

4/6/2020

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

- Mid-Cycle Review

There are no forms assigned.

There is no institutional context.

There are no interactions.

There are no additional documents reviewed.

local community to address a need, such as the work of the Sociology Club with their “Grub Hub Food Pantry,” or the volunteer-powered community radio station KDUR. An organization with an international focus is the Village Aid Project that offers humanitarian assistance addressing critical community needs in countries of Asia, South and Central America. An examination of the Fort Lewis College News and Events webpages provide several examples of the public service and economic development initiatives the college could have provided as evidence that these activities do occur. Examples found as evidence include the activities of the Four Corners Water Center at FLC; a faculty member’s interview with National Public Radio on sustaining water supplies; and the Solar Spring Break program that engages students in first-hand experiences with climate solutions and connections with solar energy.

No Interim Monitoring Recommended.

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

The mission of the college is publicly articulated on its webpages and in its academic catalog. Fort Lewis College's mission puts students at the center as they "create inclusive, experiential learning environments that foster innovation, growth, and community engagement." This is evident in their strategic planning process, the academic programs provided at the undergraduate and graduate level, the innovative first year launch, and the array of student organizations and clubs that provide students opportunities for learning in formal and informal ways. The liberal arts curriculum and student learning outcomes reflect a mission that values innovation, growth, and community engagement. The degree programs offered reflect the historical roots of the campus, its geographic location, and geologic environment. The preamble to its strategic plan reaffirms its commitment to access, affordability, academic excellence, and equitable opportunities for students in the southwestern Four Corners region of the United States, in particular continuing its commitment to Native American students within this region.

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

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.

Met

Fort Lewis College follows both the State of Colorado, through the state controller's office and its own college policies in its financial matters. The business of FLC is guided by its Fiscal Rules, Budget Policy and Procurement Policies.

Policies and procedures for all campus constituencies can be found on the website. The Board of Trustees (BOT) are to follow the Board of Trustees Manual of Policies and Procedures. The Faculty Handbook (revised September 2019) guides Fort Lewis College faculty by defining the role of the faculty, the faculty senate, standing faculty committees and college committees, task forces and councils, faculty authority, and personnel (including appointment, assignment, rank, and tenure). Personnel are categorized as Classified Staff and Exempt Staff, each with respective handbooks that outline employment, expectations, compensation, leave, benefits and dispute resolution.

Information regarding Student Housing and Dining Services can be found directly from the website. From the drop-down menus system, one can readily access Housing Options and Room and Board Rates. Important upcoming dates and activities are prominently displayed on the Student Housing Homepage.

The First Year Experience is a prominent theme in the current Strategic Plan. The campus bookstore, "The SkyStore", can be accessed directly from the New Student Orientation Tab within the Admission section of the main webpage. Students and prospective students can purchase books directly online by using the "Textbook Lookup" feature by providing the term, department, course and section number for each course.

All Fort Lewis College employees (administration, faculty and staff) are to follow the State of Colorado Independent Ethics Commission Handbook. All college employees, as well as the BOT, are also required to follow the Code of Ethics and descriptions of conflicts of interest which are found in the BOT Handbook and the State of Colorado Personnel Rules and Procedures.

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.

Met

Fort Lewis College presents pertinent material through its website. Public information is readily available while private data such as coursework, billing, and personal information require restricted access. The Academics homepage clearly articulates requirements the 52 undergraduate and five graduate programs of study. The requirements for each program, course descriptions, and key administration and faculty credentialing can be found by accessing the Catalog of Courses page. Tuition, scholarships, financial aid and net cost calculators are easily accessible for both in-state and out-of-state students via the Tuition and Aid drop-down menu on the main webpage. HLC as well as specific professional accreditation: The School of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB) International. Additional program accreditors are the American Chemical Society (Chemistry), the Council for the Accreditation of Educator Preparation (CAEP) and the Colorado Department of Education (Education), Engineering Accreditation Commission of ABET (Engineering), and the National Association of schools of Music (Music). These are also accessed from the Catalog webpage. The Administration and Faculty tab of the Catalog webpage provides the President's Cabinet, Administrative Personnel, and Faculty. The control of the college is readily available from the Leadership tab with the About FLC section of the main webpage. The fire and safety report clearly define criminal offenses, emergency procedures, sexual misconduct and alcohol policies, and provide three years' worth of data on any offenses. This document is emailed to all members of the campus annually. 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

No Interim Monitoring Recommended.

