initiatives and the efforts of the College's faculty and staff are slowly transitioning the campus towards a culture of assessment for the continuous improvement of student learning. Conversations with the assessment director and assessment coordinator, as well as a number of faculty and administrators (including the deans of arts and sciences, business, and academic affairs), affirm these efforts by the faculty and staff.

Interim Monitoring (if applicable)

The College must continue and improve its assessment efforts for all curricular and co-curricular programs. Similar to its Academic Review Policy, the current assessment model as directed by the College's Assessment Policy, is only two years old. Despite the robust structure of this policy and its success among a number of academic and student affairs units, the institution is well behind the expectations of higher education institutions in this regard. An interim report is warranted. This report should be submitted by May 2017 and should include a matrix of the curricular and co-curricular programs which readily identifies their respective status of assessment. For example, the matrix may include information concerning the successful submissions of assessment plans, assessment reports, and their respective dates of completion. In addition, the report should also include summaries of each curricular and co-curricular program that identify improvements to student learning as a result of the College's assessment efforts.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Evidence

As noted in its strategic plan, FLC has defined goals for improving student retention, persistence, and completion. The first-year to sophomore retention rate has hovered in the low to mid 60s (62 to 65%) over the past few years, while the four- and six-year graduation rates have been in the high teens (17 to 19%) and high 30s (37 to 38%), respectively. The College's performance goal for first-year retention is 70% and its six-year graduation rate goal is 50 to 55%. Given the College's current challenges among these measures, the newly defined goals are ambitious, but attainable through a variety of initiatives including improvements to teaching, learning, academic advising, and the overall first-year experience. FLC's retention and completion goals and metrics are also addressed in the Governing Board-approved FLC Performance Contract. This Contract sets forth a number of goals that address performance deficiencies in science, technology, engineering, and mathematics disciplines, as well as deficiencies in the success rates for transfer students and underserved populations. Recent data elements collected over the campus visit indicate that the College's retention rate for the 2014 cohort was 63%, while the six-year graduation rate for the 2009 cohort was 40%, modest improvements. Based on conversations with administrators at the Criterion Four forum, they affirmed the ambitiousness of their retention and graduation rate goals, yet confident the goals could be reached as improvements occur with the aforementioned initiatives.

FLC's enrollment data elements are secured in the Registrar's Office via the Banner Student Information System. As of September 25, 2015, the College had 3,679 undergraduates and 13 graduate students. Enrollment at FLC has dropped over the past three years (Fall 2013 = 3,997; Fall 2014 = 3,751). The Office of Institutional Research and Planning collects and analyzes retention and completion rates using Integrated Postsecondary Education Data System definitions and Association

for Institutional Research best practices in its analyses and reporting. Noel-Levitz Higher Education Consulting is utilized to investigate enrollment data for correlations between demographic variables and retention. The College also administers the Mapworks survey to first-year students to better predict students at risk. After conversations with administrators at the Criterion Four forum, it was confirmed that the College no longer utilizes Mapworks, since better and more readily accessible data elements concerning at-risk students become available mid semester as yielded by an in-house survey.

The College's methodologies and practices to improve student retention, persistence, and completion of programs confirm good practice exercises by the institution. This is evident in their Quality Initiative entitled "Maps to Student Success: Implementation of a Degree Tracking System," which specifically targets the College's low four-year graduation rate. This initiative includes the development of four-year instructional plans, formal curricular maps to graduation, and improved academic advising. Additional evidence includes scholarship incentives for students who develop plans and sign contracts to complete their degree in four years. As noted above, the FLC Performance Contract has goals addressing the retention and completion disparity between traditional students and low-income, first generation, and Native American students. The College has also undertaken a number of grants to address this disparity including the Program for Academic Advancement, STEM3, Title III grants for Mathematics, and "Honoring the Sacred Trust, Parts I and II," NSF grants for Minority Participation, an NSF STEP grant, and an Ottens Foundation grant. Evidence concerning the effectiveness of the grants was provided by current data elements provided over the campus visit and through conversations with administrators during the forum for Criterion Four. The six-year graduation rate for the 2009 cohort of Native American students was 33%, compared to 32% for the 2008 cohort. The 2009 six-year graduation rate was the highest in six years. On the other hand, the Hispanic-American six-year graduation rate for the 2009 cohort was 29%, which fell six percentage points from 2008 - mixed results, at best. It was also confirmed at the forum that the administration will continue to seek similar grants to maintain services that address graduation rate disparities. In addition, the College will continue to employ various services provided from these grants that proved most effective in reconciling this issue.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Evidence

Based on the review of materials presented in the Assurance Argument and interactions with the College's key constituents, FLC's faculty and staff have made significant progress in improving their efforts to assess the quality of their educational programs and instill a culture of assessment. However, the College has not yet demonstrated a systematic closing of the loop whereby assessment data are used to make continuous improvements to teaching and learning across the curriculum. FLC has implemented policies concerning the evaluation of curricular and co-curricular programs, as well as student learning outcomes within majors and minors, but the assessment efforts have not yet matured to a level where measurable components of these goals are consistently addressed. The College is to be commended for the significant improvements it has made, but it is imperative that pedagogical, curricular, and co-curricular adjustments in response to the assessment of learning outcomes on a course, degree, and programmatic basis become a standard practice. The Team therefore recommends that this criterion is met with concerns.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Evidence

Currently, the College has the fiscal resources to support its operations, with 49% of its funding coming from the State of Colorado (i.e., general state funding and tuition from Native American students) and 51% from tuition and fees. However, general state funding is projected to disappear by 2030 according to the Colorado Futures Center at Colorado State University. In preparation for this significant reduction, the College has developed a multi-year budget model that significantly increases resident tuition, while making modest increases to non-resident tuition, eventually equaling out the pricing structure similar to private institutions. In FY 2015, FLC also funded three new positions to increase fundraising efforts to help offset state revenue losses. Projected budget deficits from FY 2017 through FY 2020 are approximately \$2 to \$4 million.

