Colorado Mountain College, CO

Review, Update and Expand Existing Program Review Process

Participation Start: 09-01-2015

Participation End: 09-01-2022

Date Completed: 06-12-2017

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This Results Report reflects the activity of Colorado Mountain College in the Action Project Collaboration Network. It is not an official document of the Higher Learning Commission.

Declaration

Q:

Briefly describe the project in less than 100 words. Be sure to identify the key organizational areas (departments, programs, divisions, units, etc.) and key organizational processes that this action project will affect, change, and/or improve.

A: A program review process will be constructed for Colorado Mountain College's recent Bachelor's Degrees, and two year transfer degrees. The college w ill design a process modeled after the robust Career & Technical Education (CTE) program review process. Changes will be needed to reflect the variety of CMC's educational degree programs.

Q:

Describe your institution's reasons for initiating this action project now and how long it should take to complete it. Why are this project and its goals high among your institution's current priorities? Also, explain how this project relates to any strategic initiatives or challenges described in the institution's recent or soon-to-be submitted Systems Portfolio.

A: Program viability is essential to the health of the institution. The college currently operates a fully developed and long standing CTE program review process, but had not formally extended this process to other degree programs. There is a need to align and review the current processes with the proposed review process in order to obtain like data to inform the college, the faculty and the students of the viability of all programs.

Q:

List the project goals, milestones, and deliverables along with corresponding metrics, due dates, and other measures for assessing the progress toward each goal. Be sure to include when you anticipate submitting the project for formal reviews.

A: Key people from the following organizational areas w ill make up the team that w ill be involved in this project: College leadership (VP and AVPs for Academic Affairs, AVP of Institutional Effectiveness and the Director of Institutional Research), campus Academic Deans, Faculty Senate representatives, Curriculum Advisory Committee representatives, Instructional Leadership Team representatives, and Academic Program & Resource Committee Representatives.

Areas of the college that w ill be affected include: Academic Affairs staff, faculty, campus academic departments and institutional research.

Q:

Describe how various members of the learning community will participate in this action project. Show the breadth of involvement by individuals and groups over the project's duration.

A: For the successful completion of the project, faculty and academic administrators w ill meet to discuss the adaptation of the CTE program review materials and processes. This w ill be

an opportunity for those stakeholders to evaluate how their program should be reviewed and if the current process w ill work for the bachelor degrees and the arts & science programs.

It is anticipated that these discussions could take up to a year to fully discuss and research the information needed to move the project forward. Voices from the various program faculty w ill be added to the discussion. Monthly meetings will be scheduled around the academic calendar. Once a decision is made, a pilot w ill be launched during the second year of the project. An evaluation of the results w ill be made by the core action project team. Based on the findings, a full launch and evaluation of the program review process w ill be conducted in the third year of the project.

Q:

Describe how the institution will monitor project progress/success during, and at the completion of this project. Be sure to specifically state the measures that will be evaluated and when.

A: The team w ill construct a timeline for action items. The co-chairs w ill monitor the timeline to keep the work on track. Metrics will be developed once the team begins their work and able to determine more specific action items.

Q:

Describe the challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.

A: Potential challenges should be minimal. As described above, the college already uses a w ell established program review process for the career and technical education programs. A constant challenge for the college is the ability to bring the faculty and staff together for face-to-face meetings. Due to the fact that the seven campuses are spread over 12,000 square miles of the Rocky Mountains, limits travel. The college utilizes interactive video systems to conduct meetings.

Q:

Provide any additional information that the institution wishes reviewers to understand regarding this Action Project.

A: The intent of this project is to establish a program review process for all degree programs offered at Colorado Mountain College. The thoughtful review of the current CTE program review process, discussions with the faculty and other interested parties and the opportunity to test the process w ill contribute to the overall goal of implementing the program review for all bachelors and transfer degrees.

Concluding Report

Q:

What is the primary reason for closing this project?

A: The project was successfully completed.

Q:

What aspects of this project would you categorize as successful?

A: The AQIP Action Project committee has accomplished much over the past year to support an agreed upon concept, and create a template, for an Arts & Sciences Self Study. These tasks included:

Observe Program Review Software Demonstrations (Xitracs, Hawkeye CC Proview)

Piloted an AGS Degree Program Review (Outdoor Recreation Leadership using the existing CTE Program Review template (to be completed FA 2017)

Reviewed Program Review documents from other community colleges

Much dialogue about appropriate groupings for General Education program reviews

Development of a Bachelor's Program Self-Study document and an Arts & Sciences Self-Study document, that includes instructions for users.

