Helping Students Learn

Accomplishing Other Distinctive Objectives

Understanding Students’ and Other Stakeholders’ Needs

Measuring Effectiveness

Valuing People

Leading and Communicating

Supporting Institutional Operations

Planning Continuous Improvement

Building Collaborative Relationships

SYSTEMS PORTFOLIO
2013
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Institutional Overview

Founded in 1967, Colorado Mountain College (CMC) is one of the largest, rural community colleges in the United States. We serve approximately 23,000 students annually across a 12,000 square mile service area in the Central Rocky Mountains of Colorado. Our seven campuses are: 1) Roaring Fork Campus which has three locations: Glenwood Springs Center in Glenwood Springs, Lappala Center in Carbondale and Spring Valley in Glenwood Springs; 2) Timberline Campus which has two locations: Timberline Campus in Leadville and Chaffee County Center in Buena Vista; 3) Summit Campus which has two locations: Breckenridge Center in Breckenridge and Dillon Center in Dillon; 4) Alpine Campus in Steamboat Springs; 5) Aspen Campus in Aspen; 6) Vail-Eagle Valley Campus in Edwards and 7) West Garfield Campus in Rifle. Spring Valley, Alpine and Timberline Campuses are residential, while the remainder of the locations are commuter. One of two independent community colleges in Colorado, we have our own elected seven-member Board of Trustees, selected from the six counties we serve: Eagle, Lake, Garfield, Summit, Pitkin, and Routt. During 2011-12, we received a projected 59% of our funds from local property tax funds and 9% from tuition & fees, and the rest from other sources e.g. 6% from the state. Thus, we are also responsible for implementing the policies of the Colorado Department of Higher Education and report both student and institutional data to it. We offer associate degrees and a variety of non-credit offerings to our stakeholders. Our degrees include Associate of Arts and Associate of Science degrees that transfer to four-year colleges and universities, approximately 50 Associates degrees, 70 one-year vocational/technical certificates and our first two bachelor’s degrees in business and sustainability. With the high cost of living within our diverse communities, many of our students work, so CMC is focused on learner and learning-centered processes. Besides the bachelor’s, we offer Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science programs (AAS) and Applied General Science (AGS). Common learning objectives are aligned with Colorado State General Education Degree programs. We also work closely with business and industry to offer customized workforce training. Each of our campuses provides developmental studies for students who need additional academic preparation. We have many distinctive programs e.g. Culinary Arts including a 4,000 hour, European-style apprenticeship; Natural Resource Management, training students for careers in earth resources, geology, watershed science and forestry; Ski and Snowboard Business combines training in business with specific ski area skills for an Associate of Applied Science degree for careers in ski business; Veterinary Technology and Animal Shelter Management combines technical training in small and large animal care with a farm environment and Ski Area Operations combines technical and academic study in the classroom with practical on-the-job experience at world-class mountain resorts.

Student demographics and stakeholder needs vary widely among the regions of the College district, due to the distinctive nature of each mountain community. However, college-wide unduplicated student headcount has declined since 2008-09 (23,686) to 21,547 in 2011-12. The total headcount of each campus for 2011-2012 was:

- Alpine                      2,649
- Summit                      3,398
- Timberline                  1,538
- Aspen                       2,583
- Rifle                       3,020
- Roaring Fork                4,090
- Vail-Eagle Valley           3,873
- Distance learning           3,214

College-wide, our students reflect the following statistics: Average full-time student age: 24 years old; Average student age (FT & PT): 27 years old; Full-time students taking 12 credits or more: 3,651; Part-time students taking less than 12 credits: 6,915; Students taking non-credit classes: 10,981; Community participation rate: 12%; college-wide (Credit, Non-Credit, & ESL) student-to-faculty ratio: 12:1

Using our knowledge of CMC, the communities we serve, other data, input gathered at focus groups and retreats with our Board, community, leadership and other employees, under the last President, CMC crafted its Vision and Mission to better reflect the direction the College has been taking from 2008-09 to
the present. The goal was to become even more agile and responsive to its constituents through the 2008-11 and 2012-14 strategic plans. Our Vision became “Becoming a First Choice College”. Our Mission became “To create a better future for our students, employees and communities”. The College sought to address this Vision and Mission via five Strategic Focus Areas that were identified by leadership based on the examination of college wide input and internal/external data: Transformational Experiences for Our Students, Transformational Experiences for Our Employees, and Transformational Experiences and Growth for Our Communities and Business Partners, Transformational Experiences for Our Enrollment and Transformational Experiences for Our Programs. Related goals and sub goals were developed by campuses and functional areas. The Strategic Plan Overview was shared college wide via email, at meetings and posted on the CMC website and portal as recommended by the AQIP-based team that studied the communication of the strategic plan in fall 2011. An accompanying BSC was developed to reflect the Strategic Focus Areas with the help of the Strategic Planning Committee and IE/IR and also posted on the portal. The balanced scorecard of the College, which is updated and evaluated annually, also measures progress in many of these areas, particularly transformational growth and in turn on how well the College is meeting its Mission. CMC’s short and long-term strategic goals addressed this Vision and Mission. Our values (T2R2) were defined and operationalized as follows: Truth: By revealing, understanding, and blending diverse personal perceptions, biases, and “truths,” as well as providing accurate and fact-based information at the start of a decision, vote, or discussion, we come closer to an inclusive Truth, thus resulting in the best course of action; Trust: Trusting that others are relaying the truth as they see it and are working in the best interests of the College and the students we serve by ensuring decisions and actions are guided by a commitment to student and personal success, accountability, maintaining confidentiality, keeping promises, and a commitment to life-long learning; Respect: Valuing and acknowledging individual differences, opinions, and contributions by communicating openly, honestly, and directly and treating each other fairly and consistently; and Responsiveness: Being able and ready to respond, at all times, in support of our communities by remaining readily accessible, timely, solution-seeking, well-informed, accountable to our values and norms, encouraging, and responsible for our own actions.

Based on feedback at the 2009 AQIP Strategy Forum, a Quality Team with college-wide representation, led by the last President and the VP of Institutional Effectiveness, was formed to oversee the College’s continuous improvement efforts and make recommendations to the College leadership. Since then, this team has successfully overseen CMC’s AQIP projects regarding the assessment of student learning outcomes, creation of an engaging environment for students, and leading and communication; the successful development and implementation of bachelor’s degrees; and the work of numerous AQIP-based teams that studied processes that needed improvement and make recommendations for those improvements.

However, this is a time of transition for the CMC. The sudden resignation of CMC’s President in December 2012 initiated a stronger participation from the BOT in the strategic focus of the College and a re-evaluation of the College Mission and Vision. The search for a new President is currently underway, as well as turnover in other key leadership e.g. three Student Affairs leads, two Campus VPs, the Foundation Head, CIO, and other instructional leads college-wide such as instructional chairs. A minimal succession plan for leadership has been tested; but, a new approach to leadership succession is being evaluated. Currently, with an Interim President who was hired in February 2013, CMC and the BOT have been proceeding with a gap analysis on processes initiated by the last President along with audits. Information from this analysis, results of audits and the work of the strategic planning consultants that were hired by the BOT, Interim President and the Strategic Planning Steering Committee, will be used to create the new 2014-21 strategic plan for the College by December 2013. It is expected that this plan will achieve alignment of AQIP projects and reports, the budget, as well as facilities and IT plans.
It’s an opportune time for CMC to capitalize on creating a sound infrastructure that would support the College Mission and help move it forward. Increased focus, effectiveness and efficiency of processes is needed instead of trying to do everything and selecting processes for improvement without consideration of top priorities and follow through. The new President, once they are hired, will hopefully help facilitate this transition in a positive manner. College-wide consistency of processes, the walking of core values, collaboration, communication, and organizational structure are some of the areas that will need immediate attention.

CMC is a college that is needed, appreciated and supported by both its service area communities, students and employees. Unlike many colleges and organizations, it has the necessary resources to be a successful institution of higher education, as well as a leading force not only within the communities it serves, but in the greater world. All this exists amidst some of the most scenic surroundings in the world. CMC has a huge opportunity for real change and to get to the next level.
Category 1—Helping Students Learn

Introduction

The “Helping Students Learn” Category is a relative strength for CMC and reflective of how the College is meeting its Mission of creating better futures for its students. Overall, the processes for this category are generally well-aligned and integrated as exemplified by the development and assessment of student learning outcomes that are reflective of the state’s general education standards as well as the College’s Signature Learning Outcomes. This is supported by data on student success related Key Performance Indicators (KPIs) tied to the “Students” Strategic Focus Area on the current strategic plan e.g. Developmental Education to college level transition and successful course completion are regularly monitored on the College’s Balanced Score Card (BSC). In addition, benchmark data are available on the institutional assessment of general education-Collegiate Learning Assessment, as well as Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE).

Academic and Student Affairs personnel collaborate to apply best practices and continuously develop, improve student programs and services based on institutional and external data. For example, barrier courses were studied by AQIP Teams in 2008-09 and strategies for improving pre-class and in-class student engagement were developed and implemented for barrier courses. During 2010-11 continuous improvement tools were used by 16 One College Teams that studied how to strengthen two-year processes while building capacity for the offering of four-year programs in order to better meet the needs of CMC’s service area e.g. new program development, marketing and recruiting, budgeting, teaching and learning, program review, etc. The work of these teams led to approval of CMC’s first bachelor’s degrees for fall 2011. Also, among the fall 2011 AQIP teams was one that researched and adopted a stronger model for general education at CMC and another that sought to improve developmental education by addressing appropriate course placement leading to increased course completion. Especially since the 2009 Systems Appraisal Feedback and subsequent AQIP Strategy Forum where the formation of a Quality Team was recommended to oversee all of CMC’s quality initiatives, with guidance from the Quality Team, Academic and Student Affairs have been diligently working on AQIP Projects related to this category-1) Creating an Effective Assessment Accountability System for Institutional, Program and Course Level Assessment and 2) Creating an Environment that Promotes Student Engagement and Success. Both projects have received positive reviews. The reviewers commended CMC’s commitment to improving assessment and how the College has demonstrated continued increases in the courses assessed compared with previous years. They also praised CMC’s “comprehensive and holistic approach to improving student outcomes and success through direct involvement” and use of data to address concerns. However, CMC is continuing to address the usage of learning outcomes data to improve processes related to teaching and learning, the quality of the learning outcomes and more effective entry of them into the assessment management system. These improvements will help provide better evidence of student, course, programmatic and institutional success that would assist with program reviews, accreditation reports, future continuous improvement and planning efforts.

Helping Students Learn
Processes

1P1 Determining common student learning (also addressing Core Component 3B-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): CMC aligns its student learning outcomes to the five Colorado general education standards (critical thinking, communication, quantitative literacy, reading literacy and technology literacy) and the four categories within the CMC Signature Learning Outcomes (see below), developed through a collaborative process that involved faculty, program managers, administrative staff and other stakeholders. CMC transfer degrees, Associate of Arts and the Associate of Science degrees require 31 credits of state guaranteed transfer general education courses. The Career and Technical Education (CTE) programs select their required 15 credits of general education courses based on industry needs and standards. Our two bachelor’s degree programs, the Bachelor of Arts in Sustainability Studies (BASS) and the Bachelor of Science in Business Administration (BSBA), also include 31 credits of state guaranteed transfer general education requirements. The state of Colorado approves these guaranteed transfer general education courses through a collaborative process involving faculty and administrators from all of the community Colleges in the state.

CMC's Signature Learning Outcomes

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<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Proficiencies and Capacities</th>
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<tr>
<td>Human Culture and Physical/Natural World</td>
<td>Recognize Interconnectedness of Systems</td>
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<tr>
<td></td>
<td>Discover cultures, physical, &amp; natural world through academic studies</td>
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<td></td>
<td>Intercultural Knowledge, Competence</td>
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<tr>
<td>Intellectual/Practical Skills</td>
<td>Communication Skills</td>
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<td>Inquiry &amp; Analysis</td>
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<td>Quantitative Literacy</td>
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<td>Information Literacy</td>
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<td>Technology Literacy</td>
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<td>Problem Solving</td>
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<td>Personal/Social Responsibility</td>
<td>Civic Knowledge &amp; Engagement</td>
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<td>Ethical Reasoning</td>
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<td>Lifelong Learning</td>
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<td>Health and Wellness</td>
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<td>Responsibility toward the environment and for academic success</td>
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<tr>
<td>Integrative/Applied Learning</td>
<td>Demonstrate advanced skills to new settings and complex problems</td>
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</tbody>
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In 2012, CMC began a comprehensive assessment program of general education courses. The model being used is the Association of American Colleges and Universities (AAC&U) General Education: A Self-Study Guide for Review & Assessment. When general education is viewed through the lens of

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intentional practice, three anchoring concepts emerge that are all related to an institution’s desired accomplishments:

- Clear, programmatic purposes for general education,
- Resonance with the institution’s distinctive mission, and
- Transparent, powerful goals and outcomes of learning.

We are currently using the AAC&U recommended 8-step process, which includes institutional review, agree on major parameters, reaffirm or determine learning goals and outcomes, design or review curricular structure, evaluate pedagogical methods, plan assessment, implement changes and, lastly, plan for/assure sustainability. In 2012, faculty submitted their general education syllabi to the Director of Assessment to review for the five key learning outcomes identified by the state for general education. The results of the review were very informative. It was discovered that over 90% of our faculty identified critical thinking as a student-learning outcome embedded in general education classes. Other outcomes received less attention: 80% focused on written and oral communication; less than 30% on quantitative literacy; around 50% on technological literacy; and 70% for information literacy. Based on those results, it is clear that the institution needs to put more effort into embedding quantitative literacy into general education coursework. This information will be shared with faculty at the next spring 2013 faculty convocation, where a plan of action will begin to be developed. Recognizing that best practices in general education assessment processes are continuously evolving, we have made General Education Assessment one of our AQIP Action Projects.

In fall 2012, the college-wide Assessment Committee was merged into the Curriculum Advisory Committee (CAC), so that there would be greater faculty participation on the Assessment Committee and better alignment of student learning outcomes from initial course development and approval (a role of the CAC). The college-wide Director of Assessment reviews all new course proposals for measurable outcomes and makes recommendations back to the faculty before a course is reviewed and approved by the CAC. CMC began offering 300/400 level courses embedded within two bachelor’s degree programs in Fall 2011, and every new course was reviewed by faculty and the Director of Assessment for measurable student learning outcomes and the appropriate level of learning, using Bloom’s Taxonomy. Our process is now systematic and aligned, at all levels, with our assessment goal of ensuring that all courses (100-400 level) have clear, measurable student learning outcomes.

How does CMC embed general education outcomes in other ways? General education is more than simply a curriculum; it is possibly the most important manifestation of an institution’s educational mission. A few examples of how the College is building innovative opportunities for students, designed to build upon our existing general education outcomes, are included in this portfolio. CMC students have an opportunity in several general education courses to travel to foreign countries. In recent years, through our international and foreign language immersion programs, students have gone to Guatemala, Spain, Costa Rica, Africa, Ireland, Peru and Cuba. Students participate actively in blogs and give presentations upon their return. Scholarships are available for Spanish language immersion through the Zabel Scholarship Fund. CMC is currently developing plans to create an International Programs Office that would recruit international students, assist international students during their time in the U.S. and help coordinate the expansion of international travel for CMC students.
Faculty and staff contribute to scholarship, creative work and the discovery of knowledge in multiple ways. One example of this collaboration is in the production of the Rocky Mountain Reflections, CMC’s regional literary journal. Showcasing artistic and literary works by community members and CMC students, staff and faculty, Rocky Mountain Reflections displays the diverse creativity of people in the High Country. Short fiction, poetry and a wide variety of visual arts are vetted through the Editorial Board, and work that exemplifies excellence is included in the semi-annual body of work. The Editorial Board has representation from every campus in the CMC system.

CMC also sponsors a Common Reader Program, in which students participate in a series of intellectual, cultural and personal learning activities, along with CMC’s staff, faculty and community friends from all of our sites. In 2010, the students read Double Take: A Memoir, by author Kevin Michael Connolly, and inspired by Connolly and his work, over 50 photographers and writers submitted poems, images, essays and short stories to the Editorial Board of Rocky Mountain Reflections. Other books included in the Common Reader Program were: A Mighty Long Way, My Journey to Justice at Little Rock Central High School, by Carlotta LaNier, and Ludlow, by David Mason. The authors are invited to come speak at several campuses, and faculty embeds class discussions and assignments to emphasize key themes addressed by the selected literary works.

1P2 Determining specific learning objectives (also addressing Core Components 3B from 1P1 and 4B-The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning): Program level objectives are collaboration between the program-specific faculty and staff, business and industry advisory committee members, state and national standards and feedback from students. Faculty members integrate the program level objectives with course learning objectives and evaluate on these skill sets. The Director of Assessment, program-specific faculty and the faculty let CAC take an active role in reviewing courses, across the curriculum, to be sure the learning objectives are clear, measureable and aligned with institutional outcomes. Courses within CTE and Arts and Sciences areas integrate the College’s signature learning outcomes into general education courses and, to the extent possible, into the specific skills courses in CTE which feed into program-level outcomes. Assessment of the CTE program outcomes is monitored at the program- and course-level (e.g., state and national exams for certification, pretest – posttest, input from business and industry through employer surveys, course level assessments, etc.). This assessment helps programs continually improve and stay current with state and industry standards and outcomes, as well as helping make sure that students are prepared to enter the workforce or transfer to a four-year College or university. A faculty member can use this assessment data, as well as data gathered from the student ratings of instruction feedback, provided on the Individual Development and Educational Assessment (IDEA), to improve on course and program delivery, methodology and instructional effectiveness.

For example, the Nursing Program utilizes their advisory committee, nursing faculty and accreditation bodies, such as the National League for Nursing Accrediting Commission (NLNAC), the National League for Nursing (NLN) competencies for nursing graduates, standards of practice from American Nurses Association (ANA), employers of graduates, local and national reports, such as the Institute of Medicine (IOM), Quality and Safety Education (QSEN) and trends in nursing. Similarly, the Veterinary Technology programs accrediting body (American Veterinary Medical Association [AVMA]) provides them with the essential and recommended skills list. They value the professional judgment of the faculty.

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members, who have all spent 20+ years in clinical, veterinary practice, to know what is expected from our graduates as they transition into the work force. The program has an advisory committee of practicing veterinarians and veterinary technicians, who provide feedback and recommendations regarding their expectations of required skills for success. Likewise, the professional photography program determines specific learning objectives based on what skill sets the industry is expecting entry-level employees to have. Professional skills are identified and reviewed by faculty and the Program Advisory Committee (PAC), which consists of working professionals and faculty members and meets twice a year.

1P3 Design of new courses and programs: The new programs and courses process begins with ideas from our community and/or from campus needs. The initial program ideas are gathered through a variety of sources, including community advisory groups, business owners and other community professionals, community partners, interested students, faculty and staff. The College’s integrated process for the development of all new programs was redesigned in 2010 and reviewed to clearly identify a two-phase process, called “Phase I” and “Phase II.” The process integrates many College departments beyond academic and student affairs (e.g., budget and finance, marketing, the College foundation, risk management, library resources, etc.). The new program development process is continually monitored and improved, in collaboration with the community, to meet the College’s strategic goals.

“Phase I” is the pre-development phase that brings together a team of internal and external stakeholders. The external team consists of business and industry professionals with current career, technical or professional experience or expertise in the area being developed. Internal stakeholders consist of campus and College administrators and staff, counselors, the Disability Services Coordinator and faculty members. These partners create the proposal and complete the “pre-development” form required for all new programs. This form asks for the following: the rationale for the program, what the benefits are for the College, employment projections, other programs regionally (and state-wide) that may be considered competitive, program outcomes, new course information, what resources are anticipated (e.g., equipment, faculty, staff, facilities, library resources, etc.), what the risks or liabilities are, a marketing and recruitment plan (e.g., who is the future student’s audience and where are they primarily from, who are additional partners such as secondary, four-year institutions, etc.).

The “phase I” proposal goes through a series of approvals before it moves into the “phase II” process. The first level of approval comes from the Academic Program Resource Committee (APRC). This group represents each campus and serves as the new program committee. After review, discussion and approval, the proposal is taken to the College Leadership Team (CLT), who can ask for more information from the development team or approve the proposal to have a detailed feasibility study completed. This study is generally done by an outside organization, in order to provide unbiased recommendations on the program’s sustainability and long-term strategic perspective, as well as provide a local, state and national employment outlook and who is the competition for educational programs. These results are reviewed with the stakeholders and APRC, and if the program continues to look promising, it moves to CLT for approval. This begins the “phase II” process, which consists of the development of the program’s details, where the program description and course learning outcomes are more finely tuned alongside the final course plan. Faculty then develop assessment measures. Additional elements in the “phase II” process

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include the determination of qualifications to teach specific courses in the program and secondary to post-secondary pathways, plans of study and articulation agreements are begun. “Phase II” integrates the College’s academic requirements with the new program.

New courses are designed primarily by faculty who are subject matter experts. The College uses a course plan form that aligns with the state common course numbering system, at the associate’s level, and an internal course planning form for bachelor’s degree courses. Courses are reviewed within the discipline by faculty and administrators and are then reviewed by the Director of Assessment, to make sure that the outcomes are measurable. All courses go through an approval with the CAC; once approved, associate-level courses are reviewed by the state discipline chairs, and bachelor’s courses are reviewed by internal discipline groups. At times, this process isn’t linear because courses are shared and improved upon by going back and forth to the various discipline groups, internally and state-wide, during the development. There are real-time checks to the system that provide leadership and direction in the development of new programs. The new program and course development process assists in generating and refining new program ideas, while maintaining a transparent, active, results-oriented attitude.

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Helping Students Learn

1P4 Responsive academic programming (also addressing Core Components 1C-The institution understands the relationship between its mission and the diversity of society, 4A-The institution demonstrates responsibility for the quality of its educational programs, and 3A-The institution’s degree programs are appropriate to higher education): CMC serves a diverse population within our credit and non-credit offerings, throughout the College’s service area. CMC provides courses for second language learners through our English as a Second Language (ESL) program and also offers General Educational Development (GED) test preparation classes and testing through the GED prep program. Through the Gateway Program, in partnership with county resources, the College provides a training and employment program for Garfield County, helping eligible parents achieve economic and emotional self-sufficiency. Additionally, CMC meets the needs of our community to prepare for employment and job training through the Go 2 Work program, which is made possible through partnerships between the College, the Colorado Work Force, Garfield County, Eagle County and other government, private and nonprofit entities. These programs help to meet students’ needs, transition them into certificates and degrees and prepare them for the workforce.

The College has a Youth Outreach Coordinator who provides information and resources to first generation middle school and high school students and their parents about how to prepare for College. This position works with Pre-Collegiate Programs in the College’s district and collaborates with the directors of the Upward Bound programs. CMC provides scholarships through the Alpine Bank Hispanic/Latino Scholarship application, interview and selection process. Once recipients are chosen, the Youth Outreach Coordinator has the responsibility to make sure that they are successful in their transition from high school to College, as well as successful while attending.

The College has a robust new program development process described in 1P3. As programs mature, they are monitored and reviewed by the faculty, campus advisory committees and academic affairs. This ongoing review considers enrollments, additional resources needed (in the way of equipment), future growth, changes or updates to the curriculum and the continual review of the programs dynamic five-year plan.

The College’s academic programs are reviewed informally, on an annual basis, to make sure they are staying current with industry standards, and any course/program updates are made for the next academic year. Program reviews (see 1P14 for specifics) are completed every five years for CTE programs; this review coincides with the programs renewal from Colorado Community College System (CCCS), which also occurs every five years.

At CMC, credit for prior learning (often referred to as non-College credit or experienced-based learning) is credit for learning that has been attained outside the sponsorship of accredited, postsecondary education institutions. The College uses the term “credit for prior learning” for: learning acquired from work and life experiences; individual study and reading; civic, community and volunteer work; and participation in formal courses and in-service training sponsored by associations, business, government and industry. The College does not award credit for experience, but for College-level learning that entails knowledge, skills and competencies that students have obtained as a result of their prior learning experiences. Credit for prior learning includes standardized tests, institutional (challenge) exams and assessment by portfolio. A student at CMC may receive credit for prior learning only if the learning is evaluated through formal
procedures, meets the standards of specific courses at the College and relates to the educational program in which the student is enrolled. The use of prerequisite and co-requisite courses helps the College to achieve that sequencing goal.

CMC has vibrant Concurrent Enrollment (CE; dual credit) programs in partnership with local district high schools. The curriculum is developed by credentialed faculty at CMC and is at the same academic level and rigor as regular CMC offerings of the same course number. The courses embed the exact same student learning outcomes, since all of the CE courses have already been through the curriculum approval process. Instructional supervisors, counselors and faculty operate under a signed contract for the delivery and quality of instruction. The high school students are assessed using Accuplacer testing for proper placement in general education courses and must meet course prerequisites in order to enroll in College-level classes. Instructional supervisors evaluate the faculty, review syllabi and respond to questions and concerns from high school counselors and students.

CMC’s online classes help to further accommodate student and community needs. Unduplicated headcount for CMC Online has more than doubled over the past decade (3,214 in 2011-12 vs. 1,489 in 2001-02). Also, the College received approval from HLC to offer fully online degrees starting in fall 2009.

CMC maintains specialized accreditation for the following programs:

- The Early Childhood Education (ECE) Associate of Applied Science (A.A.S.) degree is accredited by the National Association for the Education of Young Children (NAEYC),
- The EMS Paramedic program is accredited by the Committee on Accreditation of Educational Programs for the Emergency Medical Services professions (CAAHEP),
- The Colorado Law Enforcement Trailing Academy (CLETA) is a Colorado Peace Officers Standard and Training (POST) accredited Basic Law Enforcement Training Academy,
- Nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC), and
- The Veterinary Technology program is accredited by the American Veterinary Medical Association's (AVMA) Committee on Veterinary Technician Education and Activities.

The institution evaluates the success of its graduates by conducting post-graduation surveys, including the state mandated VE 135 survey for our CTE students. VE 135 student follow-up data is collected on graduates of CTE degrees and certificates regarding employment status, continuing their education, entering the military and whether they took a technical skills assessment or not, and if so, whether they meet the requirements or not. The College sends an initial survey to graduates, which also asks their place of employment.

CMC has policies that assure the quality of credit it accepts in transfer. There are some courses which do not transfer or count as degree credit at CMC. These are grouped as follows:
1. Developmental College courses, such as developmental English, remedial mathematics, remedial reading, developmental reading and remedial science,
2. Career and technical courses not equivalent in content and/or level of CMC courses,
3. No more than 20 quarter or 13 semester credits completed by correspondence at another institution,
4. Courses in which a grade of “D+” or less was received (or a “P” grade, where “P” can be equal to “D+” or less level work),
5. Religious courses which are not secular in content, and
6. Courses taken longer than 10 years ago must be reviewed by the Transcript Evaluator before they are accepted.

CMC began offering 300/400 level courses embedded within two bachelor’s degree programs in Fall 2011, and every new course was reviewed by faculty and the Director of Assessment for measurable student learning outcomes and the appropriate level of learning, using Bloom’s Taxonomy. Our process is now systematic and aligned at all levels with our assessment goal of ensuring all courses (100-400 level) have clear, measurable student learning outcomes. CTE Certificates of Occupational Proficiency (COP) are aligned and integrated into the A.A.S. degree. Academic learning goals, career focus and practical issues related to the world of work have harmony and synergy in relation to the academic programming process – particularly in planning and programming for CTE programs.

The Integrated Energy Program, at the West Garfield Campus, can serve as a good case in point. Students often transition from developmental education courses that allow them to achieve College attainment status in reading, writing and mathematics, before beginning technically oriented classes focused on oil, gas and renewable energies. A contextualized approach to these developmental education courses, which integrates physical science and mathematical principles, further enhances the responsiveness of the academic programming. In the case of the West Garfield campus, the natural gas in the geological formation known as the Piceance Basin served as the core basis of the degree and certificates developed for Integrated Energy. As such, students’ future career needs are in harmony with the realities of employment in the regional natural gas field. In many respects, the program elements mirror the 25-year lifespan of a natural gas well, whereby the coursework tracks with the physical science needs for working in the field: geology, chemistry and physics; addresses land lease functions; focuses on the drilling activity in multiple equipment and operations classes; proceeds to completion with coursework in systems, troubleshooting and instrumentation; and concluding with transportation, reclamation and safety health and environment coursework. When a student completes the oil and gas related certificate or degree, they emerge from their academic experience with both interpersonal-oriented and technically-oriented workplace skills. These newly acquired skills permit their progression into good paying, energy industry positions with titles that reflect the academics they have recently completed, such as Operator, Instrumentation Control Technician, Drilling and Completions Specialist and Health and Safety Compliance Monitor.

Another example is the professional photography program, which has designed responsive academic programming that aligns, balances and integrates learning goals, students’ career needs and the realities of the employment market, based on the program learning objectives. These learning objectives are determined by ongoing analysis of the skills necessary for entry-level job positions in the field of

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professional photography. In addition to the traditional lecture format, professional photography students gain skills through experiential, hands-on learning, using state of the art equipment, in a variety of labs, specific to professional photography and digital imaging. These labs include computer labs with industry-specific hardware and software, photography studios and other equipment, such as digital cameras, location lighting and digital audio capture devices. The program also involves students in real world application and practice of these skills, through partnerships with local businesses, work experiences and internships. The Nursing program integrates a variety of clinical experiences throughout the program, as well as a Senior Capstone experience that provides students with experiential learning in an employment setting.

An AQIP project on improving bachelor’s degree development and implementation was submitted in fall 2011 to assist with the evaluation and improvement of the BSBA and BASS based on stakeholder feedback, as well as the development of the next bachelor’s programs that is currently underway. Needs assessments have supported that the next degrees be a Bachelor’s of Science in Nursing (BSN), Teacher Education and Bachelor’s of Applied Science (BAS). The timelines, etc. for these degrees are still being finalized, but HLC approval will be sought for offering the BSN by fall 2014. There is a pressing need for this degree within our communities, especially since the two year nursing degree will be obsolete in the near future. The other two degrees are planned for subsequent years.

1P5 Required student preparation: Programs have numerous methods of determining the preparation needed for their specific curriculum and the program itself. The general education courses offered at CMC require that students have adequate preparation in reading, writing and mathematics, to make sure they are College-level ready. CTE courses also require that students are adequately prepared in reading, writing and mathematics, as well as the specific technical courses. These technical courses align and build on the knowledge in the previous course and are sequenced in that manner. The use of prerequisite and co-requisite courses helps the College to achieve that sequencing goal.

For example, the professional photography program determines the preparation required by students for specific curricula, program courses and learning that they will pursue with thoughtfully sequenced curricula for each semester and the use of prerequisites and corequisites within this sequence. This sequence allows students to build fundamental skills early on in the program and then learn how to apply these skills at a higher level, as they move through the program. The Nursing program uses a test blueprint for the National Licensing exams, nationally published competencies for nursing graduates and national standards of practice. The Veterinary Technology program has academic standards in reading, writing and mathematics skills, which are required prior to admission. Additionally, the program requires prospective students to spend 30 hours in a clinical, veterinary setting, shadowing graduate, veterinary technicians. Students are also provided with a mathematics skills assessment, specific to medicine.

1P6 Communicating expectations to students (also addressing Core Component 2B - 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): CMC has an annual marketing and recruiting plan focused on building a database of prospective and applied students. The plan has four phases:

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1) Prospect generation,
2) Prospect cultivation,
3) Applicant cultivation, and
4) Enrollment.

The College has tactics that are designed to build relationships with prospective and applied students, assisting them through the College search, selection, financing and registration processes. CMC’s marketing and recruitment tactics have local, regional and national reach, focused on fulfilling the “transformational enrollment” strategic goal. The success of recruiting and enrolling students is dependent on collaboration between the Marketing and Communication Department, Central Admission Services, campus student affairs staff and faculty. The College uses communication tracks and specialized email campaigns to communicate with future and current students. Additional communication vehicles for future and current students include a public facing website, student portal, print publications and the use of social media.

1P7 Advising and placement (also addressing Core Component 3D-The institution provides support for student learning and effective teaching.): The College provides services to help align student interest and ability to their program of study, in a number of ways. A Career Services Director was hired in 2011 to develop college-wide career services for bachelor’s and select associate’s degree programs. CMC offers career assessments and other inventories, such as the Myers Briggs Type Indicator and the Strong Interest Inventory, and career counseling that focus on matching interests and abilities with programs of study and future careers. CMC uses the College in Colorado website, the CMC Career Services website and Strength Quest to assist students in determining their program of study and career goals. In addition, the College offers workshops, through Career Services, that focus on employers, interviewing, resumes and other job placement skills.

In 2010, the College completed a student orientation program review. As a result, CMC aligned the student orientation program with a career component, to assist students in selecting a major. The outcomes measured in this area were:

- Students will be able to recognize how their placement scores affect their course placement,
- Students will be able to identify where campus resources are located, and
- Students will be able to use campus resources.

College counselors and campus faculty work collaboratively in assisting students with advising and career services. Student Affairs provides advising training prior to fall registration. Counselors and faculty communicate about changes that occur in curricular requirements through the catalog review process.

In 2011, CMC implemented degree audit software that enables students and advisors to assess how the student’s academic record relates to degree and certificate requirements. Degree Audit is used college-wide and is an important component for assessing graduation requirements and minimizing human error. CMC counselors use Degree Audit to choose a program of study if a student is undecided on two or more
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1P8 Student preparedness: The College deals with students who are underprepared for our academic programs through assessment testing and enrollment in developmental education course sequences in math, reading, and English. The placement test hold will not allow students to register for certain classes that require reading, writing or math placement test scores as a requirement, or prerequisite, of the class. CMC accepts ACT scores, SAT scores and College transcripts for evaluation. If the student’s scores do not meet the placement test cutoffs or, through evaluation, does not meet the prerequisite requirements for a course, then the student can take the Accuplacer tests in lieu of the other documents.

The College developed a systematic approach to Accuplacer testing in fall 2011. Each campus works collaboratively with the Director of Assessment and Testing to be included in a college-wide schedule of testing, published on the CMC website. The Director of Assessment and Testing coordinates with the campuses to identify key testing periods, such as campus orientations, CE program registration and special requests from the high schools. From an AQIP-Based team, recommendations were made to leadership that included the following: creating secure testing rooms and environments, testing by an approved trained proctor and designation of standard group testing dates and times, for each CMC location. In 2010/11, a new Accuplacer Testing Implementation Plan was developed; within that plan, all AQIP team recommendations were implemented by the Director of Assessment, and the College now has an innovative testing process, which includes filling out a CMC application before testing and obtaining a student ID number. CMC students took 8,801 Accuplacer tests in 2010/11 and 6,900 tests in 2011/12. The campuses work closely with local high schools to provide Accuplacer testing for CE students. On average, we provide the Accuplacer exam to nearly 2,000 high school students each year. Research on Colorado’s assessment program indicates that new students who follow assessment-related advice have a much higher chance of academic success than those who do not follow such advice. CMC publishes a college-wide testing schedule so that students know when and where they can take the Accuplacer test. Students are also informed of where they can find Accuplacer study guides on campus or on the internet. Additionally, all CMC campuses have Career Ready 101 software loaded into the computer labs that help students with basic math, reading and writing skills.

In fall 2011, CMC sponsored a Developmental Education AQIP-Based team that engaged in addressing increased course completion through post–Accuplacer diagnostics. The College piloted the use of supplemental instruction software packages to assist students in building their math, reading and English skills. In fall 2012, the developmental education faculty piloted PLATO Learning, and in spring 2013, they used My Foundations Lab, from Pearson. The My Foundations Lab enhances College preparedness and student success and offers targeted assessment. The program builds a personalized learning path, linking students to tutorials, interactive instruction and practice exercises, with instant feedback, to master core concepts for College and career readiness. English faculty tested Accuplacer WritePlacer, which is a direct measure of student skills, offered as part of the College Board’s Accuplacer program. Several support services are available for students, such as open learning labs, tutoring and library support.
The College has a formal, early alert system, with which faculty can report students’ unsatisfactory progress in their courses. The process involves asking faculty to identify at-risk students (i.e., having social, emotional or academic struggles) within the first three weeks. Faculty complete the “Student Status Report” and send it to counselors at the site where the class is located; a plan of action is then developed with the student. Residential campuses are implementing a software product called “Advocate,” whereby Residential Assistants in the resident halls report students at risk. The hope is to expand the use of this software to staff and faculty in the future.