It appears that the College has sufficient human resources to support its operations, although FLC is currently engaged in a significant redesign of its academic programs. The appropriate allocations of faculty and staff should unfold when this initiative has been completed. In May of 2014, the current infrastructure of the College underwent an instructional space utilization study, which resulted in design changes made to the new 4.2 million dollar building housing geoscience, physics and engineering, scheduled for completion in the fall of 2016. Another adjustment included changing two

large tiered lecture-style classrooms into flat flexible classroom spaces with moveable furniture. A facilities master plan is scheduled for an update in 2016, and the College submits a trustee-approved Five-Year Capital Construction Plan on an annual basis to the Colorado Commission on Higher Education. FLC's technological infrastructure, which has a sustainable funding source through monthly user fees, is sound and adaptable for increases in enrollment and College personnel.

A campus tour demonstrated well-maintained buildings and grounds with relatively new buildings. The team did not observe a deferred maintenance problem. The campus is in a beautiful setting with sandstone buildings that fit the locale. Several renovations are planned to develop more flexible learning spaces and meet contemporary needs. A new geosciences building is in the process of construction. The art building has enviable studio and exhibit space. The Center of Southwest Studies has attractive, modern exhibit space. The library has 24-hour study space.

FLC's resource allocations process is aligned with the College's Strategic Plan, which ensures resources are used to support educational goals. The goals within FLC's mission documents are realistic and within the context of the College's resources and opportunities. Evidence concerning the College's prioritization regarding student success, diversity, accessibility, and quality includes the following:

The College...

- modified its approach to student advising with new staff and software solutions
- provided clear curriculum maps to students
- formalized its assessment structure and measures
- is examining pedagogically appropriate delivery methods such as online and hybrid classes, keeping in mind implications for maintaining traditional classroom learning.
- implemented new learning management system to assist with the development of its portfolio of eLearning tools
- modified general education learning outcomes to directly address diversity in the curriculum

FLC has two classes of non-instructional employees: classified and exempt. Classified employees are within the State of Colorado Personnel System, which sets minimum qualifications and hiring procedures. A hiring manager, with assistance from human resources, sets the minimum qualifications for exempt positions and follows detailed search procedures that govern exempt staff. For both classes of employees, multi-member search committees screen and score applicants to ensure that the most qualified applicants are selected. Classified staff members have semi-annual performance reviews governed by the FLC's Classified Performance Plan and State of Colorado statute. Exempt staff undergo annual reviews as specified in the Exempt Handbook. The College provides in-house trainings for staff development, but development is not tracked at the institutional level.

The College has a complex budgeting process that is directed by the Board of Trustees Manual of Policies and Procedures. This manual has a number of directives concerning the following policies: operating budget, revenue, contingency, capital improvements, and budget development. Following these directives, the FLC's Budget Committee, which consists of College officers, faculty, staff, and students, advise and make recommendations to the president concerning the college's annual budget. Recommendations occur after the Committee reviews enrollment information, as well as revenue and expenditure projections and deliberates on tuition and fee increases. FLC uses an incremental budget approach, allocating only the difference in revenue from the prior year, with the provost and deans re-allocating faculty positions based on need.

After considering changes to revenue and non-discretionary spending, the Committee prioritizes proposals for new funding based on the priorities outlined in the Strategic Plan. The Committee's recommendations are presented to the president who then submits the total proposed budget to Board. Budget parameters are formally discussed at a special Business Affairs Committee meeting. Following their review and endorsement, the full Board votes approval. Following allocation, the monitoring of budgetary expenditures is decentralized. The vice presidents have ultimate authority over the allocation of resources within their divisions and delegate spending authority and monitoring responsibility at the dean/director level. In the Division of Academic Affairs, authority is delegated to the appropriate department chair.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Evidence

The College's engagement with internal constituencies begins with its nine-member Board of Trustees (BOT), which is FLC's governing authority. The Board meets at least six times annually, covering a wide variety of topics, including operational review and future strategic planning. The BOT has three standing committees: the Business Affairs Committee, the Academic and Student Affairs Committee, and the Investment Advisory Committee. The administration presents in-depth information at these committee meetings with a focus on the institution's financial and academic policies. Evidence of the addressed subjects and topics is provided in the agendas and minutes of BOT meetings. Faculty and student representation as advisory members on the Board ensures that the campus' various constituencies are represented in the college's governance. Other members of administration regularly attend the Board meetings and serve as advisory members on Board committees. BOT meetings are open to the public and include opportunities for public comment.

FLC's Board is knowledgeable about the institution. New trustees participate in an orientation that includes presentations from the executive administration, as well as information on academic programs, finances, and board policies. At each Board meeting, dashboard metrics and standing reports from faculty and student representatives and the Fort Lewis College Foundation are reviewed. Conversations with board members at lunch during the visit, convinced the team the board ensures fulfillment of its legal and fiduciary responsibilities through a close working relationship with its legal counsel.

The College has effective structures for contributions and collaborative efforts from all of its constituencies concerning academic requirements, policies, and processes. Evidence includes the President's Cabinet and the Budget Committee, which include a diverse mix of campus members including faculty, staff, students, and the administration. Similarly, FLC's decision-making

committees include pertinent representative stakeholders to ensure all internal constituencies are represented in college governance. Forums are also provided for discussion and debate on various topics of concern for the campus community. The College has a shared-governance structure, which assigns primary responsibility for academic matters to the faculty. Administration, faculty and staff strive to work together to provide students with a high-quality educational experience. Diverse representation on standing committees, special committees or task forces, which include representatives from staff, faculty, and students, may be formed to explore significant changes to academic requirements.