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.

Met

The Fort Lewis Board of Trustees is required by state law to post agendas and minutes of all meetings to the campus community. Review of the minutes consistently reflect priorities to preserve and enhance the institution. Further inspection of the minutes of several BOT meetings provided the following examples: Approval of MOU, Mission Statement, Fee Schedule, Strategic Plan, New Academic Programs, and Capital Programs.

Board members are appointed by the governor and confirmed by the State of Colorado Senate. Appointments to the BOT specify that no more than 5 members can be from one party and no more than 2 members are from the local five-county area. FLC has requested a change in legislation, so that at least 2 members

No Interim Monitoring Recommended.

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

Fort Lewis College has demonstrated that it acts with integrity and that its conduct is ethical and responsible. Starting with the Board of Trustees, the policies that regulate their structure and their practices, assure that they operate with complete integrity and do not instill undue influence in the daily operations of the institution. The operations of the campus are guided by state and federal fiscal and procurement rules. Policies address safe and ethical uses of technology, protection of data, accessibility issues, sexual misconduct, campus safety, and opportunities for grievances that are free of discrimination. Program requirements, admission procedures, financial aid, scholarship information, and tuition and fees, are publicly displayed and clearly articulated. Information is transparent and easily accessed via the college website and/or the academic catalog. The faculty are guided by the AAUP statement on Academic Freedom and there is in place an Intellectual Property Policy. Each are defined in the faculty handbook. Research is guided by the campus IRB, which assures that researchers have undergone CITI training for human subjects or IACUC for research involving animals. FLC has provided sufficient artifacts to demonstrate that appropriate policies, procedures, and practices are in place to operate with integrity, with conduct that is ethical and responsible.

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

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).

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Fort Lewis College works to assure relevancy and appropriate student " Ò

creative activities symposium and the art gallery provide opportunities for students to share research and creative work across the institution.

Diversity and Global Learning is a learning outcome of the general education program, and is mapped with courses in the Social and Behavioral Sciences area. The assurance argument notes that the College began development of concentrations in the Liberal Arts Core in 2018, which were deployed in 2019. One of these concentrations is Diversity and Inclusion, which aligns with the institution's mission and core values related to inclusion and community engagement. As detailed in the course catalog, this concentration features courses across disciplines that highlight the human and cultural diversity of the world in which students live and work. Academic programs such as Native American and Indigenous Studies, Borders and Languages, and Gender and Sexuality Studies highlight n orlr lr crò Social achđátÖ

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 in their disciplines and adept in their teaching roles; it supports their professional development.
 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.
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professional development in the first two years, ensuring that professional development assistance is available to instructors at various levels. As found on the FLC website, Teaching and Learning Services provides professional development for faculty teaching online. The Distance Education Policy identifies a key role for these professional services to work with4 work inonal develops

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.

Met

Fort Lewis College provides a broad range of support services that address a variety of student needs, from tutoring and peer education to student life and career services. The Fast Facts section of the website states that 1/3 of Fort Lewis College students are the first in their family to go to college, over half are students of color, and 41% are Native American or Alaska Native, representing 177 Tribes and Native Alaskan villages. Therefore, it is appropriate that in addition to expected forms of academic support, career services, counseling, leadership, disability services, and student life programs, Fort Lewis College also provides TRIO Student Success, STEM3, and identity-based centers such as the Native American Center to meet the needs of its students.

Fort Lewis College has a process for placing students into composition and math courses based on criteria outlined in the August 14, 2017 Composition Course Sequences and Placement Criteria policy and the March 4, 2019 Math Course Pathways and Placement Criteria policy. Supplemental instruction and various forms of peer education have been expanded to provide support for students after placement in math and composition courses. Institutional data on the outcomes of supplemental instruction initiatives would be helpful in determining how effective this learning support is in addressing the needs of students.

Fort Lewis College recently moved to a new and centralized system of advising, which provides students a clear entry point to assistance with course selection and registration. This is supplemented by mentoring relationships (supported by departmental mentorship plans) with faculty once students choose a major. Supplemental advising is available to TRIO-eligible students as appropriate to the needs of FLC's low-income and first-generation population. Four-year maps for each major in the Catalog of Courses, examples of which were included in the evidence file, make clear the curricular path to graduation and complement the academic advising system.