The College also offers an Adult Basic Literacy Education (ABLE) program that serves underprepared students and provides education assistance for the GED. Instructors create individualized learning plans to guide student learning and evaluate progress. CMC’s ABLE/GED program has partnerships with over 20 community agencies, including agreements with the local school districts to provide GED instruction in the CMC area (Program Overview 2010 data). In 2010, over 40 students entered other CMC classes, via transitioning through the ABLE/GED program.

Two programs work jointly with their local high schools to offer the Adult High School Diploma; full-time ABLE/GED staff coordinate adult high school diploma programs in Eagle and Garfield counties. One shining example is from our Spring Valley campus, which has been working with the RE-1 school district on two partnerships: 1) Making GED education available to those parents whose children are enrolled in the Child Preschool Program, and 2) Working with the counselors at Glenwood Springs High School to offer high school diplomas to students who pass the GED and still would like to receive a diploma from the school district. Over 100 students in the past several years have taken a series of developmental classes and a transferable College class to earn this endorsement. Along the way, many of these students have decided to work on their associate’s degree. Special GED graduations are organized by teachers, aides and instructional supervisors, for students and parents to celebrate their achievements.

All ABLE/GED teachers are encouraged to earn their Literacy Instruction Authorization Certificate, which is a type of teaching certificate offered by the state. In partnership with the local literacy organization, CMC teachers volunteer to train some of the literacy volunteers in teaching methods. For over 25 years, the Roaring Fork Learning Labs and Literacy Outreach have gained the support of 60 local businesses for Spellebration (an adult spelling bee), the major fundraiser for literacy efforts in the Valley. Businesses and community members pay an entrance fee for their team, and many businesses in the Roaring Fork Valley support this annual event because our Learning Lab and GED students are part of their workforce. In addition, we have generous, cooperative donors, such as Alpine Bank, Encana, Grand River Construction and Valley View Hospital, who support us year after year.

Additionally, CMC provides ESL training to our Latino and other ethnic populations to prepare them to enter the GED program or developmental education classes. Both of these programs are partially funded by the Adult Education Family Literacy Act (AEFLA) grant ($300,000 for 2012/13), which requires extensive student monitoring, assessment and steady progress through the curriculum. The faculty must take four courses on teaching adult learners and receive state certification to teach ESL and GED courses within three years of hire. The faculty also receive CASAS and TABE training annually. Annually, CMC is required to report student success rates to the Colorado Department of Education.
1P9 Student learning styles: The process of identifying student learning styles is done at the classroom level; however, CMC does not use a diagnostic tool for this purpose. Faculty identify different student learning styles and use teaching techniques geared towards the visual, auditory and kinesthetic learner. Moving away from the entirely lecture classroom is clearly a goal for our CMC faculty. By varying methods of instruction, students are motivated and engaged in the classroom. The days of the Powerpoint presentation, reading from a textbook and studying alone are considered anathema to a student centered approach focused on engagement. Faculty are using discussion based lessons, oral presentations, within-groups studying, laboratory exercises, projects, writing responses to lecture, responding to faculty posts within the Learning Management System (LMS), game theory, video, music and other techniques. The Office of Innovation is constantly offering training on new technology innovations for the classroom such as Jing, Camtasia, the flipped class room, Khan Academy, Elluminate Live, Canvas (learning management system), Google docs, VoiceThreadLearn, Respondus StudyMate training, the required EDU 222 Teaching Effectiveness course and, within the adjunct online training site, “A-Train Platform.”

1P10 Special needs (also addressing Core Component 1C-The institution understands the relationship between its mission and the diversity of society): The College offers disability services at every campus and holds monthly meetings for identifying unmet needs within this population. As a result of these meetings, CMC has aligned our services to include online interpreting services, a new half-time disability services coordinator at our Vail Eagle Valley Campus and initiated three new College policies for disability services. The three new policies address Disability Services, Interpreting Services and Service Animals.

CMC continues to provide educational access to our community members through online learning, hybrid classes and credit and noncredit course offerings. The College offers senior programming through the Retired Senior Volunteer Program (RSVP), in partnership with local communities that provide free/reduced lunches, meals on wheels, driver safety classes, transportation, free tax preparation and social activities. The Encore! Program provides lifelong learning opportunities for adult learners who actively seek to engage with others, experience something new and enhance their lives through education, personal enrichment and exercise.

The College has extended student services hours to include evening hours to accommodate the needs of our evening students. CMC has two Student Support Services federal grants that provide academic assistance to first generation, low income and disabled students at five campus locations. TRIO Student Support System (SSS) services are provided at the Alpine Campus in Steamboat Springs, the West Garfield Campus in Rifle, the Vail Eagle Valley Campus in Edwards, the Roaring Fork Campus at Spring Valley in Glenwood Springs and the Timberline Campus in Leadville. Upward Bound is for high school students and is located at the Timberline Campus in Leadville, the Vail Eagle Valley Campus in Edwards and Rifle area high schools.

CMC works, in partnership, with two local school boards and the University of Colorado to offer pre-collegiate services to first generation high school students. Students who complete the program receive a
College scholarship. The College hosts a First Generation Summit in the spring to provide College information to first generation parents and students.

**IP11 Documenting teaching and learning (also addressing Core Components 2D-The institution is committed to freedom of expression and the pursuit of truth in teaching and learning and 2E-The institution ensures that faculty, students and staff acquire, discover, and apply knowledge responsibly.):** One of CMC’s Strategic Focus Areas pertains to providing professional development to its faculty. By focusing on professional development, CMC is empowering faculty to better serve students and to succeed in another main focus area: Increase student success and goal attainment by maximizing student engagement and meaningful learning. The College has various ways to define expectations for effective teaching and learning. All instructors (adjuncts and full-time faculty) are required to successfully complete Effective Teaching EDU222 (a one-hour, credit course) within their first year of teaching at the College. This course covers pedagogy and teaching styles, as well as specific information related to teaching at CMC.

All adjuncts are asked to complete the “A-Train” (a four-contact-hour, online, self-paced workshop) within their first year of teaching at CMC. This workshop contains modules on CMC-specific information, such as FERPA, sexual harassment policy, TaskStream, Students with Disabilities, etc. Much of this content was covered during the hiring process, but the “A-Train” serves to remind adjuncts of this material and to provide them with links to resources and additional information.

Full-time faculty can apply at their site for professional development funds for conferences and other outside professional development; adjuncts are also eligible for a professional development stipend. Upon completion and documentation of 90 pre-approved hours of professional development within the guidelines, the adjunct faculty member will receive a $1000 stipend. This process is defined in the Faculty Manual. By rewarding adjuncts for their professional development work, CMC is highlighting another of its Strategic Focus Areas: Transformational Experiences. For employees, this is a two-fold benefit providing: 1) relevant professional development, and 2) increased employee recognition.

An AQIP Professional Development team (from 2011) worked to recommend a requirement of five hours of professional development (above and beyond all required trainings), per year, for full-time faculty and staff. The team is working to integrate these five hours of required learning into documentation and evaluations. Currently, staff evaluations are done online, and the committee is working with the Human Resources (HR) department to implement the five hours per year requirement and to modify the online staff evaluation system to include a score value for meeting this requirement. Conversely, faculty and adjunct evaluations are currently done on paper; however, the forthcoming plan is to move the full-time faculty evaluations online into this system and then move adjunct evaluations online as well, adding the professional development requirement to both.

Attendance at the two yearly college-wide, in-service events is required for full-time faculty and highly encouraged for adjuncts. These events are planned by the local sites, in conjunction with Academic Affairs, with the locations rotating each semester. These events include one main presentation on a teaching and learning topic, as well as discipline break-out meetings, times to interact and share ideas over breakfast and lunch and often concurrent workshops on teaching and learning.

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Beginning in fall 2010, full-time faculty are now hired on a two-year provisional basis. New Full-Time (Provisional) Faculty Orientation was started in August 2010 and was developed by the Office of Innovations and Academic Affairs, in conjunction with faculty senate and other faculty members. This two-day event is held in Glenwood Springs, with all new full-time faculty, their supervisors and their assigned mentor attending. It was implemented to ensure that full-time faculty are aware of policies and procedures and, in particular, the process regarding how to meet the first two-year requirements to move away from provisional status. This orientation also gives new faculty the opportunity to meet with various Central Services staff, face-to-face, to get to know their supervisor and mentor and to make connections with other new faculty. By strengthening this core, CMC has a major impact on the effectiveness of its instructors and the success of its students.

Adjunct orientations are also conducted at local sites and are based on a checklist provided by HR that includes various components to ensure their success. Documenting effective teaching expectations includes various elements. Teaching observations by an instructor’s supervisor and by their peers are documented on forms and kept in the instructor’s file; student evaluations with IDEA are documented and also kept in the instructor’s file. Instructors are encouraged to build and maintain a portfolio, which is used as an evaluation tool for promotion.

All Employee Professional Development is tracked in Ellucian (formerly Datatel) Colleague in two ways:

1. If instructors attend a workshop presented by ITS or the Office of Innovations in Teaching and Learning, their attendance is recorded in the TRN 901 course section, and the workshop and contact hours appear on their transcript in WebAdvisor, and
2. (This piece is in its final stage of testing and is planned to go live in Spring 2013) If an employee attends conferences or completes other professional development, they can log into WebAdvisor and enter their information into the system. These items will appear on their employee training transcript as TRN 999 events.

To ensure the integrity of research and scholarly practice, the Office of Institutional Effectiveness (IE) oversees the Institutional Review Board (IRB) process for the College. The Office of Institutional Research (IR), Grants and other College personnel assist IE with reviewing college-wide IRB requests. The workload of the IRB has increased over this past year as CMC’s first bachelor’s graduates requested approval for research conducted during the spring 2013 semester. Most of the requests involved sustainability related survey research with local communities, particularly those in the Alpine and Summit Campus service areas. Occasional requests also came to the IRB from students around the country working on dissertations who wanted to be able to include CMC in their research.

To ensure that faculty, students and staff acquire, discover and apply knowledge responsibly, the Office of Innovations schedules workshops and webinars on topics such as copyright, plagiarism and Turnitin for faculty and staff. For CMC students, librarians offer workshops on topics such as APA/MLA style, to encourage proper citation/referencing. The Student Handbook includes policies on academic honesty and

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Communicating expectations of effective teaching and learning is a multi-faceted approach. In spring 2012, the Office of Innovations started an Adjunct Professional Development Representative program. Working with the Instructional Chairs, the manager of Innovations hired one adjunct, per site, to serve as a representative for their fellow adjuncts. Innovations pays the representatives an hourly rate, which they report on timesheets bi-monthly and detail their work in Google Docs. The representatives meet with the Office of Innovations once a month, via Collaborate (formerly called Elluminate), to share ideas and updates and to have a mini workshop on a teaching tool or topic, so they can share that information with their colleagues. The representatives also host one lunch or dinner, per semester, paid for by the Office of Innovations, whereby adjuncts are invited to attend. These events also regularly include a mini workshop on a teaching tool or topic and provide adjuncts a chance to engage and share ideas.

In fall 2011, CMC began “Never Attended” reporting. Faculty are asked to log into WebAdvisor, one week after the course begins, and report any “never attended” students. Although the main purpose for this reporting is to alert the Financial Aid department of any students who were awarded funds and not attending class, the benefit of this process is that it emphasized to students and faculty the benefit of early engagement in a course. This new practice ties in with CMC’s Strategic Focus Area of Transformational Experiences. For students, this leads to increased success and goal attainment by maximizing student engagement and meaningful learning.

The C and I Manual and the Faculty Handbook communicate the policies and procedures and other information that instructors need regarding their positions. Additional resources are posted on the Faculty page of the MyCMC portal: forms, news, upcoming events, memberships and software licenses that are available to instructors and information on how to borrow items (e.g., Flipsams, MP3 recorders, LiveScribe Pens, etc.) from the Office of Innovations for use as teaching tools. The Office of Innovations sends marketing emails to all instructors to let them know about upcoming workshops, in-services, vendor webinars and other events and to remind them of teaching resources that are available to them. Additionally, the Office of Innovations and the Adjunct Professional Development Representatives send out marketing emails to adjuncts, put flyers in adjunct mail boxes at the sites and send mailings to the homes of adjuncts to remind them of upcoming events and of resources that are available to them to support them in effective teaching. The two annual college-wide in-services serve as communication venues, as news and updates are shared at this event.

The Office of Innovations manages the CMC Teaching and Learning Blog, where instructors share knowledge gained at conferences or share experiences about various teaching tools or methods. College-wide, many disciplines use collaboration areas within Canvas (the LMS, by Instructure), to communicate, post shared documents and to exchange ideas.

**1P12 Instructional delivery processes (also addressing Core Component 3A-The institution’s degree programs are appropriate to higher education.):** In order to meet the needs of CMC’s diverse student population, the College offers a variety of delivery systems, based upon geographic access: traditional

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face-to-face, hybrid, distance learning, outdoor education, experiential education, independent studies, internships and service learning. The technology infrastructure is continuously being improved, along with the necessary trainings from ITS and the Office of Innovations in Teaching & Learning (e.g., Smart classrooms, Interactive Video System (IVS), wireless access points, new LMS, improved website, etc.). In 2012, a committee of faculty voted unanimously to move from the Blackboard LMS to the new LMS Canvas, by Instructure. In addition to the connectivity Canvas offers students with Facebook, Google Docs, Twitter, Diigo, and other social media that many of our students use, other tools have also been integrated into the LMS, such as Collaborate (web conferencing tool, formerly called Elluminate), Khan Academy, Turnitin and automatic authentication into the Virtual Library resources. We continue to partner with the LMS vendor, Canvas, to update/add features, to enhance student engagement. Evaluation and continuous improvement, conversion and implementation were key in the new LMS selection. Throughout the selection process, we asked for input from faculty, students and the IT department. We surveyed the summer faculty pilot group weekly for feedback about the new LMS, making changes and communicating out responses to their questions. Before purchasing additional large-cost teaching tools or integrations within the LMS (e.g., Turnitin, Collaborate, Virtual Library, etc.), CMC surveyed faculty to determine the interest and need. The surveys worked not only to gather feedback, but also to market and grow interest in the product and gather possibilities that are available for teaching and learning. Our LMS Canvas and other online teaching tools serve to support our Strategic Focus Area of Transformational Growth, within our programs, by designing exceptional online learning, using national model standards.

Many of the faculty are using the record feature of IVS and Collaborate to record their classes in case a student missed a class or needs to review a lecture. More and more faculty are creating online tutorials and lessons with Jing, Camtasia, VoiceThread or Films on Demand, providing students with more effective and interactive course content. In addition, because of the increasing needs of students to have access to their course materials 24/7, and also available on mobile platforms, the College is promoting the use of mobile apps (e.g., Canvas, Collaborate, etc.), to better meet students’ needs. Faculty are also developing lessons and interactive games that can be viewed on mobile devices, using tools such as Camtasia and StudyMate.

The College is promoting the Quality Matters best practices, offering workshops, assisting faculty in making sure their course and module objectives are clearly stated and in aligning their assessments, instructional materials and learning activities with these stated objectives. CMC finds exemplary online/hybrid courses, built by the faculty, and creates public versions of these (without student content) to share with other CMC instructors, so others can see these best practices and innovative uses of the LMS, to gather ideas for their own course design.

CMC is working to expand non-credit courses for the communities we serve. By default, all of our courses—credit and non-credit—are pushed daily from our database into our LMS Canvas. By making online course areas automatically available for all courses, we are giving these instructors the ability to post materials online for their students, enriching the non-credit course experience at CMC.

The Canvas LMS is also being used to meet additional Strategic Focus Areas, those of Transformational Experiences and Transformational Growth: Within our communities, we are developing strategically.

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relevant business partnerships. For example, CMC is partnering with RFTA (Roaring Fork Transportation Authority), to train their employees; Canvas is used extensively for these courses, making media-rich materials available online for the trainees, providing them with 24/7 learning opportunities to meet the demands of their busy schedules.

1P13 Curricular currency and effectiveness (also addressing Core Component 4A-The institution demonstrates responsibility for the quality of its educational programs): Through a variety of methods, overseen by Academic Affairs, the College continues to ensure that our programs and courses are up-to-date and effective for the student population. The use of program mapping, student learning outcomes assessment, student and employer surveys and feedback from Advisory Committees help to inform us of relevance and needed changes to programs and courses. The mapping process, accomplished within our TaskStream assessment management system, ensures alignment of program and general education student learning outcomes to one or more of the program outcomes. Faculty within major academic disciplines and CTE programs review their assessment data and develop yearly action plans for improving student learning.

In 2010/11, a new Academic Program Review and Planning Process systematized the steps that ensure program currency and effectiveness (1P3 and 1P4). These formal evaluations, conducted on a five-year cycle, are: designed to bring about systematic improvements and enhancements; to generate program-wide discussion and reflections among the many program stakeholders; and make critical recommendations about courses, curriculum and program direction, staffing, facilities and equipment. The process consists of three phases: 1) program self-assessment; 2) review of program data and analytics; and 3) development of a final report, recommendations and program five-year strategic plan.

In addition, the Assistant Vice President (AVP) for Arts and Sciences and the AVP for CTE programs coordinate with respective faculty leads, to review their programs annually during the new academic year catalog production cycle. This process allows CMC to remain responsive to student demands, state curriculum changes, CTE program changes and input from key stakeholders. Each major course or program change is approved by the CAC, which is composed of faculty that approve, or deny, program changes, after extensive review and discussion. The CAC acts as a “checks and balances” body, so that decisions are made with a global perspective of what is good for students, what impact changes will have on other disciplines or programs and the availability of key resources.

Campus-based instructional supervisors review faculty syllabi every semester for accuracy, quality standards, student learning outcomes, strong academic plans and important student information on grades, financial aid, etc. This process ensures that the hundreds of adjunct faculty teaching for the College are delivering on CMC high standards of instruction, meet required contact hours, have the approved learning outcomes and are using the approved textbooks. The academic Deans, instructional supervisors and faculty work together to provide quality programming, on each campus, that meets the needs of CMC students.

The College has vibrant Concurrent Enrollment (CE; dual credit) programs in partnership with local district high schools. The curriculum is developed by credentialed faculty at CMC and is at the same
academic level and rigor as regular CMC offerings of the same course number. The courses embed the exact same student learning outcomes, since all of the CE courses have already been through the curriculum approval process. Instructional supervisors, counselors and faculty operate under a signed contract for the delivery and quality of instruction. The high school students are assessed using Accuplacer testing for proper placement in general education courses and must meet course prerequisites in order to enroll in College-level classes. Instructional supervisors evaluate the faculty, review syllabi and respond to questions and concerns from high school counselors and students.

CMC has policies that assure the quality of credit it accepts in transfer. There are some courses which do not transfer or count as degree credit at CMC. These are grouped as follows:

1. Developmental College courses, such as developmental English, remedial mathematics, remedial reading, developmental reading and remedial science,
2. Career and technical courses not equivalent in content and/or level of CMC courses,
3. No more than 20 quarter or 13 semester credits completed by correspondence at another institution,
4. Courses in which a grade of “D+” or less was received (or a “P” grade, where “P” can be equal to “D+” or less level work),
5. Religious courses which are not secular in content, and
6. Courses taken longer than 10 years ago must be reviewed by the Transcript Evaluator before they are accepted.

The institution evaluates the success of its graduates by conducting post-graduation surveys, including the state mandated VE 135 survey for our CTE students.

**1P14 Discontinuation of programs/courses:** The College annually reviews the CMC master course list to see when the last time a particular course was offered. Courses that are no longer used in degree programs, and that have not been offered for at least two years, are removed from the curriculum. Courses that have been removed from a program are left in the master course list for at least two years, so students can complete under their catalog of record.

CTE programs are reviewed informally, on an annual basis, to make sure they are staying current with industry standards, and any course/program updates are made for the next academic year. Program reviews are done every five years for CTE programs. This review coincides with the programs renewal from CCCS, which occurs every five years. Also see 1P18.

In 2010, a team reviewed the program review process to improve and enhance the process for academic program reviews. Specific attention was directed to the feedback loop, the committee structure and the timelines. An official policy statement, which addresses program review, was written and approved in December 2010, by CLT: “All academic programs will have regular program reviews to ensure their continuing value as student learning experiences. These reviews will include particular attention to the currency and relevance of the program and its courses to students who will live and work in a global, diverse and technological society.”

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Program reviews for A.A.S. programs are currently on a 2012-2017 schedule. The CTE review process occurs in two-tiers. The Self-Study is the first tier of the process and is conducted by the program faculty leader, with assistance from campus leadership and IE. The Self Study Guide specifies the major areas to be considered and data to be gathered. The second tier is conducted by members of the APRC, and members are advised that recommendations should focus on improvements that can be made using resources that are already available to the program. Recommendations that would require additional resources must be defended, prioritized and implemented as a part of the programs five-year plan. The Senior Vice President of Academic Affairs (SVPAA) presents findings annually to CLT.

1P15 Determining student and faculty support needs (also addressing Core Component 3D-The institution provides support for student learning and effective teaching): CMC’s student needs are assessed through contact with campuses and the Office of Enrollment Management. From the initial contact with the College, student information, including specific inquiry areas on the website, questions generated from marketing and important student information regarding financial, first generation and disabilities, is used to provide College counselor and faculty referrals to appropriate services, on the student’s behalf.

Helping Students Learn
Additionally, the College determines student needs through admission application information, placement testing, barrier course reporting and faculty referrals. This connects students to support services, such as TRiO programs, early intervention, placement testing and interpretation, tutoring, student success workshops and mental health counseling provided by Colorado West Regional Mental Health (CWRMH). GED, Developmental Education and ESL courses are offered to support students who need additional preparation prior to beginning College-level coursework. College counselors use placement testing results, whether through Accuplacer, ACT/SAT scores, prior coursework or a combination of these, to determine the appropriate course placement and unique learning needs of the student. Students with learning disabilities may choose to receive services through CMC’s disabilities services coordinators. Students work with their coordinator and their College counselor to determine the appropriate intervention. Learning and success labs, along with curriculum-specific labs, work in tandem to address content-specific and student success outcomes. Librarians and CMC’s virtual library assist students in completing their coursework, in an ethical and relevant manner.

In an effort to meet the needs of the higher achieving high school students, CMC and the local high schools have partnered to provide the Concurrent Enrollment Program Act (CEPA) program. The College provides a liaison to facilitate services and provide referrals, to ensure qualified students have the opportunity to achieve College credit while still in high school. The Upward Bound program also provides services to qualified high school students, as an additional support to this unique population of CMC students and to promote post-secondary enrollment in the community.

The College’s developmental education program and College preparation curriculum help support student success as well, by providing services and instructional support. CMC requires placement testing for all full-time students, within the first 30 credit hours. The tests include reading, writing and mathematics. The scores required to place in courses are published each year in a Placement and Testing Brochure. Scores are reconsidered annually by the College’s Testing Committee, which considers student success in classes and statewide testing criteria. Currently, CMC uses the state approved score standards for course placement. The College schedules group tests for students in conjunction with counselor suggestions and data from the previous year’s testing experience and integrate recommended changes into testing schedules. Additionally, our Vail Eagle Valley Campus has developed a transition course for advanced ESL and GED students, so that they can ultimately go on to credit-level classes. Our AQIP Professional Development team is working on developing a Faculty Learning Academy.

CMC’s Department of Student Affairs is led by the Student Affairs Leadership Team (SALT), which is comprised of Student Affairs leaders from every campus. This accountability group emphasizes the student learning and development process by collaborating with campuses to provide relevant support services to meet students’ needs. Among these initiatives have been the development and implementation of orientation programs, first year experience opportunities, College success courses and other student success resources.

CMC also helps students learn by accommodating diverse learning needs. Accessibility and supplemental services are available to students with identified physical or learning disabilities. These
services include note taking, books on tape, extended time, oral testing, proofing of written work, interpreting, tutoring and specialized and adaptive equipment. The College accommodates learning disabilities through our disability services coordinators.

A variety of technology is increasingly being requested through the Information Technology Committee (ITC) and is being made available (with training) to support students and faculty (e.g., clickers, mobile computer labs, etc.). Learning support areas, such as Student Affairs, are crucial to promoting student success.

Through the above services, the Vice President of Student Affairs continues to emphasize a focus on both student learning and development outcomes. Student Affairs has been piloting a more consistent process for first-year experience and other success programming, utilizing quality standard outcomes, published jointly by the Council for the Advancement of Standards and NASPA’s Learning Reconsidered Project. The project utilizes emotional intelligence, assessment and curriculum to address the intrapersonal domain of this comprehensive set of developmental outcomes. The initiation of this pilot program was the result of College counselors identifying that “intrapersonal domain” is the area that is putting our students at most risk. Additionally, Student Affairs has developed a BSC of its own, with related measures of student performance.

Semi-annually, with approval from Faculty Senate, faculty members from all sites convene for a college-wide in-service and discuss issues affecting the College (e.g., Learning Outcomes Assessment project). In addition, each campus holds faculty workshops each August and January.

Faculty evaluation includes the following components: teaching effectiveness, service to College and discipline, professional development and activities and service to students. Teaching is a majority of a faculty member’s responsibility, and it represents the majority of a faculty member’s continuous improvement. Teaching Effectiveness includes student evaluations of faculty using the IDEA, as well as a peer observation, classroom observation and self-evaluation. Instructional Supervisors goal set with faculty each academic year on all four of these components. There is constant feedback and progressive solutions adhering to the current faculty evaluation system. Thus, faculty support needs are determined through faculty in-service types of activities and the evaluation process that requests faculty to list their goals annually.

The College is committed to instructional support with technology and has hired a trainer that oversees college-wide training for teaching and learning. Additionally, they assess faculty training needs in order to determine priorities. The Vail Eagle Valley Campus increased involvement in technology-related training (e.g., Smart Boards, Blackboard, Eluminate, etc.), by hiring a trainer for one-on-one assistance for full- and part-time faculty. Faculty and staff development are pivotal for all improvement and student success efforts.

**IP16 Alignment of curricular and co-curricular goals (also addressing Core Component 3E-The institution fulfills the claims it makes for an enriched educational environment):** The College has new common student orientation learning outcomes (see IP7) that support the co-curricular learning

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activities. CMC sponsors a Common Reader Program that provides a vehicle for all faculty and student affairs personnel to utilize in their programs and curriculum. The author visits each location to reinforce these concepts (see 1P1). The College provides opportunities in sustainability, where students have used their classroom knowledge to change the dining hall menu, recycling practices and other green initiatives. College-wide, other opportunities exist to engage students in co-curricular activities, such as film festivals, snowboard rail jams, photography contests, international travel, Snowmass archeological mastodon dig, culinary ice carving competition, community health fairs, CMC Ski Team Local, State and International competitions, Poetry Slam, etc. Additionally, Student Life provides other opportunities for student activities. Also, in 2012, the College reviewed the residence life program and initiated recommendations that pertain to working more closely with faculty, to bring student activities into the classroom.

**1P17 Student success:** The College determines that students who are awarded degrees and certificates meet the learning outcomes through the following methodologies. Bi-annually, CMC administers the Community College Learning Assessment (CCLA), which is an institutional level assessment of general education. The test assesses new students in the fall semester and “sophomore” students in the spring. The resulting data compiled and analyzed to determine the level of at CMC learning in four different areas (analytic reasoning and evaluation, writing effectiveness, writing mechanics and problem solving) compared to student performance at other community Colleges around the nation. CMC’s sophomores generally perform better that its freshman which provides some support for the effectiveness of the learning environment the College creates. However, there is need for improvement when CMC is compared to other schools, which have students that tend to perform better as freshmen and sophomores. During the 2013-14 administration of the CCLA, the bachelor’s level Collegiate Learning Assessment (CLA) was added for the first time. The reports from this latest round of CCLA/CLA testing are pending.

Additionally, feedback comes from the CTE program advisory committees and employers. Two examples provided here, Nursing and Veterinary Technology, have state and national exams that students must take to gain employment. The Nursing program assesses course learning outcomes using a variety of evaluation methods. National standardized testing in specific content areas aligned with nursing courses. Additionally, the use of cumulative comprehensive national standardized exams at the end of the program helps with knowing if students have met the competencies. The Veterinary Technology program tracks students’ level of proficiency as they complete the AVMA essential and recommended skills list. CMC requires much more of the students than the AVMA essential skills and constantly evaluates their performance with these additional tasks: written exams and hands on skill testing in clinical lab settings.

Another example is the Professional Photography program, which does not have a nationally normed exam, and relies on program and course learning outcomes as an assessment of proficiency. Additionally, the professional photography program requires a capstone course titled *Portfolio and Career Development*, which determines that students who earn degrees have met the learning objectives of the program. In this course, students are required to develop a printed portfolio of images suited to show potential employers. In addition to the printed portfolio, students are also required to produce a website and digital portfolio, marketing materials and supplemental professional materials, such as a resume.
letterhead and business cards. Students who complete this course leave with the knowledge base, skill sets and professional materials to seek employment in the field of Professional Photography.

1P18 Student assessment process (also addressing Core Component 4B-The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.): CMC designs and develops its processes for assessing student learning outcomes by collaboratively engaging full-and part-time faculty, along with administrative leaders, in a systematic assessment process, to capture and evaluate course, program and institutional student learning outcomes. Collectively, representatives from faculty and staff assessment groups adopted the AAC&U’s Valid Assessment of Learning in Undergraduate Education (VALUE) assessment guidelines, for building effective rubrics, as we developed the CMC’s assessment system. Additionally, as a best practice, the College applies Bloom’s Revised Taxonomy of Educational Objectives to build student learning outcomes. Yearly, faculty attend discipline-specific state 2+2 (community Colleges to community Colleges relationship) and 2+4 (community Colleges to four-year transfer schools) meetings, where they are sharing processes and methodologies and reporting back to discipline groups, regarding best practices at other institutions.

In 2009, the College invested in the assessment management system, TaskStream, to help store institutional assessment information. In 2011, the College hired a full-time Director of Assessment, to help faculty learn and practice the assessment paradigm at CMC. The director regularly helps with the collection, analysis and storage of assessment data into TaskStream and trains faculty and staff on assessment best practices. Over the last one and one-half years, CMC faculty took the opportunity to restructure the CAC, giving faculty a more active role in curricular matters. Likewise, they repositioned the previous Assessment Committee, renaming it the new Assessment Subcommittee and repositioning it under the umbrella of the newly reorganized CAC. Faculty felt this change brought the College’s assessment system closer to the work in which they participate, plan and lead, making it easier to be more responsive to needed adjustments. This year’s goals for the reorganized committee include: 1) Engage faculty in the review, feedback and assessment of the assessment process; 2) Train, coordinate and develop better assessment protocols; and 3) Reaffirm the connection between the assessment process and the teaching process, for faculty and staff.

During the regularly scheduled fall and spring faculty in-services, course and program-specific goal planning takes place. Lead Faculty and Discipline Coordinators, in partnership with the discipline’s faculty and the Director of Assessment, choose courses needing assessment, work together to choose the two common student learning outcomes that will be assessed for the coming semester, develop common assessment instruments and create rubrics for scoring, utilizing the AAC&U guidelines. These tools are distributed to all participating faculty at the beginning of the next semester/year, and individual faculty initiate student assessments in their courses for the semester, passing completed student assignments on to the Discipline Coordinators and Lead Faculty, who analyze and compile the data. At the following in-service, Lead Faculty and Discipline Coordinators present their summary assessment results to constituent faculty during discipline meetings. Collectively, discipline faculty create common learning strategies, directed at improving any observed weakness in student skill levels, to be added to the curriculum the following semester. Ongoing assessment follows, to discover the effects of curricular improvements.
**Results**

**IR1 Measures of student performance:** Students’ learning and development measures are collected and analyzed annually. The KPIs on CMC’s Balanced Scorecard (developed by IE to reflect the Strategic Planning Strategic Focus Areas and Goals) capture key pieces of data from many types of measures that is systematically collected and shared college-wide in person and via the College website e.g. Student course success, Developmental Education to college level success, CCSSE, student retention, student satisfaction, etc. Learning outcomes data are recorded in AMS TaskStream software. Using at least three years of data, IE and IR set threshold values for Stretch Target, Exceeds Target, Meets Target, Below Target and Take Action for KPIs under each strategic focus area.

Annually, faculty choose courses to be assessed, identify two student learning outcomes, create standardized assessment instruments and scoring rubrics, collect and analyze data and input assessment plans and results into our assessment management system, TaskStream AMS. To facilitate aggregate evaluation of assessment objectives, the College expects faculty set TaskStream short-term threshold values utilized to measure short-term student learning outcomes at Exceeds, Met and Not Met. TaskStream long-term threshold values, as set by faculty, used to measure long-term student learning outcomes are Exceeded, Approaching and Moving Away.

Additionally, CMC has a continually-standing AQIP Project centered on assessment of some form. In 2012, the College project focused on improving the General Education program through using the AAC&U’s *General Education: A Self-Study Guide for Review & Assessment*. This review is set to end this year, with a collective improvement report generated, disseminated and approved, by the faculty, Director of Assessment and AVP, for Academic Affairs, on the newly formed Assessment Subcommittee of CAC.

Likewise, this year, we are again engaged in collecting current data from students in the fall and spring of the year for the CCLA, along with our first pilot of data for our four-year programs, CLA, which measure the level of student growth in five academic areas and are standardized tests of critical thinking and problem solving.

Total measures collected include:

**Indirect Measures**

- Retention rates of first time, full-time, degree seeking students - retention as defined by IPEDS and SURDS.
- Retention rates of first time, part-time, degree seeking students - retention as defined by IPEDS and SURDS.
- Successful Course Completion – defined by students who receive a C/P or better in courses.
- General Student Satisfaction - % of student satisfaction calculated using data from the CCSSE, which is conducted bi-annually in the spring. IE/IR conducts similar polls in the off years.

**Helping Students Learn**
- Graduate Satisfaction - % of graduates from the Graduate Survey who indicate they were satisfied with their educational experience at CMC.

**Direct Measures**
- Short- and Long-Term Goal Attainment of Student Learning Outcomes as set by faculty and recorded in TaskStream for the four-year degrees.
- Short- and Long-Term Goal Attainment of Student Learning Outcomes as set by faculty and recorded in TaskStream for the two-year degrees and certificate courses.
- In spring 2012, the College shifted the standing AQIP Assessment Project objective, to include General Education Learning Outcomes Assessment Criteria, utilizing AAC&Us *General Education: A Self-Study Guide for Review & Assessment* planning tool to evaluate our General Education Assessment Criteria. The newly formed assessment subcommittee will be instrumental in planning improvements based upon collected data.
- CCLA – Measures five areas of common assessment in entering students’ scores and exiting students’ scores.

**1R2 Student learning achievement: Indirect Measures**
As defined in 1R1 above, the College’s BSC measures are linked to our Strategic Plan and are collected at least annually. Target values, set by IE and IR based on past performance and any interventions, define at what point actions for improvement are automatically initiated.

<table>
<thead>
<tr>
<th>Learning BSC KPIs</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Full-Time</td>
<td>71%</td>
<td>71%</td>
<td>76%</td>
<td>73%</td>
</tr>
<tr>
<td>Retention Part-Time</td>
<td>43%</td>
<td>54%</td>
<td>59%</td>
<td>54%</td>
</tr>
<tr>
<td>Successful Course Completion</td>
<td>78.5%</td>
<td>79.9%</td>
<td>80.7%</td>
<td>80.3%</td>
</tr>
<tr>
<td>General Student Satisfaction</td>
<td>84.3%</td>
<td>86.6%</td>
<td>88.4%</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

Similarly, the Graduate Satisfaction Survey collects several measures of satisfaction, as well as future goals, at the end of the year, from graduates, who indicate their level of satisfaction with their educational experience at CMC. In 2011-12, 86% of the students answered yes to the question “Would you recommend CMC,” and 75% rated the quality of their academic experience as Very Good to Excellent. Students are asked how much their experience at CMC contributed to several different areas aligned with our Signature Learning Outcomes (see 1P1). The reported responses below are based upon percentages from students who answered “Much & Very Much”.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Ability to organize ideas</td>
<td>67%</td>
<td>68%</td>
<td>67%</td>
<td>71%</td>
<td>72%</td>
<td>68%</td>
</tr>
<tr>
<td>Your ability to use computers</td>
<td>54%</td>
<td>62%</td>
<td>57%</td>
<td>60%</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td>Your ability to think critically</td>
<td>75%</td>
<td>77%</td>
<td>75%</td>
<td>66%</td>
<td>78%</td>
<td>73%</td>
</tr>
</tbody>
</table>

**Helping Students Learn**
The May 2013 graduates were asked additional questions regarding their future educational and employment plans.