Multiple conversations occurred during the visit that indicated a difference of opinions regarding returning to three-credit hour course model from its mixed three/four-credit model. The team found evidence that there were a number of opportunities to engage constituencies in this discussion. After considering the options, the BOT determined returning to the 3 credit model was in the best interest of the institution. The BOT voted unanimously, to return the college to a three-credit hour model from its mixed three/four credit model (December 2013). This prompted the College to formalize its policies and procedures related to decision-making. As part of the new strategic plan, the provost and president will be conducting regular small group discussion sessions with faculty to discuss other potentially contentious issues on campus, such as the definition of liberal arts and the college's mission.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Evidence

The college allocates its resources in alignment with its mission and Strategic Plan via its annual budgeting process. The Budget Committee is charged with prioritizing requests for new funding based on the priorities outlined in the Strategic Plan. Evidence of these alignments includes budget request forms that require the identification of the strategic plan action item that will be addressed. After the committee has deliberated, approved recommendations are passed on to the President and the BOT. A budget parameters book, which is a summary of approved recommendations by strategic goal, is provided to the trustees. A review of the parameters book assured the team of FLC's planning operations linked to assessment data and budgeting processes.

FLC is making progress in creating a culture of assessment. In the spring of 2013, the College hired a director of academic effectiveness and assessment to assist in linking student learning assessment with operations, planning, and budgeting evaluations. Evidence of this progress includes the following:

- All academic programs completed the development of assessment plans in spring 2014.
- New learning outcomes for the Liberal Arts Core were developed and approved by the Faculty Senate in spring 2014.
- The Assessment Office added a staff member in summer 2014 to assist faculty with the implementation of assessment plans and evaluation.
- The Division of Student Affairs developed learning outcomes and assessment plans for co-curricular programs.
- In fall 2014, the Faculty Senate approved the Program Review Policy. Allocations of faculty resources will rely heavily on program review information, tying assessment of student learning to program evaluation.
- The team reviewed each department and program website to verify plans were in place.

The College includes internal and external constituencies in its planning processes. Examples of evidence include the recent update to the Strategic Plan. FLC's Strategic Planning Committee consisted of 50 members representing the administration, faculty, staff, students, and external community. This planning process included public listening sessions to solicit feedback from the College's stakeholders on its strengths and weaknesses. Another example is the College's Budget Committee, which includes representation from administration, faculty, staff and students. Similarly, the planning process for the Facilities Master Plan includes representation from the BOT, faculty, staff, administration, students, and the external community.

FLC plans on the basis of a sound understanding of its current capacity and anticipates the impact of fluctuations in the College's sources of revenue. This is evident in the annual preparation of the College's multi-year budget that incorporates a number of significant revenue and expense drivers, including the following:

- Due to a decline in state funding, the budget model increases both resident and nonresident tuition rates, thereby modeling the resources of a private institution.
- The College closely monitors and adjusts its discount and tuition rates, which are balanced against the mission of providing a high-quality, accessible education.
- The College's budget is conservative so that it can respond to enrollment fluctuations.
- Facing state pressure to contain the growth of non-resident, Native American student tuition costs, the budget model includes assumptions limiting growth in the Native American tuition waiver reimbursement.
- The College has committed to bringing all faculty and professional staff salaries to market levels. Faculty salaries are now at 101% of CUPA data. Salaries and benefits make up 66% of the general fund budget and represent the college's most significant expense.

The College's planning process anticipates emerging factors through a comprehensive environmental scan that was developed to inform strategic planning. The scan covers a number of critical areas for FLC including shifts in demographics, state funding, social trends, and competition for new students. Additionally, an analysis concerning the College's key strengths, weaknesses, opportunities, and threats was developed from a series of campus community listening sessions. Specific initiatives emerging from this planning process included a managed discount rate, improvement in retention, an emphasis on identity-based marketing (bearing in mind the average student comes from a distance of 350 miles), a refined marketing plan, and increased funding for the International Programs Office to facilitate greater study abroad participation.

On the technology front, the Strategic Plan calls for the development of pedagogically appropriate technologies for the curriculum. FLC appointed its first director of digital innovation and eLearning who will facilitate the adaptation of a new Learning Management System (LMS) and examine the offering of on-line and hybrid courses. Additionally, an electronic degree-audit system, an online "student success system," and a data analytics warehouse have been implemented.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Evidence

The College utilizes a number of reports to document its operational performance. Evidence concerning these reports and how FLC learns from its operational experience to improve its institutional effectiveness, capabilities, and sustainability includes the following:

- The examination of dashboard metrics of institutional performance (e.g., enrollment, retention, graduation, alumni, financial, foundation, and classroom)
- The review of quarterly financial information concerning the College's performance as compared to what has been budgeted
- Monthly financial reports at the vice president, dean, and department chair level to track actual spending compared to the budget
- The examination of metrics included in the Performance Contract with the State of Colorado (student persistence and retention while reducing the disparity in achievement gaps that exist for under-served students)
- Annual reports of program-level data including enrollment, degrees awarded, average section size, and student-faculty ratios
- Annual progress reports on the Strategic Plan, including the status of each sub-goal of the plan
- Weekly admission reports used to monitor enrollment information compared to information from the prior year during the same week in the cycle
- Conducting a classroom utilization study to understand the current distribution of space on campus and what space may be required in the future if enrollment increases
- Conduct energy performance audit to facilitate the College's goals of reducing its energy consumption/carbon footprint, as well as to upgrade equipment that is at or past its service life

These reports allow the College to improve its effectiveness and capabilities in a number of areas including the ability to make adjustments to recruitment strategies, scholarship programs, advising, retention efforts, overall expenditures, revenue projections, Strategic Plan prioritization, classroom design, and utility expenditures.