Quantifiable results are demonstrated through the creation of a Bachelor's Program Self-Study and an Arts & Sciences Self-Study document and instructions.

Members of the AQIP Action Project team have been heavily engaged in this project for nearly three full years. The team included full-time faculty, part-time faculty, assistant dean's of instruction, and assistant vice president's. Initially, the group thought that the Associate of Arts, Associate of Science, Associate of General Studies, and Bachelor's programs could easily mirror the CTE program review. However, following significant dialogue, it was determined that while much of the program viability data required for CTE and Arts & Sciences may be similar, the Arts & Sciences and Bachelor's programs desire some different content in the Self-Study.

Q:

What aspects of this project would you categorize as less than successful?

A: Colorado Mountain College is presently in the process of an academic reorganization where faculty will report to an appropriate discipline dean instead of a campus (non-academic) dean. The two (2) existing Assistant Vice President for Academic Affairs positions, one for CTE and another for Arts & Sciences, are being replaced with eight (8) academic deans. This implementation may expedite, or delay, the implementation process, as the new dean positions are anticipated to be filled before Fall 2017.

Concluding Review

Q:

Do you have any final thoughts or feedback for this institution in regards to this project? Enter N/A if not applicable.

A: The College has finished the project and is preparing for a new management structure. Change management is a process and requires ongoing assessment. Good work.

Project: Review, Update and Expand Existing Program Review Process

Version 1.0 - Project

Q:

What is the current status of your project?

A: Completed

Q:

Please indicate the original project start date, original project end date, and anticipated completion date if project is not completed. Please list dates on separate lines.

A: CMC is concluding the three-year AQIP Action Project to construct Self-Study processes for the Bachelor's degrees and the Arts & Sciences degrees (two-year transfer degrees for the AA, AS, and AGS) that includes templates and instructions.

Fall 2014 was the original project start date.

May 2017 is the anticipated project completion date.

Q:

Briefly describe the current status of the project. Explain how this project relates to any strategic initiatives or challenges described in the institution's most recent or soon-to-be submitted systems portfolio, if applicable.

A: Templates have include instructions were created for the Bachelor's program and Arts & Sciences self-study. A self-study timeline schedule was created for the Associate of Arts, Associate of Science, Associate of General Studies, Bachelor of Arts, and Bachelor of Science degree programs.

This project aligns with the college's strategic plan, goal E., Organizational Effectiveness, E.1, "ensure consistency in procedures and processes across CMC." Historically, program reviews have been completed for the Career and Technical Education (CTE) programs. With the addition of the Bachelor's programs, it became evident that a gap existed between CTE programs and Associate of Arts, Associate of Science, Associate of General Studies,

Bachelor of Arts, Bachelor of Arts in Inter-Disciplinary Studies, Bachelor of Science programs and Bachelor of Applied Science.

Q:

List the project goals as stated in the original project declaration along with the metrics/measures for assessing the progress for each goal.

A: As stated in the original project declaration, the goal was to review the existing program review process and use this robust Career & Technical Education (CTE) program review process as a starting point to have a streamlined and effective manner in which to review Arts & Sciences and Bachelor degrees.

Since all programs are to be under a program review process, the measure used to determine success is that 100% of the academic programs will merge into the five-year review cycle.

Q:

Describe what has been accomplished with this project over the past year, specifically referring to quantifiable results that show progress. You may need to include a discussion clarifying how the original goals and anticipated outcomes may have shifted during the year.

A: The AQIP Action Project committee has accomplished much over the past year to support an agreed upon concept, and create a template, for an Arts & Sciences and Bachelor degrees program review. These tasks included:

Observe Program Review Software Demonstrations (Xitracs, Hawkeye CC Proview)

Piloted an AGS Degree Program Review (Outdoor Recreation Leadership using the existing CTE Program Review template (to be completed FA 2017)

Reviewed Program Review documents from other community colleges

Much dialogue about appropriate groupings for General Education program reviews

Development of a Bachelor's Program Self-Study document and an Arts & Sciences Self-Study document that includes instructions for users.