**Direct Measures**

*Course-Level Short- and Long-Term Outcomes for Two-Year and Certificate Courses*

Beginning in 2009, CMC provided TaskStream AMS for faculty, to record assessment results of student learning outcomes. The College provided faculty from the two-year degree and certificate programs training, and they began collecting and inputting data into the system. In 2011-12, the College began two different four-year degree programs, into which several of the full-time faculty began directing their focus. Much of the assessment work done at the College is completed through our Discipline Coordinators or Lead Faculty, with the help of our valuable part-time faculty. However, part-time faculty often lack the motivation to submit assessment results in a consistent manner, and this may explain the drop in reaching our Long-Term Goals for the 2011-12 school year. Results for our two-year assessment are listed below:

<table>
<thead>
<tr>
<th>Short-Term Goal</th>
<th>Year 10-11</th>
<th>Short-Term Goal</th>
<th>Year 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded or Met</td>
<td>53</td>
<td>Exceeded or Met</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>80%</td>
<td></td>
<td>64%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long-Term Goal</th>
<th>Year 10-11</th>
<th>Long-Term Goal</th>
<th>Year 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded or Approaching</td>
<td>68</td>
<td>Exceeded or Approaching</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>87%</td>
<td></td>
<td>64%</td>
</tr>
</tbody>
</table>

**Course-Level Short- and Long-Term Outcomes for Four-Year Courses**

In 2011, CMC began offering four-year degrees in Business Administration and Sustainability Studies. Initially not heavily enrolled, the College increased its course offerings by 80% in Business and by 111% in Sustainability, from fall 2011 to fall 2012. Increases in coursework from Spring 2012 to Spring 2013 are more modest; however, the College is proud to report that this spring, our first four-year degrees will be issued to graduates in the BASS (24 students) and BSBA (32 students).
Assessment efforts for the four-year degrees center on employing standardized course-level outcomes with accompanying measures, rubrics and scoring. Despite their best efforts, faculty have found that CMC’s unique structure and large distance between sites inhibits their ability to work collaboratively. The College hired new full-time faculty during the 2011-12 school year, to more evenly distribute the teaching load as the four-year degrees increased in enrollment. CMC looks forward to reviewing the assessment summaries collected in May 2013, for this year, to see if the additional personnel improved our Long-Term objectives. CMC’s IR department is gathering CLA data this semester from our senior students in the four-year degree areas to aid in program-level assessment.

General education assessment is currently in progress at the College, utilizing AAC&Us General Education: A Self-Study Guide for Review & Assessment planning tool to evaluate institutional outcomes. Because all General Education courses in the state enjoy alignment and come prepackaged to the College via the CCCS, the General Education assessment was aligned to fit with the state’s five common assessment criteria (Critical & Creative Thinking, Communication Literacy, Quantitative Literacy, Technology Literacy and Information Literacy). State criteria were collected from each of the Spring and Fall 2012 course syllabi, to determine commonality and standardization across General Education courses taught. The newly formed assessment subcommittee will be instrumental in planning improvements, based upon findings from collected data, using the last 4 of 8 steps in the AAC&U guide. Results listed below indicate the percentages of outcomes reported as taught in courses in either spring and/or fall. Percentages indicate the number of faculty that included the listed Colorado State criteria on their syllabi.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Critical &amp; Creative Thinking</th>
<th>Written &amp; Oral Comm.</th>
<th>Quantitative Literacy</th>
<th>Tech Literacy</th>
<th>Information Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>96%</td>
<td>79%</td>
<td>29%</td>
<td>43%</td>
<td>71%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>91%</td>
<td>82%</td>
<td>26%</td>
<td>62%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Additionally, in Fall 2013, members of the Assessment Subcommittee will engage in conducting the “New Leadership Alliance for Student Learning and Accountability’s Assuring Quality: An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment.

CCLA – The College participates in this assessment, which is designed to measure an institution’s contribution, or value added, to the development of higher-order skills. This approach allows an institution to compare its student learning results on the CCLA with learning results at similarly selected institutions. Measures in critical thinking, analytic reasoning, problem solving and written communication make up the four areas of common assessment, as shown by completed tasks in entering students’ scores and exiting students’ scores. The graph below indicates entering and exiting scores from students at CMC and in the Total Cohort, with differences in scores calculated. While entering scores on the 2010-2011 survey are relatively less on each of the four areas, CMC student scores show larger gains in three of the four main areas, and in the total mean scores, than the general cohort (highlighted). CMC looks forward to receiving its current results by Fall 2013.
1R3 Program objectives: Performance results for specific program learning objectives are collected and reported on a five-year reporting cycle, by each of the programs in CTE. Each reporting area bases student performance upon nationally set, measurable standards. Emergency Medical Services, as well as other programs, utilizes industry-derived assessments to assure behavioral standards are met and/or surpassed. Additionally, larger programs, such as Nursing and/or Early Childhood Education, participate in five-year national accreditation reviews. Yearly, CMC’s Nursing program employs several proficiency tests, such as the Kaplan Diagnostic Exam, which predicts success on the NCLEX test (threshold set at student scores > 65% predict passing on the first try; 84% of CMC students scored > 65%), to help determine student readiness, with 95% of CMC Nursing students passing the NCLEX test on the first try (national mean, as listed by National Council of Boards of Nursing and posted by Colorado Board of Nursing, expect levels of achievement at 86% passing). ECE program results are comparable, based upon national certification requirements and standardized testing.

Mapping and collected data for program performance, in several of the smaller academic areas (General Education courses), are based upon course-level assessment of student learning outcomes. Many of the smaller programs are without the leadership of a full-time faculty member and offer a limited number of courses which are not considered as formal programs. However, based on College Measures (See: http://money.cnn.com/pf/College/community-Colleges/), CMC students are graduating and/or transferring to four-year institutions (noted in section 1R2) at a rate that compares favorably with other community Colleges in the US as evidenced by CMC’s ranking in the top 20 for student success rates. Through the systematic alignment of Colorado’s Department of Higher Education and the CCCS common course numbering system and articulation agreements, students across the state have identical learning outcomes and expectations, making the graduation from the two-year institution and transfer to the four-year institution a seamless process.

1R4 Evidence of student acquisition of knowledge and skills required by stakeholders: CMC uses surveys of community and businesses, graduate surveys (with items related to future goals, job placement, etc.), licensure exam scores, retention rates, graduation rates and transfer rates types of data to evaluate whether its students are successful in acquiring the knowledge and skills required by stakeholders. Data from a variety of needs assessments and community polls conducted at least annually since 2009 suggest relatively high levels of overall satisfaction (generally 75% or more) with CMC’s programs and services. Based on the BSC, from 2009-2012, general student satisfaction and graduate satisfaction averaged even higher (87-92%). In addition, for the past two years, in partnership with a dozen other AQIP schools,

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CMC has participated in a survey of College partnerships, including current and prospective employers of CMC students. In 2013, 75 out of 327 college-wide partners responded (23% response rate) to the survey with somewhat improved questions based on prior year feedback with a standard set of questions across Colleges and 10 institution-specific questions. A similar survey was conducted in 2012 with 45 of 135 partners responding (33% response rate). The larger number of partners in 2013 was because we learned that we needed to have more than one email recipient for partnerships of the same organization that had been formed in different communities. The data suggested high overall satisfaction with CMC (80% in 2013 and 89% in 2012), however there was a decrease in partner satisfaction over the past year. This could be related to the resignation of CMC’s President in December 2012. In 2013, 68% of the partners stated they would have work for CMC graduates vs. 51% in 2012 and that increase may have been due to the addition of bachelor’s degrees. Also, in 2013, 69% of the partners thought CMC was focused on student success vs. 66% in 2012 and 96% said they would continue to partner with CMC vs. 93% in 2012. On the satisfaction benchmark questions (e.g. “Students receive a high quality education at CMC”), the partners’ responses were favorable and very similar to those for the comparison Colleges.

Besides the general student and community satisfaction, CMC students are graduating and/or transferring to four-year institutions at a rate that compares favorably with other community Colleges in the US as evidenced by CMC’s ranking in the top 20 for student success rates. On the CCLA, CMC’s sophomores generally perform better that its freshman, which provides some support for the effectiveness of the learning environment the College creates. However, there is still need for improvement when CMC is compared to other schools, which have students that tend to perform better as freshmen and sophomores. The results presented in 1R5 for CMC on the CCSSE and SENSE data reflect success on more indirect indices of student learning and success.

1R5 Performance results for learning support processes: CMC is listed, by CNN/Money, in the top 20 nationally (see CNN/Money story) for student success at two-year Colleges. The College is also ranked #1 among Colorado’s two-year Colleges, for graduation plus transfer rates. CMC students are graduating and/or transferring to traditional four-year Colleges and universities at a rate that is rivaled by only 16 other community Colleges in the nation. Compared to similar-sized schools in the same report, CMC is in the top 2%. In addition to addressing the learning needs of students, the College attributes this standing to consistently receiving our highest benchmarks in the areas of Active and Collaborative Learning and Student-Faculty Interaction on the CCSSE. Although scores on all five CCSSE benchmarks went up in 2012 compared with 2005 and 2007, only Active Collaborative Learning and Student-Faculty Interaction were above the 2010 CCSSE results, as well as the benchmark scores for medium colleges. Our collaborative and holistic approach to addressing both the developmental and cognitive needs of students has been recognized by HLC as a “hallmark” trait of CMC. On the 2009 and 2012 SENSE results, CMC outperformed medium Colleges on four (Early Connections, Clear Academic Plan & Pathway, Engaged Learning and Academic & Social Support Network) of the six benchmarks.

Assessment in Student Affairs has been a primary focus used to help determine CMC’s strengths and areas of opportunity, through the continuous improvement process; through the program review process, CMC has been able to identify critical areas of improvement. Orientation was the most recent program review for Student Affairs, and best practices were identified, a standardized evaluation was developed and online orientation was made available to students, in an effort to provide convenient and equal access.
Students, parents, families, staff and faculty have all benefitted from the information provided through orientation, and CMC has used the data gathered to improve processes and further identify student needs. The CCSSE and SENSE surveys are administered on a regular basis, and IDEA and end-of-course evaluations are administered every semester. Student success seminars are offered to assist the students in areas such as life skills, critical thinking, time management, and motivation and attitude. Campuses are able to assess chosen initiatives through the TaskStream program. The information gathered from these sources informs decision making, through the use of the College’s BSC.

State guidelines have mandated some course curriculum restructuring, and our faculty and staff have been involved in determining and defining state courses and implementation. The College is moving from development of course and program outcomes to measurement of student performance and program improvement, based on course review results, last accreditation, comparisons and substantial changes and results of standardized syllabi. The newly improved program review and new program development processes will help document results, as will the BSC. Feedback from community/business surveys is being used to improve course/program offerings. The College has not fully assessed the impact of the increased availability and use of technology; however, preliminary data suggest that it is helping to improve teaching and learning (e.g., clickers, smart classrooms, mobile computer labs, etc.). Distance learning has shown steady growth and a relatively high student success rate based on our benchmark data. The Distance Learning Orientation type of assistance should help improve these success rates further. Student success plans and mentoring at the Roaring Fork Campus have assisted students with study skills acquisition, reading, communication, critical thinking skills and overall success.

A well-rounded library’s collection supports all disciplines. Collection development decisions rely heavily on usage statistics, to ensure collection growth in the areas of greatest need; the highest priority is given to requests from faculty and students. CMC has also used borrowing information to purchase titles that students are requesting from other libraries. This helps the College determine what is lacking in certain areas of the collection. Librarians at each residential campus serve an important role for student access to materials and learning. The College has added virtual library services to extend availability of these services, and utilization of the virtual library indicates use of this service is increasing annually.

CMC libraries offer instructional services, using a variety of methods: course-specific workshops and one-on-one reference services are offered face-to-face and online. The libraries provide asynchronous instruction through online library tutorials and research guides. Students are able to find high quality scholarly materials for their research assignments, using library collections. Student knowledge is demonstrated through successful completion of their research projects. Feedback from students, faculty and staff helps us determine whether we have been able to connect them with the relevant information they were seeking.

**1R6 Comparative results:** CMC gathers comparative data through the National Community College Benchmark Project (NCCBP), CCSSE, CCLA, IDEA, IPEDS peers, State community Colleges and fellow AQIP schools and the results are increasingly starting to be utilized. Community Advisory Boards, Industry Advisory Boards and Alumni Advisory Boards are organizations outside of the education community that are also used for feedback and comparison. These data generally support the efficacy of

**Helping Students Learn**
the College in helping students learn, but student support related services need further improvement. Institutional Effectiveness has been helping to facilitate greater availability and use of all the data now available.

As mentioned in 1R4, CMC students graduate/transfer to four-year institutions at a favorable rate when with other US community Colleges as evidenced by CMC’s top 20 ranking for student success rates. CMC is first among Colorado’s two-year Colleges. Scores on all five CCSSE benchmarks went up in 2012 compared with 2005 and 2007, but only Active Collaborative Learning and Student-Faculty Interaction were above the 2010 CCSSE results, as well as the benchmark scores for medium Colleges. On the 2009 and 2012 SENSE results, CMC outperformed medium Colleges on four (Early Connections, Clear Academic Plan & Pathway, Engaged Learning and Academic & Social Support Network) of the six benchmarks. On the CCLA, CMC students showed gains in their critical thinking and problem solving skills when freshmen scores were compared with sophomores, but not when compared with other schools.

Data from the AQIP partnership survey (also noted in 1R4) suggested high overall satisfaction with CMC. Also, on the satisfaction benchmark questions, the partners’ responses were commensurate to those for the comparison colleges.

**Improvement**

**1I1 Improvements of related processes:** Using continuous improvement methodology and AQIP-based teams, a comprehensive set of processes are regularly examined for improvement based on data from the various assessments based in best practices, particularly those processes tied to the three AQIP projects, so the performance results for this category are generally good e.g. learning outcomes assessment, SENSE, CCSSE, CCLA, stakeholder feedback, etc. CMC continues to work on making these processes more consistent and systematic across the College. For example, the College will continue to improve student learning outcomes assessment and the quality of the data documenting student competencies via the related AQIP project. It will also focus on improvements targeting the two lower benchmarks on the SENSE for CMC: Effective Track to College Readiness and High Expectations & Aspirations, as well as its three lower CCSSE benchmarks: Support for Learners, Student Effort and Academic Challenge. We will continue to improve delivery methods, the CMC website, along with the availability and use of technology college-wide. Some other recent improvements have been in student orientation; new program development and how we are developing the plans for the next bachelor’s degrees; the increased focus on student learning and success on the 2012-14 strategic plan and accompanying BSC. The survey of partners with other AQIP schools has been conducted for the past two years in order to ascertain partner satisfaction with CMC and its students’. The College is increasingly using our portal, email and numerous cross-functional meetings to improve communication and share data for decision-making. In order to assist with this, led by CMC’s interim President, an improved plan for sharing assessment data college-wide is currently being developed with an emphasis on how the results from the various measures are going to be utilized and by whom. Information from the completed feedback loop will be forwarded to IE for documentation of continuous improvement efforts. Overall, CMC has been getting better at assessing its effectiveness at the student, course, program and institutional levels.

**Helping Students Learn**
II2 Selecting processes for improvement and setting targets: College-wide teams that use AQIP tools to research and present on recommendations for improvement on a variety of topics e.g. general education, developmental education, etc. have been one means to select processes to target for improvement. The selection of these topics could be more data based and better aligned with the College’s strategic priorities and AQIP projects. Hopefully this will improve when CMC’s next president comes. Student learning outcomes data, results on BSC KPIs, CCSSE results, SENSE results, CLA data, etc. are also used to select processes for improvement and set future targets. In addition, the results of the improved plan for sharing and using assessment data college-wide should assist with this selection of processes for improvement. Even though it is not a part of the state system, CMC has agreed to participate in CO’s State Performance Plan. The accompanying KPIs will also help determine areas for improvement and the setting of targets.
Category 2—Accomplishing Other Distinctive Objectives

Introduction

The work of this category supports CMC’s Mission: To create a better future for our students, employees and communities through its variety of programs designed to meet the needs of the rural resort mountain communities served by the College. Although the College generally does a good job of achieving its Mission and “Accomplishing Other Distinctive Objectives”, the processes associated with this category tend to be more reactive than systematic at this time of transition in particular. Under the last President, among other ideas for recognition, CMC wanted to distinguish itself from other educational organizations by aspiring to become recognized as a Top 120 Community College by the Year 2020 (“Top 120 by 2020”), thereby being recognized within the top 10th percentile of community colleges in the nation. Perhaps, when the new President comes in, this category’s processes and results will improve under their leadership to become more aligned and integrated.

Processes

2P1: Design and operation of the key non-instructional processes:

- Athletics—CMC has one Division 1, intercollegiate athletics team – alpine skiing, at our Steamboat Springs Campus. Some intramural athletics activities exist at other sites, especially the residential campuses of the College. This year, there has been a special effort made by a faculty member at the Summit County Campus to field CMC student teams within the recreational leagues of Breckenridge. It is my understanding that this is an objective of student affairs to do more of this, especially for our commuter campus students. Athletics is overseen by the College’s AVP of Student Affairs.

- Research—IE provides regular updates to faculty and staff related to enrollment. It recently released a comprehensive economic impact report analyzing the annual economic impact that CMC has upon its 12,000 square mile district, in terms of direct and indirect full-time jobs, annual earnings, production and purchase of goods and services, residential student spending, etc. The report also illustrated trends with regard to CMC student graduation rates, transfer rates, job placement rates, etc. In a different form of research, CMC’s Leadville Campus is embarking upon a sustainable agronomy research project dealing with high altitude tree growing. Additionally, CMC’s Rifle Campus has been a part of research efforts focused on creation of butanol from local grasses.

- Community Enrichment—This comes in various forms and is the responsibility of various departments and positions throughout the College. CMC ArtShare (a project of the CMC Foundation) contributes to community enrichment via management of the CMC ArtShare Gallery at the College’s CS office and also via performing arts series, such as the Jim Calaway Honors Series, the MET Live in HD series at CMC-Summit, the Chevron-PBS Cinema Series at CMC-Rifle, etc. The Common Reader Program, a project of the Department of Student Affairs, contributes to community enrichment by bringing together students and community members at CMC’s various campuses to discuss a commonly read book each year. Individual campuses also

Accomplishing Other Distinctive Objectives
take the lead in providing community enrichment experiences, such as the Annual CMC Poetry Slam and Pique to Peak Speaker Series at CMC-Summit and the upcoming Winter Farmer’s Market at CMC-Edwards.

- **Economic Development**—A signature economic development initiative of CMC’s is produced by its Steamboat Springs Campus, in the form of the Yampa Valley Business Entrepreneurship Center, sponsored by Wells Fargo – a business incubator that, over the years, has supported the development of dozens of businesses in Routt County, Colorado. A more broad-based example of economic development at CMC is the Department of Customized Business Services (CBS), led by Beth Shaw, which provides training and development services to local businesses and their employees. An outgrowth of CBS is a new project called GarCo Sewing Works, which assists community members with re-entry into the workforce by providing them with opportunities to sew handmade bags from recycled materials in West Garfield County, one of the more economically challenged counties within CMC’s 12,000 square mile district.

- **Alumni Affairs**—In 2011, the first ever CMC Alumni Association was created under the leadership of CMC Foundation Director of Development. Shortly thereafter, the first ever CMC alumni direct mail solicitation was sent to provide an opportunity for CMC alumni to give back to their alma mater. Fiscal Year (FY) 2012 saw a record 199 alumni donors make charitable contributions to the College. FY 2013 will see the installation of the first ever CMC Alumni Hall of Fame Class, to be publically recognized within the CMC Foundation Offices, and the creation of CMC Alumni Association Chapters.

- **Donor Relations**—Most of CMC’s donors are not alumni, but rather they are caring, philanthropic individuals who have property within CMC’s 12,000 square mile service area, and who are strong believers in higher education. The CMC Foundation, led by CEO Matt Spencer, is the 501c3 charitable arm of the College, and its vision is to: “Develop and steward constituent support for the benefit of students, faculty, facilities, academic programs and cultural enrichment, assisting CMC to become first choice in learning, leadership and partnerships.” In FY 2012, the Foundation secured a record 532 donors, raised over $3 million and secured its 140th named scholarship fund. The Foundation subscribes to a donor-centric model of donor engagement and prides itself upon providing meaningful donor recognition and philanthropic return on investment.

2P2: Determining of institution’s major non-instructional objectives for your external stakeholders:
These objectives are determined by Campus Advisory, Board members, community surveys, environmental scan data, student and employee input that feeds into the strategic planning process. Community leaders from business and industry provide insight into specific needs and opportunities to be addressed. The community ‘crisis’ items are based on response to specific needs and are a part of the risk management process. Sustainability is being promoted college-wide. Issues identified that relate only to a specific site, require no additional funding, and are clearly in-line with our mission, vision and values may be implemented by that site.
The vision for CMC has been to become a first choice college for our students, employees, communities and business partnerships, enrollment and programs. This will require strong, non-instructional engagement of our external stakeholders. Engagement of our external stakeholders will also assist in our efforts to achieve transformational growth and provide transformational experiences (for our students, employees and communities). Historically, projects that can be categorized within these objectives have been proposed and vetted through CLT, though some have more detail and transparency than others. CLT consists of all the Campus Vice Presidents and functional area leaders (i.e., student affairs, institutional research, human resources, etc.). One requests to have his/her project included on the CLT agenda by filling out a form that is submitted for the College President’s review, through his executive assistant. Additionally, each campus has a “community advisory group” made up of representatives who work and reside in a particular campus community and meet quarterly with the Campus Vice President and senior staff/faculty present, to learn about new initiatives on the campus and impart upon the campus leadership trends and opportunities within the local community, which the College might participate in and take advantage of.

2P3: Communication of expectations regarding these objectives: Expectations are typically communicated at meetings such as College Leadership, CFI, Faculty Senate, JLT and SALT, as well as via our website, email, minutes, etc.

2P4: Assessing and reviewing the appropriateness and value of these objectives: Assessment and review of the ongoing appropriateness and value of projects, coming from the five college-wide objectives outlined above, is conducted principally by the department and/or campus leading the project. An example is the Calaway Honors Series, a project of CMC ArtShare that is powered by the CMC Foundation. It has recently been determined by CMC Foundation Leadership that the Series has become ineffective and inefficient in the way that it was originally designed to be, and thus, this will be its final year, and we will honor deserving constituents of our campus communities through different signature events moving forward. As for the review of the objectives themselves, that is done via the annual strategic planning process, which is undertaken with the involvement of all members of the CLT.

2P5: Determining faculty and staff needs relative to these objectives and operations: Project needs related to the five objectives outlined above tend to surface during the over/under funds allocation process, the facilities master planning process and/or the Resource Allocation Team process, the latter through which decisions related to approval of new positions are made. There is a group called APRC that rates all the individual campus requests for positions and ranks them from a college-wide perspective. Faculty and staff needs are also commonly taken to either the CMC Foundation or the Grants Office in search of potential funding opportunities. These needs are typically driven independently by campus or departmental supervisors.

2P6: Incorporating information on faculty and staff needs in readjusting these objectives: Via the above-described five methods, by which it is determined which needs brought forth will be funded (over/under funds allocation, facilities master planning, RAT process, CMC Foundation inquiry, and Grants Office inquiry), projects, or the plans for such projects, are naturally readjusted based on available resources. Sometimes, projects (existing or proposed) are completely abandoned, but more often they are
modified based on their success or failure in being financially supported by over/under monies, facility master plan monies, and the RAT process, the CMC Foundation or the Grants Office.

**Results**

**2R1: Measures of accomplishing your major non-instructional objectives:** IE quantifies the College’s effort to be “first choice in partnerships” by recording each partnership created each year and keeping a count on the College’s BSC of how those figures vary year to year. Since 2011, a measure of the quality of these partnerships and satisfaction of partners has been added. The instrument is the AQIP Schools Partnership Survey presented in 1R4. Since 2006, we have participated in the NCCBP which allows CMC to compare itself to other community colleges, however these data have yet to be widely used. More qualitatively, the College and Foundation collaborate on the “First Choice Review” (annual report), which highlights examples of CMC demonstrating capacity in the areas of leadership and partnerships (and “learning,” the third leg of the first choice stool). The First Choice Review also contains a roll of donors which can be used to quantifiably analyze the success of philanthropic partnership programs. On a more anecdotal basis, the CMC Foundation aspires to make between 600 and 700 meaningful visits with community stakeholders (donors, tax payers, business leaders, etc.) each year, and these individuals are happy to point out ways in which the College is either failing or succeeding, in their minds, as it pertains to transformational growth and transformational experiences. The balanced scorecard (BSC) of the College, which is updated and evaluated annually, also measures progress in many of these areas, particularly transformational growth.

**2R2: Performance results in accomplishing your other distinctive objectives:** Partnerships have increased dramatically over the past few years, according to the data collected by IE. Based on resulting data from this AQIP Partnership Survey, CMC’s partners tend to be highly satisfied with these partnerships. This satisfaction did decline somewhat over the past year, however, and this may have been related to the last President’s sudden departure. The First Choice Review would indicate that meaningful partnerships and demonstrations of leadership on the part of CMC are significant. Similarly, the donor roll (and data collected for internal use by the CMC Foundation) would indicate that the volume of philanthropic partnerships is on a significant rise. However, conversations with constituents around the 12,000 square mile district would indicate that although perceptions of CMC and its role in the areas of partnerships and leadership is changing, there is still much work to be done, to: a) develop meaningful partnerships and demonstrate meaningful leadership and/or b) to effectively make our constituents aware of such activity. Development of programs like GarCo Sewing Works and the President’s Board of Overseers and the growth/enhancement of programs like Yampa Valley Business Entrepreneurship Center and campus advisory councils would indicate anecdotes of strong performance in the area of leadership. The Campus Service Learning program, which pairs students with local organizations, has seen the number of organizational partners increase from 4 to 14 this past semester, with continued interest.

The launch of programs such as the (Walter) Isaacson School for New Media and security of scholarships for out-of-state students bodes well for our objective to become a destination college. Ongoing growth of the common reader program, development of student clubs and recreational opportunities and the hiring
Accomplishing Other Distinctive Objectives of a Director of Career Services for the purpose of creating internships, etc., are indications of success within the category of transformational experiences. Transformational growth, as evident by a slightly decreasing enrollment, is an area that may require performance improvement.

2R3: Comparison with the performance results of other higher education institutions: On the AQIP partnership Survey, CMC’s performance was commensurate with other schools on benchmark questions related to partner satisfaction with the College. On the NCCBP benchmarks, CMC compares well on participation rates, student course success types of indicators, but less well on the scope of our business and industry training. As noted above, one major way in which CMC would be able to distinguish itself from other educational organizations, and specifically other community colleges, is by becoming recognized as a Top 120 Community College by the Year 2020 (“Top 120 by 2020”), thereby being recognized within the top 10 percentile of community colleges in the nation. To that end, Matt Spencer (team lead) carefully read the most recent Aspen Prize annual report, which highlights the Top five community colleges in the nation, as recognized by the Aspen Institute, which awards the Aspen Prize each year. Below are some initiatives that may fall under “Accomplishing Other Distinctive Objectives” that are being accomplished by these top five community colleges, as reported in the 2011 Aspen Prize annual report, and which are also being accomplished by CMC.

- **Valencia College (FL)** is reported as having a higher than 40% graduate or transfer rate within 3 years; CMC’s 3-year graduation or transfer rate is 69%.
- **Lake Area Technical Institute (SD)** is highlighted as having advisory boards in each of the school’s 27 programs; CMC also has an advisory board made up of community members for each of its academic programs.
- **Miami Dade College (FL)** is touted for “reaching out to students still in the K-12 system offering dual-enrollment and summer enrichment programs;” CMC has more than 1,000 dual-enrollment students each year, offers youth summer enrichment programs (e.g., First Ascent) and recently partnered with Chevron, whom is funding the summer science training session for elementary and middle school teachers in the CMC-Rifle Campus community, which will be taught by CMC-Rifle’s full-time faculty member for the hard sciences.
- **Walla Walla Community College (WA)** is reported as having a partnership with the Coyote Ridge Corrections Center to provide educational programming to its inmates; CMC’s Timberline Campus has a similar partnership with the Buena Vista Correctional Facility in Chaffee County.
- **Western Kentucky Community and Technical College (KY)** has gone away from the standard classroom lecture for its developmental math courses in favor of the “emporium” model, where students move through computer based modules at their own pace; similarly, CMC is exploring the incorporation of Khan Academy teaching techniques for its developmental math courses and is exploring partnership with a proven math software product producer to collaborate on a project entitled: “Help Math for Community Colleges,” for which funding is currently being sought.

2R4: Strengthening of institution by this category: Our performance results are critical to the strengthening of the overall institution and the enhancement of relationships with the communities served. Number one, our performance results, if well publicized, create credibility for CMC – something that all community colleges struggle to attain. Such credibility leads to ability for our students to leverage their
Accomplishing Other Distinctive Objectives

degrees to get jobs and gain acceptance at historical four-year institutions and masters programs, not to mention grow and develop as people, while students here. Such credibility also leads to CMC being able to attract better full-time and adjunct faculty, who are discerning in their job opportunities and want to be part of a well-perceived institution; this in turn affects students and their opportunities for learning. This credibility leads to financial investments on the part of grants providing entities and philanthropic partners who want to know that they are investing in an institution that is going to yield positive return on investment. Additionally, such credibility leads to support from local municipalities (signage, city/town council votes, access to transportation, etc.), which will enrich the student experience, lead to increased institutional exposure and further credibility. Our results help us be more visible in the community and help us attract more learners and those who continue to pursue lifelong learning. We have maintained a very positive relationship with our communities, demonstrated through program participation rates and overall participation rate of 13%, community survey feedback and positive “press” throughout our district. This positive perception is not only promoted through Marketing and PR, but by word-of-mouth, which is priceless. The College’s mission is to create better futures for our students, employees and communities; our performance results are critical to all three aspects of this mission.

Improvement

2I1: Recent improvements:

- Partnerships are now being tracked and data on the quality of those partnership is being gathered by IE.
- The First Choice Review has been created and will be distributed annually to our campus communities.
- Press releases from the Public Information Office are at an all-time high.
- Constituent visits and giving are at an all-time high.
- Customized Business Services continues to expand its programming, such as the launch of the aforementioned GarCo Sewing Works.
- The Yampa Valley Business Entrepreneurship Center, sponsored by Wells Fargo, now has a new state-of-the-art space in the new CMC-Steamboat Springs Academic Center.
- A Director of Career Services has recently been hired by the College to work with businesses to create internship and job lead opportunities for our students.
- Some campuses are now creating camaraderie and recreational opportunities for their students by fielding CMC recreation league sports teams.
- An alumni association has been established and will lead to greater alumni visibility and ambassadorship.
- A President’s Board of Overseers, containing members who are “leaders or legends” in their field, has been created and will meet bi-annually with senior administration.
- The CMC Alpine Ski Team is now an NCAA Division 1 athletic program by virtue of the College now offering baccalaureate degrees.
- The Common Reader program is now in its 6th year and growing in participation and popularity every year.
- CMC ArtShare has a new and improved gallery as part of a CMC/Glenwood Springs Chamber of Commerce welcome center, which was recently dedicated.
Accomplishing Other Distinctive Objectives

- CMC ArtShare is playing a more integral role in visual and performing arts events at CMC’s seven campuses.
- Campus advisory groups, made up of members of the local campus community, continue to grow in member number district-wide.
- “Women in Philanthropy” was launched at the CMC-Edwards Campus and may be replicated at others – WIP is an all-female philanthropy club which votes on how its membership gifts are allocated to CMC and organizes quarterly CMC events relevant to women.
- The Isaacson School for New Media was launched via a public, all-day event, featuring Walter Isaacson as a keynote speaker and workshop leader.
- The recent naming of three major auditoriums at CMC campuses – Clough Auditorium, Finkel Auditorium and Allbright Auditorium – will help brand, add urgency and add credibility to College events held there.

Thus, our processes and performance results for Accomplishing Other Distinctive Objectives have much room for growth when it comes to their being systematic and comprehensive. As an institution, we are in the “less mature” stage somewhere between “reacting” and “systematic.” That is, sometimes “operations don’t concentrate much on anticipating future requirements,” “goals are implicit, poorly defined and often disputed,” and “putting out fires gets more attention than preventing them.” However, “processes that don’t work effectively are starting to be evaluated and improved” and “there is closer coordination among institutional units” – both signs of a systematic institution. We still have some work to do to become “aligned” or “integrated,” however, when it comes to Accomplishing Other Distinctive Objectives.

212: Selection of specific processes to improve and setting of targets: Targets for improvement are generally determined via our strategic planning process and much of the available qualitative and quantitative data. However, the culture of CMC is deeply rooted with many employees who have been with the College for many years. This has its positives and negatives. On the positive side, these employees have tremendous connections within our mountain communities, which, if exploited, can yield great opportunities to develop partnerships, collaborate on leadership and promote CMC’s objectives of transformational growth and transformational experiences. On the negative side, there is sometimes a “because that is the way we have always done it” mentality, which limits the institutions potential for development in these non-instructional, major, objective areas.

The infrastructure of CMC has never been better. There has been well over $50 million invested in the College’s physical plant over the past five to seven years, not including the hundreds of thousands of dollars invested in smart technology, interactive video and sustainability. Three of CMC’s campus auditoriums and three of its academic centers are named and, thereby, branded as important physical spaces for students, employees and the community to utilize (transformational experiences). The infrastructure of the College can be better utilized and marketed to achieve results in the areas of transformational growth and transformational experiences. Below, are examples of how:

- Many non-profit (and even for-profit) organizations do not have access to the technology that CMC possesses, thus there is an opportunity to partner with them by providing such access and asking them for access to resources to which CMC doesn’t already have.
CMC has the first class space and infrastructure (parking, technology, etc.) to be a leader in hosting major conferences in our highly desirable and tourist driven campus communities. CMC also has not only the intellectual capital within its faculty ranks to be a leader on local issues, but the infrastructural capacity to host gatherings related to such issues.

CMC’s physical plant, when viewed as a whole, may be more state-of-the-art and impressive as any college’s physical plant in the state of Colorado. Colorado, and specifically the Central Rockies of Colorado (where CMC operates), is highly desirable from a quality of life standpoint (hence the number of individuals who make this their retirement or second home). Based on these observations, CMC should be a destination college for students, faculty and conference/event hosting.

Related to the above, the physical plant of the College has come a long way and is now competitive with that of any two- or four-year College in the state of Colorado; this is the case for technology within CMC’s buildings, as well. If effectively marketed as such, and given the area’s acclaimed quality of life and access to intellectual capital in the form of successful retirees and faculty having chosen to relocate there, students should be able to be attracted to CMC.

With opportunities to use Colorado’s largest IVS, and thereby avoid hazardous driving from campus to campus, student, employee and community member experience (why not market IVS to them too) can be enhanced.
Category 3—Understanding Students’ and Other Stakeholders’ Needs

Introduction

CMC has a wide range of information to help it understand and stay current with its stakeholders’ needs. The processes for Understanding Students’ and Other Stakeholders’ Needs are regularly monitored and improved by college-wide personnel using available data. The College’s BSC tracks progress on KPIs related to the College Mission and strategic plan. Thus, the processes for this category generally appear to be systematic, aligned and integrated. CMC still struggles with making more effective use of key benchmark data from CCSSE, SENSE, CCLA, NCCBP and IDEA, as well as other measures. It is hoped that under a new President in the coming year, the appropriate use of data will improve. An improved plan for sharing assessment data college-wide is currently being developed with an emphasis on how the results from the various measures are going to be utilized and by whom. In addition, although the College has copious amounts of data regarding its stakeholders, capturing better data related to underserved populations is needed, particularly for the State’s metrics for colleges.

Two of CMC’s AQIP projects relate to this category: Creating an Environment that Promotes Student Engagement & Success and leading the Bachelor’s Implementation at CMC. The engagement project begun in 2010 was praised on its progress by its fall 2012 AQIP Reviewer: “The involvement and participation of all vested stakeholders is critical to the success of any project….you are to be highly commended for sustained effort and strategic planning in the evaluation of programs with a focus on student outcomes”. The AQIP project on improving bachelor’s degree development and implementation was submitted in fall 2011 to assist with the evaluation and improvement of the BSBA and BASS based on stakeholder feedback, as well as the development of the next bachelor’s programs that is currently underway. Feedback gathered was gathered on the first two bachelor’s degrees during the 2011-12 academic year during student, faculty and staff focus groups and on surveys. The majority of these stakeholders expressed satisfaction with the new degrees, but some suggestions for improvement were proposed with respect to IVS, availability of classes, advising and the hiring of more faculty. The College proceeded to address all of these concerns during 2012-13. This project received a favorable review in fall 2012, with the AQIP Reviewer stating “the College is to be commended for ensuring representation from internal and external stakeholders as a part of this collaborative effort. A solid understanding of all stakeholders’ needs is important to the success of this project”. Needs assessments have supported that the next degrees be a BSN, Teacher Education and Bachelor’s of Applied Science. The timelines and other details for these degrees are still being finalized, but HLC approval will be sought for offering the BSN by fall 2014. There is a pressing need for this degree within our communities, especially since the two year nursing degree will be obsolete in the near future. The other two degrees are planned for subsequent years.

In 2009, based on the needs of its stakeholders, CMC sought and obtained approval for its first fully online degrees. The College began offering these degrees in fall 2009 and online classes and programs have seen even greater growth ever since then (headcount of 3,214 in 2011-12 vs. 1,929 in

Understanding Students’ and Other Stakeholders’ Needs
Processes

3P1 Identifying the changing needs of student groups (also addresses Core Component 4C-The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.): We endeavor to identify the changing needs of student groups on several levels. At the institutional level, in addition to surveys of students (e.g. student progress surveys reflecting educational goal attainment, graduate surveys, etc.) we utilize the CCLA and in 2012-13, we expanded this assessment to the CLA in order to include our four-year degree students; the CCSSE; SENSE, as well as needs assessments. Program reviews are conducted annually (rolling within their five-year cycle) to study program-level progress and make recommendations for improvement. IDEA course evaluations provide data concerning the course level. BSC KPIs reflect progress on some of these measures and other measures such as retention, attempted vs completed credits, course success, etc. IPEDS graduation and transfer rates compare well with other community colleges. CMC essentially attempts to collect feedback from our students through every possible facet of their educational experience. We gather feedback after their application process, about their first year experience, through their course work and at graduation.

Beginning in spring 2005, and every other year subsequently, the College has administered the CCSSE. SENSE was added to the resume in 2010, in an effort to learn more about the student experience in the critical, first three weeks of college. The CCSSE and SENSE are conducted biennially and are designed to gather important student perceptions on multiple benchmarks that have proven to be critical to student engagement and student success. CMC has been using this information to better understand student needs, identify gaps in meeting those needs and to develop relevant strategies needed for achieving higher levels of engagement in order to continuously improve the entire student experience. It should also be noted that Accuplacer is the instrument utilized to measure students’ basic academic abilities and determine the appropriate course placement during advising, whether that is in developmental coursework or college credit classes.

CMC has also been utilizing the general education assessment CCLA since its pilot in 2006-2007. This measure assesses freshman and sophomore students’ critical thinking and communication skills. The CCLA (and CLA) is conducted biennially. Additionally, both of these instruments assess analytical, problem solving skills. The College’s sources of data for specific populations are listed below:

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<th>Groups:</th>
<th>Tools and Methods of Data Collection (See Institutional Assessment and Reporting Cycle for additional indicators of success and BSC under the Measuring Effectiveness Category)</th>
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<td>Students:</td>
<td>Applicant Survey</td>
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<td>FYE-Base Camp</td>
</tr>
<tr>
<td></td>
<td>IDEA student ratings of instruction</td>
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<td></td>
<td>Vocational Graduate follow-up</td>
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<td></td>
<td>Graduate Survey</td>
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<td></td>
<td>CCSSE</td>
</tr>
<tr>
<td></td>
<td>SENSE</td>
</tr>
</tbody>
</table>
Thus, we identify, analyze and respond to the changing needs of our students and stakeholders through both quantitative and qualitative data. These data are regularly shared in multiple forums, with both student affairs and academic affairs, and often jointly. The data are distributed and discussed at committee meetings such as SALT and are now available on our intranet (MyCMC) or portal, where several years of data are posted for all to access. Various speculations about the data are expressed when data are shared. This exploration leads to the brainstorming of ideas, which has the potential of positively impacting the student experience. The discussion of ideas leads to the development of initiatives aimed at raising benchmark scores and increasing student satisfaction and performance on instruments such as the CCSSE, SENSE and CCLA. Data regarding our performance on various benchmarks over the years is compared with peer institutions and top performing colleges. Variables such as attempted/completed credits, barrier course reports, grade distribution reports and successful course completions are tracked and measured. The variables’ movements are tracked on the College’s student progress report and the College-wide BSC, both of which are posted on the College’s portal. Persistence and retention rates are tracked by campus, and College-wide, in our persistence/retention report, which is also available to all on the intranet. In addition, this measure has been consistently tracked on our BSC since 2009.

A comprehensive listing of CMC stakeholders whose needs are considered also follows below:

<table>
<thead>
<tr>
<th>PRIMARY STAKEHOLDERS</th>
<th>SECONDARY STAKEHOLDERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Alumni</td>
</tr>
<tr>
<td>Employees – full/part-time staff, full-time/adjunct faculty</td>
<td>Grantors</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>Four-Year Institutions</td>
</tr>
<tr>
<td>Prospective Students &amp; their Families</td>
<td>Community Members</td>
</tr>
<tr>
<td>Tax Payers</td>
<td>Media</td>
</tr>
<tr>
<td>Accreditors</td>
<td>Stop-Out Students</td>
</tr>
<tr>
<td>Employers</td>
<td>Global Community</td>
</tr>
<tr>
<td>School districts (K-12)</td>
<td>State Legislators</td>
</tr>
<tr>
<td>Donors</td>
<td>Visitors/Tourists</td>
</tr>
<tr>
<td>Advisory Boards</td>
<td>Other Governmental Entities</td>
</tr>
<tr>
<td></td>
<td>Peer Institutions</td>
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<tr>
<td></td>
<td>Non-Profits</td>
</tr>
<tr>
<td></td>
<td>Special Populations</td>
</tr>
</tbody>
</table>

Understanding Students’ and Other Stakeholders’ Needs
3P2 Building and maintaining student relationships: The relationship building process begins in various ways. The Office of Enrollment Management and the CMC website often serve as the first point of contact for students engaging with the College. Campuses continue to develop these relationships with robust multi-channel communication plans and a rich menu of engaging programs that include: open houses, summer pre-enrollment events, multiple orientation programs, call campaigns, one-on-one and group advising sessions, Upward Bound, early semester interventions, etc. For students who can’t attend campus orientation, we now have an online orientation available to students 24/7 (http://www.mycmcsuccess.com). Even if the student attended a campus orientation, the myCMC Success site allows them to access information concerning advising, counseling, registration, financial aid, etc., in one convenient place that is student centric and accessible anytime or any place via computer, tablet or smartphone. Moreover, we are in the developmental phase of a virtual student center (VSC), which students can access anytime for information and support.

CEPA allows high school students the opportunity to complete college credits while still in high school. Students may participate in this dual-credit program while in grades 9–12. Participation in CEPA often leads to enrollment in CMC for post-secondary education. Students are recommended to the CEPA program through collaboration with the high school staff and CMC’s counselors. CMC faculty and counselors work together to continuously engage students throughout the semester by direct contact through emails, phone calls, in-person visits to classrooms, early intervention efforts and advising. Communication management efforts include letters, voice mails and phone calls being made to students to advise them on their status at CMC and to provide students with the next steps in the admissions and registration process. Moreover, in 2011-12, the Edwards and Rifle Campuses expanded their services by placing a part-time position in their respective high schools to assist with testing and advising, as well as helping with financial aid inquiries and orientation programs that assist students with enrollment and completion of courses.

Campus life activities such as student appreciation week, student of the month, guest speakers, academic standards and orientations serve to enhance the student experience. Once enrolled, students have the opportunity to take advantage of support programs, including tutoring, academic advising, financial aid, academic and career counseling, the TRIO SSS program and the Learning Lab. The current Project Recovery Team is participating in a campaign to reconnect with students who have stopped out/dropped out of CEPA to identify barriers for re-enrollment. Due to their direct collaboration with campuses, recruiting, marketing, website maintenance and public information, the Office of Enrollment Management is essential to the student experience.

3P3 Analyzing the changing needs of your key stakeholder groups (also addressing Core Component 1D—The institution’s mission demonstrates commitment to the public good.): CMC’s Mission of creating better futures for its students, employees and communities is focused on the public good. The College’s Board of Trustees (BOT) has seven at-large seats, which are elected by all the voters in the six counties comprising the CMC District. One resident from each of the following counties is elected to the board: Eagle, Lake, Pitkin, Routt and Summit. An East Garfield and a West Garfield county resident are also selected by voters to serve. Those elected serve four-year terms. The Board usually meets on a monthly basis at locations around the district. The primary responsibility of the BOT

Understanding Students’ and Other Stakeholders’ Needs
is to ensure that CMC understands its accountability to the communities it serves and its responsibility as a public trust. These elected officials serve as the formal liaisons between citizen stakeholders and the College.

In addition to numerous surveys and forums for collecting information from stakeholder groups, CMC works closely with public school districts, the Colorado Department of Education and the state demographer’s office to orient itself to the changing populations that it serves. The College has engaged in tracking and serving the various stakeholders served by grants through the utilization of eCivis-CMCs’ College-wide grants management software that was implemented in 2012. We continually use input from various advisory groups and poll our communities concerning program needs, their satisfaction with our community service and their personal educational experience(s). This is measured and tracked on our College-wide BSC. Additionally, CMC conducts an annual, employee survey, which is also reflected on the College-wide BSC. This year, we also garnered input from staff and faculty for the presidential search by conducting a presidential profile poll. In addition, we are surveying and gathering information from our communities, residents, students and employees on the future direction of the College with the support of strategic planning facilitators that have been hired by the BOT to help steer CMC’s 2014-2021 strategic plan in the direction that our students and major stakeholders deem vital.

3P4 Building and maintaining stakeholder relationships: Because CMC is a community college; we strive to remain responsive and aware of the needs unique to the rural mountain communities where the CMC campuses are located. Each campus has an Advisory Board that provides input on a regular basis in regards to stakeholder needs and desires. CMC Faculty and Staff are actively involved in community groups, events and organizations. This involvement provides the opportunity for community members to be aware of college initiatives. CMC develops and maintains strategically relevant partnerships (tracked on the BSC) and has introduced cutting edge initiatives, such as the Presidents’ Climate Commitment and the addition of our bachelor’s degree programs. For example, we have a new building complex in Garfield County which houses the College’s Central Services (CS) offices and shares space with the chamber and the county library. Our lobby is open to the public, and college information is available within the chamber reception area. This has allowed CMC to become more intimately involved with community efforts toward growth and tourism through our new association with the Glenwood Springs Chamber of Commerce. We jointly present to guests our community and our college in a very attractive, multimedia reception area. This arrangement assists the College to be vitally aware of and responsive to the larger needs of business, community members and guests through daily contact.

Furthermore, this complex houses the CMC ArtShare gallery. The CMC ArtShare contributes to community enrichment via management of the CMC ArtShare Gallery at the College’s CS office and also via performing arts series, such as the Jim Calaway Honors Series, the MET Live in HD series at CMC-Summit, the Chevron-PBS Cinema Series at CMC-Rifle, etc. This same complex also shares a building with the local library, making it a center of information, culture and learning. Another example of building, maintaining and growing our relationships was the signing of the Presidents’ Climate Commitment, which has led to the increased awareness of sustainability; the College has had a sustainability focus since before 2009. This in turn has grown into institutionalizing sustainable practices, including recycling, the adoption/sponsorship of a portion of the local walking/biking trail to maintain in partnership with other local businesses and the local high school and the developing of a

Understanding Students’ and Other Stakeholders’ Needs
partnership with Garfield Clean Energy. CMC was invited to become a member of their regional co-operative, represented by 6 communities, the county, the library district, transit authority and now, CMC. The goal for this group is to work together to lower energy consumption and cost and to provide educational opportunities for businesses, schools, industry and community members. With the help of Garfield Clean Energy, CMC is in the process of setting up energy monitoring screens at all its campuses and CS.

Assessment processes are in place as part of our continuous improvement efforts. These strategies help guide CMC’s program development process and allow for an opportunity to give and receive feedback when engaging with our communities.

3P5 New student and stakeholder groups addressed within educational offerings: The continuous review and analysis of student performance and perpetual data guides our efforts to provide consistent service across our district with hopefully ever-increasing quality. Program reviews utilizing national standards and best practices help us to identify areas for improvement and implement positive changes. At least one student support service undergoes a thorough review annually.

In addition to these formal channels, we take advantage of informal channels of communication as well. Our faculty/staff to student ratio, combined with the familiar nature of our culture, allows for continuous dialogue with our students. Faculty and student affairs professionals utilize multiple venues to voice student preferences and suggestions to appropriate administrators.

Formally, we systematically survey our communities concerning new courses, programs or services of interest to them, as well as examining environmental scan data e.g. demographics, labor market information, etc. This was especially crucial in determining the need to offer bachelor’s degrees and which ones to offer and where. To this end, program and campus advisory boards provide another rich resource of data. Finally, marketing and admissions work collaboratively to identify prospects for new offerings and develop customized and integrated plans to target prospective student groups.

3P6 Complaint information collection, analysis and communication of actions: Our complaint process consists of the following five categories: 1) Student Code of Conduct 2) Grade Appeal 3) Financial Aid Appeal 4) Student and 5) Community Members.

The accountability center for the complaint process is the Office of Student Affairs at CS. Complaints are recorded, and an administrator is assigned to review each complaint. Our complaint process has been communicated College-wide through the Academic /Student Affairs joint In-Services, SALT and campus meetings. In addition, it is publicized in the Student Handbook, the Faculty Handbook and on the College’s web page under Student Affairs.

Each complaint is reviewed for adherence to the process, fairness of the decision and possible improvements. This review is conducted by the hearing officer and the appropriate administrator from the campus or CS department where the complaint originated. One of the improvements addressed in the aforementioned process was the development of a separate form for complaints by community members. This process was vetted through SALT, the Academic Affairs/Student Affairs In-Services, as well as campus meetings and was implemented in Fall 2011.
Results

3R1 Determination and analysis of student and stakeholder satisfaction: We use a combination of items from multiple instruments to determine student satisfaction. General student and graduate satisfaction is tracked on our BSC. Also, the College conducts a student satisfaction survey every semester besides utilizing data from CCLA, CSSEE, IDEA and SENSE. Assessment is built into student services and programs, including: orientation, early registration, residence life, disability services, advising, counter services, etc. Moreover, we are engaged with numerous national organizations, conferences and professional publications to stay current in new and innovative ways to support students effectively. The tables in 3P1 list some of the methods we utilize to determine student satisfaction and other critical perceptions.

3R2 Performance results for student satisfaction: CMC generally performs well on satisfaction measures and is working on the appropriate use of the resultant data. These data assist with CMC’s continuing to create outreach programs to improve engagement and satisfaction, particularly in the critical, first three weeks of a new academic year. Two new call campaigns were deployed in Fall 2012 to capitalize on our SENSE strength benchmark in Early Connections. CCSSE benchmarks scores are shared and utilized for planning in committees, and the data and reports are accessible to all in the MyCMC portal. The student satisfaction scores on the CCSSE, as well as the internal semester student satisfaction surveys consistently indicate an over 80 percent satisfaction rate of students:

<table>
<thead>
<tr>
<th>Learning BSC KPIs</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Student Satisfaction</td>
<td>84.3%</td>
<td>86.6%</td>
<td>88.4%</td>
<td>89.7%</td>
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</tbody>
</table>

We can trend the data since we have conducted these surveys since the 2008-09 academic year. The data are available in the MyCMC portal, and the measure is on the BSC.

3R3 Performance results for building relationships with students: We continue to build and maintain relationships through programs such as Early Alert, service learning and effective faculty/student relationships. Instructional supervisors assess their faculty on a yearly basis. Through the use of IDEA surveys, the faculty and administration are able to review student opinions on their classroom experiences and develop a plan for maintaining and/or improving key instructional areas. We are in the process of posting college- and campus-wide IDEA results on the MyCMC portal, with the goal to have the data available to all. We initiated the Orientation Program Review process in 2011; a key component of this process was the measurement of learning outcomes that were representative of student engagement. After reviewing the 2009 and 2012 SENSE data, it appears that the College has experienced a slight drop in the categories of early connections, engaged learning and effective track to college readiness. In comparing our data with other medium colleges, we still slightly outperformed this cohort.

After reviewing the 2010 and 2012 CCSSE, it appears that there was a slight decrease on the Support for Learners, Student Effort and Academic Challenge. However, the College still outperformed the CCSSE medium college cohort on Active & Collaborative Learning and Student-Faculty Interaction and has shown an increase across all the CCSSE benchmarks compared with 2005 and 2007. This data will be reviewed through SALT, ILT, IE and appropriate college committees to determine which related processes need to be improved.

Understanding Students’ and Other Stakeholders’ Needs
3R4 Performance results for stakeholder satisfaction: We have maintained a very positive relationship with our communities, demonstrated through high community participation rates, positive community survey feedback and positive ‘press’ throughout our district. Please see supporting data under 1R4 and the BSC under the Measuring Effectiveness category. Historically, some data was collected on our ongoing initiatives, with most of the ‘results’ being story-based. We have been strongly focused on data-informed results, and a culture of evidence is being created that assists us with evaluating our effectiveness (e.g., employee surveys suggest that accomplishing these initiatives is improving at CMC, when 2005, 2006 and 2008 data are compared, and the majority of respondents felt that we were very often to often meeting our mission; applicant surveys; tracking of Web hits by Marketing and tracking of press releases and other media coverage by Public Information; program reviews; positive and constructive graduate and community survey feedback; NCCBP benchmarks, such as participation, retention, graduation rates, number of businesses served with training and resulting revenue, employer satisfaction with student skills is generally high when we survey the business community, etc. were submitted until 2011, but these data have been little utilized by the College. It is hoped that the NCCBP data that are currently being submitted for 2013 will be better used when the new President comes aboard in the coming months.).

3R5 Performance results for building relationships with key stakeholders: Many initiatives and events have been developed from our efforts to determine new student and stakeholder groups. For example, the College reaches out to many diverse groups by hosting educational events, which connect these groups with the College and introduce facets of the College that the attendees may not have otherwise experienced. For instance, CMC hosts the First Ascent Leadership program each summer for middle school students. This program is designed to connect the middle school peer group with the College environment and, more importantly, to increase individual leadership skills. The First Ascent Leadership program brings together young people from different socioeconomic backgrounds to learn confidence and leadership skills that they bring back to their families, schools and communities. CMC surveys participants and since 2007 the satisfaction rate has been over 90 percent. The College has also been awarded the Upward Bound grant to work with first generation, low income high school students. The local high schools and businesses have worked closely with this program in providing career advisement and presentations to students.

Another intensive summer workshop, hosted by CMC, is Aspire, for academically underprepared high school students. The Aspire workshop assists students with skill development while acclimating them to the College environment. Also for high school students, is the Latino Youth Summit, which is well attended and has an average annual attendance of 250 students. The objective is to introduce students to college resources, such as admission procedures, counseling and financial assistance. The workshop includes career assessment surveys.

NCCBP benchmarks (to many of which we compare fairly well) such as participation, retention, graduation rates, number of businesses served with training and resulting revenue have been utilized in a limited way to assess relationships with students, as is employer satisfaction with student skills, which is generally high when we survey the business community. For example, details of supporting data from the AQIP schools survey of partners are provided in 1R4. Even though there was a decrease in partner satisfaction over the past year (possibly related to the sudden resignation of CMC’s President in December 2012), in 2013, the data suggested a high overall satisfaction with CMC (80 % in 2013 and
89% in 2012); 68% of the partners stated they would have work for CMC graduates vs. 51% in 2012 and that increase may have been due to the addition of bachelor’s degrees. By 2013, 69% of the partners thought CMC was focused on student success vs. 66% in 2012 and 96% said they would continue to partner with CMC vs. 93% in 2012. On the satisfaction benchmark questions (e.g. “Students receive a high quality education at CMC”), the partners’ responses were favorable and very similar to those for the comparison colleges. The College also receives positive feedback from graduates on surveys. From 2009-2012, graduate satisfaction averaged 87-92%.

3R6 Results of peer comparisons: CMC compares well with other colleges on CCSSE benchmarks for full-time students (less favorably for part-time students), IDEA ratings of instruction and other NCCBP benchmarks, such as participation rates, course success, student/faculty ratio, financial health, etc. that have yet to be fully utilized by the College for engrafting further improvements. This past year CMC was listed in the top 20 nationally (see CNN/Money story) for student success at two-year colleges. The College ranked first among Colorado’s community colleges for graduation plus transfer rates. The College attributes this standing to how well it addresses the learning needs of students and to high performance on the Active and Collaborative Learning and Student-Faculty Interaction CCSSE benchmarks. Although scores on all five CCSSE benchmarks went up in 2012 compared with 2005 and 2007 (see chart below), only Active Collaborative Learning and Student-Faculty Interaction were above the 2010 CCSSE results, as well as the benchmark scores for medium colleges.
Thus, CMC’s strengths on CCSSE lie in Active and Collaborative Learning and Student-Faculty Interaction, with relative weaknesses in Student Effort and Support for Learners. The data for part-time students have been less favorable, with CMC falling below comparative schools on all five benchmarks. So, overall, work remains to be done on all five benchmarks, particularly to promote greater student engagement for part-time students. Student Affairs and campuses have been using the 2005 and 2007 CCSSE data for baselines. The emphasis now will be on using the 2010 and 2012 data to an even greater degree.

CMC outperformed medium colleges on four (Early Connections, Clear Academic Plan & Pathway, Engaged Learning and Academic & Social Support Network) of the six benchmarks on the 2009 and 2012 SENSE results. SENSE data suggest that when compared with other colleges on the benchmarks related to creating meaningful Early Connections and Clear Academic Plan & Pathways, CMC is doing well. CMC also generally performs better than IDEA System schools on all four IDEA categories: progress-relevant objectives, excellence of teacher, excellence of course and overall average scores. The College is still working on more effective use of these data for targeted improvements.

Improvement

3I1 Recent improvements: We have utilized the template of “plan, do, study, act” in assessing the success of our Student Affairs programs and activities. As part of this process, we survey SALT annually on goal attainment and teamwork. Likewise, the CAS/NASPA Outcome Domains and the Principles of Good Practice in Student Affairs (7 inventories) are used to guide continuous improvement in developing both professionals and students. We have used the results to guide the Student Affairs enterprise in enhancing both programs and processes. Additionally, we have used the same goal attainment survey with the College-wide Student Affairs staff on a yearly basis. This provides us with a broader perspective of performance and better information for making positive change.

Student Affairs college-wide groups, college counselors, disability services, admissions/registration, financial aid, common reader and student life meet regularly to review their processes, identify gaps in services and initiate necessary improvements. Each group has conducted either a program review or institutional audit for determining their effectiveness. They regularly review the results of these processes/audits and initiate appropriate improvements. SALT is the decision making body that oversees these groups and monitors their improvements.

The Institutional Reporting Cycle 2013 (displayed in the Measuring Effectiveness category) reflects an extensive array of assessments; measures and other sources that are systematically gathered analyzed and shared College-wide via the portal and in person. These sources stem from best practices in higher education and are regularly reviewed for relevance and utility. They are also in alignment with the College’s Mission. As such, they are well integrated into college functioning. However, the College is continuing to address the timely and more appropriate use of the data that is available.

3I2 Set targets for improvement: As previously mentioned, our culture is one of familiarity and approachability from a student perspective. We have multiple, College-wide venues with representation from each of our locations. For example, in Student Affairs, each campus has identified a quality lead who meets monthly with administrators in that division. A standing item on their agenda is addressing

Understanding Students’ and Other Stakeholders’ Needs
operational issues that are creating challenges for students. As consensus issues become apparent, that team of people is authorized to begin work immediately to find and implement solutions that benefit students across the entire college. This same College-wide team is empowered to monitor the effectiveness of improvements. In this way, processes can be improved in a continuous and fluid fashion. On a broader scale, major processes are reviewed in an annual summer session rendering a prioritized list of process improvements to be addressed in the coming academic year. This creates a balanced approach to process improvement that can be responsive.

The last President and CLT frequently selected processes for improvement. However, now sometimes processes are selected for improvement by individuals rather than through an organized prioritization effort. CMC continues to work on the selection of processes for improvement that are related to its strategic priorities and AQIP projects.

Understanding Students’ and Other Stakeholders’ Needs
Category 4—Valuing People

Introduction

Almost every year since 2005, employees have rated CMC well on a local employee survey with items constructed to reflect the nine AQIP categories. According to employees, CMC’s greatest strengths have been “Helping Students Learn” and “Accomplishing Other Distinctive Objectives”. Its relative weaknesses have been in the areas of “Planning Continuous Improvement”, “Leading & Communicating” and “Valuing People”. Sporadically since 2008, under the last President, CMC has tried to address issues and processes related to the “Valuing People” category. Based on employee feedback on employee surveys and focus groups, AQIP-based teams have worked on improving the efficiency and effectiveness of college committees and meetings by encouraging shorter, more productive meetings, clarifying roles and responsibilities, examining the decision-making authority of various groups, communicating meeting outcomes better, leadership training, etc. These types of improvements have, however, met with mixed success since they have not been a part of a larger, systematic college-wide initiative with the necessary support from top leadership. The 2010 AQIP Project “Implement an Effective Leadership and Communication System to Become a High Performance Organization” was implemented for one year. In fall 2011, the AQIP Reviewer for this projected said that the project had “fostered college-wide communication from the leadership team and improved efficiency of processes used at the College. As a result, the College is demonstrating the traits of a high-performing institution….this project has prompted the College to share data and information with employees which has led to collaboration among academic departments and student services”. Unfortunately, once this project was retired, the types of issues and processes relayed above re-emerged, especially since the resignation of the last President in December 2012. In addition, a significant number of other college-wide personnel at all levels have either resigned or retired over the past three years. A succession plan has been needed based on input from leadership on the 2009 and 2010 Quality Infrastructure Inventory.

In addition, the local employee survey has alternated with the Chronicle’s Great Colleges to Work For Survey since 2010 and even though the methodology and results differ for the two instruments and results from each survey are comparable to those for that survey, the overall results are still an indicator of progress with leading and communication issues (and reflective of the impact of changes at CMC in top leadership). On both the 2010 and 2012 administrations of this survey, CMC scored below the other colleges on all 15 indicators of the work environment.

Thus, the “Valuing People” category struggles with having been more reactive than systematic. For this category to really progress, the College really needs a leader that walks with integrity and clearly communicates his/her and the BOT’s expectations and then holds people to those expectations. Really listening to people in order to determine the best actions to consider, and always placing the best interests of our students, employees and communities at the heart of decision-making is critical to CMC’s success and the meeting of its Mission. Then, clearly communicating what actions that will be taken based on data and other information will be key.

The new HR Director hired in 2011 has tried diligently to further address not only these types of issues, but employee recruitment, hiring, training and retention-related processes in a systematic

Valuing People
manner. She has led the improvement of how we hire and retain full- and part-time personnel and is creating more consistency of processes college-wide, as well as bettering benefit packages, orientation, tuition assistance, wellness initiatives, transitioning to online forms and documentation, etc.

Processes

4P1 Identification of skills and values required for faculty and staff: Faculty credentials and teaching skills are defined by Academic Affairs, for each faculty position, and in accordance with HLC guidelines, for accreditation purposes. For staff and administrators, credentials, experience and skills are defined as part of the position description process. A position description is required for all staff and administrative positions. Supervisors assist HR in a continual process of developing, reviewing, and, as needed, revising position descriptions that support the needs of the campus or department. These descriptions assist in defining the necessary competencies, credentials and essential functions that are needed to perform the responsibilities of the position. A review is performed, approximately every five years, to keep the position description current, and an additional review is conducted when the position becomes vacant, to determine if the position is still meeting the needs of the College.

4P2 Making certain that our employees possess certain skills (also addressed by Core Component 3C-The institution has the faculty and staff needed for effective, high-quality programs and student services.): Credentials and the requisite skills for specific positions are either established at the campus or department level or through a task force with HR providing input and/or review. As part of the recruiting process, applicants are required to submit a letter of interest and resume, defining their background, skills and education; transcripts and a list of professional references to be contacted are then required, if the individual is a final candidate. HR screens all applicants ensuring that qualifications are met in regards to established criteria for positions. Screening criteria may include educational background, years of related work experience and letters of reference. A search committee selected by the relevant supervisor develops additional specific selection criteria. The hiring supervisor selects a cross representation of committee members for the screening/interview step. Hiring recommendations are forwarded to the highest campus/department level for review/approval prior to the arrival at HR. For administrative positions, HR coordinates and conducts the process for reference and background check information. HR reviews and endorses the recommendation prior to receiving VP or Presidential approval. All instructors are selected on the basis of their level of education, their teaching ability, and their expertise in an area of specialty. Adjunct hiring is done on the campus level by academic supervisors who assess the qualifications of individual instructors. Once a person is selected, Academic Affairs credentials them according to college criteria and relevant state and national requirements.

CMC has 109 full-time faculty, who are responsible for teaching 15 credit hours per term, which equates to approximately 40% of the teaching components for the College. Adjunct faculty teach approximately 60% of the remaining teaching requirements; the College employs approximately 350 adjuncts per term. All instructors’ credentials are reviewed annually, and instructors are also evaluated annually, in accordance with IDEA criteria.

Annually, in the College’s operating budget, professional development funds are made available to all full-time faculty, staff and select adjunct faculty, as well as other part-time staff. These development funds are designated for professional development activities that benefit both the college and the individual and are focused on the college mission and core values.

Valuing People
funds are used for classes, seminars, conferences and continuing education. The improvement of processes related to allocation and use of professional development funds has been researched by at least two AQIP-based teams since 2008. Employee development of full-time employees went from 64% in 2008-09 to 93% in 2010-11 on the College’s BSC. Credentialing and training for student support personnel is also available.

All faculty are required to maintain a minimum of three hours of posted and available office hours, per class, to be available to address student questions and needs. Most faculty also make themselves available through email communication and Canvas, to assist students who raise questions and concerns pertaining to class assignments.

**4P3 Recruiting and retaining employees:** Advertisement and recruitment efforts begin locally with efforts broadening to include state, regional or national markets as appropriate based upon the position level; when fitting, and we also utilize various professional organizations. Administrative and full-time faculty positions are then advertised on our website and a national level through publications such as “The Chronicle of Higher Education”, Higheredjobs.com, and other publications as deemed appropriate. Full-time recruitment is in accordance with a defined process that establishes: the minimum qualifications required for the candidate, a search committee review process of the defined qualified pool, the use of telephone and on-site interviews with the search committee and select campus/college employees and a final review by Academic Affairs and/or Human Resources, depending on the position, to verify that the candidate has the required criteria, as defined in the search. The goal of recruitment is to hire the most qualified candidate, and if an insufficient pool of candidates applies for a position, then the search will be reopened until such time that a sufficient pool of candidates exists, to assure a qualified search.

All hiring for full-time employees is initiated and monitored electronically, HR handles all communication and subsequent employment offers. Campuses or departments handle all part-time and adjunct employment. Improvements in the recruitment, hiring and retention of employees, particularly of non-full-time employees, is being addressed by HR and has been studied by several AQIP-based teams since 2008. The work of the Employee Retention Team and the Leading and Communicating AQIP project focused on listening and responding to employee needs via focus groups and surveys e.g. favoring of email as a means of communication; multiple methods of communication; fewer, shorter and more productive meetings; suggestion boxes at each location, leadership training, etc. The College works to retain its employees with competitive salary, health and benefit packages; generous annual and sick leave; wellness initiatives; appreciation days with employee recognition; and a generally welcoming work environment.

**4P4 Orientation of employees to mission and values:** CMC is currently reviewing and revising the employee orientation programs to better meet the needs and on-boarding of new employees of the College. As part of this process, there is also a call for adjunct orientation to be expanded and refresher orientations to be conducted for all staff and faculty. Faculty conduct a new hire orientation in August of each year, for all new full-time faculty, which involves both campus-wide orientation issues and departmental orientation, for each discipline. College-wide, staff orientation is being expanded to better meet these needs, as well as campus and department orientations, for guidelines specific to the position and campus.

**Valuing People**
4P5 Planning for changes in personnel: The College didn’t have a real succession plan when the last President suddenly resigned in December 2012. An external interim President was hired by February 2013 and the search for a new President is currently underway. With respect to other positions at the College, during each year’s budgeting process, the College reviews staff and faculty needs. Additionally, when positions become vacant during the year, a process is in place, through Staff and Faculty Allocation committees, to review the need for the position, timing of replacement and review of the position qualifications and responsibilities, to update and stay current with the needs of the College. We use the recruiting and hiring process to address employee turnover. Since 2008, AQIP-based teams have worked on improving this process to make them more expedient. The effectiveness and efficiency of this process will be critical over the coming year considering the positions that are currently in transition e.g. Foundation Head, Student Affairs Leads, two Campus VPs, CIO and other lower level positions.

4P6 How we design our work processes: We are reviewing position groupings to better define the skill set needed for the positions within the group and developing cross trainings of the current employees to provide more flexible assignments, depending on campus need and student support requirements for admission, registration, advising and other support services.

Staff and faculty activities have been expanded to promote employee wellness and healthy lifestyle issues, including health risk assessments, healthy lifestyle communications, increased wellness benefits and reestablishing the annual health fair to promote employees’ attention to their health needs.

The work of the Employee Retention Team and the Leading and Communicating AQIP project, along with a few other teams that addressed adjunct needs, focused on listening and responding to employee needs and this helped further organizational productivity and employee satisfaction. In fact, on CMC’s BSC, the employee satisfaction KPI went from 68% in 2008-09 to 89% in 2010-11 based on the local employee survey reflecting the AQIP categories. College employees tended to view CMC as performing well across the categories. However, since then, the local employee survey has alternated with the Chronicle’s Great Colleges to Work For Survey and the methodology and results have been inconsistent (and reflective of changes in top leadership). Leadership training was provided to grow our own leaders through the Learning for Leaders program until 2010. Following this, the Professional Development AQIP team was working on developing a Faculty Learning Academy, but this has been on hold due to other initiatives. Since then, some leadership training has been provided to CLT via the President’s Office e.g. Strategic Horizons trainings from 2008-2012, FOSIL training during 2012, etc. We try to develop best practices based on such leadership trainings. For example, the Strategic Horizons training and networking opportunity that many of our leadership attended focused on increasing employee productivity and organizational effectiveness. We watched and learned from some of the best community colleges and organizations and have been trying to apply some of the concepts at CMC. The HR Director is working on putting exit interviews in place.

4P7 How we ensure the ethical practices of our employees (also addressed by Core Component 2A-The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff and Core Component 2E-The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly): The expectation of senior
management and supervisors is that they will set the example of ethical behavior, including abiding by the policies and procedures and following our values of truth, trust, respect and responsiveness.

The institution operates with integrity, as evidenced by the review and responsiveness of the College to financial audits, HR and other governmental and regulatory audits and information submissions. Additionally, as CMC is largely funded through local Mill Levy taxpayer funds, the College is also responsive to the needs and service requirements of our communities.

Policies and procedures for the BOT, as well as the Administrative policies and procedures for the College itself, are all under review and being updated for appropriateness and compliance requirements and the continuing needs of the institution.

Our complaint process for students consists of the following five categories: 1) Student Code of Conduct 2) Grade Appeal 3) Financial Aid Appeal 4) Student and 5) Community Members.

The Office of Student Affairs at CS oversees complaint processes. These processes have been communicated college-wide through the Academic/Student Affairs joint In-Services, SALT and campus meetings. In addition, they are publicized in the Student Handbook, the Faculty Handbook and on the College’s web page under Student Affairs. The processes involve complaints being recorded and an administrator being assigned to review each complaint.

The integrity of research and scholarly practice is ensured by IE Office that oversees the IRB process for the College. IR, Grants and other College personnel assist IE with reviewing college-wide IRB requests. These requests have grown greatly since the implementation of CMC’s bachelor’s degrees.

4P8 How we determine training needs: Since 2008, at least two AQIP-based teams have studied professional development at CMC and made recommendations for improvement to CLT. One of the Professional Development AQIP teams planned to develop a Faculty Learning Academy when the Learning for Leaders program was discontinued in 2010. Thus, the faculty professional development process has been reviewed by College Leadership.

Faculty needs are determined by the College’s goals and asking them at CFI & Faculty Senate. Full-time faculty members who have completed six or more consecutive years of service may be granted paid sabbatical leave “to conduct independent research, to study pedagogy or the state of the art functional area, or to obtain further knowledge in a faculty discipline or functional area”. No more than two faculty members participate in this program each year.

Staff training needs are determined by any continuing education requirement of their positions, by trainings relevant to the College’s strategic priorities and supervisor recommendations based in best practices and campus/functional area requirements.

4P9 How we train and develop our employees: Basic core training that is integral to job performance at CMC is required of all new employees e.g. FERPA, Financial Aid, Proctoring, Datatel, etc. From that point on, faculty and staff are able to select to participate in other trainings that are relevant to their field, as well as other trainings routinely offered by the College e.g. by the Office of Innovations in Teaching &

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Learning, Risk Management, IT in technical tools, HR, IE/IR in data interpretation and usage, Grants Office’s training in eCivis and grants compliance, etc.

Ongoing faculty development includes special college-wide in-service days at the beginning of the fall and spring semesters and at the end of the spring semester. These days provide full-time and adjunct faculty, instructional supervisors, and support personnel opportunities to collaborate on learning initiatives, update their skills, and share their expertise. After training with Valencia’s learning communities personnel and sharing best practices, we have put in place a more consistent process for the implementation of learning communities. The campuses each provide their own staff development days at the beginning of the fall and spring semesters. Adjunct instructors are paid for their time to encourage and to enable their participation.

Academic Affairs supports attending and presenting at conferences and a major “Faculty Innovators” initiative which encourages instructors to create and implement projects that support student learning. This program provided material resources such as laptop computers and software as well as training, encouragement, recognition, and the synergy of regular interaction with other innovators. Individual college campuses provide significant regular funds for conferences, workshops, and special trainings.

4P10 How we design and use personnel evaluations (also addressed by Core Component 3C-The institution has the faculty and staff needed for effective, high-quality programs and student services): Supervisors conduct annual performance evaluations. These evaluations include a self-evaluation, goal setting tied to the strategic plan and review of previous year’s work. Employees and supervisors end the year by evaluating successes and opportunities for improvement in specific goals and competencies; they also establish their goals for the upcoming year. Goal setting has become an important part of the evaluation process; many employees feel they now have a connection with how their role supports the role of the department, campus and college. The ultimate goal been to reward employees based on the College’s progress on the BSC KPIs, however this is still under development.

Faculty evaluations also involve observation of the faculty member’s teaching by their supervisor resulting in a written evaluation and discussion of the IDEA feedback with the faculty member. Student evaluations and observations are to done every semester for full-time faculty members. Part-time instructors are also similarly assessed regularly. Faculty qualifications and credentials are housed centrally and kept current.

4P11 How we design our employee recognition, reward, compensation, and benefit system: Faculty and staff salaries have been adjusted to better fit market values. Every effort is made to include faculty representatives, CFI, Faculty Senate for input on processes and process improvement. A CMC Appreciation Day used to be held each year in the late spring. During that event, we recognize faculty and staff for longevity and distinctive achievement with such awards as the Eagle and Star. Each campus submits nominations for full-time faculty and adjunct faculty of the year awards to the President’s Staff for final selection. At graduation ceremonies at our seven campuses, students, faculty, and community members are recognized for contributions. Employee retreats are also regularly held. HR holds Wellness Fairs bi-annually where the majority of full-time employees participate and college-wide employee lives are literally saved and the message “CMC cares…” is delivered, as well as an emphasis on wellness at Appreciation Day and feedback from employees suggested that they enjoyed both of these. Pay for

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performance is coming as we tie employee goals to college goals and begin to reward employees based on CMC’s progress on its college goals.

4P12 How we determine, analyze and address key motivational issues with employees: Faculty and administration work to ensure that when faculty time is needed for non-teaching duties, their schedules are adjusted and stipends are paid as necessary. Since 2009, adjunct, faculty and staff salaries have been studied and adjusted some based on market research. The HR Director will be conducting more research in this area over the coming months. Every effort is made to include faculty representatives, CFI, Faculty Senate for input on processes and process improvement. Every other year, we hold a CMC Appreciation Day or its equivalent. The process for this was improved by the AQIP-based team that addressed this in spring 2009. On this day, we recognize faculty and staff for longevity and distinctive achievement with such awards as the Eagle and Star. Each campus submits nominations for full-time faculty and adjunct faculty of the year awards to the President’s Staff for final selection. At graduation ceremonies at our seven campuses, students, faculty, and community members are recognized for contributions. Employee retreats are also regularly held.

4P13 How we provide and evaluate employee satisfaction, health and safety and well-being:
Monthly, or so, there is a wellness newsletter sent out to all CMC employees. There has been an implementation of wellness coaches, who regularly call and check-up on employees’ progress. Also, there is a wellness stipend, which all full-time employees receive. Employee Surveys and focus groups are conducted by IE and HR on a regular basis. The Risk Management department works with HR to ensure employee safety and well-being (see 6P3 under the “Supporting Institutional Operations” category). The Director of Risk Management leads a comprehensive, district-wide program to identify and evaluate risk exposures to the institution and works collaboratively to determine and implement mitigation strategies. Communication occurs in person, via email and the portal.

CMC’s leadership is fairly open to dialog about any issue or concern and goes to great length to gather input from employees. However, that input is frequently not adequately used. We’re trying to respond to as many employee suggestions as possible from the AQIP team’s suggestion boxes at each location. Institutional Effectiveness/Institutional Research and others will be making the facilitation of better use of data a priority for the next three year years. In addition to feedback to supervisors during employee goal setting, evaluations, staff meetings, etc. and HR, the Employee Survey was conducted in 2005-2010 and will be conducted again in 2011, as well as the Chronicle’s Great Colleges to Work For Survey. It appears some attention is needed to the mentoring and training of employees because there is inconsistency with which these processes occur across the College and Valuing People is, overall, a relative weakness for us. The AQIP Organizational Climate Survey was also conducted in 2005 and CMC generally compared well to other colleges, with its lowest scores being on factors such as “reward orientation” and “task structure”. It’ll be interesting to see how things improve in this area once the impact of new initiatives begins to occur.

Results

4R1 Valuing people measures we collect and analyze regularly: CMC’s ability to attract an adequate applicant pool supports our current recruiting efforts. The employment process has generally been successful in hiring qualified candidates. On the college-wide BSC, we have monitored the following

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KPIs since 2008: professional development of full-time employees, employee satisfaction and all turnover. Performance on these KPIs has been improving until now. The work of several AQIP-based teams has helped to improve recruitment, hiring, and retention processes since 2009 e.g. shorter-turnaround.

We still have a need to expand our recruitment in the areas of diversity since we often have had difficulty attracting diverse candidates for our positions. Faculty selection procedures and development activities have not been systematically assessed as to their effectiveness in hiring qualified faculty. Some searches have been prolonged, but this could be related to changes in top leadership (the President, in particular) positions since 2008.

2. Orientation/Training/Evaluation

Both full-time and adjunct faculty development is given priority. Reimbursements for attendance at conferences and for graduate school tuition have always been available. Also, two to four times per year, the College sponsors in services that give faculty opportunities to participate in or lead workshops and to otherwise gain ongoing training. Recognition is given for faculty achievement in publishing scholarly work, serving the community and earning awards and certificates. As with faculty evaluations, faculty development policies are being reviewed and rewritten to keep pace with CMC’s continuing growth.

Faculty evaluation includes the following components: peer review, supervisor review, student evaluations (IDEA), and self-evaluation. Supervisors touch on all four of these components each semester. There is constant feedback, positive criticism, and progressive solutions adhering to the current faculty evaluation system.

- Feedback and measurements occurs from participant’s (employee) evaluations upon implementation of new orientation program.
- Feedback from completion of the core training courses will assess improved skills/knowledge of the content areas.
- No formalized employee and supervisor feedback from evaluations currently exists.
- The faculty evaluation system is in fact inconsistently applied and is time and resource intensive and is currently being improved.
- There is little supervisor training in the faculty evaluation system’s execution, and there has been no recent assessment of its effectiveness in improving learning.
- We utilize the nationally normed “IDEA Student Rating of Instruction” system each semester.

4R2 Valuing people performance results: On CMC’s BSC, the employee satisfaction KPI went from 68% in 2008-09 to 89% in 2010-11 based on the local employee survey reflecting the AQIP categories. College employees tended to view CMC as performing well across the categories. On the Quality Inventory, accountability and lack of trust were issues that needed addressing. The Quality Infrastructure Inventory data suggested improvements were especially needed for succession planning.

On both the 2010 and 2012 administrations of the Great Colleges to Work For survey (see 4R4 for more detail), CMC’s overall score fell in the “Fair to Mediocre” range compared with the other schools being

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within the “Good to Excellent” range. CMC performed lower than the other colleges on all 15 indicators of the work environment for both administrations.

4R3 Evidence of productivity and effectiveness of employees: We are effectively collaborating to meet our Mission. The results from 2005-2012 Employee Surveys suggest that CMC employees are generally “often” to “very often” assessing, reviewing and improving what they do. In addition, a higher percentage felt that way in 2009, 2010 & 2012 compared with 2005. The majority also felt we were fulfilling our mission.

4R4 Our performance results for Valuing People compared to other higher education institutions: Valuing People and cultural issues are rather individualistic areas, so we largely compare ourselves to ourselves, but there are some NCCBP benchmarks that we can now use e.g. employee turnover, complaints. Also, the Organizational Climate type survey allowed comparison with other AQIP institutions and CMC generally had higher ratings by employees when compared with other institutions. Our relatively lower scores were on factors such as “reward orientation” and “task structure”. However, on the Great Colleges to Work For survey, which allows CMC to benchmark itself against other similar colleges regarding the work environment created at the College, on both the 2010 and 2012 administrations of the Great Colleges to Work For survey, CMC’s overall score fell in the “Fair to Mediocre” range compared with the other schools which performed in the “Good to Excellent” range. CMC scored below the other colleges on all 15 indicators of the work environment for both administrations. Also, the scores for 2012 were lower than those for 2010. The areas of pride; professional development; compensation, benefits and work/life balance; facilities; and supervisors/department chairs fell in the “Good” or better range, while CMC’s scores for shared governance; senior leadership; policies, resources and efficiency; faculty, administration and staff relations; teaching environment; communication; collaboration; fairness; and respect and appreciation fell in the “Fair to Mediocre” to “Yellow Flag or Warrants Attention” ranges.

Improvement

4I1 Recent improvements made in valuing people: Feedback from employees and strategic planning sessions have been our main way of targeting areas for improvement. The recruitment AQIP-based team and the Learning for Leaders program has also helped to improve this.

Recruiting/Screening/Hiring

1. Expand our applicant pool (i.e., for specialized positions, overall diversity of all candidates) by actively seeking other recruitment opportunities.
2. Review the fairness and consistency of the policies and procedures and how they are applied.
3. Utilize various screening techniques as outlined within the Employment Handbook.
4. Have hiring supervisors work closely with screening committees and HR to define successful applicant characteristics.
5. Streamline hiring processes by following the guides within the Employment Handbook.
6. Create an ongoing dialogue with hiring supervisors and Campus CEOs to ensure appropriate accountability for the hiring process.

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7. Generally the following assessment might be considered for improvement in collecting and assessing related data:
   a. Select relevant data,
   b. Collect data through formalized process,
   c. Summarize the data collected, and
   d. Report data.

This process (or one like it) will allow for a baseline representation for specific improvement.

8. Since some positions are open for extended periods of time, an effort is being made to identify and improve relevant position description areas (i.e. job description, salary, etc.) prior to advertising the position.

412 How our culture helps us select processes to improve valuing people: The College’s strategic focus areas and strategic plan goals have been used to set employee goals for the coming year and progress will be monitored using BSC KPIs, other HR and supervisor information, as well as CMC’s digital employee evaluation system. Based on her experience here, the HR Director has selected this process to improve in the near future, but most processes are selected for improvement via the strategic planning process e.g. professional development. As another example of a process that was selected based on the College planning process, the orientation process was refined to continue effectively educating our newly hired staff. The revisions include a multi-phase process that incorporates on-site/department orientation that is further enhanced through a college-wide, functional area orientation. The orientation also includes job-specific and computer related training. The HR Director will be conducting exit interviews and input from them should be valuable (particularly with the key college-wide position leaders that are leaving currently) in developing and engrrafting further improvements for the “Valuing People” category. From an examination of benchmark employee survey data, it is clear that College policies, resources and efficiency; shared governance; senior leadership; faculty, administration and staff relations; communication; and respect and appreciation warrant attention. The BOT has been working with the Interim President and HR to address some of the work environment related issues. It will be more likely in the near future though, when the new President gets here and the 2014-21 strategic plan that is aligned with the budget, facilities and IT plans is in place (taking into account input from the gap analysis and audits), the selection of processes targeting improvements related to the “Valuing People” category is expected to improve.
Category 5 – Leading and Communicating

Introduction

The current climate is an opportune time for CMC to capitalize on creating a sound infrastructure that would support the College’s Mission and help move it forward. Community colleges have been all things to all people and CMC has been no exception in this regard. Although many of the College’s processes, particularly those directly related to teaching and learning have been relatively effective and are more aligned and integrated, as is supported by the Helping Students Learn category and the three current AQIP projects related to it, the CCSSE, CCLA and student learning outcomes data, the application of AQIP principles and HLC’s Assumed Practices (i.e. Integrity, Ethical and Responsible Conduct; Teaching and Learning: Quality, Resources and Support; Teaching and Learning: Evaluation and Improvement; and Resources, Planning and Institutional Effectiveness) still need top leadership support and improvement. It is some of “Leading and Communicating” related processes that tend to be more reactive and less systematic or consistent that need more improvement. The “Implement an Effective Leadership and Communication System to Become a High Performance Organization” AQIP project that was developed during and following the 2009 AQIP Strategy Forum under the oversight of the Quality Team was worked on for just one year before being folded into the “Leading the Bachelor’s Implementation at CMC” AQIP project in fall 2011. This was mainly due to the President’s request that the College work on processes for the offering of CMC’s first five bachelor’s degrees. Some progress was made on initiatives from these projects e.g. as recommended by AQIP personnel, how we successfully developed and implemented bachelor’s degrees, using 16 AQIP-based One College Teams, in a relatively short amount of time was presented by IE and at times with other Campus and Academic Affairs at national conferences such as HLC’s Annual Meeting, CCBA, League for Innovation, and SCUP. These presentations were well-received. However, neither project was fully realized as intended and this has led to a fall 2012 AQIP-based team charged by the last President to study communication processes at the college and make recommendations for improvement. AQIP and continuous improvement methodology, however, are all about taking a few selected areas that are tied to the College’s strategic initiatives, developing and implementing AQIP projects around them, taking those areas to a level of excellence within a few years and then moving on to the next few areas. Therefore, increased effectiveness and efficiency of processes should be the focus, instead of trying to do everything and selecting processes for improvement without consideration of agreed upon top strategic priorities.

To hopefully help address this and determine CMC’s top future priorities, a consulting firm was hired in spring 2013 by the BOT under the oversight of the Interim President, IE, and the Strategic Planning Steering Committee to develop a 2014-21 strategic plan for CMC that will be aligned with the budget, facilities and IT planning. This plan is to be completed before the end of the year, along with the re-visiting of the College Mission, Vision and Core Values. This is a time of transition for the CMC and it is desired that the plan will help provide focus for when a new President is selected and arrives here. A consultant was also hired by the last President to conduct a “gap analysis” and the results from that are pending. The last President resigned suddenly in December 2012. The search for a new President is currently underway, as well as turnover in other key leadership positions e.g. Student Affairs leads, two Campus VPs, Foundation Head, CIO, and other

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instructional leads college-wide such as instructional chairs. Based on some of the data from the Quality Infrastructure Inventory administered to College leadership, a sound succession plan is needed for key leadership positions. CMC has essentially been in reactive mode since well before the last President left.

Unlike many colleges and organizations, CMC has the necessary resources to be a successful institution of higher education, as well as a leading force not only within the communities it serves, but in the greater world. All of this exists amidst some of the most scenic surroundings in the world. So, what has been holding the College back from accomplishing this and serving its communities and its Mission more effectively? The College has generally had great people (students and employees). What it does need is great leadership in the new President. Many of those affiliated with CMC see the current state of the College as a huge opportunity for positive change and for taking the College to the next level. The new President will have to really listen to CMC’s internal and external communities, as well as consider the appropriate data/information before making decisions. The College really needs a leader that walks with integrity and clearly communicates his or her and the BOT’s expectations and then holds people to those expectations.

Processes

5P1 Defining Mission, Vision and Values (also addresses Core Component 1A-The institution’s Mission is broadly understood within the institution and guides its operations): The College has had a strategic planning cycle (see below) under the last President. This planning process was led by him, IE with stakeholder input. At various retreats and meetings, our vision, mission and strategic plan were reviewed and developed based on our knowledge of our campuses/areas/community; internal and external data; and community input. We revisited our plan at least annually.

With the departure of the President and under the oversight of the BOT and the Interim President, with IE and a college-wide Strategic Planning Steering Committee, MIG, a strategic planning consulting firm was hired in spring 2013 to facilitate the development of the College’s 2014-2021 Strategic Plan that will hopefully be aligned with CMC’s budget, IT Plan and Facilities Plan. Over the past six weeks, MIG has gathered data about the College and obtained input from CMC’s stakeholders. They presented their findings to the BOT at their May meeting/retreat.

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5P2 Alignment of directions with Mission, Vision and Values (also addresses Core Components 1A-
The institution's mission is broadly understood within the institution and guides its operations; 2C-
The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity; and 5C-The institution engages in systematic and integrated planning.): The BOT begin each meeting with a review of the College’s Mission/Vision/Value statement, an important reminder of the purpose of the Board’s responsibility to preserve and enhance the College. Agendas for the BOT clearly reflect that the Board discusses and acts on important College issues, including budget, strategic planning, policy development/revision and many others. The Board also conducts workshops during the year to focus on special areas of college development, such as enrollment, the strategic plan and a joint meeting with the foundation board.

As an elected board, all geographic areas of CMC’s service district are represented. The College has a robust internal system of committees, so issues that come to the Board have received considerable internal review. The Board meets annually with the College’s state legislative delegation, foundation board and, from time to time, also seeks external input in a more formal way. For example, in April 2013, strategic planning input sessions were held on each campus, and one of the input groups at location was a community group. At these community group meetings, community suggestions and the characteristics desired in a new president were also sought.

The Board Policy Manual contains a clear statement regarding the issue of “undue influence.” Section 2.7: Code of Conduct, item number 1 states:

Board members will maintain un-conflicted loyalty to the interests of the ownership. This accountability supersedes any conflicting loyalty such as that to advocacy or interest groups and membership on other boards or staffs. This accountability supersedes the personal interest of any Board member acting as a consumer of College services.

The Board Policy Manual contains clear statements regarding the respective responsibilities of the Board and the president (administration) Policy 3.3: Delegation to the President states:

The Board and the College President will jointly develop the goals to be achieved. The Board will utilize the Alignment model to delegate to the College President the development and implementation of the Strategic Plan and goals under that plan. The Board will receive frequent communication from the President as to progress of the administration in achieving strategic goals and as to the administration’s effective execution of Board and administration policies. The Board’s role is to govern the College; the President’s role is to execute Board policy and administer the College organization. [Language suggested by Trustee Bob Taylor 2/25/13]. The Board delegates to the College president the authority to establish procedures, regulations and practices necessary to implement and carry out the policies of the Board, for the proper administration of the College, in furtherance of the mission, vision, values and strategic plan established by the Board.

In regard to faculty involvement in academic matters, their involvement is extensive. Most relevant here is the role of the CAC. The CAC is a faculty committee co-chaired by the Senior VP of Academic Affairs and a faculty member. The purpose of this committee, per its charter, is:

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To improve and measure quality of instruction in the classroom by establishing faculty mentoring, assessment within disciplines, and address issues as they relate to curriculum, assessment and improvement. Additionally, the aim is to utilize existing faculty resources and therefore maximize efficiency and quality of CAC processes. The primary committee composition and functioning should be of, and by, the faculty.

5P3 Directions accounting for the needs of students and stakeholder groups (also addresses Core Component 1B-The Mission is articulated publicly): The College currently has a short-term strategic plan in place, endorsed by our current BOT, but has started a new strategic planning process that will direct and guide the College over the next seven years. The planning facilitation firm, MIG, has been seeking out broad and deep input from the College’s employees, trustees, our current and future students, as well as other key stakeholders. The process involves:

- The facilitators holding separate meetings with employees, students and other key stakeholders at every campus and at CS to seek input regarding CMC’s future;
- The facilitators conducting an online survey of employees and the greater community;
- The facilitators bringing input from these focus groups and surveys to the BOT for a retreat;
- The facilitators meeting with stakeholders to share the information they have gathered and re-examine the College Vision, Mission & Core values in September 2013; and
- The final strategic plan being developed and approved by the BOT by December 2013.

In addition, to build a bridge between the current, short-term strategic plan and the proposed seven year plan, last year the College hired a consultant with extensive experience in for-profit and public colleges. She is conducting an in-depth gap analysis of employees, so as to determine the key areas the College needs to address before the new strategic plan can begin. The final report from this analysis is pending.

5P4 Leadership’s guidance in building & sustaining a learning environment: The leadership at CMC builds and sustains a learning environment through a variety of activities:

- Funds are allocated for the attendance of faculty and leadership at national conferences. Funding for faculty is provided through Professional Development funding.
- Leadership participates in the IT Council, whose mission is to serve as an advisory committee to develop budgets for all campuses and CS departments, as measured by fairness of allocation, alignment with the strategic plan, efficiency in costing and adoption of financial best practices, as it relates to technology infrastructure and technology in classrooms.
- Leadership supports summer projects for faculty to redesign Developmental English/Reading and Math courses, as mandated by the State of Colorado.

5P5 Decision-making by teams, task forces, groups and/or committees (also addresses Core Component 5B-The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its Mission): A variety of methods and processes are used to make decisions at CMC, including individual decision-making, decisions made by working groups or formal committees, decisions made by broad consensus
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and decisions that reflect recommendations. It is unusual for individuals to make campus- or college-wide decisions absent input and/or recommendations from other parties.

Like many higher education institutions, CMC makes use of multiple standing committees. The ad hoc Communication Action Team assembled this year, studied decision-making roles of standing committees and recommended that college leadership review and revise all committee charters, including spelling out who on each committee is responsible for communicating recommendations or decisions, who needs to receive those communications and how they will be communicated. This review and revision is currently under way. There is also frequent use of temporary committees (e.g., AQIP-based teams), task forces, working groups and other ad hoc bodies. Some committees are decision-making bodies, some simply make recommendations to decision-makers and some committees both make decisions and submit recommendations to others. When a committee has decision-making authority, there is almost always a process in place that enables the appeal of decisions.

The standing committees most involved with decision-making are

- College Leadership Team (top-tier decision-making body),
- Allocation Resource Committee or Zero-Based Budgeting (ZBB),
- Council for Instruction,
- Curriculum Advisory Committee,
- Faculty Senate,
- Information Technology Committee,
- Instructional Equipment Committee,
- Academic Program Resource Committee, and
- Instructional Leadership Team.

In general, the various committees make decision recommendations to CLT; however, some decisions (policies, annual budget, etc.) must be made by the BOT. When appropriate, CLT makes recommendations to the BOT.

The committees, teams and task forces that are part of the decision-making process are sometimes also the bodies tasked with implementing decisions. In other cases, implementation is assigned to divisions, departments or individuals.

5P6 Decision-making by data, information and our performance results (also addresses Core Component 5C-The institution engages in systematic and integrated planning.): The College has access to the many varieties of data and reports laid out in the “Institutional Reporting Cycle” under the Measuring Effectiveness category, along with numerous ad hoc requests for information that come in to IE/IR daily. Therefore, the expectation that data will be presented at meetings has been increasing steadily over the past decade as a culture of evidence is being created. With IE/IR’s assistance, the College is still working on better understanding and utilizing all that data however.

The College has made great strides in allocating resources in alignment with its mission and priorities and directly linking operational planning to the strategic plan, by moving to a ZBB system in 2010 based on one of the AQIP-based teams that researched best practices in budgeting. The purpose was to better align resources to needs across the College. An incremental budgeting system had been used for so long, that

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some campus and department budgets were far removed from strategic priorities. ZBB required all budget officers to build their budget from scratch, which produced transparency, more knowledgeable budget officers, more fair and equitable allocation of resources and improved accountability to our tax payers. Along with this effort, the strategic planning process was aligned with the budget cycle, and individual budget requests were tied to a strategic plan initiative. The strategic planning process is also aligned to the AQIP cycle, which will help the College to direct resources to plan initiatives. Budget officers are responsible for monitoring their budget spending and are accountable for staying within budget annually. The College remains fiscally sound and continues to be responsive to student and other stakeholder needs.

In many cases, college-wide funding requests are directly linked to the strategic plan. All funding requests for instructional equipment, full-time faculty and staff, technology and ZBB items require an explanation of how the request aligns with the College-wide strategic plan. For example, ITC uses a tool based on a formula of weighted factors to aid in ranking college-wide technology requests. Part of the process is for committee members to determine how well, or how poorly, each request fits with the college-wide strategic plan and assess a value that is weighted in the formula. Other factors include impact on students, impact on instruction and impact on IT staff, which are also related to the strategic plan.

In some cases, there is a perception that the College has fallen short of its goal to allocate resources in alignment with its mission and priorities. Examples of initiatives that have been funded that are not perceived to be directly linked to the strategic plan include aspects of the bachelor’s programs in 2009 and work completed by outside firms that some believe could have been completed internally, without incurring additional expense. The 2010 action project team identified the need for the College to focus on what is most important.

While some of these initiatives may not have been directly linked to the strategic plan, the results have often been beneficial. For example, the four-year programs have contributed to student enrollment and allowed many students to remain in their home communities (who otherwise would have relocated outside of the College’s district) to complete bachelor’s programs. The bachelor’s degrees also became a catalyst for strengthening existing processes related to the two-year programs. Internally, the College learned to become more agile, responsible and flexible. Externally, the College is becoming recognized as a viable contributor to its economics. The 2010 action project team identified other, unintended consequences of adding four-year degrees as improving processes, a more positive college-wide image and many new partnerships with educational and business entities.

In order to address funding associated with the strategic plan, the College has aligned its strategic planning process with the budget cycle. The assessment of student learning and evaluation of operations are part of the strategic planning process. During this process, improvements in the area of student learning are identified and considered in the strategic plan. Evaluation of operational processes is also an integral part of creating the strategic plan. Specific actions related to these areas are written into the strategic plan, and funding can be requested through the budget process.

As the decision-making body that meets almost monthly, CLT has set directions in alignment with the College Mission, Vision, Values and commitment to high performance with input from the BOT and the

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President. The planning process has historically been perceived by some as a top down approach, resulting in goals that are often not relevant for employees at all levels of the institution. In upcoming strategic planning initiatives, there is an opportunity to engage students, faculty, staff and community throughout the organization and at all levels. The College is seizing this opportunity by visiting location and listening to internal and external constituent groups, so as to gather feedback based on their diverse and distinctive perspectives, which will help shape the next strategic plan.

Each campus and department sets priorities according to the strategic plan. At all levels of the organization, goals are developed that align with the broader mission and goals of the College. An example of this at the campus level can be found at the Summit Campus, where teams were formed to collect feedback from stakeholders (internal and external) for each focus area of the strategic plan, so as to set campus-specific goals that are directly aligned with the broader strategic initiatives. The Mission, Vision and Values of the College are a prominent part of the culture and are integrated into daily operations. For example, at one campus, a standing agenda item is now included at every staff meeting to discuss organizational values. A dedicated group of staff and faculty, named the T2R2 Committee, meets regularly to plan campus initiatives related to these values, including a recognition program to honor employees who regularly demonstrate our organizational values.

CMC’s BSC, a strategic management tool, provides an opportunity for all stakeholders to review progress on the goals and objectives identified in the strategic plan. This tool helps CMC clarify its mission, vision and strategy and translates them into action. The BSC monitors KPIs under specific focus areas of the strategic plan, allowing for easy access to data and continuous improvement. Also, as presented under Helping Students Learn, student learning outcomes are captured in TaskStream.

The annual budgeting process involves an in-depth look at the factors affecting the College’s overall revenue. The College relies heavily on property tax funding, which is directly tied to the economy. The state budget is also heavily impacted by the economy. Internally, the College can have an effect on tuition revenue through recruitment and retention of students. Annually, these revenue sources are studied, and projections for the next fiscal year revenues are calculated. Based on projected revenues, budgets are then built, keeping strategic initiatives at the forefront. The College has developed more effective funding models that better predict oil/gas revenues and property tax revenues. However, there is still opportunity to create more flexibility in the model, as it is not always agile enough to adapt our current capacity to meet needs appropriately.

Declining revenues produce a challenge for the next couple of years. Although there may not be as many dollars available for strategic plan initiatives, when revenues are tight, oftentimes more thought goes into how dollars are spent. The IT budget request process is a good example of this; the committee ranks requests by how well the items being requested align with the strategic plan, as well as their potential impact to students, instruction and staff. This committee engages in a “give and take” collaborative process, in an attempt to be reasonable about the amount of money being requested.

In many areas, institutional planning anticipates emerging factors, such as technology, demographic shifts and globalization. As an example, the College has engaged an independent management and IT consulting firm, with experience in Higher Education, to conduct an IT assessment and facilitate strategic planning and implementation.
technology planning. This plan will be integrated into the strategic planning process that is presently occurring. Through the ongoing gap analysis initiated by the last President that is being facilitated by an external consultant, college leadership will be able to examine gaps in services and processes at all levels of the institution. The goal is for this process to guide leadership in building upon strengths and responding to weaknesses. While the College is still reacting to problems from 2-5 years ago, we have made great strides in addressing issues that we foresee emerging 5-10 years into the future. The foresight gained through strategic planning, the IT assessment and the gap analysis will allow the College to innovate proactively by making meaningful changes to improve services and processes in ways that create additional value for students and stakeholders.

5P7 Communication between/among the levels/units of our institution: Nine employees of the College – drawn from each campus and from CS, including a cross-section of faculty, staff and administrators – came together in 2012 and 2013 as an AQIP-based team tasked by the last President to offer suggestions for improving communication between and amongst various groups within the College. For 10 months, this team met regularly, conducted in-depth research (both internally and externally) and used numerous quality improvement tools (e.g., cause and effect diagrams, flow charts, Pareto charts, force field analysis, etc.) to analyze the College’s communication processes.

Because communication is pervasive and complex, team members focused their initial efforts on understanding communication between full-time faculty and administration. Using a cause and effect diagram, the group determined the most influential elements in effective communication between these two groups. Six potential elements were analyzed:

- having a clear understanding of formal and informal relationships of influence;
- having a single, authoritative source of information that is easily accessible;
- mobilization of the continuous improvement cycle of plan, do, check and act;
- removal of communication barriers;
- having a functional communication system; and
- understanding the allocation of resources.

The first two of these were determined to have the greatest effect on the desired outcome of Smart Trust, as defined by Stephen M. R. Covey and Gregory Link. As they explain in their book *Smart Trust*, “When trust goes down, speed goes down and cost goes up. When trust is high, speed goes up and costs go down.” With Smart Trust, an organization increases its capacity to communicate effectively and to achieve institutional goals, while creating a more enjoyable place to work and learn.

Through surveys, focus groups and brainstorming sessions with numerous groups of employees, the team was able to analyze various communication flows, depending on the type of message being communicated. For instance, if the Faculty Senate has information to share with CLT, the Senate president (an elected member of faculty) brings the item forward as an agenda item for CLT, presents the item to CLT for discussion and then communicates the results of that discussion back to the Faculty Senate. Formal minutes are also published, by the CLT secretary, for CLT representatives to share with their constituents and for posting to the College’s intranet (MyCMC) for all employees to view. However, in those cases where committee roles are not clear to all employees, or if there is variability in how the minutes are distributed or published, miscommunication can occur.

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In the interest of reducing the variability surrounding communication and making the greatest impact on the first two determinants of Smart Trust (understanding of formal and informal relationships of influence and having a single, authoritative source of information that is easily accessible), the team brought to senior college administration suggestions for improvement. Key recommendations that have been endorsed by college administration and are already underway include:

- An initiative to replace the current, cumbersome intranet with a product that is easier to use and can better accommodate the sharing of minutes, committee charters and other important information;
- The review and revision of all committee charters, including spelling out whom on each committee is responsible for communicating recommendations or decisions, who needs to receive those communications and how they will be communicated; and
- The publication and maintenance of a clearly defined organizational structure, including individual positions, committees and teams.

5P8 Communication of a shared Mission, Vision and Values (also addresses Core Component 1B-The Mission is articulated publicly.): Over the last 3 years, CMC has been working to focus our Mission and Vision, so that student and other stakeholder needs are addressed and fulfilled. A new 2012-14 strategic plan was created by spring 2012 with the Mission, Vision and Values from 2008 reconsidered, but only slightly changed. The revised version follows:

- Mission: “To Create a Better Future for our Students, Employees and Communities”
- Vision: Becoming a First Choice College
- Values: Truth, Trust, Respect, Responsiveness (T2R2)

Five Strategic Focus Areas were identified by leadership based on examination of college wide input and internal/external data: Transformational Experiences for Our Students, Transformational Experiences for Our Employees, and Transformational Experiences and Growth for Our Communities and Business Partners, Transformational Experiences for Our Enrollment and Transformational Experiences for Our Programs. Related goals and sub goals were developed by campuses and functional areas. The Strategic Plan Overview (see below) was shared college wide via email, at meetings and posted on the CMC website and portal as recommended by the AQIP-based team that studied the communication of the strategic plan in fall 2011. An accompanying BSC was developed to reflect the Strategic Focus Areas with the help of the Strategic Planning Committee and IE/IR and also posted on the portal. Thus, CMC publically articulates the Mission of the College. The documents remain current through revisions. The strategic plan document, recruiting brochures and public notices provide internal and external stakeholders information concerning the College’s progress on its strategic priorities and BSC KPIs.

5P9 Encouragement of leadership abilities (also addressed by Core Component 5B-The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its Mission.): In 2010, CMC initiated an Action Project that focused on Category Five of the AQIP System’s Portfolio—Leading and Communicating—entitled “Implementing an Effective Leadership and Communication System to Become a High Performance Organization.” All college leaders, including CLT, the President’s direct reports and the Quality Team (QT) were involved and affected by the project. During the first year of the Leading and Communicating
project, the concept of shared leadership was discussed and implemented. Leaders of the College demonstrated an increased understanding of AQIP principles through training in continuous improvement
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methodology. A focus on improving leading and communicating via web platform e-mails and meeting norms was initiated with the project. The QT that was created after the 2009 AQIP Strategy Forum helped lead and expand quality improvement projects through 2010-2012. There have been over 200 employees trained to use quality tools and address improvement pertaining to our mission. AQIP-based teams comprised of many of these employees have addressed areas such as program development and review, marketing, teaching and learning. The Quality Inventory from P. Lencioni’s book (a common reader for CMC leadership) was administered to leadership. The resulting data suggested a need for greater accountability and trust. The Quality Infrastructure Inventory from the Strategy Forum was also conducted with leadership and results indicated that succession planning needed improvement. The Chronicles’ Great College’s to Work for Survey was administered to employees in 2010 and 2012, but the response rates were relatively low. Data were shared amongst CLT and leadership, in turn, has continued to target and address leadership and communication issues with college-wide employees.

The resignation of CMC’s President in December 2012 initiated a stronger participation from the BOT in the strategic focus of the College and a re-evaluation of its mission and vision. A minimal succession plan for leadership was tested; however, a new approach to leadership succession is being evaluated. Currently, with an Interim President, CMC and the BOT have been proceeding with a gap analysis on processes initiated by the last President along with audits. Information from this analysis, results of audits and the work of the strategic planning consultants will be used to create the new 2014-21 strategic plan for the College by December 2013.

5P10 Commitment to high performance during leadership succession: During this time of leadership succession, the BOT and CLT set directions and expectations in alignment with the College’s Mission, Vision, Values and commitment to high performance in many ways. These Mission, Vision and Values are currently linked to the 2012-2014 strategic plan, so as to create a focus on students’ and other stakeholders’ needs. Strategic Focus Areas include transformational experiences for our students, our employees and our communities and business partners and transformational growth for our communities and business partners, our enrollment and our programs. Our Vision is “becoming a first choice college” and our Mission is “to create a better future for our students, employees and communities.”

Results

5R1 Performance measures of leading and communicating: Employee Surveys are administered each year-either the home grown survey that is reflective of the AQIP categories or the Chronicle’s Great Colleges to Work For, which reflects administrators who listen, leadership programs, and unique benefits-assets that set institutions apart. The Quality Inventory from P. Lencioni’s book (a common reader for CMC leadership) was administered to leadership in December of 2009 and 2010. The resulting data suggested a need for greater accountability. The Quality Infrastructure Inventory from the Strategy Forum was also conducted with leadership during 2009 and 2010. The Chronicles’ Great College’s to Work for Survey was administered to employees in 2010 and 2012 and even though the last President requested that this survey be administered, there was little top down support for the survey, especially by the second administration. Data were shared amongst CLT and the leadership has tried to target and address leadership and communication issues with college-wide employees. FOSIL training (to address leadership related issues) was provided in spring 2012 by an internal trainer for CLT per the last President’s request.

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5R2 Results for leading and communicating processes: The Employee Retention AQIP-based team and the Leading and Communicating AQIP project, along with a few other teams that addressed adjunct needs, focused on listening and responding to employee needs and this helped further organizational productivity and employee satisfaction e.g. increasing efficiency of meetings. On CMC’s BSC, the employee satisfaction KPI went from 68% in 2008-09 to 89% in 2010-11 based on the local employee survey reflecting the AQIP categories. College employees tended to view CMC as performing well across the categories. On the Quality Inventory, accountability and lack of trust were issues that needed addressing. The Quality Infrastructure Inventory data suggested improvements were especially needed for succession planning. Leadership training was provided through the Learning for Leaders program until 2010. Then the Professional Development AQIP-based team proposed the development of a Faculty Learning Academy, but this has been on hold due to other initiatives. Some leadership training was directed by the last President for CLT e.g. Strategic Horizons trainings from 2008-2012, FOSIL training during 2012, etc. The goal has been to develop best practices based on such leadership trainings. For example, the Strategic Horizons training and networking opportunity that many of our leadership attended focused on increasing employee productivity and organizational effectiveness. We watched and learned from some of the best community colleges and organizations and have tried to apply some of the concepts at CMC.

5R3 Comparison with performance results of other higher education institutions: Since 2010, the local employee survey has alternated with the Chronicle’s Great Colleges to Work For Survey and even though the methodology and results differ for the two instruments and results from each survey are comparable to those for that survey, the overall results are still an indicator of progress with leading and communication issues (and reflective of the impact of changes in top leadership). The Great Colleges to Work For survey allows CMC to benchmark itself against other similar colleges regarding the work environment created at the College, but there has not been tremendous employee interest in completing this survey, perhaps because of a lack of top down support of this survey or use of resulting data by the last President. The data on how CMC compares with other schools are as follows. On both the 2010 and 2012 administrations of the Great Colleges to Work For survey, CMC’s overall score has fallen in the “Fair to Mediocre” range compared with the other schools which had an overall score that was in the “Good to Excellent” range. CMC was below the other colleges on all 15 indicators of the work environment for both administrations. In addition, the scores for 2012 were generally lower than those for 2010. Pride; professional development; compensation, benefits and work/life balance; facilities; and supervisors/department chairs were the areas that fell in the “Good” or better range. However, CMC’s scores for shared governance; senior leadership; policies, resources and efficiency; faculty, administration and staff relations; teaching environment; communication; collaboration; fairness; and respect and appreciation fell in the “Fair to Mediocre” to “Yellow Flag or Warrants Attention” ranges.

5I1 Recent improvements: The search for a new President is currently underway and once that is completed, that individual will be able to better assess and address areas for improvement. Furthermore, in order to have the planning process be less top down and more relevant for employees at all levels of the institution, the strategic planning process that is underway is an opportunity to engage students, faculty, staff and community throughout the organization and its service area. There have been visits to each
location and internal and external constituent groups have provided feedback based on their diverse and distinctive perspectives. This should help improve the next strategic plan.

Another improvement to this category has been the creation of the Quality Team following the 2009 Strategy Forum as recommended by AQIP has assisted with the development, implementation and continuous improvement of bachelor’s degrees and other quality initiatives. Also, fall 2012 AQIP-based team charged by the last President to study communication processes at the college and make recommendations for improvement.

512 Selection of specific processes to improve and setting of targets for improved performance results: Strategic Horizons staff did train College leadership and leaders from other quality schools several times a year during 2008-2012 in best practices in higher education. CMC got to learn about appreciative inquiry and compare its performance to that of high performing organizations with respect to collaboration, communication, creation of engaging environments for students and employees, etc. and target some of these for improvement. The AQIP Systems Appraisal feedback also helps determine which processes to improve. Recently however, this has largely been led by the President and the BOT. Based on employee survey type of data, it is apparent that College policies, resources and efficiency; shared governance; senior leadership; faculty, administration and staff relations; communication; and respect and appreciation warrant attention. The BOT with help from the Interim President and HR has begun to address some of these aspects of the work environment and how well CMC conducts itself. Most likely, however, it will be in the near future, when the new President gets here and the 2014-21 strategic plan that is aligned with resources, facilities and IT plans is in place (with input from the gap analysis and audits), the selection of processes related to the “Leading and Communicating” category for improvement is expected to get better.
Category 6—Supporting Institutional Operations

Introduction

The processes related to this category are becoming less reactive and more systematic as is apparent from the College’s performance on a variety of measures and comparisons with peer institutions. Most of the support areas have goals for key processes, but these goals may not be aligned with the strategic plan. As such, support areas do not adequately consider the strategic plan focus areas, data, and the big picture when proposing processes for improvements and this has not been supported by leadership. Thus, the College is being held back from being more aligned and integrated in this category. The 2014-21 strategic plan that is in alignment with AQIP, the budget, facilities and IT plans should help address when it is available in December 2013. What would also be helpful is for the support processes to have program or departmental reviews every five years. These reviews would ensure that CMC is being more fiscally responsible with resources, yet meeting its students’ support needs, and serving its Mission more effectively and efficiently.

Processes

6P1 Identifying key student and stakeholder group service needs: Student success is so important to CMC that it is embedded within our Mission statement, strategic plan and AQIP projects. A comment supporting this from a reviewer on CMC’s fall 2012 AQIP project updates: “Colorado Mountain College has developed a strategic plan with a focus upon the student. This focus includes outcomes, engagement, persistence and creating an environment that supports, and is conducive to, the success of the student. It is evident that the institution has created a culture that permeates all aspects of the institution [and the communities that it serves]”.

Under the direction of the BOT and the last President, the institution recently hired an external consultant to perform a gap analysis, which will address foundational opportunities for improvement in the experiences of students and key stakeholders. The gap analysis will be provided to CLT to recommend resource needs to the BOT to address the opportunities identified in the analysis.

To assist the CLT, the BOT and other critical stakeholders in making informed resource allocation decisions, the College continues to collect essential information by participating in the following national surveys: SENSE, CCSSE, CCLA, IDEA, NCCBP, etc. (presented throughout this portfolio, especially under the “Measuring Effectiveness” category). These data collection process creates a perpetual system for improving student outcomes and experiences, as evidenced by recent reviewer comments from AQIP project updates (fall 2012): “The use of data that transcends multiple offices, and that can be used to answer and address multiple concerns, is an effective and efficient strategy.”

In addition, CMC continues to do homegrown surveys (e.g., focus groups, community surveys, graduate surveys, Foundation/donor surveys, environmental scans, etc.) to gather relevant information concerning student and stakeholder needs.

6P2 Identifying key administrative support service needs of faculty, staff and administrators: In order to consistently improve our processes and address new and evolving needs, continuous improvement strategies and innovation are implemented in all facets of institutional support services.

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Since our last portfolio, senior leadership has instituted broader representation and diversity in the constituent groups from each campus and various departments within the College. There are a number of constituent groups across the College that meet on a regular basis to identify faculty, staff and administrator support service needs. Each constituent group is led by an administrator at a level with a direct line to a representative on CLT. For example, groups include JLT, Faculty Senate, HR Liaisons, Account Managers, Registration Users, ITC, Colleague Advisory Team (CAT) and ILT. Needs are identified at the primary level of a campus or department, and the representative then brings that need to the college-wide, constituent group for discussion; from these constituent groups, recommendations are passed on to CLT for discussion and decision.

Because of our large geographic service area, the need for better, college-wide communication was identified by one of the constituent groups. A recommendation from an AQIP Communications Action Team to CLT suggested that executive decisions and voting results (from the constituent group meetings) be broadly disseminated across the College. A multi-purpose form was developed for use by each group for consistency in reporting results. For example, groups are asked to include and record on each agenda the following items: “How will this information be shared, who will do it and to whom will it go?” E-mail and website posting are the primary methods for communicating group decisions and actions.

Similarly, the BOT recognized that the processes used for their meetings were neither cost nor time effective. Therefore, they streamlined the meetings by requiring attendance of only germane administrative staff and establishing better defined meetings, thereby addressing more issues in less time. This process has allowed the BOT to better hold themselves accountable and address the greater good of the public.

6P3 Designing, maintaining and communicating key support processes: The CMC Department of Risk Management reports to the Chief Financial Officer and is a part of the Business Office. The Director of Risk Management leads a comprehensive, district-wide program to identify and evaluate risk exposures to the institution and works collaboratively to determine and implement mitigation strategies. Communication occurs in person, via email and the portal. Risk Management key initiatives over the past few years have included the following:

- Implemented general awareness of the purpose of risk management, the support services provided and the information available. Promoted stronger interaction between the CS Department of Risk Management and the campuses
- Development of a CS Threat Assessment Team and Threat Assessment Teams on each campus.
- Development of a CMC Risk Management Policy.
- Reinstatement of the Risk Management Advisory Council, which includes district-wide membership and meets on a monthly basis.
- Recertification with the Colorado Department of Labor Cost Containment Program for workers’ compensation.
- Development of an action plan to better prevent and manage injuries in the workplace.
- Updates to the CMC Alert System (e-mail, text and voicemail messaging to students and staff), including training, and training for other emergency situations.

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− Development of more in-depth Student Participation Agreements for CMC students traveling on international programs. Full review of the program itinerary by Risk Management in collaboration with the faculty leader(s). Purchase of comprehensive, commercial travel assist insurance for all student participants.
− Routine review of academic field trips and emergency action plans submitted by faculty.
− Assessment of current Risk Management policies and those that need to be developed and implemented.
− Implementation of a quarterly newsletter to provide increased awareness on risk management and safety issues.
− A mass incident drill was performed at the Spring Valley campus in conjunction with the local law enforcement agencies, the hospitals, fire departments and EMT.

6P4 Managing key student and administrative support services processes: Student and administrative support processes are the responsibility of the President, Senior Vice Presidents and the Campus Vice Presidents. Deans, directors and managers at the individual campus sites meet regularly to collaborate on day-to-day operations. Communication methods used to inform college-wide personnel include direct contact by phone, in-person and e-mail. Indirect communication methods include the Web, meeting minutes and newsletters. Additionally, each campus has an advisory group, whose membership is made up of community members. These groups provide feedback to the College on the needs of the community, concerning course offerings and services.

The College’s strategic plan addresses student support services needed to provide opportunities for student success. In order to be sure that there is accountability to the strategic plan, staff goals are tied to the strategic plan, and staff is evaluated on these goals.

Other day-to-day operational items that contribute to meeting the needs of students and administration include the cross training of staff (so that there are no gaps in service), the hiring of part-time staff to fill-in during busy times, the establishment of policies and procedures, for both two- and four-year degrees and credentials, to ensure consistent service and regular faculty credentialing for an optimum academic experience. Constituent groups from across the College meet regularly to discuss support needs and identify best practices in services to students and staff.

Departments at both the Central Services and the campuses document processes. Training sessions on the student/administrative software systems are offered by Central Services staff e.g. Office of Innovations, IT, etc. Written processes or manuals are kept at a job function level. Some broader manuals such as the Purchasing Manual, which is used college wide, can be found on the Web. Some others are the Faculty Handbook and Curriculum & Instruction Manual. We are working to update and revise all our policies & procedures, including those of the BOT’s.

6P5 Documentation of support processes to encourage knowledge sharing, innovation and empowerment: CMC documents its support processes through a number of methods, such as the BSC (e.g., retention rates, course completion rates, general student satisfaction, etc.), survey results (e.g., student, staff and faculty, employee satisfaction, etc.), the annual budget (as reported on the BSC and the

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external CMC website), the student handbook, staff and faculty handbooks, curriculum and instruction handbooks, the TaskStream assessment management system (AMS), the Canvas learning management system (LMS), Remedy Force (ticketing service for the Service Desk), Bomgar (remote desktop assistance), etc.

To encourage knowledge sharing, innovation and empowerment for students, faculty and staff, the College stores policies and procedures, meeting minutes, forms, etc., on the myCMC portal. Additional methods of dissemination include e-mail, e-news (internal news reporting), the CMC website and SharePoint (business collaborative platform). Beginning in 2012, the College requires each committee to include a standing agenda item to address the person responsible to communicate action items and executive decisions and how that will be accomplished. A recently innovated method for sharing information used by CMC is student blogs. Student bloggers share information detailing College events, campus news and student experiences via e-news, the website and Canvas LMS.

A planned state-of-the-art method for storing and disseminating information to students includes the creation of a VSC, which will provide an on-line center of relevant services and support, leading to higher levels of student proficiency, engagement, learning and success. The center would be accessible 24/7 to accommodate all CMC students and their learning plan, schedule and preferences. It will serve as a hub for an ever-expanding set of best practice strategies that enhance student performance, retention and goal attainment. In conjunction with current on-campus efforts, it will be a complimentary force and focal point that ensures the delivery of consistent, quality and ever-improving services to all CMC students. It will also improve services and outreach to prospective students with a uniform, easy-to-use interface, making the enrollment process at CMC more seamless. An assessment plan for improvement is currently being developed.

Results

6R1 Measures collected and analyzed regularly: A college-wide BSC was developed with KPIs that underscore relevant state and federal metrics and progress measures relevant to the College. In the past, some of the KPIs included were total unduplicated headcount, student FTE, fall-to-fall retention, general student satisfaction, General Fund expenditures as a percent of budget, reserve balances, etc.

The College has made progress in these areas and has realigned the KPIs more directly with the strategic plan for 2012-15. Changes in the new KPIs include measures directly related to student enrollment, programs and employee satisfaction. Campus and department-specific BSCs have also been developed to measure tactical progress on goals. Examples of KPIs include: attempted credit completion rates, professional development opportunities, carbon neutrality, developmental education student transition to college-level coursework, employer satisfaction with graduates, etc. For the first time, in academic year 2013-14, the College is accountable to a state performance contract for goals that align with new KPIs tied to the strategic plan. As the state fiscal picture improves over the next few years, and state funding increases, the performance contract will be important to monitor and ensure that the College is meeting the indicators of the contract.

6R2 Performance results for student support service processes: New book system and reports we get back assist with this. Book lists are now available the first day of registration, and most books are on the

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shelves that same, first day. CMC has been piloting learning communities for barrier courses and the resulting data suggested support for the expansion of such learning communities. We have to determine how this initiative fits in with all the other ones currently in progress. The 2014-21 strategic plan, once it’s developed, should help prioritize this type of initiative. The College implemented a training and orientation program for adjunct faculty, called “A-train”, which is a virtual orientation module for adjunct faculty to complement a required course, EDU-222 or Effective Teaching.

Using feedback from CCSSE, the College is able to identify areas where improvement is needed (see results sections for “Helping Students Learn” and “Understanding Students’ and Other Stakeholders’ Needs” for more details). These data allows for comparison of CMC with itself over time and also includes comparable data for the top performing colleges. It is fair to say that CMC strives to perform at least at the same level as the top performing colleges. Recently received survey results indicate that the College has improved on the Active and Collaborative Learning and Student-Faculty Interaction benchmarks. However, student support areas where the College has slipped on its benchmarks since 2010 need improvement.

The College conducts a student satisfaction survey every semester besides utilizing data from CCLA, CSSEE, IDEA and SENSE. Student services and programs that are reviewed and improved regularly using data from such surveys and other student data, include: scholarships, grants related resources (e.g. TRIO, Upward Bound), orientation, early registration, residence life, Early Alert, disability services, advising, tutoring, counter services, etc. Moreover, we are affiliated with numerous national organizations, attend key conferences and subscribe to cutting edge professional publications to stay current and find new and innovative ways to support students more effectively.

A recent initiative, which relates to retention, is the implementation of a software program called Advocate; this software tracks student incidents and is accessible college-wide. It allows multiple personnel on a campus to become instantly aware of student issues, in an effort to proactively reach out to students and offer assistance. If a student attends more than one campus, this tool has improved timely communication and allows staff to be prepared at all campuses.

6R3 Performance results for administrative support service processes: Data are gathered through employee surveys to determine employee satisfaction; these results are used to identify areas for improvement. One of those areas was professional development, which resulted in an AQIP-based team. A final result employees garnered from the project is the creation of a personal, professional development transcript, usable during the employee evaluation process. Also, training of employees to encourage competence and confidence in their jobs is offered and facilitated through IT. Regularly scheduled training modules include: Microsoft Office Suite; Informer; Ellucian’s ERP product, Colleague; and R-25 resource scheduling software. Data from 2008/09 to 2010/11 indicates a 46 percent increase in employee participation in professional development opportunities. Additionally, data collected by the Service Desk is used to identify creative solutions for frequently occurring technical issues. For example, the Service Desk was instrumental in helping adjunct faculty streamline the process of reactivating email when off contract.

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Administrative support input from adjunct faculty indicated the desire for additional orientation and training, at all locations. The College used this opportunity to create “A-Train,” a virtual orientation module for part-time faculty, in addition to a required course, EDU-222 Effective Teaching.

Every other year, CMC participates in the Great Colleges to Work For survey, sponsored by The Chronicle of Higher Education. In the off years, the College conducts a home grown employee satisfaction survey (see the results section of “Leading and Communicating” for more details). Based on these surveys, one issue in need of improvement has been the quality of communication within the College was lower than expected. An AQIP-based team that was tasked by the last President to address the communication challenges, made the following recommendations for improvements to CLT in spring 2013:

1. Establish the College Communication Committee (CCC) as the entity responsible for managing implementation of these recommendations.
2. Create an internal communication department by hiring an internal communication director in the first year.
3. Create and maintain a single source of authoritative information that is easily accessible.
4. Publish and maintain a clearly defined organizational structure that is aligned with Mission and values, which includes positions (at campuses and CS), committee charters, teams, etc.
5. Publish clear communication protocols for every position that are clearly aligned with the CMC Mission and values.
6. Conduct communication training, which advances core training that aligns with CMC’s Mission and values, differentiated training by function, interpersonal communication, organizational communication, appropriate modes for communication, stewardship and civility.
7. Establish baseline data for reference by the first biennial review through an employee survey.

CLT approved the creation of the committee to manage implementation and to begin work on communication protocols for positions. In addition, there is discussion of implementing a new web portal in conjunction with the planned VSC project. When the College moves forward with a new portal, it would address the recommendation in number 3 (above) as well. The Director of Internal Communications position is being held at this time, pending prioritization of the results of the gap analysis.

6R4 Use of results to improve services: Each year, SALT uses annual CCCSE and SENSE data to identify key areas for improvement. This team takes data from each key area, identifies specific opportunities for improvement and implements tactics to accomplish enhancements. CCCSE is administered every two years in the spring. SENSE is administered every two years in the fall. Cohort results are compared to identify where the College has made improvements. These Data are also explored in multiple forums, in both student and academic affairs, and often jointly. This exploration includes the brainstorming and prioritizing of ideas and the planning for implementing enhancements that positively impact the student experience. Some of the ideas that have come out of these discussions include initiatives, such as Connect 2 and Faculty Connect. These improvements have been implemented in order to help raise benchmark scores in student persistence and increase student satisfaction and performance.

Supporting Institutional Operations
A sampling of other college-wide personnel who meet frequently to discuss improvements for supporting students include financial aid, disability services, registration services, career services, the Back to Work program, the Women in Transition program and Title IV Student Support Services/Upward Bound programs. APRC reviews data (e.g., workload reports, FTE reports, program enrollment reports, barrier course reports, etc.) to identify needed academic refinements to the system, including proposed program changes, curriculum changes and personnel needs. Representatives serve as a hearing committee for college-wide academic matters.

Employees are surveyed every other year and asked for input concerning changes in benefits, communication and job satisfaction (see results section under “Leading and Communicating”). These data are used to identify areas of improvement in supporting staff and faculty. HR liaisons from each campus and CS meet periodically to develop solutions for the areas of improvement identified through the survey. An example of this is the implementation of an expanded wellness program, named Trotter Wellness.

Supervisors recommend professional development activities for employees to improve their skill level and performance, whereby providing improved service to students. Employee training in Ellucian Colleague (student information system software) is offered monthly and is mandatory for all users. Training and other professional development is tracked in personnel files and is included in annual evaluation documentation.

6R5 Results of peer comparisons: The comparative data that CMC gathers through the NCCBP, CCSSS, CCLA, IDEA, IPEDS peers, State community Colleges and fellow AQIP schools suggests that CMC compares relatively well with other community colleges with respect to student success. These results are increasingly starting to be utilized. Community Advisory Boards, Industry Advisory Boards and Alumni Advisory Boards are organizations outside of the education community that are also used for feedback and comparison. These data generally support the efficacy of the College in helping students learn, but student support related services need further improvement. Institutional Effectiveness has been helping to facilitate greater availability and use of all the data now available. As mentioned in 1R4, CMC students graduate/transfer to four-year institutions at a favorable rate when with other US community Colleges as evidenced by CMC’s top 20 ranking for student success rates (see the results section under “Helping Students Learn” for more detail).

6I1 Recent improvements: The following table identifies improvements made in various key areas of the College since the last report. Targets for improvements are initially determined at multiple functional areas within the College. Using a strategic process, the College prioritizes the most important improvement areas, creating an improvement plan. Not all-inclusive, the table provides a sampling of improvements.

<table>
<thead>
<tr>
<th>Key Process</th>
<th>Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchasing</td>
<td>Work with the BOT to review and establish procedures for the management of contracts and real estate transactions. Automatically deposit employee expense reimbursements. Redesign the P-Card reconciliation process.</td>
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</tbody>
</table>

Supporting Institutional Operations
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Institutional Operations</strong></td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>Evaluate and update purchasing policy. Complete a digital training module to support the changes to the Purchasing and P-Card Manuals. Facility Master Plan 3 is being completed. Facility Master Plan 4 is in the planning phase. Addressing the staffing standards across the residential campuses. College-wide Facilities Managers meet quarterly to drive consistency of operations and process.</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Implementing Remedy Force, a new ticketing system for the Service Desk, to better serve students and staff. Implementing IDM (Identity Management), which will allow the College to automatically control individual profiles, granting single sign-on access to systems. Data line upgrades to provide upgraded bandwidth to all locations. Implementing Bomgar, a Service Desk software that provides remote assistance for students. Wireless expansion to accommodate more mobile devices being used by students, faculty and staff. Integration of SoftDocs into Colleague, allowing access from within Colleague to electronically stored documents. Deploying SharePoint, a business collaborative platform, which enhances collaboration and communication college-wide, making it easier for people at different campuses to work together.</td>
</tr>
<tr>
<td>Business Office</td>
<td>Implemented a ZBB system. Began work with a new external audit firm. Meet bi-monthly with Account Managers from all locations to drive consistency of processes.</td>
</tr>
<tr>
<td>Risk Management</td>
<td>Development and implementation of Behavioral Threat Assessment Teams on Campus. Updates of policies, procedure and liability waivers. Improve international program review process from the standpoint of identifying and addressing risk situations.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Redesigned the CMC website. Improved on-line registration process. Increased efficiencies to support increased coverage of stories on students, etc.</td>
</tr>
<tr>
<td>Public Information</td>
<td>Enhanced faculty training through many more course offerings and additional modalities.</td>
</tr>
<tr>
<td>Innovations in Teaching &amp; Learning</td>
<td>Beginning to embed a virtual librarian into Canvas courses. A new full-time Reference Librarian was added to the</td>
</tr>
</tbody>
</table>

**Supporting Institutional Operations**

- Evaluate and update purchasing policy. Complete a digital training module to support the changes to the Purchasing and P-Card Manuals.
- Facility Master Plan 3 is being completed. Facility Master Plan 4 is in the planning phase. Addressing the staffing standards across the residential campuses. College-wide Facilities Managers meet quarterly to drive consistency of operations and process.
- Implementing Remedy Force, a new ticketing system for the Service Desk, to better serve students and staff. Implementing IDM (Identity Management), which will allow the College to automatically control individual profiles, granting single sign-on access to systems. Data line upgrades to provide upgraded bandwidth to all locations. Implementing Bomgar, a Service Desk software that provides remote assistance for students. Wireless expansion to accommodate more mobile devices being used by students, faculty and staff. Integration of SoftDocs into Colleague, allowing access from within Colleague to electronically stored documents. Deploying SharePoint, a business collaborative platform, which enhances collaboration and communication college-wide, making it easier for people at different campuses to work together.
- Implemented a ZBB system. Began work with a new external audit firm. Meet bi-monthly with Account Managers from all locations to drive consistency of processes.
- Development and implementation of Behavioral Threat Assessment Teams on Campus. Updates of policies, procedure and liability waivers. Improve international program review process from the standpoint of identifying and addressing risk situations.
- Redesigned the CMC website. Improved on-line registration process. Increased efficiencies to support increased coverage of stories on students, etc.
- Enhanced faculty training through many more course offerings and additional modalities.
- Beginning to embed a virtual librarian into Canvas courses. A new full-time Reference Librarian was added to the
Virtual Library to expand services. Became a member of AskAcademic, a library cooperative that expands the hours and resources of the on-line reference services. Improved website and one-stop library database search portal. Joined Prospector, an interactive, on-line library catalog system, expanding students’ access to physical materials housed at all major university and public libraries in Colorado and Wyoming.

**Academic Affairs**
- Developed a systematic approach to Accuplacer testing.
- Developed a comprehensive assessment program for general education courses using the Task Stream assessment management system.
- Produced a regional literary journal, titled *Rocky Mountain Reflections*, which showcases CMC student, staff and faculty works.

**IE/IR**
- Implemented and facilitated the Quality Team, per AQIP’s recommendation at the 2009 Strategy Forum, to oversee the College’s continuous improvement initiatives.
- Developed and implemented the BSC and accompanying KPIs to reflect the 2012-14 strategic plan and the State Performance Plan.
- Improved various survey related processes e.g. Graduate Survey, Community Surveys, Employee Surveys, CCLA, etc.

**Student Affairs**
- Formed SALT for facilitating college-wide improvements of student support services.
- Conducted a program review of Advising.
- Improved student orientation.
- Expanded the Upward Bound grant.

**HR**
- Improved employee benefit packages.
- Implemented improvements for part-time employees.
- Improved wellness initiatives.
- Transitioned to paperless forms.

**6I2 Set targets for improvement:** In academic year 2012-13, the BOT created a task force to review the College’s strategic planning process. As a result, the task force merged the seven-year accreditation cycle with the College’s strategic planning process. The strategic planning process and AQIP projects primarily drive targets for improved performance results. Also, feedback from students through surveys, such as SENSE, CCSSE and the graduate survey, along with surveys of employee satisfaction, drive priorities for improvement. The strategic planning process involves all campuses, environmental scanning, state and national trend data and aligns with the AQIP accreditation process.

**Supporting Institutional Operations**
Additionally, under the direction of the previous President, CLT identified areas for improvement and developed cross-functional, college-wide AQIP-based teams to address issues and recommend solutions. Over the past four years, approximately 35 teams have prepared reports and made recommendations for improvement. For example, as previously discussed (6R3), professional development was an area identified for improvement and is a KPI on the BSC.

Currently, in conjunction with the strategic plan, the College is engaged in a gap analysis project with the goal of improving the student experience. The report and recommendations are due to be completed in June 2013. An early result of the gap analysis indicated a need for a comprehensive assessment of IT staffing and infrastructure to be used to intensify first-rate support of students. As a result, an IT audit is currently underway and a report will be forthcoming by fall 2013.
Category 7 — Measuring Effectiveness

Introduction

The processes for this category are critical because they underlie every other category and help to provide evidence of how effective CMC is in accomplishing its Mission. These processes are generally well-aligned and integrated, as is reflected by the systemic approach to assessment that is laid out in the College’s Institutional Reporting Cycle which follows below.

**2013 Institutional Assessment & Reporting Cycle**

<table>
<thead>
<tr>
<th>January 2013</th>
<th>Student Unit Record Data System (SURDS) Fall Student Enrollment File; Integrated Postsecondary Educational Data System (IPEDS) Winter Collection; Earned Financial Aid; Final Fall FTE Report; Student Progress Survey; Educational Goals Fall 2012 Indicators; National Student Clearinghouse (NSC); Degree Verify; College Wide Proof of Catalog; Financial Aid/Student Rolls &amp; FTE; Peterson’s College Board; Employee Survey 2013, CCSI 2012 Report; Title III eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2013</td>
<td>Spring Census FTE Report; Common Data Set; VE-235 Follow-Up NSC; 1st Report; Budget Requests reviewed; SURDS Undergraduate Applicant File—Winter/Spring; Budget Input into Database; ACOPI Systems Portfolio &amp; Web Page Updates; Bachelor’s Degree Plans Assessment; NSC data; IRS Data; Follow-Up on 2012-13 Strategic Plan; Begin Work on 2014-2015 Strategic Plan; TAA Grant Report</td>
</tr>
<tr>
<td>March 2013</td>
<td>IFPEDS Spring Collection Begins—HIR Report; Online Education Available; WIA Data; Register for the Survey of Enabling Student Engagement (SENSE) &amp; Community College Survey of Student Engagement (CCSSE) for Fall 2013; Collegiate Learning Assessment (C.L.A &amp; C.L.A) Administration; Employee Survey 2013 Report; Community Fall 2013</td>
</tr>
<tr>
<td>April 2013</td>
<td>IFPEDS Spring Collection End_of_Year Enrollment; IFPEDS Graduation Rates; IPEDS 2005 Graduation Rates; IPEDS Finance; Graduation Rate Survey (GSS); NSC; Mid-Year Report; IHE/CAMC Annual Report; Employee Evaluation; Institutional Development &amp; Evaluation Assessment (IDEA) administration; ACP 2013 Partnership Survey 2013</td>
</tr>
<tr>
<td>May 2013</td>
<td>2013 Graduate Survey Administered; Budget Heading with Trustees; NSC End of Term Report &amp; Degree Verify; Student Program Survey (Educational Goal—spring 2013 implemented); Revisited; ACOPI Systems Portfolio submitted; National Community College Benchmark Project (NCBEP) data submitted</td>
</tr>
<tr>
<td>June 2013</td>
<td>Spring Final &amp; Annual FTE; Board Approval of Budget; First Budget Audit Visit for Preliminary Field Work; Inventory: Capital Assets; NSC 1st Report; Financial Aid Rolls &amp; FTE; VE-335 Enrollment; 2012-13 Balanced Scorecard (BSC) completed along with 2012-2013 Strategic Plan; Collect 2013-14 Strategic Plan/BSC; Continue work on 2014-15 long-term strategic planning process with facilitator &amp; SPSC; Gainful Employment &amp; Web Page Updates; TAA Grant Data</td>
</tr>
<tr>
<td>July 2013</td>
<td>Student Enrollment File—Spring; Remedial Course File—Spring; Undergraduate Applicant File—Spring; IDEA Report Available; NSC; Student Program Survey Report Available; 1023 File; Report for Multi-Location ACP/HEOR Visit</td>
</tr>
<tr>
<td>August 2013</td>
<td>Budget Audit Field Work Complete; 2012-2013 Graduate Survey Report; NSC End of Term Report; Applicant Survey; Degrees Granted File (Fall Year);</td>
</tr>
<tr>
<td>September 2013</td>
<td>IFPEDS Fall Collection Begins; Annual Hardcopy Report; SURDS Financial Aid File; Thilson &amp; Fee Survey; Cohort submitted for NSC &amp; Transfer Data Available; ACOPI Systems Portfolio, Web Page &amp; Annual ACOPI Project Updates; State Budget Data; HIR Data; Administration SENSE 2013; C.L.A &amp; C.L.A Report; Multi-Location ACP/HEOR Visit; TAA Grant Data</td>
</tr>
<tr>
<td>October 2013</td>
<td>SURDS Summer Student Enrollment; SURDS Undergraduate Applicant File; Remedial Course File; 1023 File—Summer; IFPEDS Fall Collection Ends</td>
</tr>
</tbody>
</table>

Measuring Effectiveness
As is represented above, IE/IR, with help from Academic and Student Affairs staff and faculty college-wide, has put in place numerous best practices for the regular assessment of institutional, program, course and student goals/outcomes. The CCSSE, SENSE, CCLA, NCCBP, IDEA, VE-135 data, the AQIP schools survey of partnerships, and IPEDS data that are available allow CMC to

Measuring Effectiveness
to benchmark itself against other schools, as well as provide feedback on the areas to target for improvement. Data from graduate surveys, student progress surveys, program reviews, student learning outcomes captured in Taskstream, licensure/standardized test scores for students in programs such as Nursing, employee and community surveys, etc. are also available for targeting programmatic and service improvements.

CMC’s BSC has KPIs for some of the key measures of student, program and institutional progress and success. This BSC that has accompanied the College’s strategic plan has been in place since 2008 and is monitored regularly, with data being shared via the website and in person. Several campuses have Student and Academic Affairs have found it useful to organize the key assessments under the three dimensions of student learning, engagement and the environment that is created for students at the College. Although there is much internal and benchmark data to support that the College is being relatively effective in achieving its Mission (see the results section under the various categories, particularly the one for “Helping Students Learn”), it tends to be more reactive and less systematic with respect to its use of data. Instead of using the best sources of data, data are frequently requested that are not even captured adequately in CMC’s database and there is little support for improving the integrity of that data. CORE, the college-wide data integrity group led by IE/IR and IT, tries to assist with this via its monthly meetings and the IT audit currently underway is expected to assist with this as well. IE/IR has been facilitating the appropriate reporting and use of data and the creation of a culture of evidence as well as it can, but this has been challenging due to a general lack of focus, support for the effective and efficient use of data and changes in top leadership. As such, there is much work to do on how effective and efficient the College can be with using all that data not only for decision-making, but for the selection and targeting of processes for improvement.

Processes

7P1 Selecting, managing and distributing data and performance information for support of programs/services: Strategic priorities are identified through the strategic planning process outlined under the Leading and Communicating category. At that time, using thorough environmental scan data, which includes internal and external (local, regional, state, national & international trends) information and reports and continuous improvement tools, SFAs, goals, sub goals and BSC KPIs are developed based on best practices and internal/external needs and monitored regularly. An example of this are the State Performance Plan related KPIs that now accompany the 2012-13 college-wide BSC. With the 2014-21 planning process currently underway, CMC hopes to have increased focus and alignment with AQIP, its resources, facilities and IT plans. This is necessary because thus far we have been implementing the principles of excellence in a more diffused manner and consequently with a more diffused impact. For almost the past decade years, in addition to many more traditional indicators of student, employee and other stakeholder success, we have been gathering baseline data or better data on existing measures and putting in place measures that are more reflective of AQIP and student success e.g. CCSSE, SENSE, CCLA, student educational goals data, student transfer data through NSC, IDEA evaluations of instruction, employee surveys, NCCBP benchmark data, community surveys, graduate surveys, etc.

7P2 Selecting, managing and distributing data and performance information to support planning and improvement efforts (also addressed by Core Component 5D-The institution works

Measuring Effectiveness
systematically to improve its performance): There is much internal information and benchmark data that is available at meetings and presented on the College website and much of that information supports that CMC is being relatively effective in achieving its Mission (see the results section under the various categories, particularly the one for “Helping Students Learn”), it tends to be more reactive and less systematic with respect to its use of data for planning and continuous improvement. It is hoped that the planning process currently being facilitated by MIG for the development of the College’s 2014-21 strategic plan will be aligned with AQIP, the budget, facilities and IT plans. This plan will be completed by December 2013, along with the re-visiting of the College Mission, Vision and Core Values. This should help CMC improve its use of information to further continuous improvement in a more focused manner. In this time of transition for CMC, the plan should help provide focus for the new President that will be selected. The results of the “gap analysis” that are pending should assist with this as well.

7P3 Determining the information and data needs of departments and units and ensuring these needs are met: Each campus, academic department and functional area determines its own information and data needs; institutional needs are also identified, primarily by IE, and are typically whatever is needed for government (state and federal) reports, e.g., IPEDS, SURDS, etc. Currently, there is a great deal of quality data being collected, including demographic, learning outcomes, retention, grant and financial data. These data are obtained through numerous methods, such as from Colleague, our student database input system, or via surveys, assessments, etc., and is stored in our system of servers and maintained by our IT department. Data can be extracted from Colleague and presented through a variety of means: Informer, SPSS, Access, SQL Server Management Studio, Visual Studio, etc. Data accessibility on the database is dependent upon the clearance level of the employee; if clearance requirements are not met, employees may still access a multitude of data and reports on MyCMC, the College’s internal webpage. All survey data, as well as Annual Reports, FTE, IPEDS, SENSE and other reports, is accessible through MyCMC.

There has been a continuous process in place to educate campus and functional area personnel about the best measures to put in place and practice, in terms of measuring their effectiveness and performance. IE has aided in this process by creating a BSC template, where performance measures for the institution are documented, along with measures for each of the campuses. For easy accessibility, the BSCs for the institution and individual campuses are posted both on our intranet (MyCMC portal) and external facing website. In addition to the BSC, IE conducts annual student, community and employee surveys to determine if, and where, there are performance issues and to gauge the effectiveness of, and satisfaction on, the BSC measures.

In terms of specific data, the IR works with IE to prioritize, assign and complete requests to more effectively meet data needs. To aid in this, IR has implemented a data request system where these requests are tied to AQIP and strategic plan goals as much as possible. This system is checked on a daily basis and is available to both internal and external users through IR’s web pages and at the bottom of IR staff emails. Once a request is submitted, it is logged and assigned to an analyst or other personnel to complete. The time spent on the request and all other information relating to the request is documented in the request log. One of the IR Analysts presented on this request system at the May 2013 AIR Conference and it was well-received by fellow IR colleagues.

Measuring Effectiveness
7P4 Analyzing and sharing institutional-level information (also addressed by Core Component 5D-The institution works systematically to improve its performance.): In 2008-2009, the IE/IR, with a college-wide group, developed and implemented the BSC tied to the College’s strategic plan (see below), to measure the progress of functional areas and college campuses, utilizing KPIs. Each year, the KPIs have been reviewed by our Strategic Planning Committee, then CLT, then implemented, monitored and shared with stakeholders in person and via the website. This assists with evaluating the College’s progress and performance.

The BSC is published on both the external and internal websites. In addition, by attending conferences and trainings, we find out what our peers are using and then pick best practices from comparative colleges and quality organizations to guide the development of our strategic initiatives, tactics and measures. We are able to compare ourselves to peer institutions nationwide on numerous traditional indicators (IPEDS, NCCBP, CCSSE, SENSE, CCLA, IDEA, etc.), as well as indicators more reflective of student learning.

Measuring Effectiveness
such as student learning outcomes captured in Taskstream. This is shared through various reports in offices and departments in response to the demands of decision-making groups and functional areas, at campus/functional area/college-wide meetings, on the website/intranet, via email, at advisories, with the media, etc. Two additional methods that we utilize as further methods of comparison are through our participation in IPEDS and the implementation of the CCLA and as of 2013, the CLA for assessing bachelor’s program student institutional general education outcomes.

7P5 Determination of needs and priorities for comparative data: Based on what the best institutions do with respect to comparative data and sometimes because benchmark is requested at meetings for decision-making, comparative data is gathered. Numerous reports are available and shared at meetings and on the College website to meet the demands from external governmental agencies, accreditation and certification organization and need for improving an area that relates to the College goals, Mission, or management. Comparative data is selected based on historical relevance and recognized measures on the national, the state and the local level. We use comparative data from Colorado State colleges; Aims and Eastern Arizona College (which are most like us), as well as other similar peers; IPEDS peer analysis schools; CCBA; and AQIP schools. Since 2006, we have been participating in the NCCBP and are now able to compare ourselves to community colleges nationwide on numerous traditional indicators of organizational effectiveness e.g. budget, business and industry trainings, HR related indicators, participation rates, enrollment, engagement, etc., as well as indicators more reflective of student learning e.g. student success in Developmental Education, online, and other classes.

7P6 Ensuring departmental and unit analysis of data aligns with institutional goals: We address this via our strategic planning process and hopefully the planning process currently underway for 2014-21 will further assist the College with improving the alignment of data with strategic priorities. CMC has been committed to serving stakeholder needs, systems thinking, collaboration, becoming data-driven in its decision-making and having measurable objectives, such as increasing student persistence rates, increased provision of workforce training, tracking whether student educational goals are met, etc. We have also added some student satisfaction and job related items to our annual graduate survey on which our graduates express a high level of satisfaction with their educational experience (see the results section of “Helping Students Learn”), as well as on IDEA, so we can more frequently monitor our progress on these data using our BSC.

Across the board, the individual measures that CMC collects make up only a portion of the collective knowledge base needed for effective decision-making and continuous improvement. The BSC is a strategic management tool that helps CMC clarify its vision, mission and strategy and translates them into action. The BSC monitors key performance indicators under specific focus areas of the strategic plan. The strategic focus areas are students, employees, communities and business partnerships, enrollment and programs. So, the BSC helps identify areas of need, which are then coupled with AQIP projects that focus on processes related to the strategic focus areas that need improvement. The NCCBP is a comprehensive national data collection and reporting group designed for two-year colleges. The NCCBP allows for inter-institution comparison with other colleges from across the U.S. on effectiveness and outcome measures; 269 community colleges from across the U.S. participated in 2012. CMC is about to submit its data to NCCBP and a comparative report will be forthcoming by fall 2013.
The IDEA Student Ratings of Instruction survey gathers students' feedback on their own learning progress, effort and motivation, as well as their perceptions of the instructor's teaching methods. Basically, the IDEA system focuses on student learning and the methods used to facilitate that learning. So, basically, this system helps CMC determine its strengths and weaknesses, in terms of instructional methods, learning environment, etc. From there, necessary changes can be made in order to address the further improvement of student learning.

The CCSSE surveys students about their college experiences, such as how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors and peers; what kinds of work they are challenged to do; how the College supports their learning, etc. From these results, CMC can make adjustments, wherever necessary, so that the student is better served, and ultimately, the College and surrounding communities are also better served.

Lastly, the CCLA is used to evaluate student learning outcomes, such as critical thinking skills, analytical reasoning and written communication abilities. This report allows CMC to gauge how well it is doing in helping students develop these skills. Also, it allows the College to have measurable items to compare itself to other educational institutions nationwide. Results for these measures are presented under “Helping Students Learn”.

It is best to think of the individual measures as pieces of a puzzle: not as independent measures (though they are), but as measures dependent upon one another to see the whole picture. While each measure yields singularly important information, the collective whole of the measures yields data immeasurable otherwise, from which the College bases its decisions upon. By drawing upon such a broad range of data, CMC is better prepared to make the most informed decisions in regards to policy change, etc., so that the College may best serve its students. So, all in all, each individual measure yields a specific information set from which informed decisions can be made that will allow the College to better serve its students, employees and communities. This information is shared for both external and internal use on the portal. Also, this information is shared internally via CLT, JLT, SALT, etc.

7P7 Ensuring timeliness, accuracy, reliability and security of information systems: Data Integrity has been an initiative for the last several years, resulting in major improvements in data integrity. While we have made improvements, we recognize that this will be a continuing process. Tools we have implemented with great success are the Informer Query Tool and the Operational Data Store (ODS), for warehousing, reporting, trending and identify bad data more easily. Employee training is held monthly, with best practice and refresher sessions discussed at department and functional meetings. The database is replicated nightly to the hot site in Rifle, to facilitate faster restore in the event of a disaster. The CORE committee is working on identifying critical path testing for improved system update management, further preventing downtime due to modifications to our database. An Identity Management Project is in testing that will auto provision and de-provision employee and student access to college resources, with an expected go live for fall semester.

Results

7R1 Performance measures collected and analyzed regularly: Most of these measures were presented in the reporting cycle. However, there are several other measures that our IT department collects regularly to help determine the effectiveness of our information management systems. In hopes of creating a more
effective system, as a result of the gap analysis, CMC has hired an independent management technology firm to provide an assessment of our current systems and create a seven-year plan to improve on operations, organization and services. The audit of our IT department is currently underway and a report is expected by fall 2013. We also look forward to receiving our seven-year strategic plan that will incorporate findings from this report shortly thereafter. This audit will compare CMC’s current online learning and application processes with those of other institutions. Additionally, the IT department plans to conduct their annual survey, in hopes of capturing satisfaction data.

In terms of effectiveness, our Help Desk currently tracks First Call Resolution (FCR) data on a daily basis, with FCR rates ranging from 0-50%. The College also keeps in contact with CampusEAI, an IT consulting and service provider who currently services our website, to record website/MyCMC non-availability information. The College currently budgets $4.70 million per year for the IT department’s general budget, of which approximately 25% is allocated to software maintenance and another 10% to hardware maintenance. The total IT budget comprised 9% of the College’s overall budget for FY 2012. There is currently no information being tracked in regards to additional effectiveness measures, such as scheduled project time variance or project earned value.

The performance of our IT department is measured in a variety of ways. The IT department currently functions with a network infrastructure that is 6 years old and a server network that is 5 years old; the average age of our administrative software is 10 years old. Our calculated system uptime is 99.6% and downtime is .40%. The downtime calculation includes all downtime that occurred as a result of the College’s CS relocation of the server room to our new building and all scheduled outages occurring outside of business hours.

7R2 Evidence for measuring effectiveness: The BOT supports our Vision and Mission and is currently driving the development of our next strategic plan. Everything we do is about meeting our Vision and Mission, and we have put into place a data system and indicators of success that reflect the Vision and Mission, as well as AQIP principles applied by AQIP-based teams that have addressed the improvement of a variety of processes. Based on the data from IE, IR and Employee Surveys, Measuring Effectiveness appears to have improved over the past few years. Some evidence of our success is presented on our continuous improvement home page: http://www.coloradomtn.edu/web/about-cmc/aqip_accreditation and much more information is shared on the AQIP pages of the portal. Details regarding our progress on many of the measures presented in the reporting cycle can be found under the results section of “Helping Students Learn”.

The effectiveness of the information collected is apparent in the decisions that the College makes. Also, if other institutions are collecting the same data, and/or if CMC is systemically collecting data year in and year out, that is a pretty good indicator of effectiveness since it allows for examination of trends. When deciding whether or not to continue on a certain path (i.e., to continue collecting certain data or whether to implement a new approach), much research and comparison is involved (e.g., state and nationwide schools of similarity are compared). If other schools are doing it (especially top-ranking schools), then that is a pretty good indication that CMC should be doing it as well. Also, if data collected is used to make a decision, the following year’s (or years’) data can then be used to determine if that decision was appropriate.

Measuring Effectiveness
Measuring Effectiveness

CMC’s Vision indicated the desire to become a “First Choice” college. To this aim, we can not only compare incoming freshman rates from year to year at CMC, but also to other colleges, and thus assess our progress towards the Vision. Our Mission is to create a better future for not only the student, but for employees and the communities in which our campuses reside, alike. One way to determine if our Mission is being accomplished is by way of community surveys, employee surveys, graduate surveys, etc. The result sections of previous categories have presented much data that supports how the College is relatively successful in meeting its Mission.

7R3 Comparing our results with those of other institutions: The fact that CMC systematically gathers comparative data through the NCCBP, CCSSE, CCLA, IDEA, IPEDS peers, State community colleges and fellow AQIP schools and that the results are increasingly starting to be utilized is a good index of effectiveness and we receive regular feedback from peers to that effect. Community Advisory Boards, Industry Advisory Boards and Alumni Advisory Boards are organizations outside of the education community that are also used for feedback and comparison. These data generally support the efficacy of the College in helping students learn, but student support related services need further improvement. Institutional Effectiveness has been helping to facilitate greater availability and use of all the data now available. As mentioned in 1R4, CMC students graduate/transfer to four-year institutions at a favorable rate when with other US community Colleges as evidenced by CMC’s top 20 ranking for student success rates. Scores on all five CCSSE benchmarks went up in 2012 (also when compared with peer colleges) compared with 2005 and 2007, but only Active Collaborative Learning and Student-Faculty Interaction were above the 2010 CCSSE results, as well as the benchmark scores for medium Colleges. On the 2009 and 2012 SENSE results, CMC outperformed medium Colleges on four (Early Connections, Clear Academic Plan & Pathway, Engaged Learning and Academic & Social Support Network) of the six benchmarks. On the CCLA, CMC students showed gains in their critical thinking and problem solving skills when freshmen scores were compared with sophomores, but not when compared with other schools. Data from the AQIP partnership survey (also noted in 1R4) suggested high overall satisfaction with CMC. In addition, on the satisfaction benchmark questions, the partners’ responses were commensurate to those for the comparison Colleges.

Improvement

7I1 Recent improvements and comprehensiveness of performance results: IE/IR continuously addresses the selection, prioritization, administration, analysis, and reporting of data gathered during the course of the reporting cycle. Related processes are visited and improved regularly based on internal feedback and external developments in best practices. Examples are the Great Colleges to Work For, AQIP Partnership Survey, CLA, etc. that were added to an already comprehensive list of assessments and reports that are systematically in place, often every other year. A tremendous amount of data has been shared in person and on the portal. IE/IR has directed users to the data on the website and assisted users over the phone or via email in order to be more efficient. As IE/IR continues to facilitate the appropriate use of data, the College needs to help identify the sources of data that are most supportive of meeting the College’s Mission and most conducive to effective and efficient data based decision-making. Taking time to really use the data still needs a lot work based on observations and discussions with various college-wide groups. Over the next few years, IE/IR will work with IT and other College constituents to promote more informed use of all the measures of effectiveness that have been put in place.

Measuring Effectiveness
712 Selection of specific processes for improvement: We identify potential improvements to current processes using local, regional, state, national and international trends, along with best practices and research, as well as through our strategic planning process. Data from employee surveys, feedback at meetings (e.g. BOT, CLT, JLT, etc.), analysis and mapping of current processes using AQIP tools also helps determine where we need to improve these processes.
Category 8—Planning Continuous Improvement

Introduction

For the past decade, the strategic planning process has been a means for CMC to further its Mission and Vision, as well as AQIP principles and projects. Following the development and implementation of the 2008-11 strategic plan and its accompanying BSC, CMC’s stakeholders had begun to become familiar with CMC’s Vision, Mission, and Values. The College had begun to move towards greater alignment of its planning processes. However, for a variety of reasons, this did not really have a chance to occur with the 2012-14 strategic plan, as the planning did not get the full support of the last President before his resignation. To hopefully help address this and determine CMC’s top future priorities, a consulting firm was hired this spring by the BOT under the oversight of the Interim President, IE, and the Strategic Planning Steering Committee to develop a 2014-21 strategic plan for CMC that will be aligned with AQIP, the budget, facilities and IT planning. This plan will be completed before the end of the year and the College Mission, Vision and Core Values will be revisited as a part of the process. This is a time of great transition for the CMC and it is hoped the plan will help provide focus for when a new President is hired. A consultant who was hired by the last President to conduct a “gap analysis” will provide a report soon also. The results of the report will be considering during the planning process as well and all this should help CMC’s planning be more aligned and integrated once more.

Processes

8P1 The key planning processes at Colorado Mountain College include:

- 3-Year Strategic Plan (revised annually)
- Facilities Master Plan (FMP)
- Annual Budget Plan
- Program Reviews
- Ad hoc AQIP-Based Teams

The Strategic Plan

Through the strategic planning process, we define our stretch goals and develop multiple sub goals for implementation. With each sub-goal, the responsible leaders are identified, completion dates established and measures of success identified. Where appropriate, annual performance goals for staff are tied to one or more stretch goals, which are targeted for completion during the performance year to optimize goal achievement across our multi-campus, nine-county geographic area.

The Strategic Planning Committee provides oversight of, and support for, the teams working on each initiative. The VP of IE provides updates to CLT throughout the year. We have just completed the first year of our 2012-2014 Strategic Plan.

The Facilities Master Plan

Led by the Director of Facilities, an extensive review of facilities is completed every 10 years. This plan takes a long view of projected growth across the College and identifies facilities that will be needed on each campus to meet program needs or demographic changes. The Facilities Master Plan documents the conditions of current buildings and infrastructure and provides data analysis of building usage, using Planning Continuous Improvement
standards appropriate for room sizes, campus types (residential or commuter), etc. Changes in community demographics (significant local, state and national trends) are also considered alongside projected program and student population growth. We are in year three of the 2010-2020 Facilities Master Plan.

**The Annual Budget Process**

In Spring 2009, an AQIP-based team assessed our incremental budget process, researched ZBB as an alternative, and recommended that the College adopt ZBB for FY 2011. CLT adopted the recommendations, and implementation was done in stages. Four campuses and five CS departments volunteered for the first year. In 2011-2012, the remainder of the campuses and functional area departments moved to the system, which impacted FY 2013. For the 2014 budget year, all operational budgets have been frozen at FY 2013 levels.

The orchestration of this major change in budgeting was done thoughtfully with widespread participation. In addition to the AQIP-based team, there were four other committees that created methods, formulas and processes to fairly calculate budget allocations for the categories that touched all budgets, such as funding for adjunct faculty, marketing, professional development and the physical plant. A Guiding Principles Committee laid the foundation of how we would prioritize resource allocation and standardize processes to increase trust. Most lines of the spreadsheet ask the budget officer to identify the strategic plan area that the request supports, tying resources back to the vision and mission. There are five budget areas that remained outside of the ZBB process, including: full-time faculty requests, IT equipment and software requests, minor maintenance and non-instructional equipment requests, instructional equipment requests and full- and part-time staff requests.

The aim of the initial AQIP-based team was to address the inequities at work in the use of campus budget drivers in the incremental process. The improvement theory from the AQIP-based team report stated that “Zero Based Budgeting will improve the development of base budgets for campuses and Central Services units, as measured by alignment with strategic plan, standardization and transparency of spending decisions and adoption of financial best practices among similar units.” To assess ZBB’s strengths and weaknesses and opportunities and threats, a Funding Committee came together in July 2012.

**The Program Review Process**

In November 2010, a Program Review AQIP-based team, made 10 recommendations regarding policies and processes for program reviews; many of these have been implemented, further strengthening this critical evaluation system. There have been five program reviews conducted in Student Affairs under the leadership of the VP. The Residential Life Department Program Review was an external review conducted by Dr. Paul K. Jahr, Associate Vice President for Student Affairs at Georgia College & State University in 2012. Other reviews over the last 4 years include: Counseling, Orientation, Admissions and Disabilities Services.

In terms of Academic Program Reviews, the Colorado Department of Higher Education requires “a plan describing the procedures and schedule for periodic program reviews and evaluation of each academic program” at each state-sponsored institution (Statute 23-1-107 (3) revised in 2007). Program Reviews are overseen by the Academic Affairs division, which is led by the SVP of Academic Affairs with the AVP for Arts & Sciences and the AVP for CTE.

Program reviews for A.A.S. programs are currently on a 2012-2017 schedule. The CTE review process occurs in two tiers. The Self-Study is the first tier of the process and is conducted by the program leader. The Self-Study Guide specifies the major areas to be considered and the data to be gathered, as well as...
requiring the development and strengthening of the program’s existing five-year plan, which is strategic and dynamic. Program advisory committee members are engaged in this process.

The second tier is conducted by members of the APRC. Members are advised that recommendations should focus on improvements that can be made using existing resources available to the program. Recommendations that would require additional resources must be defended and prioritized. The Review Team presents its major findings annually to CLT. The College President co-ordinates the communication with CDHE, the CCCS and the Board of Trustees, regarding program reviews.

The A.A. and A.S. degree program curricula are standardized under the State Transfer Compact. That being said, there are two notable review efforts that have taken place during 2011-2012. Under the leadership of the AVP of Arts & Sciences, Developmental Writing and Math curricula were aligned with college-level composition and mathematics classes. Another team continues to work on a mapping project that began in 2011. Over 130 syllabi of Arts and Sciences classes have been matched to State General Education competencies; this work will continue until all course syllabi have been aligned with these competencies.

**Ad Hoc AQIP-based teams**

AQIP-based teams are often spawned by challenges that emerge during the CLT monthly meetings. To date, there are 11 completed action projects on the HLC website. There are two action teams (Developmental Education and Internal Communications) whose work, which will be completed during FY 2013, will lead to specific recommendations for improvements in processes and/or resource allocation to CLT.

**8P2 How we select short and long-term strategies:**

**Strategic Plan**

In starting a new 3-year plan, we begin by retreating and considering results from the last plan, trends in higher education, demographics, economics and global, national and state trends. We have five focus areas that support our vision and mission, and all stretch goals support one or more of the focus areas. The stretch goals are long-term and intended to be challenges for the College. A great example is Stretch Goal 1a in the 2011-2012 plan: “Identify and develop curricula that prepares students for graduation, the workforce and global citizenship.” The first sub-goal was to implement two baccalaureate degree programs. To achieve this audacious goal, there were many committees and many staff and faculty working at an intense level. Each group determined the tactics and timeline to achieve results. The groups were led by the Implementation Team leader. Achievement of this sub-goal met the challenge of Stretch Goal 1a.

**Facilities**

The Facilities Master Planning process has historically addressed long-term strategies in a 10-year look ahead. Short-term strategies are developed through the minor maintenance process, which includes a 3-year forecast of facilities upgrades.

**Annual Budget Process**

The College has worked hard to tie strategic planning and budgeting together. Thus, line item requests are tied to the strategic plan in the ZBB process.

**Program Reviews**
Five-year goals are required of every CTE program. The extensive research and evaluation completed during the Program Review Self-Study allows for in-depth planning for the next 5 years. As an example, the Nurse Assistant program was reviewed in FY 2012. This program is based at two locations, and each new location requires the State Board of Nursing approval. The program leader, after careful study and evidence of critical mass, recommended the expansion of the program to two new locations. APRC, upon review of the recommendations, added their own recommendation that the Program Leader seek funding for a part-time NUA coordinator to provide support at all locations; the program received approval for continuation. The CTE Program Review Process stimulates very effective short- and long-term strategy development.

Student Affairs has an annual program review process that systematically reviews key services to students. The program to be reviewed each year is determined by SALT. Conduct of the review is done by a self-assessment team from student affairs or may be contracted to an external reviewer (as in the case of the Residence Hall Program Review). This process sets the stage for long- and short-term strategies for improvement.

**Ad Hoc Action Teams**

These teams are formed based on a particular process or system that is targeted for improvement. A team must distill their work down to “five acres” (refers to a small portion of a larger field related to a process) and follow the CPI steps for their investigation and conclusions. Their recommendations will include short- and longer term strategies for improvement.

**8P3 How we develop key action plans to support strategies:**

**Strategic Plan**

Sub-goal sponsors are responsible for forming teams or committees to develop tactical plans to achieve the goal. Multiple sub goals may feed into the Stretch Goal over the 3-year period. The Strategic Planning Committee regularly checks on progress. As the first year of a 3-year plan ends, the plan is revisited and adjusted, as needed.

**Facilities**

The Physical Plant and Maintenance Managers at our campuses and CS location assess HVAC, interior and exterior wear and tear, etc. Based on their assessment, repairs and upgrades are prioritized for funding over 3 years. In past practice, the College has hired a consultant to orchestrate the extensive data gathering for the Facilities Master Plan. Under the leadership of the new Facilities Director, the planning will be completed in-house for funding requests in the 2014-2015 budget year.

**Budget**

Action plans are developed by the person or department requesting the funding.

**Program Reviews**

Once a CTE Program has been approved for another 5 years, the Program Leader develops action plans for each strategy in the 5-year plan. Once the Student Affairs Program Review report is finalized and approved, it is the responsibility of the functional area leader, with oversight from SALT members, to develop an action plan to implement recommendations.

**Ad Hoc Action Teams**

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When an Action Team project is completed, it is presented to CLT for review and for a vote on recommendations. The recommendations that are approved by CLT must then be implemented by the staff/faculty concerned with the system change. The Team sponsor must report back the results of the action plans to CLT based on the Gantt chart schedule, which is included in the Team Project document.

8P4 How we coordinate and align planning and overall institutional strategies and action plans:

Strategic Plan & Budget

The VP of IE produced a timeline for the major planning processes prior to the development of the 2012-14 strategic plan (see the “Leading & Communicating” category, 5P1). With the plan drafted in September-October, and budget work beginning in October-November, funding for key objectives are able to be included for the next fiscal year.

Student Affairs Program Reviews

Student Affairs leadership and SALT hold an annual strategic planning retreat. At the retreat, an annual student affairs strategic plan is developed in alignment with the College’s strategic plan. Current goals are reviewed with completed goals retired, incomplete goals reconsidered and new goals added. This annual planning process, and its associated goals, is typically at the operational level, with the focus on bringing college-wide strategic initiatives and goals to fruition.

8P5 How we define objectives, select measures and set performance targets (also addresses Core Component 5A-The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.):

Strategic Plan

This is a very collaborative process that begins with large group review of trends, demographics, data and past achievements in terms of our major indicators: Enrollment, Headcount, Persistence, etc. We start with many ideas, using a nominal process. Eventually goals are crafted by the leaders of each key area: Academic and Student Affairs, Business and Finance, Human Resources, Facilities, Campuses, and IE. We have been challenged by the enormity of our ambition to support every student in achieving their goals often, leading to a plan that cannot be fully achieved with the timeframe or resources allocated. See Improvements section 8I1 for changes in the Strategic Planning process.

Budget

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We are approximately 70% dependent on property tax mill levy for funding. Property is assessed every 2 years; thus, revenue projections can vary and are dependent on the health of local, state and national economies. Compared to mill levy revenue, staff efforts have a greater impact on revenue through growth in FTE and headcount. This influences the formation of performance targets, which are also informed by demographic trends.

Facilities
The facilities projects have objectives, measures and targets set as part of additional enrollment/building utilizations, new program development (e.g., resort management, culinary, etc.) and buildings becoming obsolete/worn out.

Program Reviews
Objectives, measures and performance targets are developed by the Program Leader for each CTE program under review, after the program has been approved for continuation by APRC.

Student Affairs Program Reviews
Objectives, measures and performance targets are developed collectively by Student Affairs leaders and SALT.

Ad Hoc Action Teams
Recommendations from these teams are vulnerable to collapse because the teams’ work ends with the recommendations. The recommendations are expected to be delegated to the department, or departments, where the system improvements lie. Follow-up by the Team sponsor is an expectation of CLT. That being said, other pressing matters may take precedence.

8P6 How we link strategy selection and action plans, taking into account levels of current resources and future needs:

Strategic Plan
Achieving our AQIP Project objectives has a strong influence on our Strategic Plan, which, as indicated earlier, influences budget allocations. For example, the AQIP Assessment of Learning Outcomes project was launched in November 2011. No time was lost in purchasing an accountability management system (TaskStream) to document student learning outcomes. Renewal of the license for this system has been an annual budget request, brought by Academic Affairs to the Instructional Equipment Committee (IEC) for funding. Academic Affairs also included training for faculty in their ZBB budget to meet this goal. Thus, keeping what’s important at top of mind is essential to proper resourcing of these significant institution-wide projects. In the recent review, it was stated that, “The project had the added assistance of being backed strongly by the College President and the Senior Vice President for Academic Affairs. The backing was not just in policy but in financing, again demonstrating the commitment at all levels of CMC to improve assessment.”

Academic Affairs/Personnel
APRC determines annual budget priorities for academic support positions and faculty positions. As with most institutions, personnel makes up 80% of the overall budget, so this is a key responsibility.

1 From http://apd.hlcommission.org/project_versions/show_review/4677, 10/8/2012.
Supporting data is required for such requests, as well as relevance to current AQIP projects and the current Stretch goals of the College.

**Academic Affairs/Instructional Equipment**

The IEC prioritizes all instructional equipment costing over $1,000, using the following criteria: Priority, Specifications, Cost, College Strategic Focus Area, Rationale and Deliverables.

**Academic Affairs/Technology**

The ITC prioritizes all technology costing over $1,000, using the following criteria: Priority, Specifications, Name of Person Responsible, Impact on Students, Impact on Instruction and Strategic Focus Area.

**Student Affairs**

Based on Program Review findings, human and financial resources are identified. If additional funding for staff is needed, it must go through the Staff Allocation Team for ranking with other requests during the annual budget process (Oct.-Nov.). Other resources may also be included in the ZBB process for the Student Affairs Department.

**Ad Hoc Action Teams**

The President set aside funding for Ad Hoc Action Team Projects ($50,000 in 2011-2012), for the work of these teams. A good example is the Developmental Education Team project (which has extended into FY 2013); this team wanted to test software that purports to increase the speed of mastery of basic concepts in reading, writing and mathematics. Licenses were purchased for Plato, for testing by 3 faculty members in Fall 2012, and for Pearson-Vue (My Foundations Lab) software, for testing by 3-4 faculty members in Spring 2013. The Action Team will return to CLT to report on the work and recommend a college-wide purchase, if they feel it will, in fact, accelerate advancement to the College-level on the part of developmental education students.

**8P7 How we assess and address risk in our planning processes:**

**Strategic Plan**

The greatest risk we have is in reaching beyond what our resources can support. The remedy, in part, is increasing focus. We recognized this at the Strategy Forum in 2009 and stated the importance of forming a Quality Team that would: “Focus collectively to achieve success in 3 years.” Yet, when the strategic plan is seven pages long and includes numerous sub goals, it is difficult to see that we are collectively focused as a College. The December 2011 Strategic Plan Action Team recommended that we: “Revise the plan into a brief, clear, easily readable plan.” They recommended 400 words as a limit to aim for. One of the benefits from this, they noted, would be the increase in the number of staff who would read the plan, and that is an important goal—we do not want strategic activity known by only a few or have it forgotten in a folder.

The 2011-2012 Strategic Plan had 48 sub goals; only 22 were fully completed. The 2012-2015 Strategic Plan has 81 sub goals spread over the 3-year period. We have already experienced painful budget negotiations due to losses in revenue over the last 3 years. When we head into the budget process with too much to do and too little to fund it all, we set ourselves up for failure. Also, many initiatives strain the workforce, and, for enduring results, additional positions are needed. Yet, in the history of the College, in good times and in bad, we have consistently restrained personnel growth while expanding one-time expenditures, year after year.

**Planning Continuous Improvement**
**Budget**

Risk comes in the form of not meeting revenue projections, unanticipated lawsuits, overspending, acts of God, etc. The College sets aside a small, unallocated contingency in the budget process to deal with these issues on an annual basis. The College has also established reserve accounts to deal with emergencies and other unanticipated immediate needs. Unallocated reserves set by the Board to cover these types of risks amount to 25% of the budgeted expenses of $16,343,000.

**Facilities**

Within facilities planning, safety and/or security are important criteria in ranking requests. Following scheduled maintenance, repairs and upgrades, we mitigate risks that come from infrastructure breakdown. However, should projects that have a direct or indirect impact on safety or security not be funded, there would be risk.

**Academic Affairs**

As with most institutions, we are dependent on our Information System to conduct business. Knowing that we must not put the Information infrastructure at risk, we have a back-up server location. In addition, the IT Director sits on the IEC to vet software/hardware requests that come through this committee. If there are items that will impact personnel support or threaten the security and/or speed of the network, the IT Director brings these items to ITC for a decision. ITC closely monitors requests that incur ongoing costs, which impact our capacity to perform other strategic objectives. These important checks help safeguard the College.

**Student Affairs**

The greatest risk to the planning and review process in Student Affairs would be the lack of funding to implement critical improvements.

**Ad Hoc Action Teams**

We are good at launching Action Teams and narrowing the focus to “five acres” to complete work and recommend improvements within one semester; we have had over 40 teams in the last 4 years. We are less adept, however, in ensuring that the recommendations approved by CLT are implemented and have led to the promised results for improvement and then embedded in how we perform a process.

**Strategic Plan/Budget**

Professional development is a formula-driven component of the budget process. Employee growth is part of the strategic plan, so it is an area the College is consciously trying to address. This year, additional, one-time money was set aside to build professional development activity, so as to increase our capacity to achieve excellence. In-house training opportunities are also available to faculty and staff. The College hired two positions to provide faculty training in technology used in the classroom and has added a position in IT to do training on commonly used applications, such as Microsoft Office, Informer, Datatel, etc.

**Facilities**

The Facilities Director maintains a close, working relationship with site managers and technicians and also communicates with leadership at each site to provide information and support for the site managers

Planning Continuous Improvement
and technicians. Managers report both to the Facilities Director and the Campus VP; this communication is of primary importance.

Program Reviews

We have intentionally ensured that the voices of those affected by changing requirements are represented in the composition of committees determining program resources.

Ad Hoc Action Teams

The very nature of these cross-functional teams supports the development of staff, faculty and administrator capabilities.

Results

8R1 Measures of the effectiveness of planning processes and systems that are collected and analyzed regularly:

Balanced Score Card results, Employee Surveys, Student Surveys (CCSSE, SENSE), etc.

8R2 Performance results for accomplishing organizational strategies and action plans:

Strategic Plan

Major results from the 2011-2012 Strategic Plan include the following:

- Successful implementation of two bachelor degree programs that were launched in fall 2011.
- Green Initiative Partnerships: Hybrid Engineering (venture capitalist) funded two 100k solar arrays in Rifle and Leadville; CSU has partnered with the Rifle Campus Process Technology program to grow Switch Grass for conversion to bio-fuel.
- Successfully developed and implemented marketing and recruiting plans for New Media and Restaurant Management programs.
- Fourteen classes were developed for online delivery.
- Nineteen new scholarships were created; five for bachelor’s students.
- All Colleague system changes required for Bachelor degree student processing were fully implemented.
- Expanded and improved data bandwidth at all CMC sites.
- After careful review, a new Learning Management System was purchased and implemented in fall 2012.
- Successful move of CS (administration) to a new location.
- Completion and submittal of Greenhouse Gas Inventory and Climate Action Plan to the President’s Climate Commitment organization.
- All CMC buildings underwent energy audits that informed policies for all CMC buildings.
- Phase one of the Retro fit of all facilities for energy efficiency was completed.
- Strides were made with faculty in integrating sustainability across the curriculum.
- Expansions in adjunct training, including the A-Train website and Stage I (orientation) and Stage II (advanced optional training), with a rewards system.
- Establishment of adjunct, professional development representatives for each campus.

Facilities Plan

Three major planned projects have been completed between 2010 and present: the Breckenridge building, the Edwards Expansion and the Steamboat building. In April 2011, a new building was

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purchased for the consolidation of CS; an unplanned renovation took place, and the new building was fully occupied by March 2012.

**Budget**

ZBB was undertaken as an improvement initiative, particularly to increase transparency and more fairly and equitably allocate resources. As with any new initiative, we made adjustments along the way. Each year since implementing ZBB, the College has added tools and processes to make the gathering of budget data more efficient. From the Chief Financial Officer’s point of view, there was great value in the detailed bottom-up work required of budget officers across the College, resulting in greater transparency. This new budget system identified areas of best and worst practices across the College, which allowed the College to redirect resources. CMC continues to research whether or not there is another budget system that would improve resource allocation, which signifies our commitment to continuous improvement. The College has demonstrated financial adeptness in living within the budgets we set. Regardless of the budget building system we use, CMC intends to continue the trend and remain financially sound and sustainable.

**Program Reviews (CTE)**

Fourteen reviews were completed from 2009-2012; program continuations resulted for 14 programs. Two programs did not complete a review and, based on five-year data showing low numbers, were subsequently closed. The following are the recommendations that have been implemented since the reviews and results achieved:

- **Fire Science Technology (2010-2011)**—The FST degree and certificate programs have experienced steady growth. Competition for fire fighter positions has always been high, but has increased dramatically since the beginning of the recession. This high level of competition for fire fighter positions will continue into the foreseeable future. Graduates are employed by fire departments in Colorado and many other states (e.g., Florida, Indiana, New York, Alabama, Nevada, Virginia, Pennsylvania, South Carolina, etc.). While the economy has forced many fire departments to reduce staffing, positions continue to become available. The A.A.S. degree makes our graduates much more competitive during the hiring process. A 5-year plan was developed, and implementation continues. The program received a 5-year renewal with the state.

- **Veterinary Technology (2010-2011)**—The VT program completed their AVMA self-study report, 5-year plan and program review. The program received full accreditation from AVMA through 2017, as well as a 5-year approval from the Colorado Community College Occupational Education System (CCCOES) board. CCCOES approves all CTE programs for Colorado.

- **Professional Photography (2010-2011)**—The PP program completed a CMC self-study, 5-year plan and is continuing to work on program retention. The program received a 5-year approval from CCCOES.

- **Natural Resource Management (2010-2011)**—The NRM program developed a thorough self-study and 5-year plan. In August 2012, CCCOES approved the program for 5 years.

- **Graphic Design (2010-2011)**—The GD program received a 5-year program approval from CCCOES and continues to develop strategies to increase participants, retention and completers. The completion rate in 2010 was at 53% for CMC, compared to the states completion rate of 30%; the goal is to still increase this metric.

- **Early Childhood Education (2010-2011)**—The ECE program completed a self-study, a Peer Review visit and received accreditation with the National Association for the Education of Young Children (NAEYC); reporting will continue to NAEYC annually. The program is also approved.
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by CCCOES through 2015. The ECE program is aligning their program outcomes to the national standard and will include the College- and state-wide work in the 2013 annual report.

- **Automotive Certificate (2010-2011)**—The AC program completed a self-study and program review in October 2010. It is on a 3-year conditional approval (through October 2013), with the goal to increase participants and completers. This program is “dual credit” and, under the old legislation, high school students were not able to declare a major; thus, it was difficult to track completers. The new Colorado Legislation (CEPA), however, allows for these students to declare a major, and we have seen a large increase in participants and completers in this program. Completers increased from 6 in 2009-2010 to 23 in 2010-2011 to 28 in 2011-2012.

- **Emergency Medical Services & Paramedic (2010-2011)**—The EMS&P programs is/are approved by CCCOES for 5 years (through June 2017). The paramedic program is also nationally accredited by the Committee on Accreditation of Educational Programs (CAAHEP) for the Emergency Medical Services Professions for 7 years (through 2016).

- **Colorado Law Enforcement Training Academy (2011-2012)**—The CLETA is a Colorado Peace Officers Safety and Training (P.O.S.T.) approved program, as well as a CCCOES approved program. Every law enforcement agency on the Western Slope of Colorado employs graduates of our program, and agencies often seek out these graduates. Many agencies in our immediate area have instructors that teach portions of our program and look for the most qualified students while they are here. We are one of only four academies on the Western Slope of Colorado; thus, many agencies send prospective students to us for consideration and also new hires to us for training.

- **Entrepreneurship (2011-2012)**—The entrepreneurship program completed a self-study, a robust, 5-year plan and worked closely with their advisory committee to develop strategies to increase participants and completers.

- **Nurse Aide (2011-2012)**—The NA program has been approved for five years by CCCOES. Additionally, the program is approved by the Colorado State Board of Nursing.

- **Paralegal (2011-2012)**—The paralegal program conducted a program review in January 2012, with a goal to increase participation on the advisory committee; there has been a steady increase in participants and completers. The program received a 5-year approval from CCCOES in June 2012.

- **Real Estate (2011-2012)**—The RE certificate is offered as a college-wide hybrid program. Completers have remained steady, despite the economy.

- **Resort Management (2011-2012)**—The RM program continues to be industry and employment focused and is accredited by the American Hotel and Lodging Association (AHLa). This program is CCCOES approved through 2017.

- **Historic Preservation (2011-2012)**—The HP program closed due to continued low enrollments. Although the program had value in the local community in the restoration and preservation of various historic sites, there was no employment or interest in a credit-based program. Community members are being offered opportunities through non-credit offerings as needed.

- **Forestry Technician (2011-2012)**—The FT program was closed due to low enrollments, a lack of qualified faculty and limited job opportunities.

**AQIP-Based One College Teams Overseen by Quality Team for the Bachelor’s Development and Implementation:**

- **Program Review Team**— Ten recommendations were approved by CLT. The processes for program reviews are outlined in the Curriculum & Instruction Manual. That being said, the approved recommendations of the program review team were not entirely realistic, and therefore, were not implemented.

- **Bachelor Model Team**— a) The Course Mapping model was approved and implemented successfully; b) The use of classroom and IVS to ensure access has also been approved and implemented; c) Fifteen-week schedules at the start of the launch, followed by accelerated
scheduling, if there is a demand, was approved and implemented, with some campuses currently offering more late starting and accelerated formats; d) The Student Satisfaction survey was to be conducted in 2012-2013 to assess the effectiveness of the model; this was approved. However, we did not do a survey, but rather focus groups in spring 2012. The results are being used to improve delivery.

- **Strengthening College-Wide Processes in Teaching and Learning**—a) To secure a 3-year contract for TaskStream for stability and cost-savings; this was not approved; b) To implement common rubrics for all required general education courses using AACU model; this was approved, and rubrics are in place for some departments, while it is a work in progress for others; c) To expand Taskstream’s “view only access” to all faculty, staff, and administration; this was approved and is implemented on a “by request” basis; d) To formalize assessment required training for all faculty and participating professional staff by creating online training modules; this was approved. Online modules are on A-Train assessment pages of the website. All new faculty get a 1-hour training during their first semester and revisit assessment requirements when they take the required EDU222 Effective Teaching class. There is also ongoing one-on-one and group trainings; e) To review CTE program level outcomes annually with advisory committees updating TaskStream, when appropriate; this was approved and implemented; f) To continue to work on accountability and communication college-wide; this was approved and is always in progress; g) To create an Assessment Academy to share best practices; this was approved and is in progress with a subcommittee of the Curriculum Advisory committee.

- **Fiscal Impact Team**—Two recommendations were approved and implemented, allowing for the setting of tuition in the first year, with scenarios set for “break-even” in 5-10 years. Baccalaureates must be self-supporting, and the scenarios relied on about a 9% increase in tuition rates every 2 years. Updates and analysis of the scenarios were delegated to the CFO, VP of IE and the Public Information Officer.

- **Student Support Services Team**—a) To develop a standard advising program for bachelor degree seeking students; this was approved and completed; b) The development of a college-wide model for delivering career services to bachelor degree students; this was approved, implemented and a director has been hired; c) To utilize the addendum to the 2011-12 catalog to communicate information specific to bachelor degree programs; this was approved and completed; d) To develop a standard orientation specific to bachelor degree seeking students; this was approved, completed and delivered; e) To develop a college-wide plan to address increased demand for accommodations for students with disabilities; this was approved but not completed, as the resource allocation model did not provide for increased student services; f) To transition two staff positions from part-time to full-time, in order to address demand for transcript evaluations and expedite admission of bachelor students; this was approved, but only partially completed. The registrar’s office only received approval for one part-time staff person to be moved to full-time. The Transfer Evaluator position is now full-time and has proven to be successful in meeting the goal for baccalaureate students.

- **Bachelor Program Development Team**—a) The formal program name was approved and implemented; b) Four specific curriculum recommendations were approved and implemented; c) Optional emphasis areas (23-24 credits) in Accounting, Entrepreneurship, Sustainable Business, Finance, Marketing, Organizational Management, Resort Management and Ski & Snowboard Business were all approved and implemented; d) To have course sequences determined by established pre-requisites; this was approved.

- **Library Resources Team**—a) To hire a full-time virtual librarian; this was approved and implemented; b) To upgrade one library technician to Instruction/Reference Librarian at the Roaring Fork Campus; this was approved and completed; c) Allocate seed money to build book, audiovisual and e-book collections; this was approved. $48,000 has been allocated as seed money in 2011-2012 and 2012-2013; $24,000 is slated for 2013-2014; d) To boost the yearly budget for online library database subscriptions ($5,000 for each of the two new baccalaureate
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Admissions/Graduation Requirements for Baccalaureates

- Admissions Requirements for all bachelor’s degrees—three recommendations have been approved and implemented.
- Graduation Requirements for all bachelor’s degrees—six recommendations have been approved, with some adjustments to the recommendations made by Academic Affairs. The final requirements are found in the 2012-13 course catalog, on pp. 28-29.
- Other Requirements for all bachelors’ degrees—A college degree (associate’s or bachelor’s) is required before a student can enroll in more than 15 upper-division credits at CMC; this was approved and implemented; b) Course prerequisites must be completed before a student can enroll in upper-division courses; this was approved and implemented; c) For transfer credit, upper-division course requirements must be earned through a 4-year program as upper-division coursework; this was approved and implemented; d) If an approved emphasis area is pursued, all requirements for the emphasis must be completed prior to the awarding of a degree; this was approved and implemented.

Colleague Modification Team—Two recommendations involving broad commitment by CLT and functional area leaders and a team of volunteers to test the system were approved and implemented successfully.

Internal Review of College-Wide Processes Team—Five recommendations were tabled, with no implementation.

Foundation Team—Two recommendations were approved by CLT and implemented successfully.

8R3 Projections and targets for performance of strategies and action plans over the next 1-3 years:

**2013-2014 Completion Dates (Selected Highlights)**

- Analyze/use CCSSE Spring 2012 administration data to further improve programs and services for Student Engagement AQIP Project.
- Clarify organizational roles, responsibilities and accountability.
- Develop and implement innovative strategies for improving remedial education.
- Implement recommendations of Internal Communications Action Team.

**2014-2015 Completion Dates (Selected Highlights)**

- Increase service learning, internship and career placement opportunities for students.
- Provide and maintain exceptional facilities to enhance the student learning experience.
- Continue expansion of assessment and continuous improvement efforts in academic and student affairs programs and services for Assessment & Student Engagement AQIP projects.
- Have in place 200 named scholarships (double that which existed at the end of FY 2010), especially those for local students who will enter the local workforce.
- Lower disparity rates in college attendance for the following student groups: minorities, socioeconomically disadvantaged and geographically bound.
- Provide a funding model to support significant enrollment growth.
- Identify and implement, at all campuses, best practices for student retention, to ensure a seamless educational experience toward goal attainment (e.g., strategies for addressing barrier courses, job skills, etc.).
- Research and develop a plan for moving to higher quality online learning.
How the results for the performance of our processes for Planning Continuous Improvement compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education:

From a list of colleges suggested by the VP of IE and the Dean of Academic Affairs at Alpine Campus, a five-question survey was sent electronically to six colleges, five of whom responded. The colleges that responded were:

- Baker College
- Blackhawk Technical College
- Eastern Arizona College
- Central New Mexico Community College
- Northwood University

One question was how effective organizations are in accomplishing their strategic goals in the first year of a 3-5 year strategic plan. In our 2011-2012 Strategic Plan, CMC had 5 overarching stretch goals with a total of 48 sub goals. We completed 22 sub goals or less than 50%. Northwood University also had 5 strategic themes, with between 5 and 9 strategic initiatives to each theme, and Mr. Thomas estimated that <50% of the earlier strategic objectives were completed by the target date. At Central New Mexico, Ms. Ziter reported that the last five year plan did not link the 30-40 objectives to results. Now in the process of developing a new strategic plan with the strategic directions going to governance this year, they are setting up measurable outcomes and “caboosing” the budgeting process to them. They have been preparing for this new strategic plan for one year. At Blackhawk Technical College, they just completed their planning initiative and are implementing action plans in the present year. Baker College also recently created a new 5-year plan with strategic themes based on their 11 Guiding Principles. However their system is unique because departments work from the themes to set operational goals. These goals are prioritized across a three year period and the three year set of goals are updated in a rolling fashion each year. Mr. Tyler, the AQIP coordinator, does not have access to any complete set of goals that are targeted nor does he have specific information when something is deemed complete. Eastern Arizona is also early in their strategic plan. Ms. Seballos indicated that the main purpose of the 5-year strategic plan is marketing. Thus, objectives are vague without clear targets. That said, Quality Initiatives (3-year span) have measurable objectives. Eastern Arizona is transitioning to Open Pathways as their method for accreditation after 10 years as an AQIP college.

Therefore, it can be concluded that it is advisable for the first year of a 3-5 year strategic plan to limit the number of objectives (or sub goals) in order to help increase the percentage rate of completion above 50%. It is important to ensure that all objectives (or sub goals) are linked to results.

Another question focused on how colleges fund strategic objectives with target dates of completion that are in the first year of a 3-5 year strategic plan. For CMC’s 2012-2013 objectives, one million dollars was set aside to resource objectives that needed funding some of that funding has been used, but more for ancillary initiatives started by the last President and the BOT e.g. strategic planning facilitators for the 2014-21 planning process and the gap analysis. Our desire is to have strategic goals funded through the regular budget process for future year goals. Northwood University noted that none of their strategic initiatives are set for completion within one year. Funding of strategic plan goals are processed through the standard budget process. At Central New Mexico, funding for the strategic plan goals is part of the
standard budget process. At Blackhawk, 13 objectives were set for completion in the first year of their plan, three of these required financial resources and all three were funded. They had set aside a pool of funding designated to support action plans aligned to the strategic plan for 2012-2013 and funding for future goals will be part of the standard budget process. At Baker College, they do not generally tie specific funding to most of the goals that are set in relation to the 5-year plan. Mr. Tyler indicated that funding of strategic planning will become part of the standard budget process within the next 24 months. At this time, improvement projects are not line items and are funded entirely out of slush in the normal budgeting process. At Eastern Arizona, funding strategic objectives that require funding is part of the standard budget planning process. At least two strategies are apparent from these comparisons. First, don’t plan on any completions in the first year of a 3-5 year strategic plan, which then allows for standard budget processing for strategies that need funding. Or, second, set aside a pool of funds for the first projects and run later year projects through the standard budget process.

The last two questions of the survey concerned completion of the entire continuous improvement cycle for ad hoc action team projections. Specifically, the question was “do you have an air-tight method of ensuring that the entire continuous improvement cycle is completed and results and/or system changes are documented and communicated?” If the answer was “yes,” we asked responders to indicate what means they use to do so. This has been a challenge at CMC. We have done a lot of great initial work on “five acre” systems problems, but once recommendations are made and approved or not approved by CLT, follow-up to ensure engrafting of a systems change throughout the system has not occurred, possibly due to lack of support from the last President. Northwood University has the same type of gap and answered “No.” Mr. Thomas noted that this gap was identified at the November 2012 AQIP Strategy Forum and is now an AQIP project. Central New Mexico Community College also said “No.” Blackhawk responded “Yes.” Here is what they do: “Blackhawk Technical College’s governance system requires that policy, procedural and process changes be brought forth through the respective council (i.e. Instruction, Student Support, Employee Support, or Administrative Services) with final approval by the College Council. The governance model provides for communication of council meetings so employees are provided with the opportunity to be informed.” As a Lean Six Sigma organization, Baker College utilizes a standard model of project management in which every project is chartered and overseen. During the course of the project, there are a series of Gate Reviews which are performed as the project enters new phases in the DMAIC process. Standard forms for each review and a standard closure form are required. These materials are publicly available on the system network. That said, they do not have a standard process for communication that ensures information is widely disseminated. Eastern Arizona relies on three entities to ensure the completion of the continuous improvement cycle: 1) AQIP Steering Committee, 2) Institutional Effectiveness department and 3)Team sponsor. Thus, the Lean Six Sigma standard model of project management sounds like the most airtight method to ensure that systems improvements are engrafted into the organization’s processes. Another alternative is to utilize an oversight entity that is held accountable to ensuring that projects have been completed for the entire continuous improvement cycle and that recommended changes have been engrafted and communicated. CMC’s Quality Team could be utilized to address this. Historically, we have achieved a great many positive results through our continuous improvement work. However, greater focus would increase our capacity to instill improvements across our diverse service area more consistently. We tend to generate an enormous amount of ideas and then struggle to maintain momentum to successfully develop and implement them, as well as close the feedback loop.

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8.11 Recent improvements and how systematic and comprehensive our processes and performance results are for Planning Continuous Improvement:

- Increased involvement of Trustees.
- New timeline for Strategic Planning in concert with accreditation timelines.
- Systematic CTE five-year plans and program reviews.
- FMP process is undergoing change: FMP4 will be part of the 2014-15 budget year; CMC Board will be approving the process. Alpine Campus in Steamboat Springs will be the beta site for developing the planning process.
- Successful embedding of improvements in college-wide processes (e.g., implementation of LMS, redesign of CMC website, etc.).
- Positive review by HLC.

8.12 How our culture and infrastructure help us to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement:

We are a culture in transition. After the last President resigned, an Interim President was appointed and began work February 2013. The search for a new President began in May 2013. Hopefully, once the new President comes in, they will facilitate the selection of specific processes to improve and target for improvement. It is hoped that they will also make informed use of the many sources of data that are available to help with that selection.
Category 9—Building Collaborative Relationships

Introduction

The College is more reactive than systematic on this category, perhaps due to the miles between CMC locations. In their efforts to achieve the College’s Mission campuses and functional areas tend to employ varying strategies as needed for building the College’s relationships. Although campus and other leaders meet regularly, it is not typical to plan how they will build collaborative relationships in a consistent manner, monitor progress of those relationships, and gauge how successful and productive they are. The AQIP Schools Partnership Survey data provides some evidence that CMC’s collaborative efforts are successful. However, support is still needed for creating a more systematic process for “Building Collaborative Relationships”. Perhaps, this will come with the new President once they are hired.

Processes

9P1-5 Create, prioritize and build relationships: The College continues to develop numerous, productive community relationships and partnerships with educational institutions, businesses and industries. In 2009-2010, CMC began collecting data and categorizing partnerships in two distinct areas: educational partnerships and business/community partnerships. Our educational relationships are with K-12 schools, universities and other community colleges, with which we have articulation agreements and partnerships. Our business and industry relationships consist of small businesses, such as the Steamboat True Value Hardware and large, corporate partners, similar to Encana Oil & Gas (USA) Inc. Soon after, we began measuring the number of partnerships in each of the areas on the college-wide BSC. In 2010-2011, we further refined the list with updated specifics concerning the type and use of the partnership along with updated contact information. In 2011-2012, we began studying the satisfaction of our partners, utilizing the AQIP Schools Partnership Survey; however, we added additional, college-specific questions to gather information concerning the satisfaction of their relationship with CMC and added this measure to our BSC. In addition, we now ask what aspirations our partners seek to advance and develop our relationship; we have made progress in our efforts to enrich the quality of our partnerships.

We continue to be creative and responsive in satisfying the educational needs of our communities. For example, campus staff, made up of a vice president, counselor, administrative assistants, enrollment managers and financial aid assistants, works in collaboration with their respective high schools in addressing concurrent enrollment courses for high school students. These courses, which include general transfer courses and career technology education, allow students to receive dual high school and college credit towards the completion of their high school diploma and/or a college degree. In 2011-12, the Edwards and Rifle Campuses expanded their services by placing a part-time position in their respective high schools to assist with testing, advising, financial aid inquiries and orientation programs to assist students in enrollment and completion of courses. This program has expanded communication and collaboration between the high schools, school districts, students, parents and college personnel in meeting such concerns as high school recidivism, as well as implementing and growing concurrent enrollment programs and assisting students in furthering their higher educational goals. It has also

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brought financial commitments from community members and industry partners in establishing scholarships for graduating high school students to continue their education at the College. For example, in 2012, the CMC Foundation secured its 140th named scholarship fund. The Foundation has 74 different scholarship opportunities for in-district residents and another 14 scholarships that are specific to high school graduates from within CMC’s district. Another focus area is offering quality programs specific to business and industries within our district.

Campus, community advisory groups, CTE advisory groups and community and business/industry surveys offer essential information needed to provide up-to-date education and training for local and regional industries. Program reviews are conducted on a five-year basis on all CTE programs. Recently, the Process Technology Program at the Rifle Campus went through an extensive review, which included Energy Advisory Board members, made up of industry representatives, such as Encana, Williams, Chevron, Summit Mid-stream and others. They reviewed the curriculum, made recommendations for changes, examined equipment and examined job placements. This review has allowed the program to make necessary improvements to meet the continuing needs in the energy fields. These partnerships with industry have strengthened our relationships and brought industry expertise to the College. The Associate Degree of Nursing program is located at the Roaring Fork and Summit Campuses, and recently, in 2011, it received accreditation from the National League of Nursing for its outstanding program. This approval came from the work of the nursing staff, CS, advisory boards and local hospitals in providing excellent educational and learning opportunities for students.

In 2009, we conducted a study in our communities concerning what degrees they wished to see offered, and one of the major themes our communities specifically asked for was the opportunity to complete a bachelor’s degree. Before we offered bachelor’s degrees, there was no place within our 12,000 square mile district for community members to complete such a degree. In fall 2011, the College began offering bachelor’s degrees in Business and Sustainability, the two areas community members specifically selected. In addition, in 2012 and 2013, our local communities have been working closely with the College in the development of internships in each degree program. These internships will offer students the opportunity to work and learn from different businesses, industry, governmental agencies and educational entities in these specific degree programs. An example of this is the Sustainability students working with Garfield Clean Energy in learning energy monitoring techniques for buildings. This will allow students the opportunity to learn energy saving techniques and experience it through an internship, working alongside our community leaders and local elected officials. Another focus area is offering quality trainings specific to business and industry within our district.

The Workforce Training office continually analyzes current and future employment trends and the overall business climate across the district and strategically targets employers who may be interested in partnering with us in a number of collaborative opportunities, such as internships, graduate placements, program support, equipment donations, etc. This is an example of identifying “desired” associations, developing them and then moving them along the relationship build continuum. We now consistently enter campus and CBS workforce programing into our database and report activity that is accessible on the portal. Examples of trainings that may be experienced throughout the district are safety courses for local ski areas and oil and gas employees, customer service and leadership training for transit workers and
trainings for hospitality employees. We also partner with businesses to provide ESL courses and have done so for companies such as Target, Valley View Hospital, the Aspen Hyatt, Ritz Carlton, Westin Hotel and the Breckenridge Grand Vacation. Not only have we formed these relationships, but we continue to exert ourselves to improve the quality and strength of the relationship.

The College’s leadership and faculty have worked diligently over the past few years to build strong and effective partnerships. We have worked collaboratively with hospitals, ski areas, school districts, local and regional governments and small businesses and industries, such as oil and gas, to provide timely and quality educational opportunities. For example, the College offers three Culinary Arts programs at our Breckenridge, Edwards and Steamboat Springs Campuses. Our Breckenridge program has partnered with Keystone Resorts to offer apprenticeships in their hotel and ski area kitchens. This program has been recognized nationally for their culinary excellence. All of these key partnerships look to CMC for leadership and how we can all serve the needs of our constituents. Another example of this type of partnership was developed with Garfield Clean Energy; CMC was invited to become a member of their regional collaborative, represented by six communities, the county, the library district, transit authority and now, CMC. The goal for this group is to work together to lower energy consumption and cost and to provide educational opportunities for businesses, schools, industry, and community members. A faculty member at the Rifle Campus received a grant from Chevron to provide science training to middle school teachers. This program will start in summer 2013 and will continue for the next two summers. Each year, we will assess the progress of the students to examine the effectiveness of this program. This collaboration brings industry, schools and the College together to provide even stronger learning opportunities for students and teachers. These examples are a model of partnerships that has the potential to grow throughout the CMC district and the state of Colorado. Our goal is always to be at the table with educational institutions, businesses, industry and governmental entities and join in finding better solutions and collaborations to serve our many constituents.

9P6 Ensure the varying needs in relationships are being met: We have made significant progress in tracking our entire workforce training, utilizing the database to input workforce courses and employing smart coding to track location-specific developed trainings versus CS customized, business trainings. We now report workforce trainings by term and have workforce reports accessible to all on the College’s Intranet. We have also been participating in the NCCBP and have benchmarks for business and industry that will help us compare ourselves to about 200 other community colleges and to further refine this project and our target.

The newest development in this area is the partnership satisfaction survey and the addition of this measure to the College’s BSC. This survey not only allows our partners to rate us, but also to give us feedback as to where they would like to see our relationship evolve and strengthen. Other processes include daily communication to department heads and Campus CEOs, concerning the status of the current relationships under their direction.

9P7 Create and build relationships within your institution: There has been increased internal and external collaboration (e.g., through the Foundation and other CS staff, Campus Vice Presidents’ CEOs, community and businesses), where we rely on several communication methods, mostly through the work
of our staff and faculty. There are over 25 internal committees, and meetings are held either on a monthly or quarterly basis; campus and CS representation is sufficient to ensure that everyone has a voice. If supervisors attend meetings, they are expected to communicate well with their employees. We are working on increasing the effectiveness of meetings. Faculty in-services are held at a specific location for faculty to share and collaborate. In addition, two times per year, college-wide, faculty in-services are held, allowing discipline groups to discuss teaching methods, assessment, learning objectives and most importantly, building strong, collaborative, academic relationships with faculty members. Academic discipline relationships form across campus lines and are formally encouraged through discussions at three Faculty in-service meetings. Moreover, we have cultivated and expanded our Office of Innovations in Teaching and Learning (OITL). This office strives to create and improve relationships with CMC sites, departments and instructors. The Office of Innovations consists of one Manager and one LMS Administrator / Faculty Trainer and is part of Academic Affairs. The staff has trainings in Applying the Quality Matters Rubric (www.qmprogram.org), are experienced instructors themselves and are able to train and assist faculty not only with technology, but also with teaching and course design. Trainings are open to all full-time faculty, adjuncts and staff. Teaching and technology workshops are offered online (synchronous and asynchronous) and face-to-face at the campus sites, on topics such as Canvas LMS, Khan Academy Coach, Collaborate web conferencing, Flipped Learning, Best Practices for Online and Hybrid Course Design, etc. They maintain a calendar of their faculty workshops at www.coloradomtn.edu/training, and take an active role at the two, college-wide, faculty in-services each year, promoting their services and the resources available to instructors and using this day to be available and to socialize with instructors. For example, working with staff from other sites who took on various aspects, the Office of Innovations organized the fall 2011 event at the Edwards campus. This event included various vendors in attendance to promote their teaching products, 32 concurrent workshops in 2 timeslots, taught by CMC instructors and vendors, cultural events during the lunch hour and a keynote speaker who presented on Pecha Kucha /Brain Rules. OITL and Academic Affairs marketed this event heavily, and it was held on a Saturday; it was the largest attended faculty in-service to date. Communications concerning these professional development options are extensive.

Office of Innovations uses creative email approaches to raise awareness about their services and workshops and to encourage instructors and staff to read the emails and attend. Emails are often themed with humorous topics reflecting popular culture or current events. Some newsletters or informative emails ask instructors to reply with the answer to the question, and in exchange, the Office of Innovations sends them a small token of appreciation via campus mail. The relationship-building emails from Innovations add entertainment value to instructors’ inboxes, while still getting the information across. An example of this is on April 1st of each year, when OITL sends out a video or newsletter that is a spoof. The joke includes a teaching element, so instructors are pranked but learn something about teaching or technology. By crossing the line of formality, Innovations reminds faculty that having fun with teaching and technology is encouraged at CMC. Leveraging corporate partnerships to encourage faculty development is also a goal of OITL.

OITL obtains free, small logo items from vendors whose products they use and support (e.g., Canvas LMS, Collaborate web conferencing tool, Turnitin plagiarism detection/deterrent tool, etc.), such as pens, stickers and notepads; these items are distributed to instructors who attend Innovations workshops on these topics (for online workshops, items are sent via campus mail or US Mail). These small gifts serve

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as a form of recognition and appreciation of their attendance. In order to offer greater recognition of instructors who complete professional development, Innovations also holds monthly and semester drawings for prizes, drawing a winner from workshop attendees, giving away LiveScribe Pens, MP3 recorders, iPads, etc. Moreover, their faculty support is not limited to the workshops or in-services.

OITL staff assists instructors with teaching and technology questions, offering one-on-one assistance via phone, email, web conferencing or in person. Individual assists sometimes reach 100 per month for the LMS Administrator/Faculty trainer. Many of these assists are time-intensive, requiring research, troubleshooting and working with the LMS vendor to resolve. This support is offered to full-time faculty and adjunct faculty. In addition, adjunct faculty support has expanded.

In 2009, some members of Faculty Senate proposed the idea of having adjunct representatives at each site to increase involvement, partly in an effort to train and have more adjuncts interested in applying for VP of Adjunct Affairs each year. OITL took on this project and implemented it in spring 2012. The office manages and pays 12 Adjunct Professional Development Representatives (one at each site) who work during spring and fall semesters to increase adjunct engagement and communication. The representatives promote professional development opportunities to their peers, such as the A-Train (required online training for CMC adjuncts) and other learning opportunities, and serve as a colleague and mentor. The representatives also host a meal or social event (e.g., bowling) for their site’s adjuncts. By serving as a Rep, these adjuncts take on leadership roles, communicate more frequently with their colleagues and instructional leadership and learn more about CMC overall, whereby becoming a pool of experienced adjuncts who are then more qualified to apply for the role of VP of Adjunct Affairs. The College has made significant progress with internal communications and relationships.

In the interest of building relationships and sharing best practices, we have begun a mentoring program; have faculty blogs and a lending library and pilot technology programs. Communication dissemination also occurs via email and our website, which contains current minutes from all the committees, community events and other information that can enhance employees’ understanding of the College. In addition, we now have an Intranet with an IR presence, accessible to all, where compiled data and reports are updated continually along with BSC reports, program reviews and trend data. It appears that there are some bottlenecks because some people don’t go to the website or intranet and/or others don’t check email. So, even with these efforts, effective communication remains a challenge.

**Results**

**9R1 Measures of building collaborative relationships:** Our formalized measures are, for the most part, in place on the academic side of the institution. Measures are compiled by the IR department and include many measures indicative of our relationship with area high schools:

- Enrollment,
- Diversity, and
- Affordability (as compared to peer organizations).

Key building collaborative relationship measures include:

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• The number of workforce people trained,
• The number of scholarships awarded,
• The number of job placements,
• The number of companies served,
• The number of dual enrollments,
• Employee Surveys,
• Community Surveys,
• Added measures to the BSC, and
• The number of staff/faculty professional development offerings.

We have surveyed all of the communities CMC serves and continue to poll residents as to their satisfaction with the institution and future programming needs. We utilize the programing data gathered and also observe the progress of the satisfaction measure on the College’s BSC. We measure the value we have developed with our students, employees, educational partners and business partnerships, and these measures are tracked on our college-wide BSC. In addition, we conduct an economic impact study every few years. We have made strides in our efforts to develop measures that look at the degree, quality and value of the important role the College plays within our communities, creating a rich culture of evidence. Constant informal measurement occurs on a daily basis due to the interaction of staff and faculty with the learning community. Campus advisory and program advisory meetings provide a mechanism for direct feedback and community members. The data from employee surveys conducted annually most years suggest support for progress on this category over the past decade.

9R2 Results in building your key collaborative relationships: We have many examples of the effectiveness of partnerships in all areas, including serving the underserved populations of our district. Our student demographic proportions mirror our community demographics. We have increased minority graduation rates by 4% since 2009; we have generally experienced increases in the number of ESL students. We also now partner with local businesses to offer industry-specific ESL trainings. For example, a strong, college supporter, Alpine Bank, has awarded 45 scholarships to Latino high school graduates and also supports the Latino Youth Summit. In addition, we conduct the First Ascent Leadership Program, which brings together young people from different socioeconomic backgrounds to learn confidence and leadership skills that they bring back to their families, schools and communities. The College has also been awarded the Upward Bound grant for working with first generation, low income high school students. The local high schools and businesses have worked closely with this program in providing career advisement and presentations to students.

Another example of a successful, new affiliation is the relationship with the oil and gas industry, a rapidly growing industry on the western edge of our service area. This relationship has resulted in millions in funds raised by the Foundation for the new West Garfield County Campus in Rifle, completed in Fall 2007, as well as special event support, internships, CMC Foundation donations, equipment donations and energy services-specific safety training classes. The West Garfield Campus, in collaboration with 13 Colorado community colleges, was awarded federal funds from the Trade Adjustment Act in the amount of 1.1 million dollars to train students in Instrumentation and Solar. These courses are hybrid courses that are being offered over the web throughout the state of Colorado. Additionally, there is a mobile lab
component of these courses where classes can be set up at other sites (e.g., community colleges) to provide this learning experience. This grant is allowing other Colorado community colleges to bring their areas of energy specialization to CMC campuses to provide training. Another key component of the grant is the career counseling and effort between workforce agencies and the College. We have seen tremendous success in placing students into employment in the energy field, and this is due to workforce agencies, industry and the College working together. Also, in Rifle, collaborations with local chambers of commerce resulted in workshops specifically designed for small business.

Additionally, collaboration with the Grand River Hospital District resulted in wellness and nutrition workshops offered at the local hospital and Certified Nurse Assistant and Culinary training courses for students. Workforce Training is being improved and increased by the CBS. A final example is the expanding relationship with the local hospital. It is one of many clinical sites for our ADN nursing program, and we have expanded the use of the facility by negotiating medical and surgical recertification programs, contract soft skills training and an expansion of medical skills training.

Also, for the past two years, in partnership with a dozen other AQIP schools, CMC has participated in a survey of the College’s partnerships, including current and prospective employers of CMC students (see 1R4 for details). In 2013, the response rate was 23% compared to 33% in 2012. The data suggested high overall satisfaction with CMC (80% in 2013 and 89% in 2012). This decline in satisfaction could be related to the resignation of CMC’s President in December 2012.

**9R3 Comparative results:** Since 2006, we have been participating in the NCCBP and have benchmarks for business and industry that will help us compare ourselves to about 200 other community colleges and to further refine this project and our target. With all of the issues that we have had with delivering workforce training effectively, at this time we don’t compare well with other institutions. However, as we improve our delivery process and structure, we hope to make gains in this area. Last fall, we strategized about our key priorities based on extensive local, regional, state, national and international environmental scan data, including workforce trends and internal expertise, to come up with meeting community needs as a high priority. We came out of the retreat wanting to focus our human and fiscal resources on other key issues, such as training, student learning and success.

The results from the AQIP partnership survey generally suggested high overall satisfaction with CMC over the last two years. In addition, on the satisfaction benchmark questions, the partners’ responses were commensurate to those for the comparison colleges.

**Improvement**

**9I1 Improving current process and systems:** Over the past four years with the last President, there were several reorganizations of sorts, many new hires and replaced positions. There has been increased internal and external collaboration (e.g. through the Foundation and other CS staff, Campus CEOs, community and businesses). The Nursing expansion and the construction of the new Rifle and Summit Campuses are some great examples of this. Communication with students has improved because we use student email, and we have a new website with a portal, which is an improvement over the transient and inconsistently populated email addresses students had in our system until now. Not only have we improved our

**Building Collaborative Relationships**
workforce training process to better meet community needs, we now track and report campus programming and customized business training. In addition, we have the data and reports accessible on the portal. To improve such processes, we examine other schools’ best practices, get feedback from stakeholders, use national benchmarks, target key process via our AQIP projects and strategic planning, use continuous improvement methodology, hold conversations at campus and functional area meetings, as well as college-wide meetings, and communicate results to staff, faculty, students and other stakeholders.

A great deal of positive relationship building occurs throughout the College, but we now try to include all of the potential players that could deepen key relationships and who have expertise and a stake in the particular process. Therefore, three campuses (Aspen, Roaring Fork and Rifle) and the CBS Office began a series of “Community Outreach Group” meetings, where those departments/offices conducting outreach activities meet to discuss who’s doing what, what assistance they may need and what long-term goals they may have, creating collaborations and cross promotional opportunities. The goal of the group is to improve coordination among those with community outreach goals and to identify collaborative opportunities within the College.

912 Setting targets for improvement: Targets for improvement are set at times during our planning sessions. Although this is generally perceived as a relative strength, work remains to be done in the area of Building Collaborative Relationships because of how spread out our campuses are and our rapidly growing communities. We will conduct more frequent polls of our constituents to gather data for monitoring our progress on our BSC and for increasing our responsiveness to stakeholder needs. Internally, we have to make daily efforts to increase collaboration amongst ourselves by going to campuses and CS for meetings, attending via IVS, calling or mailing and emailing. These are also the means by which we communicate with one another, students and other stakeholders. There are also numerous opportunities available to increase the number of collaborative relationships in the communities we serve. Mostly though, this tends to be typically driven by the BOT, President, SVP, Foundation or Campus VPs because they have greater opportunities to interact with a variety of stakeholders, particularly external ones.
Helping Students Learn

Accomplishing Other Distinctive Objectives

Understanding Students’ and Other Stakeholders’ Needs

Valuing People

Leading and Communicating

Supporting Institutional Operations

Measuring Effectiveness

Planning Continuous Improvement

Building Collaborative Relationships