The College is also undergoing a number of changes to its curriculum. After completing the Maps to Graduation initiative, which outlined the courses required for each major, operational issues were discovered concerning differences in credit hour standards and an excess of credits for the general

education program and several individual programs. As a result, the BOT approved the administration's proposal to revert to a primarily three-credit hour model, and all programs are currently undergoing a curricular re-design in part to accommodate the change to the three-credit-hour model and in part to streamline the curriculum. Both efforts are intended to help students graduate in four years. The general education program is also being reformed, and the College is partnering with the State of Colorado to develop a Liberal Education and America's Promise program for potential participation in the Western Interstate Commission for Higher Education Passport Initiative. This initiative focuses on forging general education core transfer agreements between 28 institutions in the five partner states.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Evidence

The team verified that the college funds its operations through tuition and fees, state support, and auxiliary (housing, conference services, food service, and bookstore) activities. The college has also been successful in securing grant funding to support research and some programmatic activities such as support services for Native American students. Revenue in the education and general fund comes from three main sources: state funding (20 percent), tuition from non-Native American students (46 percent), and tuition from Native American students (29 percent). Tuition for Native American students is paid by the State of Colorado in the year after the tuition has been waived. When state funding and Native American tuition are considered together, the college receives 49 percent of the general fund budget from the state.

Information provided by administrators confirmed the outlook for state funding for higher education, including Fort Lewis, will disappear by 2030. Although this reduction in state funding will not impact the state funding of the Native American Tuition Waiver, it represents a potential significant decline in the college's revenue. In anticipation of future economic changes, the college developed a multi-year budget model, which increases resident tuition rates to the full extent allowed by the state coupled with modest increases to non-resident tuition rates. As state support decreases, the goal is to bring resident and non-resident tuition rates closer together, more in line with a quasi-private financial model.

The student-faculty ratio in FY2013-14 was 19 to 1. All academic programs are undergoing curricular redesign to ensure academic offerings are aligned with college resources. The redesign will help to inform faculty needs in the future.

A campus tour demonstrated well-maintained buildings and grounds with relatively new buildings. The team did not observe a deferred maintenance problem. The campus is in a beautiful setting with sandstone buildings that fit the locale. Several renovations are planned to develop more flexible learning spaces and meet contemporary needs. A new geosciences building is in the process of construction. The art building has enviable studio and exhibit space. The Center of Southwest Studies has attractive, modern exhibit space. The library has 24-hour study space.

A review of the strategic plan revealed challenging, but realistic, goals. The Strategic Plan demonstrates the college's commitment to rigorous academic offerings and long-term student success. The college's resource allocation process follows the Strategic Plan and therefore ensures that the college's resources are used to support its educational goals. The College will begin planning for the 2017-2022 Strategic Plan in the 2016 academic year.

The BOT and senior administration regularly review dashboard metrics documenting how the institution is performing in key areas, such as enrollment, retention and graduation. The BOT and senior administration also review quarterly financial information documenting how the college is performing compared to what has been budgeted. Annually, the Office of Institutional Research and

Planning prepares reports on program-level data including enrollment, degrees awarded, average section size, and student-faculty ratios, which enable administrators and department chairs to understand student and faculty data by department, school and college. The college also tracks the metrics included in the Performance Contract with the State of Colorado. These metrics help to focus the college's attention on student persistence and retention while reducing the disparity in achievement gaps that exist for under-served students. When an issue is noted in the data, the issue is investigated, a response is prepared and/or implemented; finally, the solution is further evaluated by review of the metrics. The investigation is conducted by the appropriate department or program.

Multiple conversations occurred during the visit that indicated a difference of opinions regarding returning to three-credit hour course model from its mixed three/four-credit model. The Team found evidence that the BOT determined returning to the 3 credit model was in the best interest of the institution.

This evidence has led the team to recommend that this criterion is also met.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met With Concerns
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met With Concerns
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Interim Report(s) Required

Due Date

5/31/2017

Report Focus

Fort Lewis College Interim Report:

The visiting team is calling for an Interim report to be completed by May 31 of 2017 on two components of Criterion 4 and two aspects of Federal Compliance:

4. A. Implementation of the Academic Review Policy: The report should include ARP Summary Reports to the Board of Trustees that have taken place over that time, as well as an updated schedule concerning academic units to be reviewed in the future. Additionally, the College should provide evidence concerning the collection of data elements regarding the success of their graduates including qualifiers as to the organization, methodology, purpose, and use of these data elements that complement FLC's mission.

4. B. Implementation of the College Assessment Policy: The report should include a matrix of the curricular and co-curricular programs which readily identifies their respective status of assessment. For example, the matrix may include information concerning the successful submissions of assessment plans, assessment reports, and their respective dates of completion. In addition, the report should also include summaries of each curricular and co-curricular program that identify improvements to student learning as a result of the College's assessment efforts.

Federal Compliance - Student Complaint Policy:

Fort Lewis College (FLC) recognizes the lack of a centralized tracking system for student complaints and has developed a policy statement and procedure to comply with HLC requirements. This is under legal review and includes definitions, processes, and assigned responsible persons for dealing with individual complaints, including reporting findings to the administration and then to the Board, and identifying areas for improvement. Individual complaint processes, appeals, review processes and timelines are spelled out in various documents (Academic Policies & Procedures, Student Affairs – Campus Policies –Durango, Student Bill of Rights, Faculty handbook: (Academic dishonesty, p 60-65); (Academic Grievance Policy p 65-66), Student Conduct Code, Office of Financial Aid: Student Handbook); however there is little data over the past 3 -4 years to demonstrate analysis, patterns, timeliness of responses or follow up of complaints and resultant actions and improvements, except for complaints that reached the President's office. Implementation of the policies with specific timelines for reporting and resolution; designated responsible persons/positions in the chain of reporting; plan for analysis across all complaints; and plan for follow-up related to patterns identified will be helpful for the College in monitoring and making improvements related to student complaints.