Quantifiable results are demonstrated through the creation of a Bachelor's Program Self-Study and an Arts & Sciences Self-Study document and instructions.

Q:

Describe how various members of the learning community have participated in this action project. Show the breadth of involvement by individuals and groups over the project's duration, particularly during the past year.

A: Members of the AQIP Action Project team have been heavily engaged in this project for

nearly three full years. The team included full-time faculty, part-time faculty, assistant dean's of instruction, and assistant vice president's. Initially, the group thought that the Associate of Arts, Associate of Science, Associate of General Studies, and Bachelor's programs could easily mirror the CTE program review. However, following significant dialogue, it was determined that while much of the program viability data required for CTE and Arts & Sciences may be similar, the Arts & Sciences and Bachelor's programs desire some different content in the Self-Study.

Q:

Describe the effect that this project has had on the institution, students, and others in the learning community. What has the institution learned that can be identified as a good practice to use in other aspects of its quality work or from which other institutions might benefit?

A: This project used knowledge and expertise from a broad range of individuals, including faculty, adjunct faculty, assistant deans of instruction, and assistant vice presidents for academic affairs, each with a slightly different perspective, in the creation of a program review/self-study for Bachelor's and Arts & Sciences programs. It is well understood that a broad-based committee will create positive results. However, the committee also recognized that since CMC is undergoing an academic redesign that shifts our organization from a campus-based to discipline-based structure, that following the completion of the initial Arts & Sciences Self-Study that the process should be re-evaluated. Faculty, discipline chairs, assistant deans of instruction, and deans of instruction should provide input into the process, and the process should be modified, as necessary, as part of continuous the process improvement model.

Q:

Describe the anticipated challenges that may be encountered in successfully completing the project or for institutionalizing the learning from the project's goals.

A: An anticipated challenge is that in the past, only CTE programs have been required to conduct program reviews. This is a dramatic shift in culture; however, there should be no better time than during the implementation of the academic redesign to implement a new Self-Study process for Bachelor's programs and for Arts & Sciences programs.

Q:

In light of the project goals, current circumstances, institutional learning from this project, and anticipated barriers to success, list the next steps to be taken over the course of the next 12 - 24 months in order to complete or institutionalize the results of this action project. Provide a timeline for completing each next step.

A: The implementation of the Self-Study plan will begin during the 2017-18 year when all deans, assistant deans, and discipline chairs of disciplines within the AA, AS, and AGS programs will begin Part 1 and Part 2 of the Self-Study. During the 2018-19 year, deans will work closely with discipline chairs and discipline faculty in review, and provide analysis of, the program and discipline data and develop a five-year plan. Following the initial implementation, the Bachelors, AA, AS, and AGS Self-Studies will be staggered throughout the five year cycle of program review.

Q:

> **Provide any additional information, inquiries, or concerns that the institution wishes
> reviewers to understand regarding this Action Project. Enter N/A if not applicable.**

A: Colorado Mountain College is presently in the process of an academic reorganization where
faculty will report to an appropriate discipline dean instead of a campus (non-academic)
dean. The two (2) existing Assistant Vice President for Academic Affairs positions, one for
CTE and another for Arts & Sciences, are being replaced with eight (8) academic deans.
This organizational shift may expedite, or delay, the implementation process, as the new
dean positions are anticipated to be filled before Fall 2017.

Version 1.0 - Update

Q:

> **I certify that this project is ready for review.**

A:

Version 1.0 - Review

Q:

> **Please comment on anything that is omitted or incomplete in the project status, dates
> and summary field. Enter N/A if not applicable.**

A:

Q:

> **Check for accuracy and completeness against the original Project Declaration. Are the
> right metrics or measures included for each goal? If not, what revisions to the
> metrics/measures would you suggest that the institution consider?**

A:

Q:

> **Has the institution acted in meaningful ways to pursue project success, making
> progress as anticipated in the original project declaration? If meaningful progress or
> project success has not been achieved, has the institution made appropriate revisions
> to the goals or anticipated outcomes for this project? • Are descriptions of resources,
> organization, concrete results, and reaching milestones included? • Make a statement
> of global judgment. (i.e. "The institution is making [excellent/good/satisfactory/
> acceptable/slow/ casual/no] progress in this action project.").**