



# **ACTION ITEMS for STRATEGIC PLAN GOALS for FORT LEWIS COLLEGE 2012-2016**

**VISION:** We strive to be the finest public liberal arts college in the western United States.

**MISSION:** Fort Lewis College offers accessible, high quality, baccalaureate liberal arts education to a diverse student population, preparing citizens for the common good in an increasingly complex world.

## **CORE VALUES:**

Student success is at the center of all college endeavors. The college is dedicated to the highest quality liberal arts education that develops the whole person for success in life and work.

- Academic freedom is the foundation for learning and advancement of knowledge.
- Diversity is a source of renewal and vitality. The college is committed to developing capacities for living together in a democracy, the hallmark of which is individual, social, and cultural diversity. The college is further dedicated to our historical mission to educate the nation's Native Americans.
- Informed and engaged citizens are essential to the creation of a civil and sustainable society.
- Service to Southwest Colorado and the Four Corners area, including access to the college, is a public trust.
- Connected knowing, independent learning, and collaborative learning are basic to being well educated.
- Evaluation of all functions is necessary for improvement and continual renewal.

## Action Items for Strategic Plan Goals for Fort Lewis College, 2012-2016

### 1. Increase student success:

#### a. Improve student retention and graduation rates.

##### i. Improve student advising.

**Current Status:** Every student is assigned a faculty advisor and a staff advisor. Students must obtain authorization from their faculty advisor (and only their faculty advisor) to register for classes. In addition to assigned advisors, students seek input from a variety of places on campus, including, but not limited to, NAC, El Centro, PAA, Leadership Center, and Disability Services. Advising is uneven and there are no clear roles for those involved in advising students. There is no uniform evaluation of advising in faculty review.

**Objectives:** Create clear roles and guidelines for advisors. Create a mechanism to evaluate faculty advising based on newly established roles and obligations. Utilize technology more efficiently to improve degree tracking for both students and advisors. Create trigger points to ensure students are monitoring the progress towards degree completion more effectively.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Enrollment Management.

**Faculty Leads:** Advising Committee, Task Force on Student Evaluations, Coordinator of Degree Planning Resources.

**Staff Resources:** Coordinator of Academic Success, First Alert.

**Timeline:** Begin analysis winter 2012, move through faculty governance fall 2012, implement test pilot winter 2013, implement fall 2013.

**Decision Making Vector:** While administrators often must make the final decisions about faculty workload, faculty participation is essential to developing the analysis to improve advising.

**Financial Implications:** Benefits through increased retention and/or graduation rates.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

##### ii. Require students to select their majors no later than their third term.

**Current Status:** There is no requirement for a student to declare a major at a certain time prior to graduation.

**Objectives:** Create a "Mother Plan" that would guide students towards a four-year graduation. This would include academic progress goals and implications for academic probation and termination of financial aid if consistent progress is not being met. Prevent student malingering.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Enrollment Management.

**Faculty Leads:** Coordinator of Degree Planning Resources, Curriculum Committee, Academic Standards Committee.

**Staff Resources:** Coordinator of Academic Success, Coordinator of Degree Completion and Audit, Registrar, First Alert.

**Timeline:** Begin analysis winter 2012, move through faculty governance AY 2012/13, implement fall 2013.

**Decision Making Vector:** Curriculum delivery is governed by the faculty. However, the management and oversight of curriculum delivery to ensure fiscal stability is governed by the administration.

**Financial Implications:** Benefits through increased retention and/or graduation rates.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

##### iii. Provide a clear curriculum map to graduation.

**Current Status:** There are no systematic navigation tools to assist students towards degree completion. Some departments have their own tools; however, the catalog is updated on an annual basis making it very difficult to navigate degree requirements.

**Objectives:** Create a map for graduation for each program of study (for both first-year students and third-year transfers). Maps will be available to students on the departmental and/or program website. Each program of study will develop and implement a detailed four-year plan of instruction. This would include annual course offerings and faculty teaching and sabbatical schedules. Move to a two-year catalog schedule.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Enrollment Management; deans of the School of Arts, Humanities and Social Sciences (AHSS), the School of Natural and Behavioral Sciences (NBS),

and the School of Business Administration (SOBA); Director the Department of Teacher Education (TED).

**Faculty Leads:** Curriculum Committee, Coordinator of Degree Planning Resources, department chairs and program directors.

**Staff Resources:** Coordinator of Academic Success, First Alert, Coordinator of Degree Completion and Audit, Registrar.

**Timeline:** Curriculum review will continue through winter 2012; maps should be submitted to deans and Curriculum Committee by November 1, 2012. Maps should finalize winter 2013 and posted on web. Four-year schedule of instructions due February 1, 2013. New catalog schedule will be implemented AY 2013.

**Decision Making Vector:** While administrators often must make the final decisions about faculty workload, faculty participation is essential to developing the analysis to improve advising.

**Financial Implications:** Benefits through increased retention and/or graduation rates.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

**iv. Relate curricular and co-curricular activities more closely to each other.**

**Current Status:** There is no coordination of events between academic and student life. The lack of coordination creates a calendar often resulting in conflicting activities and over-saturation of events.

**Objectives:** Create a coordinated calendar that creates more opportunities for intentional collaboration and coordination of event-planning.

**Administrative Oversight:** Provost and Vice President for Academic Affairs, Vice President for Student Affairs.

**Administrative Leads:** Director of the Leadership Center.

**Faculty Leads:** Faculty in residence; department chairs and program directors.

**Student Leads:** Student Senate.

**Staff Resources:** Student Affairs directors.

**Timeline:** Analysis will commence winter 2012, calendar created fall 2012.

**Decision Making Vector:** Student and Academic Affairs.

**Financial Implications:** Benefits through increased retention and/or graduation rates.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

**v. Promote Study Abroad and International/Foreign Exchange:**

**Current Status:** There are a number of opportunities for Fort Lewis College students to study abroad. At the same time, the college has limited ability to support international students. These opportunities are administered by various units across the college so there is a lack of coordination and a variety of policies.

**Objectives:** To provide safe, enriching, fiscally responsible opportunities for students to study abroad and to increase our diversity on campus by increasing international student enrollments.

**Administrative Oversight:** Provost and Vice President for Academic Affairs, Vice President for Student Affairs.

**Administrative Leads:** School deans; Director of Study Abroad; Director of Environmental Health and Safety.

**Staff Leads:** Director of the Leadership Center.

**Timeline:** Analysis will commence winter 2012, implement fall 2013.

**Decision Making Vector:** Student and Academic Affairs.

**Financial Implications:** Benefits through increased enrollment.

**Measurable Outcomes:** Create data measures/key performance indicators regarding use and cost of study abroad opportunities.

**vi. Improve freshman experiences.**

**Current Status:** We have a common reading experience that is tied to a composition class. Many first year students are involved, but it is not a requirement. Additionally, all first year students are required to live on campus, unless they qualify for an exemption. There are limited living-learning experiences for students to take part in, but there is little coordination between academic and student life.

**Objectives:** Create a robust first-year experience that will aid in establishing a cohort and better connections between the student and campus.

**Administrative Oversight:** Provost and Vice President for Academic Affairs, Vice President for Student Affairs.

**Administrative Leads:** Director of Orientation and Special Programs; Assistant Dean, AHSS; Director, Student Housing.

**Faculty Leads:** Curriculum Committee, Advising Committee.

**Timeline:** Analysis will commence winter 2012, implementation date fall 2103.

**Decision Making Vector:** If there are curricular changes, such as the establishment of a required First Year Seminar, then the faculty will be the lead on any curricular changes. The management and oversight of curriculum delivery to ensure fiscal stability is governed by the administration. Any changes in orientation and housing would be governed by Student Affairs.

**Financial Implications:** Benefits through increased retention and/or graduation rates.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

**b. Enhance support for excellence in teaching.**

**i. Explore opportunities for a Center for Teaching and Learning.**

**Current Status:** There are a number of opportunities for faculty to take advantage of to both improve teaching and learning; these include faculty-led brown bag lunches, teaching empowerment teams, and faculty development grants to improve teaching and learning. Currently, there is no coordination for these efforts and limited funding to support professional development and excellence in teaching. Further, there is no formal mentoring for junior faculty and no central place for faculty to engage in dialogue and/or access materials that would enhance teaching and learning across campus.

**Objectives:** Create an active mentorship program. Create a repository for knowledge about our students and how they learn. Enable departments to better utilize assessment data to improve student learning. Support workshops, facilitate teaching study groups, provide individual consultations, establish online conversations/blogs on teaching, provide mechanisms for sharing syllabi and assignments, or provide resources for training in the effective use of teaching technologies. Create a supportive environment that would allow faculty to explore, develop, implement, and share ideas and resources. Ultimately, formalize and strengthen the process of examining and advancing our teaching, learning, and assessment methods.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Academic Affairs; deans of AHSS, SOBA, and NBS; Director of Disability Services.

**Faculty Leads:** Faculty Senate, Task Force on Teaching and Learning.

**Timeline:** Analysis will commence winter 2012.

**Decision Making Vector:** Faculty should lead the effort to provide mentorship for their peers. Administration will ensure fiscal sustainability.

**Financial Implications:** Costs will depend on the models that are introduced. Benefits will include increased retention and recruitment of quality faculty.

**Measurable Outcomes:** Create data measures/key performance indicators that track usage and engagement.

**ii. Assessment.**

**Current Status:** There are no uniform guidelines for assessment across campus. As such, there is no mechanism that formal assessment is being instituted at the course and department or program level. Both the State of Colorado Department of Higher Education and the Higher Learning Commission will be demanding that clear learning outcomes are established for all programs of study. Additionally, there is an expectation that each course has listed learning outcomes on the syllabi. Finally, programs of study should have clearly articulated assessment plans and should be making changes to the curricula based on what is discovered through ongoing assessment.

**Objectives:** Create a culture of assessment on campus that is meaningful to faculty and enhances overall student learning. Each department should have clearly articulated learning outcomes and assessment plans. Learning outcomes/goals should be posted on each department or program's webpage. Each department and/or program should have clearly articulated assessment plans. All course outlines should have the learning outcomes listed.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Academic Affairs; deans of AHSS, NBS, and SOBA.

**Faculty Leads:** Faculty Senate, Assessment Committee, Curriculum Committee.

**Staff Resources:** Office of Institutional Research and Planning.

**Timeline:** Learning Outcomes finalized and posted on web by February 2012. Assessment plans due

to the dean's by April 2012. Starting fall 2012 all course outlines should have posted learning outcomes.

**Decision Making Vector:** Curriculum delivery and assessment is governed by the faculty. However, the management and oversight of curriculum delivery to ensure fiscal stability and compliance with state and accrediting bodies is governed by the administration.

**Financial Implications:** Costs will depend on the models that are introduced. Assessment is critical to our performance contract and accreditation. Benefits will be sustained excellence in educational programs.

**Measurable outcome:** Create data measures/key performance indicators that track and measure positive and negative faculty reviews.

### iii. Create a uniform faculty review process.

**Current Status:** There is not a uniform review process for faculty. The handbook is inconsistent and lacks details that provide systematic guidelines for review of faculty. Thus, there is an incoherent narrative of what the requirements are, with regards to teaching, scholarly and creative activity, and service.

**Objectives:** Revise the Faculty Handbook to provide clearer guidelines for faculty review. Create a college-wide faculty review committee. This would include clear expectations and titles for the different types of faculty needed to deliver our curriculum.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Academic Affairs; deans of AHSS, NBS, and SOBA.

**Faculty Leads:** Faculty Senate.

**Staff Resources:**

**Timeline:** Analysis will commence winter 2012 and move through faculty governance 2012/13. Implementation begins fall 2013.

**Decision Making Vector:** While administrators often must make the final decisions about faculty workload, faculty participation is essential to developing the analysis to create a model and identity for faculty work.

**Financial Implications:** There will be few costs. At most, we will need to create course release for members of the college review committee.

**Measurable outcome:** Create data measures/key performance indicators that track and measure positive and negative faculty reviews.

### iv. Create faculty profiles.

**Current Status:** There are no standardized policies in place for recognizing the workload balance of faculty.

**Objectives:** Tenure-track faculty have a constellation of duties which include teaching, research or creative activity, and service. In the course of one's professional career faculty must balance all these duties in order to be successful. However, from time-to-time faculty may create a profile that allows them to dedicate more time to one particular area. For example, a faculty member who needs to complete a research project might legitimately contribute less service for a few months to a year. Then, in another year, the same faculty member may take on a disproportionate service load to accommodate the needs of departmental colleagues or the college at large. Over time, and in particular over the period of a review, a faculty member should be able to demonstrate that his or her total professional accomplishments and contributions to the college represent a reasonable way of satisfying the applicable review standards. Additionally, faculty at times may request release time and a modification of workload. Release time will most often be arranged from responsibilities other than teaching. There will be a standard policy for release time and extra compensation for all department chairs and program directors across the college.

- The Faculty Senate will propose a standard policy for release time for committee members and/or chairs of committees that are engaged in substantial work beyond normal service requirements.
- Each dean will have a few course releases for faculty who are working on special projects and need a short-term faculty profile dedicated to a particular duty – teaching, research, or service. A standard release will occur in one academic year. All tenure-track faculty in the college are required to have a 24 unit teaching equivalent load unless their contract states otherwise. If a faculty member wishes to be released from teaching, service, and/or research, then they would submit a proposal outlining the rationale for the request in detail. In addition, they would need approval from their director/chair supporting the faculty member's request. At the end of the alternative profile, the faculty member would be required to submit a report detailing the work accomplished while under the designated profile. Additionally, a one-page précis of the report must be submitted. The précis will be included in the Dossier file for the next review. Once the time of the profile has elapsed then the faculty member would need to resubmit a proposal for any extension.



- A college committee will be established to review proposals.
- After reviewing the proposals, the committee will submit recommendations to the appropriate dean. The committee will recommend the length of the particularized profile. Additionally, the committee will recommend any course release that would be necessary. The committee will consult with deans regarding the overall number of releases available in a given academic year.
- The dean will provide written confirmation of approval to individual faculty members detailing profile, with a copy to the Academic Affairs file and the appropriate chair or program director.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Academic Affairs; deans of AHSS, NBS, and SOBA.

**Faculty Leads:** Faculty Senate.

**Staff Resources:**

**Timeline:** Analysis will commence winter 2012 and move through faculty governance 2012/13. Implementation begins fall 2013.

**Decision Making Vector:** While administrators often must make the final decisions about faculty workload, faculty participation is essential to developing the analysis to create a model and identity for faculty work.

**Faculty Implications:** There will be some costs associated with creating a pool of release times. However, there are already faculty releases embedded in our operating budgets so we will have to analyze any additional costs.

**Measurable outcomes:** Create data measures/ key performance indicators that track positive outcomes.

**c. Develop other outcome measures.**

**i. Investigate other key performance indicators for student success.**

**Current Status:** There are few systematic tools to analyze and quantify student success.

**Objectives:** Investigate a robust and systematic network of key performance indicators.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Academic Affairs; deans of AHSS, NBS, and SOBA.

**Faculty Leads:** Faculty Senate, Assessment Committee.

**Staff Resources:** Office of Institutional Research, Planning, and Assessment.

**Timeline:** Analysis will commence winter 2012, with full list of key performance indicators by fall 2013.

**Decision Making Vector:** Administration with faculty input.

**Financial Implications:** Benefits through increased recruitment and/or retention and/or graduation rates.

**Measurable Outcomes:** Key performance indicators that track usage and engagement.

**ii. Improve faculty compensation.**

**Current Status:** A task force was established on the recruitment and retention of faculty. The task force made a number of recommendations regarding improving the quality of life for faculty, the instructional climate, and overall compensation.

**Objectives:** Establish nine-month contracts for teaching faculty. Move faculty to 100 percent of average CUPA data. Create an institutional policy and procedure for implementing Merit 2. Create a sunset clause to re-evaluate benchmark and overall salary plan.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Budget Director.

**Faculty Leads:** Faculty Senate, Task Force on Recruitment and Retention of faculty.

**Staff Resources:** Office of Institutional Research, Planning, and Assessment.

**Timeline:** Analysis will commence winter 2012. Nine-month contracts implemented for 2012/13 AY. Submission of salary plan to Faculty Senate by March 2012.

**Decision Making Vector:** Administration with faculty input.

**Financial Implications:** Significant personnel costs, but benefits in recruitment and retention of quality faculty.

**Measurable Outcomes:** Create data measures/key performance indicators that track salary plan.

**2. Develop selected programs in areas of strength—ones with significant market demand and which will operate at a surplus within a reasonable time:**

**a. Focus on targeted graduate degree programs.**

**i. Education.**

**Current Status:** The teacher education program is working on curriculum and delivery models for master's programs.

First, a **M.A. Curriculum, Innovation and Leadership:**

A. Colorado License Option: Provide 7-12 grade or K-12 grade licensure in: secondary science (biology, chemistry, earth science {geology}, physics), secondary social studies (history), secondary English, secondary drama (theater), art K-12, music K-12, physical education K-12 (exercise science), Spanish K-12.

B. Curriculum and Instruction: Provide Colorado licensed teachers and education professionals M.A. program.

Second, a **M. A Culturally Diverse Education:**

A. Teaching English as a Second Language.

B. Teaching English as a Foreign Language.

Lastly, they are working on a fifth-year program.

**Objectives:** Implement proposed programs with a model for curriculum delivery that will support adult, place-bound, and working students.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Academic Affairs; Director, Teacher Education.

**Faculty Leads:** Faculty Senate, Curriculum Committee.

**Timeline:** Begin analysis winter 2012, move through faculty governance fall 2012, move through Colorado state governance fall 2012, implement fall 2013.

**Decision Making Vector:** Curriculum is governed by faculty. All new programs must be approved by the State of Colorado and the Board of Trustees. The management and oversight of curriculum delivery to ensure fiscal stability and compliance with state and accrediting bodies is governed by the administration.

**Financial Implications:** Initial costs, but benefits through increased enrollment.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

ii. **Business.**

**Current Status:** There are no graduate programs in Business. SOBA is reviewing the feasibility of creating graduate programs.

**Objectives:** Conduct a comprehensive study to determine the feasibility of adding graduate programs that would be accessible to a diverse student body,

most notably adult, place-bound, and working students.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Dean of SOBA.

**Faculty Leads:** Faculty Senate, Curriculum Committee.

**Timeline:** Begin analysis winter 2012, move through faculty governance winter 2013, move through Colorado State governance fall 2013, full implementation fall 2014.

**Decision Making Vector:** Curriculum is governed by faculty. All new programs must be approved by the State of Colorado and the Board of Trustees. The management and oversight of curriculum delivery to ensure fiscal stability and compliance with state and accrediting bodies is governed by the administration.

**Financial Implications:** Initial costs, but benefits through increased enrollment.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

b. **Focus on undergraduate professional programs.**

**Current Status:** We have a few undergraduate professional programs, which include engineering, public health, and athletic training. Most of these programs are young programs.

**Objectives:** Build the reputation of our existing pre-professional programs. Evaluate the feasibility of embedding pre-professional components into existing degrees such as incorporating geographic information systems and land-management into environmental studies and converging digital media and graphic arts.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Deans of NBS and AHSS.

**Faculty Leads:** Faculty Senate, Curriculum Committee, faculty in targeted departments.

**Timeline:** Begin analysis in winter 2012, move through faculty governance AY 2012/13, move through Colorado State governance AY 2012/13, and implement fall 2013.

**Decision Making Vector:** Curriculum is governed by faculty. All new programs must be approved by State of Colorado and Board of Trustees. The management and oversight of curriculum delivery to ensure fiscal stability and compliance with state and accrediting bodies is governed by the administration.

**Financial Implications:** Initial costs, but benefits through increased enrollment.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

**c. Focus on selected post baccalaureate certificate programs.**

**Current Status:** There are a few certificate programs that are administered either by departments or in Continuing Education. Departments which oversee certificate programs administer them individually.

**Objectives:** Create a new business plan for Continuing Education. Look at feasibility of creating professional certificates that can be coupled with degree programs. Create efficient processes for the administration of certificate programs across the institution.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Academic Affairs; deans of NBS, AHSS, and SOBA.

**Faculty Leads:** Faculty Senate, Curriculum Committee, faculty in targeted departments.

**Staff Resources:** Director of Continuing Education.

**Timeline:** Begin analysis in winter 2013, move through faculty governance AY 2013/14, move through Colorado State governance AY 2013/14, and implement fall 2014.

**Decision Making Vector:** Curriculum is governed by faculty. All new programs must be approved by State of Colorado and Board of Trustees. The management and oversight of curriculum delivery to ensure fiscal stability and compliance with state and accrediting bodies is governed by the administration.

**Financial Implications:** Initial costs, but benefits through increased enrollment.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

**d. Focus on degree completion program.**

**Current Status:** Students that have left the institution without completing their degree have difficulty re-entering due to the changes in catalogs in addition to their own personal situation that may hinder a student from returning to complete.

**Objectives:** Create an opt-in degree that would be accessible for students wishing to complete their degree but cannot do so through our current curriculum and delivery.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Enrollment Management; Associate Vice President for Academic Affairs; deans of NBS, AHSS, and SOBA.

**Faculty Leads:** Faculty Senate, Curriculum Committee.

**Staff Resources:** Director of Continuing Education.

**Timeline:** Begin analysis in winter 2012, move through faculty governance AY 2013/14, move through Colorado State governance AY 2013/14, full implementation fall 2014.

**Decision Making Vector:** Curriculum is governed by faculty. All new programs must be approved by State of Colorado and Board of Trustees. The management and oversight of curriculum delivery to ensure fiscal stability and compliance with state and accrediting bodies is governed by the administration.

**Financial Implications:** Initial costs, but benefits through increased enrollment.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

**e. Review curriculum for streamlining and deletion of programs which are weak and/or lack demand.**

**i. Create curriculum architecture map.**

**Current Status:** The deans, working with department chairs and program directors have created a draft of an architecture map which displays the catalog requirements for each program of study. The Coordinator of Degree Planning Resources and Associate Vice President for Enrollment Management have been working together to validate the information provided by the deans.

**Objectives:** Create an ongoing visual tool that can aid faculty planning committees on evaluating overall structure of curriculum and graduation requirements.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Enrollment Management; Associate Vice President for Academic Affairs; deans of NBS, AHSS, and SOBA.

**Faculty Leads:** Faculty Senate, Curriculum Committee, Coordinator of Degree Planning Resources, Academic Standards Committee, department chairs and program directors.

**Staff Resources:** Office of Institutional Research and Planning.

**Timeline:** Begin analysis in fall 2011, complete by February 2012.



**Decision Making Vector:** Curriculum is governed by faculty. The management and oversight of curriculum delivery to ensure fiscal stability and compliance with state and accrediting bodies is governed by the administration.

**Financial Implications:** No significant costs.

**Measurable Outcomes:** Maintain map with each new catalog.

ii. **Manage the margins.**

**Current Status:** The Coordinator of Degree Planning Resources, Associate Vice President for Enrollment Management and OIRPA are working together to create a curriculum inventory and past usage patterns.

**Objectives:** Create a management tool that would enable departments and programs to schedule classes more effectively and efficiently. Maximize 'butts in seats' and average section size.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Vice President for Enrollment Management; Associate Vice President for Academic Affairs; deans of NBS, AHSS, and SOBA.

**Faculty Leads:** Faculty Senate, Curriculum Committee, Coordinator of Degree Planning Resources, department chairs, and program directors.

**Staff Resources:** Office of Institutional Research and Planning.

**Timeline:** Begin analysis in fall 2011, complete by fall 2012.

**Decision Making Vector:** Curriculum is governed by faculty. The management and oversight of curriculum delivery to ensure fiscal stability and compliance with state and accrediting bodies is governed by the administration.

**Financial Implications:** Significant cost savings through more efficient curriculum planning and delivery.

**Measurable Outcomes:** Create data measures/key performance indicators that would enable us to guard against curriculum creep, course redundancies, and efficiencies.

3. **Implement pedagogically appropriate technologies for the curriculum and the population that the courses are currently serving:**

a. **Develop and support alternative curriculum and instructional delivery models including both on-line courses and hybrid courses.**

**Current Status:** We have a few courses being offered on campus that support hybrid and on-line delivery. In

the college, a pilot was conducted in the fall term 2011 following a report by the Distance Education Task Force. A total of six courses were taught in the fall term. The faculty involved all felt their courses were successful and enjoyed the flexibility of delivery and student engagement. Continuing Education also offers non-credit on-line courses for the community. Some of the limitations discussed by those who participated in the pilot was our delivery platform; essentially they state that Moodle is "clunky" and that there are more efficient platforms available.

**Objectives:** Provide the resources to engage faculty in a variety of curriculum delivery methods. Decide how our students would be best served by a diverse curriculum delivery.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Provost; deans of SOBA, NBS, and AHSS; Associate Vice President for Enrollment Management.

**Faculty Leads:** Task Force on Distance Education, Curriculum Committee, Faculty Senate, Instructional Technology Committee.

**Staff Resources:** Office of Institutional Research, Planning, and Assessment, Director of Informational Technology.

**Timeline:** Begin analysis fall 2012, move through faculty governance fall 2013, implement test pilot winter 2014, implement fall 2014.

**Decision Making Vector:** Curriculum is governed by faculty. The management and oversight of curriculum delivery to ensure fiscal stability and compliance with state and accrediting bodies is governed by the administration.

**Financial Implications:** Investment costs in new technology platform, but benefits through increased recruitment and/or retention and/or graduation rates.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

b. **Increase flexibility in course models (e.g., evening, summer, cohort, etc.).**

**Current Status:** We have grid that is dominated by a 9:00 am – 2:00 pm schedule Monday-Thursday with all but a few classes being taught on campus.

**Objectives:** Create opportunities for more flexible delivery and scheduling options for our student population.

**Administrative Oversight:** Provost and Vice President for Academic Affairs.

**Administrative Leads:** Associate Provost; deans of SOBA, NBS, and AHSS; Associate Vice President for Enrollment Management.

**Faculty Leads:** Faculty Senate, Instructional Technology Committee.

**Staff Resources:** Office of Institutional Research, Planning, and Assessment, Director of Informational Technology.

**Timeline:** Begin analysis fall 2012, move through faculty governance fall 2013, implement test pilot winter 2014, implement fall 2014.

**Decision Making Vector:** Administration with faculty input.

**Financial Implications:** Possibly significant.

**Measurable Outcomes:** Create data measures/key performance indicators based on National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE), student evaluations, and tracking of degree completion.

4. **Enhance the comprehensive undergraduate enrollment management plan:**

a. **Develop specific recruitment initiatives to increase effectiveness for overall student enrollment and for various populations of students (e.g., Hispanics, Native Americans) with specific targets of two percent per year.**

**Current Status:** Four campus offices are involved in initiatives aimed at increasing the enrollment of Hispanic and Native American students: Admission and Advising, Marketing and Communications, El Centro de Muchos Colores, and the Native American Center. While there is coordination between offices, their efforts would be greatly enhanced by the development of a marketing and recruiting plan that specifies strategies and activities, explicitly allocates budget and staff resources, and engages all offices in a regular review of performance indicators and measurable outcomes.

**Objectives:** Attain a goal for overall student enrollment and for Hispanic and Native American new student enrollment of two percent annual growth. Synthesize recent market research findings on Native American population. Identify gaps that require additional market research. Conduct market research to determine demographic and geographic emphasis of marketing and recruiting initiatives for Hispanic population, product/service expectations, and strategy, media, and messaging. Based on research, determine strategy and tactics, allocate budget and staff resources, and specify each office's roles and responsibilities as strategic partners.

**Administrative Oversight:** President.

**Administrative Leads:** Associate Vice President for Enrollment Management and Vice President for Student Affairs.

**Faculty Resources:** Native American and Hispanic faculty and chairs and faculty in departments that attract largest proportion of these populations.

**Staff Resources:** Director of Admission and Advising; Coordinator of El Centro de Muchos Colores; Hispanic Recruiting and Retention Committee; Director of Native American Center; Director of Office of Financial Aid; Executive Director of Office of Institutional Research, Planning and Assessment; Director of Budget Office; Director of Alumni Relations; Directors of TRiO programs (Program for Academic Advancement, STEM Cubed, Educational Talent Search, Upward Bound).

**Financial Implications:** Some costs; significant benefits.

**Measurable Outcomes:** Achievement of two percent growth in Native American and Hispanic new student enrollment, evaluated at Fall Census 2013, 2014, 2015, 2016.

**Timeline:** Begin analysis winter 2012, implement 2013, evaluate, and continue annual cycle through 2016.

b. **Assess the discount rate with a goal of increasing net tuition revenue.**

**Current Status:** In preparation for ever-decreasing funding from the state, we must learn about and implement practices used by private institutions such as management of the discount rate. Through an engagement with a packaging consultant (Noel-Levitz), the college has monitored its discount rate for the last three years using the NACUBO methodology.

**Objectives:** Set annual goals for discount rate/net tuition revenue, overall and for specific subrates, 2013-2016. Foster in-depth understanding of concept of discount rate and its moving parts among members of the Budget Committee and Division of Enrollment Management. Include a quantitative model of changes in institutional aid and tuition rates. Formalize discussion of discount rate/net tuition revenue by Budget Committee and Division of Enrollment Management. Implement reports on discount rate/net tuition revenue based on confirmations and enrollments for ongoing administrative review and use by enrollment managers.

**Administrative Oversight:** President.

**Administrative Leads:** Associate Vice President for Enrollment Management and Director of Budget Office.

**External Resources:** Services of packaging consultant such as Noel-Levitz.

**Staff Resources:** Scholarship and Financial Aid Working Group, Executive Director of the Fort Lewis College Foundation, and Director of Athletics.

**Financial Implications:** Possible significant benefits.

**Measurable Outcomes:** Discount rate/net tuition revenue in fall 2013, 2014, 2015, 2016.

**Timeline:** Begin analysis winter 2012, implement 2013, evaluate, and continue annual cycle through 2016.

**c. Emphasize Fort Lewis College’s identity as a public liberal arts college with a commitment to Native American education.**

**Current Status** – Current identity/brand marketing for Fort Lewis College is not extensive, as the recent emphasis has been on enrollment marketing focused on specific target markets. This action item tasks Marketing and Communications, Public Affairs, and the Branding Task Force to develop and implement an identity/branding plan.

**Objectives:** Create understanding of Fort Lewis College’s identity as a public liberal arts college with a commitment to Native American education among key internal and external stakeholders.

Using the report on baseline knowledge of Fort Lewis College identity among these stakeholders, develop a plan for Fort Lewis College identity campaign along with a marketing plan. Implement this plan and evaluate the knowledge of Fort Lewis College identity among the same stakeholders.

**Administrative Oversight:** President.

**Administrative Leads:** Vice Presidents; Associate Vice President for Enrollment Management, and Public Affairs Officer.

**Faculty Resources:** Faculty members of Branding Task Force, President of Faculty Senate, and Faculty Representative on Board of Trustees.

**Staff Resources:** Branding Task Force; Director of Alumni Office; Executive Director of Foundation; Communications staff in Foundation, Athletics, Center of Southwest Studies, and other campus entities; Marketing and Communications staff.

**Financial Implications:** Possible additional marketing costs with benefits through increased enrollment.

**Measurable Outcomes:** Measure identity knowledge among external and internal stakeholders with a survey in FY 2013. After the survey, develop and measure college brand guidelines, conduct communications audit, and develop college brand guidelines.

**Timeline:** After setting direction for identity research, conduct market research in 2013 in preparation for developing identity in 2014. Implement plan in two phases in 2015 and 2016.

**d. Refine the marketing plan to promote Fort Lewis College and consider a name change.**

**i. Refine the marketing plan to promote Fort Lewis College.**

**Current Status:** The recruitment marketing plan is being formalized. Also underway is the development of program marketing plans and special topic market plans, including the tourism plan.

**Objectives:** Promote awareness of the Fort Lewis brand to various target markets and stakeholders.

Add additional plans 2013-2016. Refine marketing plans annually.

**Administrative Oversight:** President.

**Administrative Lead:** Associate Vice President for Enrollment Management.

**Administrative Resources:** Dean of SOBA, Associate Vice President for Academic Affairs, Vice President of Finance and Administration, Director of Teacher Education Department.

**Staff Resources:** Marketing and Communications staff, Director of Office of Admission and Advising, Public Affairs Officer.

**Measurable Outcomes:** Increased enrollment.

**Financial Implications:** Initial costs; benefits through increased enrollment.

**Timeline:** Winter 2013 – winter 2016.

**ii. Consider a name change.**

**Current Status:** In 2008, Fort Lewis College engaged branding consultants Lipman-Hearne to investigate a name change. At that time, the consultants priced a name change, with associated roll-out costs, at \$1 million. The consultants recommended focusing resources on changing the meaning of Fort Lewis instead of changing the name of Fort Lewis. Since that time it has become clear that the Durango factor adds to the attractiveness of the college.

**Goal:** Conduct and report on research-based evaluation of name change with internal and external stakeholders prior to beginning of next strategic planning cycle.

**Administrative Oversight:** President.

**Administrative Lead:** Associate Vice President for Enrollment Management.

**Administrative Resources:** Provost and Vice President for Academic Affairs, Vice President for Finance and Administration, and Vice President for Student Affairs.

**Staff Resources:** Marketing and Communications staff, Director of Office of Admission and Advising.

**Faculty Resources:** Faculty members of Branding Task Force, President of Faculty Senate, and Faculty Representative on Board of Trustees.

**Financial Implications:** Cost of name change evaluation.

**Timeline:** Winter - fall 2016.

**5. Continuously assess the efficiency and effectiveness of all programs and services at Fort Lewis College:**

**a. Provide for the long-term fiscal sustainability of the college.**

**Current Status:** Fort Lewis College is vulnerable to funding decisions made at the state level. A recent study conducted by the University of Denver's Center for Colorado's Economic Future concluded that absent significant fiscal reform:

Twelve years from now, Colorado will generate only enough sales, income and other general-purpose tax revenue to pay for the three largest programs in the General Fund—public schools, health care and prisons. There will be no tax revenue for public colleges and universities, no money for the state court system, nothing for child-protection services, nothing for youth corrections, nothing for state crime labs and nothing for other core services of state government.

While Fort Lewis College is very conservative in estimates and assumptions related to budgeting, as well as to debt loads and financing, it is currently very dependent upon state support. State support comes in the form of College Opportunity Stipend/Fee for Service funding, the Native American Appropriation, and need-based financial aid.

**Objectives:** Create a model whereby the college has little or no reliance on state funding. Essentially, Fort Lewis College would operate as a quasi-private institution of higher education (the state would maintain ownership of the land and facilities). The college will significantly enhance revenue streams, including net tuition revenue (driven by both increased tuition rates and enrollment) and private donations, particularly through the Fort Lewis College Foundation.

**Administrative Oversight:** Vice President for Finance and Administration.

**Administrative Leads:** Budget Director.

**Faculty Leads:** Faculty Senate.

**Staff Resources:** Budget Office, Controller, Foundation staff.

**Timeline:** Develop revenue strategies by December 2012. Continue revising and updating annually.

**Decision Making Vector:** President, senior administration, Board of Trustees.

**Financial Implications:** Extremely significant.

**Measurable Outcomes:** Financial viability and successful changes to the revenue structure.

**b. Develop a budget model and benchmarks to support this plan which are fiscally responsible.**

**Current Status:** The college's budget is prepared on an annual basis and addresses only revenues and expenditures for the upcoming fiscal year. While past budget reductions have been targeted, the budget is largely based on historical information and involves an incremental expenditure allocation approach.

**Objectives:** Develop a multi-year budget, which addresses projections for the various revenue and expenditure streams. The multi-year budget should include as an underlying assumption the continued degradation of state support and increased reliance on net tuition and private donation revenues. Determine the budget impact of strategic plan goals and action items once developed and adopted. Evaluate the potential benefits of implementing alternate budgeting methodologies including, but not limited to zero-based budgeting and priority-based budgeting.

Reallocate funding to more closely align resources with the strategic plan. Evaluate metrics (benchmark goals) against best-in-class organizations.

**Administrative Oversight:** Vice President for Finance and Administration.

**Administrative Leads:** Budget Director.

**Staff Resources:** Budget Office, offices and departments directly affected by strategic plan goals.

**Timeline:** Begin fall 2012, continue annually.

**Decision Making Vector:** President, vice presidents.

**Financial Implications:** Extremely significant.

**Measurable Outcomes:** Development and implementation of budget model and metrics (benchmark goals).

**c. Establish a process to update the strategic plan annually, and relate it explicitly to the budget and benchmarks.**

**Current Status:** For the past decade, the college's strategic plan has been re-created approximately every five years. Regular updates to the plan have not been employed. The Budget Committee meets annually to review budget increase requests from students, administration, and campus stakeholders. Budget decisions often have lacked logical connection to the strategic plan.

**Objectives:** The goals and action items of the strategic plan will be evaluated annually. Following a review of the status on each of the goals and action items, administration will determine if other goals have surfaced to replace the original goals (once met) or improve on the original goals. Other than compliance, health/life safety issues, or operational issues, budget requests will explicitly relate to the strategic plan. The Budget Committee will evaluate requests based on the short and long term needs of the strategic plan.

**Administrative Oversight:** Vice President for Finance and Administration.

**Administrative Leads:** Budget Director and Executive Director of Institutional Research, Planning, and Assessment.

**Staff Resources:** Budget Office; Office of Institutional Research, Planning and Assessment.



**Timeline:** Annual review with strategic budget requests in the fall, followed by consideration by the Budget Committee in early spring, and approval by the Board of Trustees in the spring.

**Decision Making Vector:** President, vice presidents.

**Measurable Outcomes:** Create key performance indicators to inform the college on its progress toward meeting the goals and actions outlined in the strategic plan.

**d. Create a college-wide evaluation schedule.**

**Current Status:** While academic departments are reviewed on a regular and recurring schedule, the evaluation of administrative units tends to be irregular. Assessment is limited. Campus-level evaluation tools include the Institutional Trends Report, Performance Contracts, and the College Data Book.

**Objectives:** Development of a systematic analysis of the key performance indicators outlined in the strategic plan. All departments on campus—academic and administrative—will be evaluated on a regular basis to ensure they are operating efficiently and effectively. The evaluation should include alignment with the strategic plan, with recommendations related to operations. Explore the development of a campus-wide dashboard instrument.

**Administrative Oversight:** Vice President for Finance and Administration.

**Administrative Leads:** Office of Institutional Research, Planning, and Assessment.

**Faculty Leads:** Faculty Senate, Assessment Committee.

**Staff Resources:** Office of Institutional Research, Planning, and Assessment.

**Timeline:** Develop timeline by fall 2012.

**Decision Making Vector:** President, Vice Presidents.

**Financial Implications:** Minimal to possibly significant. Additional staff may be needed. Additional contract staff may be needed. Departments will likely need resources for implementation of recommendations.

**Measurable Outcomes:** Annual departmental evaluation reports, based on the to-be-developed schedule. Creation of a campus-wide dashboard instrument.

**e. Develop a culture of urgency and accountability consistent with these goals.**

**Current Status:** A vague sense of fear and anxiety exists on campus with regard to the state's and college's financial conditions. Generally, the present operating mode seems to be business as usual, understanding what is on the horizon and the resultant need for change. Accountability is sporadic, with blaming much too prevalent.

**Objectives:** Instill an understanding of the reality of state's and college's impending financial challenges campus-wide. Create and disseminate transparent and

understandable summaries and explanations of the college's challenges, and plans to address those challenges, at frequent and regular intervals. Work towards faculty and staff understanding that on-going change is necessary for survival and that everyone is part of the solution. Develop a threat index.

**Administrative Oversight:** President.

**Administrative Leads:** President, Vice Presidents.

**Faculty Leads:** Faculty Senate.

**Timeline:** Now.

**Financial Implications:** Significant—and negative if not successful.

**Measurable Outcomes:** Increased efficiency as measured by department specific key performance indicators. Movement toward the achievement of the goals articulated in the strategic plan including, but not limited to, the development of relevant programs in areas of strength with market demand.

**6. Capitalize on Fort Lewis College's location:**

**a. Develop and enhance relationships with the surrounding area schools, organizations, and businesses.**

**i. Area schools.**

**Current Status:** The teacher education department has excellent relationships with local schools, youth oriented non-profits (e.g., Boys and Girls Club) and educational organizations.

**Objectives:** Continue current relationships with local schools, youth oriented non-profit, and educational organizations by formalizing memorandums of agreements. These agreements could include: student teaching, local trainings, volunteer opportunities. In addition, analyze other teacher education programs (such as the Navajo Outreach, Fort Lewis College Teacher Education Alumni, Early Childhood certification) with possible expansion, as warranted.

**Administrative Oversight:** Associate Vice President for Academic Affairs.

**Administrative Leads:** Director, Teacher Education.

**Faculty Leads:** Teacher Education faculty.

**Staff Resources:** Marketing, Foundation, Financial Aid Office, Alumni.

**Timeline:** Beginning May 2012, formalize agreements with area schools and begin analysis of other Teacher Education programs.

**Decision Making Vector:** If there are curricular changes, then the faculty will be the lead on any curricular changes. The management and oversight of curriculum delivery ensure fiscal stability is governed by the administration. Memorandums of



agreement would need appropriate administrative approvals.

**Measurable Outcomes:** Create data measures for key performance indicators to track recruitment and retention.

ii. **Organizations.**

**Current Status:** The Fort Lewis College downtown presence is limited to the Community Concert Hall box office.

**Objectives:** In order to increase its exposure, Fort Lewis College will create a downtown presence, thereby capitalizing on Durango's significant tourist traffic. This downtown location will be developed as a joint venture with the City of Durango, and will showcase the many and varied programs and amenities of Fort Lewis College, as well as serving as a point of departure for campus tours. The exposure to Durango tourists will benefit the college's recruiting efforts.

**Administrative Oversight:** Vice President for Finance and Administration.

**Administrative Leads:** Associate Vice President for Enrollment Management, Budget Director, Facility Planner for Project Management, Director of Community Concert Hall.

**Staff Resources:** Ticket Office Manager and student workers.

**Timeline:** May 2012.

**Financial Implications:** Minimal rent and staff.

**Measurable Outcomes:** The number of people who visit this downtown office.

iii. **Businesses.**

**Current Status:** Fort Lewis College has a strong and growing relationship with businesses and organizations in the surrounding area and throughout the state, including Chambers of Commerce and the Durango Area Tourism Office.

**Objectives:** Continue to build relationships between Fort Lewis College and the business community. These relationships should extend beyond Durango to include other parts of the State of Colorado, such as the Front Range area. Fort Lewis College will expand work with the Durango area tourism organization, community colleges, and other organizations to the mutual benefit of both parties.

**Administrative Oversight:** Vice President for Finance and Administration.

**Administrative Leads:** Dean of SOBA; Associate Vice President for Enrollment Management.

**Staff Resources:** Marketing and public relations staff; career services coordinators in NBS, AHSS, and SOBA.

**Timeline:** This initiative is an ongoing effort at Fort Lewis College.

b. **Use the natural advantages of the Durango area wherever possible in planning the college's curricular and co-curricular offerings. Invest in and promote those academic programs, athletic programs, and co-curricular activities that take advantage of our strategic location.**

**Current Status:** Adventure Education, Anthropology, Environmental Studies, Environmental Biology, Geosciences, Physics and Engineering make extensive use of our strategic location to enhance their current course offerings. A co-curricular program, Outdoor Pursuits, makes extensive use of the geographic location in their current activities. The Old Fort Steering Committee is investigating possible uses of the college's historic lands.

**Objectives:** Investigate opportunities to develop more field experiences, particularly in disciplines that are not traditionally noted for these types of curricular enhancements, in efforts to enhance recruitment and retention. Investigate opportunities to develop more outdoor experiences through Outdoor Pursuits and the Athletic program, perhaps in collaboration with other co-curricular programs—in an effort to enhance recruitment and retention. Coordinate, as appropriate, academic field experiences with co-curricular experiences, utilizing the geographical location and historic lands. Identify funding sources to finance academic field experiences, e.g., vehicle rental, fuel, food, lodging. Co-curricular activities are funded through student fees.

**Administrative Oversight:** Provost and Vice President for Academic Affairs, Vice President for Student Affairs.

**Administrative Leads:** Dean of NBS, Director of Recreational Services, Director of Athletics.

**Faculty Leads:** Faculty in the respective departments/programs.

**Staff Resources:** Staff members in the respective departments/programs.

**Timeline:** Begin analysis summer 2012.

**Decision-Making Vector:** If there are curricular changes, then the faculty will be the lead on any curricular changes. The management and oversight of curriculum delivery to ensure fiscal stability is governed by the administration. If there are changes to co-curricular offerings, they would follow the appropriate approvals for increase of student fees.

**Financial Implications:** Initial costs with demonstrated benefits.

**Measurable Outcomes:** Create data measures for key performance indicators to determine if these programs have an impact on retention.