An interim report is to be submitted with comprehensive student complaint logs which include all areas of student complaints, not just the complaints sent to the President's Office. The report should include an analysis of the complaints and improvements that have been made related to the student complaints.

Federal Compliance – Student Learning Outcomes:

The Office of Academic Effectiveness & Evaluation helps faculty establish Learning Outcomes, document

achievement and plan and implement improvements. FLC reports that a summative assessment of program learning outcomes is conducted every five years to identify successes and challenges and “make adjustments”. The Office of Assessment provides the template for these reviews which include student learning outcomes. Annual reports are reviewed by the Director of Assessment and the Assessment Committee and sent to the Curriculum Committee.

Academic Program review occurs every 7 years utilizing specific format, criteria, and timelines, culminating in a report to the Board of Trustees. This review includes both program and student learning outcomes. Course evaluations are performed on a regular basis.

No actual reports or data were available for review.

Due to the fact that the assessment of student learning outcomes has only begun in the past couple of years and that the process of program review was suspended for this past year, an interim report should be submitted. The report should summarize the outcomes of programmatic assessments and co-curricular assessments and changes that are recommended as a result of the analysis. The report should also include data on course completion, job placement, licensing examination information and the schedule for reviews for the next couple of years.

Conclusion

Conclusion:

Based on a review of all available evidence, the Team concluded that Fort Lewis College meets the five criteria for accreditation. The institution has continued to serve students in its historic mission and has continued to expand that mission and improve its programs. This expansion and improvement has presented challenges for reaching consensus on how to move forward into the future especially when complicated by demographic shifts, reductions in state aid and retention issues. There are also some areas of concern to address. As FLC is poised to begin its mission review and strategic planning process with the completion of this visit, the Team saw the institution pulling together to address these challenges.

FLC is currently an Open Pathways institution and has served as a Pioneer in the inauguration of the pathways process. Given that the College continues to meet the Commissions factors for determining participation in the Open Pathway, the Team has selected “Eligible to choose” for its Pathways Recommendation.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Pathways Recommendation

Eligible to choose



Federal Compliance Worksheet for Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2016

Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution's fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The evaluation team will review the areas the panel identified for further review and will consider the panel's work in light of information gained in the on-ground visit.**

Institution under review: Fort Lewis College

Panel Members:

Maura Abrahamson

Mary Sue Marz

DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team’s conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Fort Lewis College (FLC) recognizes the lack of a centralized tracking system for student complaints and has developed a policy statement and procedure to comply with HLC requirements. This is under legal review and includes definitions, processes, and assigned responsible persons for dealing with individual complaints, including reporting findings to the administration and then to the Board, and identifying areas for improvement. Individual complaint processes, appeals, review processes and timelines are spelled out in various documents (Academic Policies & Procedures, Student Affairs – Campus Policies –Durango, Student Bill of Rights, Faculty handbook: (Academic dishonesty, p 60-65); (Academic Grievance Policy p 65-66), Student Conduct Code, Office of Financial Aid: Student Handbook); however there is little data over the past 3 -4 years to demonstrate analysis, patterns, timeliness of

responses or follow up of complaints and resultant actions and improvements, except for complaints that reached the President's office. Implementation of the policies with specific timelines for reporting and resolution; designated responsible persons/positions in the chain of reporting; plan for analysis across all complaints; and plan for follow-up related to patterns identified will be helpful for the College in monitoring and making improvements related to student complaints.

Additional monitoring, if any:

A follow-up report is to be submitted no later than May 2017 which includes comprehensive student complaint logs which include all areas of student complaints, not just the complaints sent to the President's Office. The report should include an analysis of the complaints and improvements that have been made related to the student complaints.

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Transfer policies and criteria are clearly articulated for students and the public on the web site in the 2014-2015 Catalog of Classes. Colorado Institution Transfer Policies for undergraduates that have been developed by the Colorado Dept. of Higher Education (gtPathways) are easily accessed on the college web site. Articulation agreements with 2-year public institutions are listed, including requirements for specific majors. In addition, there are guides for colleges not covered by the statewide agreement. The web site contains a long list of colleges “approved” and “not approved” for blanket General Education course requirements. Graduate transfer credit policies are spelled out and are reviewed on a case-by-case basis. A long list of transfer equivalencies is listed by state and by college within each state.

Additional monitoring, if any:

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution’s approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team’s conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Student IDs and passwords are used to verify student identity using the Canvas learning management platform. There is no charge to the student for this. No mention was made of exploring other means of verification of student identity.

Additional monitoring, if any:

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*

- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)*
1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
 3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
 4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
 5. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

There are no findings from a Title IV review nor any limitations, suspensions, fines or terminations from the Department of Education. Default rates have moved from 14.6% in 2009 to 7.2% in 2011 and FLC ranks second to the lowest in default rates in comparison with peer institutions. The "Annual Security and Fire Safety Report 2015-2016" addresses crime information for on and off campus. A very detailed web site (Student Consumer Information) provides the web site location, contact office designation, and phone/fax number for multiple areas in the student right to know category, such as crime, accreditation, athletics, graduation rates, etc. Academic progress requirements are published on the web site in several places (Office of Financial Aid; Policy Library) and are sent to students receiving financial aid every semester. Attendance policies are documented in the policy Library and in the course catalog and faculty have the right to enforce these policies. FLC does not have any contractual or consortial relationships.