Physical and technological infrastructure is provided to students and faculty in support of effective teaching and learning. Fort Lewis College has engaged in ongoing renovation of academic and student gathering spaces, and provides library and academic facilities appropriate to their range of disciplines. Partnerships with Banner, Canvas, and Zoom support teaching and learning by giving

Studies (NAIS) program report provided in the Assurance Argument predated the current program review template, additional examples including updates for NAIS, Accounting, Art Design, Engineering, and GIS were provided in the Addendum, and these demonstrated a robust and active practice of review. A number of recently introduced new programs are scheduled for review no later than 2026.

Policies detailed in the Fort Lewis College catalog and web pages provide evidence of credit hour practices consistent with the US Department of Education's, and the Colorado Commission on Higher Education's, guidelines. Policies for prior learning limit the awarding of credit to military service, and to independent study, documented consistent with current policies. The institution recognizes evaluation of responsible third parties including Advanced Placement, International Baccalaureate, and the College Level Examination Program. The institution maintains the quality of transfer credit through policies at the graduate and undergraduate levels, including limited acceptance of credits more than 10 years old without approval. Policies clearly address transfer of general education, AA and AS degrees, out-of-state institutions, and international institution transfers; and the policy provides a route of appeal related to transfer credit decisions.

Fort Lewis College exercises appropriate authority over courses through the Curriculum Committee, Faculty Senate, Deans, and Provost. Guided by the Curriculum Process Manual, and the February 3, 2017 Policy on Rigor and Guidelines on Course Levels, faculty at the department level develop course learning outcomes and prerequisites. Learning expectations undergo review in the curriculum approval process, through annual program assessment, and in periodic program review. As evidenced in the institutional organizational chart, the Office of the Provost has a robust network of support services in place addressing student success, supporting engaged & applied learning, and promoting faculty development & support. Focused on the institution's role to serve an average of 1,100 Native students each semester, representing 177 tribes and Native Alaskan villages, the Native American Center promotes success through academic, cultural and social support. The Institution's dual (concurrent) enrollment program allows high school students to enroll in college courses (predominately on the main campus), and provides direct student support through the office of the Concurrent Enrollment Specialist. Fort Lewis College exercises appropriate oversight in faculty qualifications through policies for reappointment and promotion, and clear expectations for faculty at each rank. The effective application of these policies was evident through a review of faculty and adjunct credentials.

The institution maintains specialized accreditation for its programs in business, chemistry, education, engineering, and music, and makes public the status of these programs through their academic catalog. Periodic program review guidelines recognize and incorporate the criteria and timelines of the specialized accrediting bodies and their unique review cycles, as stated in policy and evidenced in the Review Cycle for program review. A review of APR reports from English and Biochemistry, provided in the Addendum, confirmed the use of Graduate data to inform program review through the use of results.

Fort Lewis College has taken clear steps to increase their capacity to evaluate the success of its graduates, including implementation of a graduate survey and engaging sources of third-party data. A 2016-2017 Graduate Outcomes Report provided a robust data set on graduates, but did not fully address how that data was p gradIgr h Olig

dissemination, and use of these new data sources, and provide evidence how that use has impacted the success of its graduates.

No Interim Monitoring Recommended.

Evidence of the ongoing annual assessment cycle within the Gender and Sexuality Studies program exemplifies the extensive use of Taskstream, and the ongoing development of a culture of assessment. In this area, the institution appears to have effectively implemented the Taskstream platform to aggregate and store assessment data from across the institution, and additional examples were provided in the Addendum to illustrate the consistency across programs. As of February 2020, the institution reports that approximately 95% of programs have submitted revised and updated Program Learning Outcomes, and other artifacts consistent with the Fort Lewis College assessment policies and procedures. A complete listing of academic programs provided in the Addendum demonstrates full accounting for all academic programs.

The institution has set clear expectations for the effective use of assessment results to document closing the assessment loop – as described in the Guide for Creating a Program Assessment Plan. The 2016-2017 accounting status report, submitted in the Addendum, documents how the department identified recommended curriculum changes based on the assessment findings. The Art and Design self-study portion of the Academic Program Review demonstrates effectively the department's efforts to conduct assessments, evaluate and implement change, and to reassess in subsequent cycle. While Taskstream has been used to effectively collect and store assessment data, the institution should continue to develop processes for the aggregation and reporting of this data leading to clear evidence of how that data was used to improve learning outcomes.

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Examples drawn from the annual academic program assessment reports, including philosophy and NAIS programs, clearly show a serious and reflective faculty concerned with student learning. The collection of annual academic assessment reports, and 7-year program reviews is good, and the standardization of reporting formats provides much needed consistency to the reporting structures. The use of an external reviewer for academic program reviews is also commendable. While the institutional learning outcomes of the Liberal Arts Core, and of academic programs are well defined, reviewed on an annual cycle and through seven-year program assessment, the learning outcomes of the co-curricular programs are not as clearly defined. The institution has collected co-curricular assessment data in the form of NSSE, FSSE and BCSSE surveys, and described how the 'results are analyzed and disseminated' by the provost, deans, and committees, however examples of this analysis and subsequent action are not documented. Assessment of the co-curricular programs is clearly ongoing, as evidenced in the 2018-2019 Student Affairs Co-Curricular Assessment report, however the approach is reflective, often taking the form of a listing of yearly activities. Posters from the 2018-2019 Assessment Showcase provide evidence of co-curricular department's efforts to evaluate and use assessment data to impact their areas. Overall, the institution's processes and methodologies for assessment continue to be refined and improved, reflecting good practices. However, the program review process for co-curricular programs appears less comprehensive and lacking the structures provided in the academic assessment reports which can lead to stronger linkages between assessment data and the effective use of that data.

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.

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since 2015, as documented in the President's 2019 fall address.

Fort Lewis College is in the process of implementing a number of changes to address the disparity in retention, persistence and completion rates, and to improve those rates overall. These include the First Year Launch course – a one-credit community connection-building experience class, and a full range of programming through grant funding activities, including the TRiO Student Success Center, NSF STEP and COAMP grants. By consolidating student support functions through centralization of Financial Aid, Registration and Accounting services into Skyhawk Station, the institution hopes to increase student support. The institution also plans to improve the student experience through a move to centralized academic support and enhancement programs housed within the Reed Library. The institution should develop a

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.

Fort Lewis College has effectively exercised its responsibility and authority over the quality of its educational programs, learning environments and support services. The institution has implemented a robust and effective systems

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offer

Peak Performance system as identified in the State of Colorado statute approved in 1996. All positions identify detailed minimum qualifications and set hiring procedures as governed by the State of Colorado Code of Colorado Regulations from the State Personnel Board and State Personnel Director ensuring a highly trained and appropriate staff. Staff undergo regular employee evaluations as defined in the exempt and faculty handbooks and the classified performance plan. The college's training website identifies a multitude of training resources available to employees including FERPA, Title IX, cyber security, and campus violence.

FLC's physical infrastructure and resources are guided by a 2016 master plan, which states it will continue to serve FLC's capital planning efforts through FY21. The plan states that goals of the master plan include preserving the architectural identify of the campus as well as providing new enriched flexible academic space to create an environment that is part of the overall student experience. The document provides plans to address needs of the computer le

approved in February 2017. This document specifically states, “Fort Lewis College is committed to the principles of shared governance set forward by the American Association of University Professors in 1966.” It continues to note that all stakeholders, including administration, faculty, staff, and students shall be allowed “meaningful participation in the governance of the college.”

The institution engages in systematic and integrated planning.

1. The institution allocates its resou

FLC also uses local, regional and national retention and population trends to guide its enrollment planning as evidenced in the President's welcome address presentation. The strategic plan indicates, "key results are largely dependent on improvement from baseline data...many initiatives will begin by establishing baseline data where needed." FLC also participates in statewide and national technology consortiums and organizations to ensure emerging technologies are included in their planning efforts.

No Interim Monitoring Recommended.

the Manna soup kitchen, and teaching about sustainable agriculture at the Old Fort at Hesperus site detailed on the FLC website.

No Interim Monitoring Recommended.

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.

Based on the information and evidence provided in the Assurance Argument, Fort Lewis College meets the requirements of criterion 5. The College's structures and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. They have a clear pattern of planning for the future and implement these plans in their operations. They respond to necessary changes to make their institution responsive to their students and community and to create operational efficiencies.