Additional monitoring, if any:

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.

2. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The catalog serves as the main source of information related to the academic calendar (Fall, 2015, Spring, 2016, and five Summer 2016 sessions); Grading (appeals, grade change policy, repeated course grades, GPA); and academic program requirements (detailed by major and minor as well as a semester-by-semester plan of study). Tuition and fees are detailed in the "Your Right to Know" section of the web site and include tuition, room & board, books, etc. Specific information related to admissions is well detailed under the Admissions tab on the home page.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.

2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.

4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

Ten specific program accreditations are listed on the web site with a corresponding link to the home page of the accrediting body for additional information. The section of "Institutional Accreditation" in the catalog states: "FLC is accredited by the Higher Learning Commission, a commission of the North Central Association of Colleges and Schools". This is no longer an accurate statement related to the statement about North Central and needs to be revised. A similar reference to North Central is located in the Academic Program Brochure provided in the evidence file. A search of all web sites needs to be conducted to find and revise the reference to North Central. The Institutional Accreditation section does link directly to the HLC web site which includes information on how to contact HLC, the address and membership mark.

Academic departments actively collaborate with Admissions and Marketing in the development of advertisements and recruiting materials which are updated annually in late summer. A sample of a recruiting brochure "Find Your Adventure" includes information about tuition and fees, majors and minors, admission standards etc. that align with the information in the catalogue. Academic policies are explained in both the catalogue and the student handbook. Financial information is provided on the Student Billing & Cashiering website and through the Office of Financial Aid website. Again, the mention of the "North Central Association" related to accreditation is outdated however.

Additional monitoring, if any:

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

The Office of Academic Effectiveness & Evaluation helps faculty establish Learning Outcomes, document achievement and plan and implement improvements. FLC reports that a summative assessment of program learning outcomes is conducted every five years to identify successes and challenges and “make adjustments”. The Office of Assessment provides the template for these reviews which include student learning outcomes. Annual reports are reviewed by the Director of Assessment and the Assessment Committee and sent to the Curriculum Committee.

Academic Program review occurs every 7 years utilizing specific format, criteria, and timelines, culminating in a report to the Board of Trustees. This review includes both program and student learning outcomes. Course evaluations are performed on a regular basis.

No actual reports or data were available for review.

Additional monitoring, if any:

Due to the fact that the assessment of student learning outcomes has only begun in the past couple of years and that the process of program review was suspended for this past year. A monitoring report should be submitted no later than May 2017. The report should summarize the outcomes of programmatic assessments and co-curricular assessments and changes that are recommended as a result of the analysis. The report should also include data on course completion, job placement, licensing examination information and the schedule for reviews for the next couple of years. HOC Commission Policy FDCR.A.10.080 – Review of Student Outcome Data – clarifies that outcome data in evaluating the success of students and programs includes course completion, job placement and licensing examination information.

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution’s capacity to meet the Commission’s Criteria for Accreditation. Should the team learn that the institution is at risk of

losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.

3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

FLC has no sanctions or loss of status or authorizations. The College is accredited by HLC and several specialized agencies as noted above. FLC was re-authorized by the Colorado Department of Higher Education in 2014.

Additional monitoring, if any:

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

A link under “Accreditation at Ft. Lewis” includes notification and a direct link to HLC for 3rd party comments. FLC used prescribed text for email notification sent to the campus community soliciting input and notification of reaccreditation, in accord with the “Procedure on Third Party Comments”. Stakeholders targeted via local newspapers and website included parents, taxpayers, alumni, donors, local businesses and community groups in addition to the campus community. Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Provide a list materials reviewed here:

The following sites on the Ft. Lewis web pages were reviewed:

Academic Policies & Procedures

Student Affairs – Campus Policies – Durango

Faculty Handbook (Academic Dishonesty – p 60-65)

Faculty Handbook (Academic Grievance Policy – p65-66)

Admissions

Student Code of Conduct

Office of Financial Aid

Student Handbook

Catalogue of Classes 2014-2015

Colorado Institution Transfer Policies (Colorado Dept. Higher Ed.)

Graduate Transfer Policy

Transfer, Exam, & Prior Learning Credit Policy

Transfer, Exam & Military Credit Policy

Transfer Equivalencies

Credit by Exam

Articulation Agreements

Colleges Approved and Not Approved for articulation/course transfer

Annual Security & Fire Safety Report 2015-2016

Student Consumer Information

2016 Satisfactory Academic Progress for Fed. Title IV, State, & Institutional Need

Policy – Library

“Your Right to Know”

Accreditation at Ft. Lewis

Institutional Accreditation

Student Billing and Cashiering

Strategic Plan 2012-2106

Assessment & Student Learning Outcomes

Assessment of the Major

Office of Academic Effectiveness

Brochures:

Anthropology

FLC at a Glance

Find Your Adventure:

Academics

Student Life

Admission

Affordability

Campus Living

After College

Campus Visit

Appendix A: Academic Credit Hour Summary Chart

<https://assurance.hlcommission.org/review/66/evidence/viewfile?fileid=113626>

<https://wiki.fortlewis.edu/display/POL/Academic+Credit+Hour>

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

Course Catalog

Randomly reviewed FLC course syllabi within the Canvas LMS for Fall 2015

Randomly reviewed FLC course schedule including enrollment data for Fall 2015

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: _____ Fort Lewis College _____

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the "*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*" as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

Fort Lewis College offers 5 programs leading to the Bachelor of Science degree and 28 programs leading to the Bachelor of Arts degree. The College also offers three undergraduate and one graduate certificate program. At the graduate level, the College offers one program leading to the Master of Arts in Education degree. Program requirements are linked to the program page on the college website.

The College operates on a 15 week semester system, with a summer semester divided into five sessions that vary in length from 5 to 15 weeks.

Normal course load is defined in the catalog as 15 credit hours per semester or a minimum of 30 credit hours per academic year. Maximum course load is defined as 18 credit hours per semester and 12 hours for the summer semester. This is within the normal range. In order to exceed the maximum course load (up to 22 for fall and spring and 16 for the summer), students can submit a form to the academic advisor.

Students are required to complete a minimum of 120 credits, with additional credits in selected majors to achieve the bachelor's degree. This is within the normal range.

Students are required to complete a minimum of 30 credits for the Master of Arts in Education, Teacher Leadership. This is within the normal range.

The College explains that the "length of FLC's baccalaureate degree programs conform to Colorado statutory requirements (C.R.S. 125- 1-125) that no degree should exceed 120 credit hours in length unless exceptions have been approved by the Colorado Commission on Higher Education. Approved exceptions are teacher preparation programs (up to 138 for science preparatory programs and up to 126 for other preparatory programs) and Engineering (no credit limit)." The 10 programs listed range from Theater-Secondary Drama Teaching Option (122 credits) to Chemistry-Chemistry for Secondary Teachers Option (135 credits).

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

At FLC, students taking between 12-18 credits are billed at a cost of 12 credits. Tuition and Fee amounts for 2013 compared favorably to other institutions in the region for both in and out-of-state students.

A resident student's tuition per semester (12-18 credits) is \$ 2,928. Resident students registered for 11 credit hours or fewer are charged \$244 per credit hour.

The College does not have program-based tuition charges.

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

- At a minimum, teams should anticipate sampling at least a few programs at each degree level.
- For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
- For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
- The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
- Provide information on the samples in the appropriate space on the worksheet.

6. Consider the following questions:

- Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
- Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
- For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently-detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and evidence of implementation.
- If the team identifies an application problem and that problem is isolated to a few courses or single department or division or learning format, the team should call for follow-up activities (monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
- If the team identifies systematic non-compliance across the institution with regard to the award of credit, the team should notify Commission staff immediately and work with staff to design appropriate follow-up activities. The Commission shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of

academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team (see #5 of instructions in completing this section)

Programs reviewed:

Business Administration, Geosciences, Engineering, Teacher Education

Sample Courses:

AE 480: Adventure Education Internship (6-12 credits)
BA 103: US Business System Summer 2015 (5 weeks) MTWRF 10:10 - 12:10 (4 credits)
BA 103: US Business System Fall 2015 (14 weeks) MWF 12:35 - 13:45 (4 credits)
BA 353: Operations Management Fall 2015 (14 weeks) MWF 8:15am – 9:25am (4 credits)
BA 353: Operations Management Fall 2015 MWF 1:55 – 3:05 pm (4 credits) hybrid
CHEM 150: Fundamentals of Chemistry I Summer 2015 (5 weeks) Lecture: MTWR 8:00-10:00am
Lab: T 10:30 – 6:30 pm (4 credits)
CHEM 150: Fundamentals of Chemistry I Summer 2015 (14 weeks) MWF 11:15-12:10 (4 credits)
COMP 250: Academic Research and Inquiry Fall 2014 (14 weeks) MW 12:35-1:45 (4 credits)
COMP 250: Academic Research and Inquiry Summer 2015 (5 weeks) Monday-Friday 12:20-2:20 (4 credits)
ED 329: Family and Community Relations Fall 2015 Tuesday/Thursday 11:15-12:10 (2 credits)
ED 494: Student Teaching Elementary (k-12)
ED 495: Student Teaching Secondary (content and k-12)
ED 498: Elementary Student Teaching (IM3)
Semester: Fall 2015 (12 credits)
ENGL 251: Radio Practicum Spring 2015 W 3:35-5:35 (1-6 credits)
ENVS 393: Environmental Agriculture Summer 2015 (4 weeks) MTWR 8:00 – 12:10 (4 credits)
ENVS 393: Political Ecology of Food Fall 2015 (14 weeks) MW 3:15-5:15 (4 credits)
ES 242: Testing & Statistics Spring 2015 Section #1: MWF 11:15am-12:10pm Section #2: MWF 10:10am-11:05am (3 credits)
ES 242: Testing and Statistics on-line
GEOL 105: Earth and the Environment Fall 2015 Lecture: MWF 1:25-2:20 pm Labs: Wednesdays 8:00-11:05 AM or Thursdays 1:30-4:35 PM (4 credits)
GEOL 202: Geologic Field Methods I Fall 2015 (14 weeks) Tuesdays 8:00AM to 12:10PM (2 credits)
GEOL 202: Geologic Field Methods I Summer 2015 (3 weeks) MWF 9:00 am-4:00 pm (3 credits)
MATH 113: Algebra for Calculus Summer 2015 (8 weeks) MTWR 12:20 - 1:55 pm (4 credits)
MATH 113: Algebra for Calculus Fall 2015 (14 weeks) All sections meet for 70 minutes (4 credits)
PH 350: Substance Abuse Prevention Spring 2015 (14 weeks) MW 12:20-13:15 (3 credits) hybrid
PH 350: Substance Abuse Prevention Fall 2013 TR 12:45 - 2:05 pm (3 credits)
PHIL 141: Introduction to Philosophy Fall 2015 MWF 9:35-10:45 (4 credits)
PHYS 145: Introduction to Astronomy Spring 2015 MWF 10:10 - 11:05 (3 credits)
PSYC 254: Lifespan Development Spring 2015 MWF 8:15- 9:25 (4 credits)
PSYC 254: Lifespan Development Spring 2015 MWF 10:55-12:05 (4 credits)

B. Answer the Following Questions

1) Institutional Policies on Credit Hours

Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

The Policy Statement (May 7, 2015) includes the comments:

“Regardless of the mode of instruction, courses will be consistent in terms of purpose, scope, quality, assessment, and expected learning outcomes with other courses with the same course title and number.

For all accelerated courses, the content and substantive learning outcomes will be the same as those in the standard semester. These courses will meet the equivalent guidelines for direct instruction and out-of-class work hours as courses offered in a standard 15 week semester.”

The Academic Credit Hour Summary Chart distinguishes courses by type of instruction including Art Studio, Clinical and Field Experience, Individual and Independent Study, Internship, Lecture, Laboratory, Music Studio, Ensemble Work, Practicum, Physical Education and Recreation, Private Instruction (Music), Recitation, School-based Fieldwork, Student teaching, Study Abroad, Web-enhanced/ Blended and Hybrid, and Online formats. The chart also provides instruction descriptions and minimum classroom or direct faculty instruction per week and minimum weekly out of class student study/preparation time.

Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

Yes No

Comments:

Contact time, homework expectations and credit hours awarded are included on the Academic Credit Hour Summary Chart for each delivery format mentioned above.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with

intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

Not Applicable Yes No

Comments:

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

The policy at FLC “ensures that the number of credits awarded for completion of each Fort Lewis College course reflects the U.S. Department of Education, the Higher Learning Commission, and the Colorado Commission on Higher Education requirements for direct faculty instruction and out-of-class work, and is appropriate for the pursuit of identified learning outcomes.”

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

Yes No

Comments:

While course descriptions and syllabi in the sample programs reviewed by the Panel are appropriate and reflective of FLC’s policy on award of credit in most cases, there were a few issues (see below). The Panel advises that the Team address these issues with the College.

COMP 250-2 (14 weeks) Spring 2015 syllabus is inaccurate for semester and class meetings per the credit hour policy and does not match the class schedule posted on the college website.

GEOL 202 (3 weeks) Summer 2015 syllabus includes the general Credit Hour Syllabus statement; however, it does not indicate credit hours for this particular class.

PH 350-1H (14 weeks--hybrid) Spring 2015 syllabus includes M & W for class meeting days; this does not match the class schedule which lists class meeting days M,W, F.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

Yes No

Comments:

Each of the programs reviewed posted Program Learning Outcomes to the college website, these seemed to be appropriate and comprehensive. With the following exceptions, course learning outcomes were included on the syllabi reviewed and seemed to be appropriate and comprehensive.

AE 480: Adventure Education Internship (6-12 credits)

ENGL 251: Radio Practicum Spring 2015 W 3:35-5:35 (1-6 credits)

PSYC 254: Lifespan Development Spring 2015 MWF 10:55-12:05 (4 credits) hybrid—Course Objectives are a description of course content.

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

Yes No

Comments:

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

Yes No

Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

The ALO indicated via email exchange that the syllabus template is not widely used by faculty, but as the institution is "moving towards the accessibility of instructional materials," there will be a need to "implement a mandatory template (or minimum accessibility requirements for syllabi)." In order to ensure consistency across course sections and programs, the Team should encourage the College to implement this plan.

The College reported 3 courses earning 12 credits during the Fall 2014 semester and 1 course earning 12 credits during the Summer 2015 semester.

According to the ALO, ED 494 "provides students with the opportunity to apply concepts they have studied in courses taken over their entire curriculum, by designing and implementing instruction that meets the Colorado Model Standards for Teachers."

NSE 375: National Student Exchange (Fall 2014 and Summer 2015) earns 12-18 credits and is “an association of 170 colleges and universities that have joined together to provide exchange opportunities for their students within the United States, Canada, Puerto Rico, the Virgin Islands, and Guam.”

GS 379: ISEP-Exchange earns 12 credits and “provides appropriate credit for studies completed in one of FLC’s exchange programs through the International Student Exchange Program (ISEP). It may be repeated for up to three consecutive terms (i.e. fall, winter, summer).”

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded “no” to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution’s credit hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes

No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes

No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes

No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

Yes

No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes

No

Rationale:

Identify the type of Commission monitoring required and the due date:



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: Fort Lewis College CO

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 10/19/2015 - 10/20/2015

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: NO CHANGE

DEGREES AWARDED: Bachelors, Masters, Certificate

RECOMMENDATION: NO CHANGE

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Accreditation at the Master's level is limited to the Master of Arts in Education degree.

RECOMMENDATION: NO CHANGE

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: NO CHANGE

APPROVAL OF DISTANCE EDUCATION DEGREES:

Approval for distance education is limited to courses. The institution has not been approved for correspondence education.

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

RECOMMENDATION: NO CHANGE

ACCREDITATION ACTIVITIES:

RECOMMENDATION:

Interim Report: Implementation of Academic Review Policy and College Assessment Policy; Federal Compliance - Student Complaint Policy & Student Learning Outcomes. Due May 31, 2017.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025-2026



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1052 Fort Lewis College CO

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	0
Bachelors	34
Programs leading to Graduate	
Doctors	0
Masters	1
Specialist	0
Certificate programs	
Certificate	4

Recommended Change:

Off-Campus Activities:

In State - Present Activity

Campuses: None.

Additional Locations: None.

Recommended Change:

Out Of State - Present Activity

Campuses: None.

Additional Locations:

Navajo Program - Shiprock, NM

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Out of USA - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:
None.

Recommended Change:

Correspondence Education Programs:

Present Offerings:
None.

Recommended Change:

Contractual Relationships:

Present Offerings:
None.

Recommended Change:

Consortial Relationships:

Present Offerings:
None.

Recommended Change:
