



COLORADO
MOUNTAIN COLLEGE

Reaching Greater Heights

Strategic Plan 2019-23



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Letter from the Board of Trustees

Dear friends and supporters of Colorado Mountain College,

Not too long ago Colorado Mountain College observed its 50th anniversary, and there were many milestones and achievements to celebrate. As the college rolls up its figurative sleeves to start the work of the next 50 years, trustees and employees alike face an imperative to raise the bar even higher.

State and national experts in higher education and workforce training continue to point out that a large gap exists between employers' needs and workers' skills and education. Closing that gap has driven planning at Colorado Mountain College for the past several years, as shown in the college's recently completed strategic plan, *Reaching New Heights (2014-18)*. Nearly all of the goals set in that plan have been accomplished or exceeded.

The elected board of trustees of Colorado Mountain College is more committed than ever to the vision articulated in that recently completed strategic plan: We aspire to be the most inclusive and innovative student-centered college in the nation, elevating the economic, social, cultural, and environmental vitality of our beautiful Rocky Mountain communities.

CMC's vision, mission, values, and guiding principles continue to be the foundation of the college's new strategic plan, *Reaching Greater Heights (2019-23)*. The new plan sets out new strategic priorities and performance measures that build on the previous plan's successes. In addition, the plan seeks to address the rapidly changing needs of students, employees, employers, and communities in our nine-county service area and elsewhere in our growing state.

The Colorado Mountain College Board of Trustees is tasked with ensuring the long-term health of the college. Seeing the resounding success of the previous plan, we are confident that *Reaching Greater Heights (2019-23)* will help the college focus on achieving more astounding successes as we launch boldly into our next 50 years.

On behalf of the Colorado Mountain College Board of Trustees,

Patty Theobald

President, Board of Trustees



Welcome to Reaching Greater Heights (2019-23)

Dear friends of Colorado Mountain College,

Over these past four years we have recommitted to remembering that we are part of something much larger than ourselves. We know that every student who walks through our doors is expecting our undivided attention to help them transform their lives and the communities in which they live, and that every taxpayer expects us to wisely invest back into improving the standard of living in the beautiful mountain region and state we serve.

As you'll see in these pages, Colorado Mountain College has met and often exceeded the goals set forth in our recently completed strategic plan, Reaching New Heights (2014-18). Both our successes and the areas of continued focus have helped to build the foundation for the college's next four years.

As we look toward the future, we know we must continue our relentless pursuit of a better future for all who walk through our doors or learn from us online. By the year 2020, three-fourths of all jobs in Colorado will require some form of postsecondary education, whether a degree or a postsecondary certificate or credential.

The need is great, but so are the challenges before us: Only 25 percent of students who graduate from the high schools in CMC's geographic region complete an associate or bachelor's degree within six years, and nearly 20 percent of working-age adults lack a high school diploma. We must help today's workforce and student population overcome a sizeable gap in skills and knowledge.

To meet future workforce needs, 90 percent of local students graduating from high school will need to complete a college degree or certificate, and we must increase high-quality opportunities for increasing job skills of adults. For low-income or first-generation students, the leaky educational pipeline is even more dire.

As the only physical institution of higher learning in the 12,000 square miles we serve, we know our responsibility for closing that gap is daunting. To guide us through these next four years, we have built on our recent successes and created this new strategic plan, Reaching Greater Heights (2019-23). This document contains the new plan, plus appendices that illustrate what we achieved through the previous plan and how we will integrate our refreshed strategic priorities over these next four years.

Our gratitude is boundless for the support that allows us to serve our students, communities, employers, employees, and the workforce needs of our beautiful state. Please read these pages to understand how we will honor that support by being inclusive, innovative, caring, creative, and focused.

On behalf of all of us at Colorado Mountain College,

Carrie Besnette Hauser, Ph.D.

President & CEO

Executive Summary

Reaching Greater Heights (2019-23)

Colorado Mountain College's new strategic plan, Reaching Greater Heights (2019-23), sets forth a clear path over the next four years to build on the college's individual, organizational, and community strengths that have resulted in strong and stable enrollments; increased diversity and completion rates that are superior to state averages; sound financial position; and significant expansion of access for students through both CMC's concurrent enrollment and bachelor's degree offerings. Reaching Greater Heights (2019-23) is a strategic plan that builds on the significant operational improvements achieved over the past four years, thus enabling the college to focus its energy and resources on transformational growth, for both students and the communities served by the college.

Planning Process

Reaching Greater Heights (2019-23) is the result of a 14-month process to engage the myriad stakeholders of the college. The process included survey data from community members and employers, as well as multiple work sessions with faculty, staff, and students at every campus. This process enabled the college to understand its opportunities for continued growth and excellence and to anticipate challenges that may prevent the college from meeting its full potential.

Using this information, the college produced new strategic goals and priorities that build on the improvements implemented since 2014, and which focus energies and attention on transformational opportunities that are within reach. These new strategic goals and priorities were then narrowed, refined, and clarified by way of participatory feedback and intentional engagement. The CMC Board of Trustees continued to refine these strategic directions and priorities for the college, ultimately resulting in the approval of Reaching Greater Heights (2019-23) in October 2018.

Summary of Key Pillars, Goals, and Priorities for Reaching Greater Heights (2019-23)

PILLAR A Student Access & Success

GOAL: Provide inclusive student access, support services, and academic pathways that result in improved retention, completion, and preparation for our complex economy and society.

Strategic Priorities:

1. Increase accessibility and student outcomes by developing inclusive, personalized, and consistent approaches to enrollment, registration, and financial aid.
2. Intentionally coordinate services to create awareness and support the safety, mental health, and wellness of students, faculty, and staff.
3. Design all academic pathways and student services to result in consistent, equitable outcomes in retention and persistence, timely completion, and relevant job skills.
4. Evaluate and implement credit for prior learning opportunities, to reduce the time and cost to complete education for the "new traditional" student, or those who are not coming to college directly following high school.
5. Develop and improve first-generation student/parent/family recruitment and education strategies to attract and support underrepresented populations.

Pillar B Teaching & Learning

GOAL: Invest in a culture of innovation and high-quality learning that equips all learners with the social, emotional, and cognitive skills needed for success in their chosen fields in a dynamic economy.

Strategic Priorities:

1. Implement comprehensive course and program assessment that promotes deep learning and informs changes to improve student completion.
2. Actively collaborate with school districts to promote academic and social readiness for postsecondary/workforce education opportunities.
3. Implement a plan to ensure that all campuses and programs consistently and effectively use existing and new educational technologies.
4. Integrate experiential, work-based, and/or service learning practices and curricula into all academic programs.
5. Improve the consistency and availability of community and continuing education.
6. Support professional development of faculty to explore and develop innovative learning methods that promote both technical and soft skills in the classroom.

Pillar C Community & Economic Development

GOAL: Engage in strategic partnerships that benefit the students, employees, and communities CMC serves.

Strategic Priorities:

1. Match academic and training pathways to local and regional labor market demands by innovating and integrating with industry partners.
2. Communicate to students, faculty, and staff regional labor market opportunities and their alignment to educational programs that CMC offers.
3. Implement partnerships with regional businesses and organizations to supply internships, apprenticeships, service learning experiences, and job placements that complement educational offerings.
4. Serve as a conduit to and provider of activities and events that promote diverse ideas, experiences, and cultural competencies.
5. Seek out and promote joint-use partnerships for current and new facilities that address resource needs of both the college and mountain communities.

Pillar D Organizational Effectiveness

GOAL: Organize all CMC operations, systems, structures, and personnel to improve productivity and effectiveness.

Strategic Priorities:

1. Improve job fulfillment and retention by valuing employees through enhanced opportunities for engagement, training, and appreciation.
2. Ensure a high degree of proficiency in new technologies by providing training and support to all faculty and staff.
3. Incorporate sustainability principles into the college's decision-making practices.
4. Clarify decision-making procedures to ensure they support collaboration between and among campuses and functional areas throughout the college.
5. Develop and implement consistent and routine policies, procedures, and processes to ensure that academic programs are relevant, are sustainable, are effective, and produce gainful outcomes.

About Colorado Mountain College

Nearly 17,000 students were enrolled in classes at Colorado Mountain College in the 2016-17 academic year. The number of backgrounds, aspirations, and educational pathways are just as numerous. CMC has supported this variety with personalized attention and an increasing range of offerings. Thirty-seven percent of all students are enrolled in noncredit classes, exploring personal interests and pursuing English as a second language, or completing a high school equivalency diploma. The remaining 60 percent engage in coursework that is applicable towards certificates and associate and bachelor's degrees.

The outcomes for CMC students have personal, local, regional, and national relevance. Colorado Mountain College serves approximately 12,000 square miles of Colorado's Rocky Mountains (Figure 1). While some CMC locations are connected to each other and the region by I-70 between Grand Junction and Denver, the college also serves more remote locations including internationally known resort destinations and rural communities. CMC has 11 locations divided into seven defined campuses. These campuses, along with outreach services in satellite locations, serve the nine counties and more than three dozen cities and towns of the CMC service area.

Chaffee County

Chaffee County Academic Center at Buena Vista

Eagle County

Vail Valley at Edwards

Garfield County

Lappala Center in Carbondale, Glenwood Center in Glenwood Springs, Rifle, and Spring Valley

Lake County

Leadville

Pitkin County

Aspen

Routt County

Steamboat Springs

Summit County

Breckenridge and Dillon

Jackson and Grand Counties

Outreach services provided



Leadville, Spring Valley, and Steamboat Springs campuses provide on-campus living (residential campuses). The Breckenridge campus offers limited off-campus housing, and the remaining locations do not offer housing at this time (commuter campuses).

Figure 1: Colorado Mountain College Service Area Map

CMC Vision, Mission, Values, and Guiding Principles

In establishing the process and focus for Reaching Greater Heights (2019-23), the CMC Board of Trustees and college leadership, along with the college community, reaffirmed CMC's vision, mission, values, and guiding principles as defined in Reaching New Heights (2014-18).

Vision: Our desired future

We aspire to be the most inclusive and innovative student-centered college in the nation, elevating the economic, social, cultural, and environmental vitality of our beautiful Rocky Mountain communities.

Mission: Why we exist, what we do, and what we offer

Colorado Mountain College offers a dynamic, innovative, and high-quality teaching and learning experience serving a diverse population in a student-centered, inclusive, and personalized learning environment. Committed to both affordable and accessible education, CMC offers a comprehensive array of undergraduate programs and lifelong learning opportunities helping all students meet their individual educational goals.

Values: The basis for ethical action

- We believe **higher education and lifelong learning** provide a vital and necessary foundation for an egalitarian society.
- We **care** about each other and treat everyone with **civility, dignity, and respect**.
- We encourage **open** and honest communication and **honor** all ideas and opinions.
- We embrace **diversity** in its many forms and work actively to create an inclusive and welcoming college community.
- We act with **integrity** to build **trust** in our personal and professional relationships.

Guiding Principles: Decision-making and resource allocation

- We **collaborate** with one another and with external partners.
- We apply the principles of **sustainability** to foster social equity, economic vitality, and environmental health.
- We strive for **excellence** and **innovation** in all we do.
- We create a **positive working environment** and a **stimulating and enjoyable teaching and learning experience**.
- We hold ourselves **responsible** and **accountable** for our actions.
- We maintain the **public trust** through responsible **stewardship** and fiscal **transparency**.
- We meet challenges with **thoughtful deliberation** and **purposeful action**.

Overview of the Strategic Planning Process

As Colorado Mountain College's strategic plan, Reaching New Heights (2014-18), came to a close in 2018, the college embarked on a process that would establish the next strategic plan for the years 2019 to 2023. Looking at the life cycle of the current plan and its success in guiding the decisions of both the CMC Board of Trustees and the college, it was determined that the next four years of planning would build on the solid foundation that Reaching New Heights (2014-18) set in place.

While input into Reaching Greater Heights (2019-23) has been extensive, trustees directed that the plan build on the successes of the recent four years and close any gaps. As a result, Reaching Greater Heights (2019-23) represents a logical next phase in intentional strategic planning.

In a similar mold as the creation of Reaching New Heights (2014-18), Reaching Greater Heights (2019-23) started with wide-reaching input and review throughout the college's broad geographic footprint.

Beginning in fall 2017, CMC engaged students, faculty, staff, and community members in discussions about what the college’s priorities should be in the coming four years and how best to address those priorities. This process was informed by internal and external data, collected through a series of town-hall-style meetings and surveys.

Data collected was first synthesized into themes that were then tested for validity through another series of employee town-hall-style meetings in spring 2018, to ensure that the themes captured were representative of earlier input, and that CMC faculty and staff could see the vital role they would play in exploring these themes.

Project Milestones

Reaching Greater Heights (2019-23) was built on input from more than 30 campus and community sessions. The initial findings gathered from employees, students, and other stakeholders, and through community and employer surveys, were refined through a series of meetings with the CMC Board of Trustees, the CMC Foundation Board, and the CMC Board of Overseers; a College Council planning workshop; and a second round of campus meetings.

The following is a summary of key milestones that led to the development of the updated strategic goals and priorities:

- **Fall 2016:** Review of Employer and Community Surveys
- **November 2017:** Fall Employee Town Halls – Concept Mapping for Reaching Greater Heights (2019-23)
Eight employee town halls were conducted where participation by all faculty and staff was invited and requested. Participants engaged in workshops that helped to frame the prevailing themes and areas of focus for the next four years.
- **March 2018:** College Council and Board of Trustees Work Sessions
Outputs from the fall 2017 employee Town Hall Tour were compiled for review. A work session with College Council informed the synthesis of that information into prevailing themes.
The board of trustees reviewed these prevailing themes for input that would inform the first draft of the pillars, goals, and priorities for Reaching Greater Heights (2019-23).
- **April 2018:** Spring Employee Town Halls and Student Input Sessions
Eight employee town hall sessions were conducted to review the prevailing themes with the entire college community, along with a work session that tested these themes as they related to daily activity for individuals.
Seven student input sessions that included more than 50 students were held to also test validity of identified prevailing themes and to gather additional information that would inform priorities for the college.
- **May 2018:** CMC Day Presentation/Sessions with Faculty and Staff
Three sessions at the annual college all-employee gathering were conducted to preview and receive feedback on the work to date.
- **May 2018:** Joint Boards Review of Draft Pillars, Goals, and Strategies
Based on the input received to date, draft goals and priorities were presented to the CMC Board of Trustees and the CMC Foundation Board of Directors, for their initial review.
- **Summer 2018:** Community Outreach Meetings
In small town-hall-style format, campus leaders engaged in a review of draft pillars, goals, and priorities with engaged community members for additional refinement and feedback.
- **July 2018:** First Draft/Framework of Reaching Greater Heights (2019-23)
This draft included establishment of performance measurements for Reaching Greater Heights (2019-23).
- **August 2018:** Board of Trustees Annual Planning Retreat
Trustees reviewed and discussed a “close to final” draft of Reaching Greater Heights (2019-23).
- **October 2018:** Trustees Approved Reaching Greater Heights (2019-23)
- **Winter 2018:** Tactics and Action Items Developed
- **January 2019:** Official (public) Launch of Reaching Greater Heights (2019-23)

Related Planning

Colorado Mountain College is dedicated to student success and sustained growth. The collegewide vision, mission, values, and strategic planning together drive all of CMC’s decision making, investments, and operations.

The complexity of an educational institution with multiple programs spread over multiple locations requires interrelated planning efforts that set direction and lay out the implementation steps in topic areas or by unit. Figure 2 illustrates how CMC’s multilayered planning and performance evaluation function together as an integrated system.

Reaching Greater Heights (2019-23) is a top-level guiding document framing a family of CMC plans that have been produced in the past few years and are ongoing or under development. This strategic plan informs these other plans, including a Diversity, Equity, and Inclusivity Plan; an Information Technology Master Plan; a Facilities Master Plan; a Master Academic Plan; a Program Review and Assessment Plan; an Enrollment Management Plan; and a Marketing Plan. New plans under development include a Talent Development Plan, a Mental Health Plan, a Student Retention and Completion Plan, a Continuing Education Plan, an Internal Communication Plan, and a more uniform approach to campus strategic initiatives plans.

With board-approved direction built into the strategic plan, management, faculty, and staff can plan and implement the additional layers of work to support their specific actions and daily activities.

Figure 2 – The CMC Family of Plans



Building on Reaching New Heights (2014-18) – Highlights of Progress and Ongoing Opportunity

Introduction

In 2014, while undergoing significant changes in college leadership and a still sluggish recovery from the Great Recession, Colorado Mountain College committed itself to a new four-year institutional strategic plan, Reaching New Heights (2014-18). This plan – a blend of tactical, operational strategies and broad, far-reaching goals – became the foundation of President Hauser’s administration and the common road map for all college locations and employees. Four years later, the college has met or exceeded nearly all of the objectives articulated in Reaching New Heights (2014-18).

By 2018, and in the midst of one of the strongest economies in the state’s history, Colorado Mountain College has continued to perform at very high levels:

- Enrollments remain strong compared to other public open-access institutions;
- The college’s diversity and completion rates have risen faster than statewide averages;
- The college’s finances are robust, in spite of significant reductions in local revenues caused by weakness in extraction industries and adverse impacts of the Gallagher Amendment; and
- The college successfully launched five new bachelor’s degree programs and expanded its concurrent enrollment participation by nearly 50 percent.

Deliverables and Ongoing Challenges (2014-18)

From 2014 to 2018, CMC identified 47 distinct deliverables and recorded an additional 47 strategic activities implemented during this time frame. While more activities took place in these four years, those identified serve as an examination of both accomplishments to date and areas where the college has room for continued improvement. For a complete listing of these deliverables, please see Appendix A – Reaching New Heights (2014-18) Deliverables.

From 2014 to 2018, the college began, but could not count as delivered, the development of a consistent and unified approach to using assessment and evaluation data as a means of improving the quality of instruction. Furthermore, procedures and practices related to consistency in curriculum and instruction and comprehensive program review are still in various stages of implementation. Finally, while the college began and is moving forward with restructuring its Academic Affairs division, full implementation is underway. These areas have become key priorities or are expected tactics within the various departmental plans associated with Reaching Greater Heights (2019-23).

Prevailing Themes for Reaching Greater Heights (2019-23)

Through completed community and employer surveys, regular employee town hall meetings inviting all college employees to participate, and student feedback, prevailing themes emerged as critical over the next four years. These themes included:

- Retaining and graduating more students to thrive in our local communities;
- Placing greater focus on students accessing and succeeding in higher education both equally and equitably;
- Prioritizing the mental and physical well-being of students as key to retention, completion, and long-term success;
- Advancing efforts in academic assessment and program review;
- Continuing and advancing partnerships with local school districts to provide greater access to high-quality dual enrollment offerings;
- Focusing on experiential learning components throughout all academic programs, requiring the development of deep partnerships with local agencies and businesses;
- Expanding relevant student services that specifically eliminate barriers and challenges to navigating higher education;
- Ensuring future upgrades to technology are consistent and that training is provided so employees may leverage and manage these benefits;
- Focusing on practices that ensure socially responsible environments and fiscal operations for the college; and
- Committing to a workplace environment where employees feel valued, feel cared about, and take pride in their work.

Four Overarching Pillars

Reaching Greater Heights (2019-23) retains four essential pillars to ensure that the college remains aligned with its vision, mission, values, and guiding principles. Supporting each pillar are overarching goals. For each goal, the college community has identified several priorities for the next four years that will build on the success of, and close any remaining gaps from, Reaching New Heights (2014-18).

Pillar A Student Access & Success

GOAL: Provide inclusive student access, support services, and academic pathways that result in improved retention, completion, and preparation for our complex economy and society.

Colorado Mountain College's commitment to its students and student-centered vision is indisputable. As more first-generation students attend CMC, and as the body of knowledge surrounding the mental health needs of college students increases, CMC endeavors to ensure its services for students at each campus are inclusive, understood, and focused on college navigation, support, and completion.

Strategic Priorities

1. Increase accessibility and student outcomes by developing inclusive, personalized, and consistent approaches to enrollment, registration, and financial aid.
 - As more first-generation students enroll, irrespective of age or circumstances, it is critical to ensure access points to CMC are easily understood and navigable.
2. Intentionally coordinate services to create awareness and support the safety, mental health, and wellness of students, faculty, and staff.
 - A growing need across all campuses is a focus on the mental health and wellness of students. As students are balancing multiple and competing priorities, they are often challenged by stresses that, if left unattended, result in barriers to completion. Many opportunities will be researched and leveraged in the coming years for CMC campuses to partner with local agencies to provide timely support for students. Additionally, in 2017, CMC was awarded a grant that lays foundational strategies and provides seed funding to support activities at each campus to support mental health and wellness.
3. Design all academic pathways and student services to result in consistent, equitable outcomes in retention and persistence, timely completion, and relevant job skills.
 - Visits with 5th-graders in 2018 and in ongoing conversations that admissions, counseling, and financial aid staff have with high school students confirm that K-12 students understand that college is necessary to achieve career success. Helping students to recognize the pathways available and critical soft skills needed for the world of work, job-seeking, and job attainment is important to maintain relevancy in postsecondary education.
4. Evaluate and implement credit for prior learning opportunities, to reduce the time and cost to complete education for the “new traditional” student.
 - A “new traditional” student is one not directly out of high school, including veterans, who comes to the college with a wealth of experiences. To more effectively honor these experiences and other accumulations of learning, CMC will actively research and implement ways to expand the acceptance of credit for prior learning.
5. Develop and improve first-generation student/parent/family recruitment and education strategies to attract and support underrepresented populations.
 - Parent (or guardian) and family education is one of the most significant factors in student academic achievement, and in life. This fact has many layers, many of which cannot be solved by CMC alone. However, helping to educate parents or guardians – specifically those who have a first-generation student attending college – about the college process and expectations means that they are more likely to be able to support their student to college degree attainment.

Performance Measures

The following measurements will help inform and measure progress in reaching strategic goals:

1. Achieving Hispanic Serving Institution status collegewide
2. Demographic, enrollment, and registration reports
3. Dual enrollment performance indicators
4. Comparative analyses of student survey data
5. Comparative analyses from comparable institutions:
 - a. Course completion rates
 - b. Fall-to-spring persistence rates
 - c. Fall-to-fall retention rates
 - d. Completion productivity – How many are graduating vs. enrolling
 - e. Transfer rates
 - f. Matriculation rates into CMC's bachelor's degrees
 - g. Program data tied to labor market data dashboard

Pillar B Teaching & Learning

GOAL: Invest in a culture of innovation and high-quality learning that equips all learners with the social, emotional, and cognitive skills needed for success in their chosen fields in a dynamic economy.

Strategic Priorities

1. Implement a comprehensive course and program assessment that promotes deep learning and informs changes to improve student completion.
 - The assessment director position was vacated in 2015 and not filled until 2018 due to failed searches. The position was filled in May 2018. A collegewide assessment plan will commence immediately.
2. Actively collaborate with school districts to promote academic and social readiness for postsecondary/workforce education opportunities.
 - While the college will continue to build on its current work with the expansion of concurrent enrollment opportunities for high school students, attention must also be given to educational activities that help high school students separate the difference in expectations of a high school class and a college class. As most concurrent enrollment offerings take place in the high schools, attention is needed to better prepare students to emotionally (EQ), not just academically (IQ), rise to the challenges of college-level coursework.
3. Implement a plan to ensure that all campuses and programs consistently and effectively use existing and new educational technologies.
 - Part of developing a strong learner-centered culture is understanding the latest trends and research that help advance learning for students and faculty, and then embedding that learning within common teaching practices throughout the college. CMC commits to assessing how the tools currently in use advance and complement learning methods in the classroom.
4. Integrate experiential, work-based, and/or service learning practices and curriculum into all academic programs.
 - Work-based and experiential learning in higher education have long meant highly memorable and meaningful moments for students, and are receiving more attention at national, regional, and local levels. While many programs offered at CMC include work experience or internship offerings, a large majority of Associate of Arts and Associate of Science degrees do not. Reaching Greater Heights (2019-23) commits the college to looking at and implementing ways in which more programs provide opportunities for these experiences.

5. Improve the consistency and availability of community and continuing education.
 - Community education (noncredit) continues to be a significant responsibility and privilege the college has to its stakeholders. The technologies to support the consistent delivery and ease of enrolling in community education courses are less aligned with recent improvements in credit-bearing course registration. The college will prioritize parallel services for community education students. Further, the college will also begin research on continuing education offerings that help to up-skill, or maintain expected levels of knowledge in, professions most meaningful to the Rocky Mountain region.
6. Support professional development of faculty to explore and develop innovative learning methods that promote both technical and soft skills in the classroom.
 - At the crux of creating a learner-centered culture is a college's faculty. While CMC has always valued faculty for both the expertise in their field and their ability to convey that information to students, the rapid pace of technology results in a continuous redefinition of how students learn. CMC will invest in ongoing professional development for faculty that will not only support ongoing learning within faculty disciplines, but also develop faculty understanding of changing students and their learning needs and styles.

Performance Measures

The following factors will help inform and measure progress in reaching strategic goals:

1. Institutional learning outcomes
2. Program learning outcomes
3. Student learning outcomes
4. IDEA survey data on learning outcomes
5. Developmental education statistics – performance measures and national benchmarks
6. Dual enrollment statistics – leading performance indicators/CEPA dashboard
7. Faculty survey data – technology questions
8. Survey data on student use and effectiveness of technology
9. The existence of/integration of experiential learning opportunities available for each degree program offered
10. Reporting of professional development for faculty dedicated to teaching and learning practices
11. Comparison of noncredit courses offered relative to community survey data
12. Community and continuing education enrollment statistics
13. Establishment of policies and procedures for the effective, consistent delivery of noncredit courses and programs



Pillar C Community & Economic Development

GOAL: Engage in strategic partnerships that benefit the students, employees, and communities CMC serves.

Strategic Priorities

1. Match academic and training pathways to local and regional labor market demands by innovating and integrating with industry partners.
 - CMC has long built degree programs that match local and regional industry needs and demands. To build on this strength, CMC endeavors to ensure programs are offered that keep pace with the changing demands and technology associated with existing fields, as well as to partner in a sustainable fashion with local agencies and industries to engage in more nuanced programming.
2. Communicate to students, faculty, and staff regional labor market opportunities and their alignment to educational programs that CMC offers.
 - Though the rural resort communities in CMC's service area do not share the scale of urban markets, they are nonetheless robust with career opportunities. CMC will more effectively and purposefully communicate these evolving opportunities to students.
3. Implement partnerships with regional businesses and organizations to supply internships, apprenticeships, service learning experiences, and job placements that complement educational offerings.
 - In order to fulfill the obligations to include options for experiential learning for all programs, greater emphasis must be placed on development of robust and sustainable educational partnerships with businesses and local agencies.
4. Serve as a conduit to and provider of activities and events that promote diverse ideas, experiences, and cultural competencies.
 - CMC provides programs and services intended to provide cultural enrichment and promote community engagement. The college will expand these community-focused opportunities throughout its service area.
5. Seek out and promote joint-use partnerships for current and new facilities that address resource needs of both the college and mountain communities.
 - Opportunities to partner with businesses and organizations to advance and enhance facilities exist throughout the CMC footprint. The college will actively seek partnerships in which sustainable, mutually advantageous opportunities exist to develop and activate college facilities.

Performance Measures

The following measures will help inform and measure progress in reaching strategic goals:

1. Degree programs offered at the college, linked with industry partners for experiential learning opportunities
2. Degree and program completion rates
3. Comparative analyses – statewide labor market outcome report/Burning Glass data
4. ESL/GED enrollment data/program completion data/GED pass rate data
5. Campus reports each year indicating cultural and community engagement activities

Pillar D Organizational Effectiveness

GOAL: Organize all CMC operations, systems, structures, and personnel to improve productivity and effectiveness.

Strategic Priorities

1. Improve job fulfillment and retention by valuing employees through enhanced opportunities for engagement, training, and appreciation.
 - o CMC has taken many steps to ensure a healthy and equitable environment for all employees. Given external challenges that put pressure on recruiting and retaining employees, the need to “grow from within” is critical. Doing so also enhances employee engagement, satisfaction, and productivity.
2. Ensure a high degree of proficiency in new technologies by providing training and support to all faculty and staff.
 - o From 2014 to 2018, CMC invested heavily in upgrading technology across and throughout the college. As upgrades now occur routinely, ensuring that all faculty, staff, and students can effectively leverage technology will result in greater fulfillment in the workplace, as well as increasing productivity and creativity in use.
3. Incorporate sustainability principles into the college’s decision-making practices.
 - o To improve communication about the way decisions impact social equity, fiscal matters, and environmental sustainability, developing criteria by which to communicate decisions from a framework of comprehensive sustainability will result in greater understanding of collegewide decisions.
4. Clarify decision-making procedures to ensure they support collaboration between and among campuses and functional areas throughout the college.
 - o Given the college’s structure, communication that cascades appropriately to and among various departments and campuses is an ongoing challenge. The college will identify additional strategies to ensure that all employees have access to the information they need to perform their work effectively.
5. Develop and implement consistent and routine policies, procedures, and processes to ensure that academic programs are relevant, sustainable, and effective, and that they produce gainful outcomes.
 - o The college will engage and complete a comprehensive review for all programs that have not been evaluated within the past four years. Moreover, CMC will introduce an annual viability test for programs so that employees can be more proactive in understanding what adjustments are needed to ensure program relevancy, and if any restructuring or discontinuation of programs is needed. Program review will then be set to occur on a three- to five-year cycle, which includes both academic and curriculum improvement and relevancy.

Performance Measures

The following will help inform and measure progress in reaching strategic goals:

1. Internal survey data to assess employees’ confidence in using college technology
2. IT Master Plan reflects technology use, its expected life, and timeline for upgrades and training
3. “Great Colleges to Work For” survey: Questions on communication and ability to implement ideas
4. “Great Colleges to Work For” survey: Job fulfillment questions/internal job satisfaction and recommendation survey
5. Transfer and completion rates
6. Cost of completion/student/program
7. Average class size data
8. Infrastructure capacity reporting to inform shifts to improve capacity and course availability as needed, referencing the Facilities Master Plan
9. Program health score dashboard statistics
10. Changes in the language of college policies to emphasize the three Es of sustainability: social equity, vibrant economy, and healthy environment
11. Employee retention rate
12. The establishment of a comprehensive program review process and subsequent implementation for all programs, which includes an annual viability test and a three- to five-year cycle for academic and curriculum improvements.

Plan Integration

To ensure that all of the college's plans are aligned with the strategic direction outlined by the CMC Board of Trustees, the operational plans of the college have been tied specifically to the goals and priorities outlined in Reaching Greater Heights (2019-23). Appendix B – Plan Integration Summary of Reaching Greater Heights (2019-23) illustrates the integration of both ongoing plans and new plans with the strategic goals and priorities of the college.

Plan Implementation

As with the 2014-18 strategic plan, the divisions of the college will work to update the existing tactical/operational plans for the areas of academics; enrollment management; diversity, equity, and inclusivity; facilities; marketing; and information technology.

Under the overarching framework of Reaching Greater Heights (2019-23), the college will also develop plans for the additional areas of student retention and completion, continuing education, internal communication, mental health, and talent development.

Finally, the campuses will update and/or develop strategic initiatives to ensure fulfillment of the new strategic plan and effectively execute identified strategies outlined by the functional areas of the college.

Corresponding with the launch of Reaching Greater Heights (2019-23), departmental leaders will update tactical and operational plans within the first quarter of 2019, and campus leaders will subsequently develop campus initiatives over the first six months in 2019. This will ensure full alignment of all strategic plan initiatives throughout the college. It is anticipated that twice a year functional areas and campuses will provide to College Council a progress update that will support the production of an annual update of the college strategic plan.

Immediate Next Steps

Early milestones for Reaching Greater Heights (2019-23) include completion of the following actions during fiscal year 2018-19 (to be completed by no later than June 2019):

1. Implementation and ongoing communication of the new Academic Affairs structure
2. Completion of analyses for enrollment management, retention, and completion strategies through the Ruffalo Noel Levitz study
3. Development of a clear process and expected milestones for reinvigorating learning outcomes assessment across the college
4. Updating of existing operations plans (Information Technology Master Plan; Master Academic Plan; Facilities Master Plan; Marketing Plan; Diversity, Equity, and Inclusivity Plan; and Enrollment Management Plan) and campus strategic initiatives to ensure alignment with the new strategic plan
5. Updating the strategic initiatives budget allocation process to reflect alignment with Reaching Greater Heights (2019-23)

Measurement and Progress Reporting

Many of the measurements identified to assess progress are available to all through real-time, public-facing, data dashboards. Other measurements identified in this plan, but not currently data dashboards, will be added so that ongoing reporting and visibility of progress is readily available. In addition, the Office of Institutional Research will produce an annual synthesis of progress as it relates to these measurements.

As with Reaching New Heights (2014-18), the college will report regularly on its progress related to the goals and strategic priorities in Reaching Greater Heights (2019-23). Regular updates from the president and owners of the family of plans will ensure a cohesive understanding of both the focused direction of the college and the steps taken to work towards college priorities. Additionally the Office of Institutional Research will produce an annual report outlining the measurements of progress toward Reaching Greater Heights (2019-23).

Conclusion

More than 50 years ago, local communities came together to create Colorado Mountain College, which continues to thrive today. Reaching Greater Heights (2019-23) will lead the college to continue serving its spectacular mountain region and communities in innovative, inspiring, and inclusive ways, to elevate their economic, social, cultural, and environmental vitality.

Appendices

Appendix A – Reaching New Heights (2014-18) Deliverables

Appendix B – Plan Integration Summary of Reaching Greater Heights (2019-23)



COLORADO
MOUNTAIN COLLEGE

Appendix A

Reaching New Heights (2014-18)
Deliverables

Colorado Mountain College

Reaching New Heights

Strategic Plan 2014-18 Deliverables / October 2018



VISION: We aspire to be the most inclusive and innovative student-centered college in the nation, elevating the economic, social, cultural, and environmental vitality of our beautiful Rocky Mountain communities.

SUMMARY: In 2014, while undergoing significant changes in college leadership and a still sluggish recovery from the Great Recession, Colorado Mountain College committed itself to a new four-year institutional strategic plan, Reaching New Heights (2014-18). This plan – a blend of tactical, operational strategies and broad, far-reaching goals – became the foundation of President Hauser’s administration and the common road map for all college locations and employees. Four years later, the college has met or exceeded nearly all of the objectives articulated in Reaching New Heights (2014-18).

By 2018, and in the midst of one of the strongest economies in the state’s history, Colorado Mountain College has continued to perform at very high levels:

- ▶ Enrollments remain strong compared to other public open-access institutions;
- ▶ The college’s diversity and completion rates have risen faster than statewide averages;
- ▶ The college’s finances are robust, in spite of significant reductions in local revenues caused by weakness in extraction industries and adverse impacts of the Gallagher Amendment; and
- ▶ The college successfully launched five new bachelor’s degree programs and expanded its concurrent enrollment participation by nearly 50 percent.

The following report provides summary details of the college’s performance toward the achievement of the goals identified in Reaching New Heights. Each major goal in the plan is described below, with details concerning deliverables incorporated under each. Though intentionally concise, the following outline exhibits the significant and comprehensive accomplishments of Colorado Mountain College between 2014 and 2018. These achievements also provide a substantial foundation upon which to update the college’s strategic plan. Reaching Greater Heights (2019-23) will be presented to the CMC Board of Trustees for approval and finalized in October 2018.

PILLAR A STUDENT SUCCESS: PROMOTE STUDENT SUCCESS WITH RELEVANT SUPPORT SERVICES.

GOAL A1. *Serve the needs of our diverse student populations now and in the future.* [Maximize college preparation activities.]

- DELIVERABLE:** Mountain Futures Fund: More than \$1.5 million in scholarship and programmatic support directed to local schools and students. In 2016, CMC was awarded the second-largest Colorado Opportunity Scholarship Initiative (COSI) grant in the state.
- DELIVERABLE:** TRIO Programs: Student Support Services (SSS) and Upward Bound grants in Breckenridge, Leadville, Edwards, Steamboat Springs, Spring Valley, and Rifle.
- DELIVERABLE:** Dramatic expansion (45 percent) of the number of students in concurrent enrollment courses, including programs in developmental education, throughout CMC’s service area.
- DELIVERABLE:** Developmental education redesign in 2014, resulting in clearer academic pathways and reduced time in college preparation courses.
- DELIVERABLE:** Launching of a “multiple measures” placement procedure in Rifle, Aspen, and Carbondale. This pilot program allows the college to use a holistic review of students’ academic preparation in order to place students in credit-bearing courses, thus reducing the incidence of unneeded developmental courses.

- F. **DELIVERABLE:** Development of more than 60 “competency-based” course assessments, which allow students with prior learning – either through courses, military training, or on-the-job experience – to earn college-level credit.
- G. **DELIVERABLE:** Diversity, Equity, and Inclusivity (DEI) Plan developed with the input of a collegewide task force.
- H. **DELIVERABLE:** Leadership at the local, regional, state, and national level concerning threats to DACA and programs that serve other underrepresented populations.
- I. **DELIVERABLE:** Outreach by the CMC president to 5th-grade classes across the college’s service area. The “College Is for Me” tour began in spring 2018 and will continue indefinitely.

GOAL A2. Ensure student support services and student life are adequate across CMC.

- A. **DELIVERABLE:** Collegewide funding formula, implemented in 2014, ensures that resources are allocated consistently across the college. The formula includes several student services factors.
- B. **DELIVERABLE:** Front line student services positions redesigned in 2017 to ensure consistency throughout the college as well as opportunities for professional advancement.
- C. **DELIVERABLE:** New student services positions created at campuses: assistant dean of student services (Rifle), college navigators (Rifle, Breckenridge, and Leadville), concurrent enrollment coordinators (Rifle, Edwards, Leadville, and Breckenridge).
- D. **DELIVERABLE:** New student recruitment staff added in the Denver metro area in 2014.
- E. **DELIVERABLE:** Financial aid staff augmented in Central Services (assistant director, scholarship coordinator) and at campus locations (Rifle, Edwards, and Breckenridge) in 2017.

GOAL A3. Create student-friendly, seamless systems. [Reduce or remove barriers to college access.]

- A. **DELIVERABLE:** In 2014-15, the college invested nearly \$2 million to upgrade and modernize its student information, registration, and payment systems. New systems include self-service registration, “automated” college planning tools, and credit card payment modules. As a result of the implementation of new, integrated student information systems, the college adopted common, consistent procedures for adding and dropping courses, registering across campus sites, and payments/deposits.
- B. **DELIVERABLE:** The President’s Scholarship, created in 2014, provides all local high school graduates with a \$1,000 scholarship for tuition. This program – unique in Colorado – ensures that CMC is accessible for all students in its service area, regardless of their station in life or citizenship. The first-year retention rate of Presidential Scholars – nearly 80 percent on average – far exceeds the college’s overall average retention rate of 55 percent.
- C. **DELIVERABLE:** The CMC Foundation continues to provide over 300 scholarships each year totaling nearly \$3 million. The college also launched a “Finish What You Started” campaign to provide 50 percent tuition remission for in-district residents within 30 credit hours of completing a degree. In 2017-18, the CMC Foundation provided \$50,000 to 11 teacher education candidates to ensure their placement in local school districts. This initiative inspired the creation of HB18-1002, which passed the legislature and will provide \$500,000 for these initiatives throughout the state (including in CMC’s service area) indefinitely.
- D. **DELIVERABLE:** In 2014, all fees for college placement tests were eliminated. This has saved prospective CMC students and partner high schools thousands of dollars in administrative fees.
- E. **DELIVERABLE:** All registration and common student fees for concurrent enrollment courses were eliminated in 2015, thereby allowing all high school students to enroll at CMC free from tuition and fees (excluding required course fees).
- F. **DELIVERABLE:** In 2016-17, the college sought a new textbook solution for students. After a national RFP, the Steamboat Springs campus piloted eCampus, a new direct-delivery option for its students. In 2018, the trustees approved the collegewide adoption of this innovative and cost-effective strategy.

- G. **DELIVERABLE:** Between 2014 and 2016, the net cost to attend CMC by students with demonstrated need declined as a result of modified tuition rates and financial aid strategies. Bachelor's and associate tuition rates were equalized in 2018.
- H. **DELIVERABLE:** A partnership with Eagle County Schools resulted in a new, bond-funded career and technical education wing at Eagle Valley High School, which will be accessible to both ECS high school students as well as adults (at night and on the weekends).

PILLAR B TEACHING AND LEARNING: PROVIDE EXCELLENT LEARNING OPPORTUNITIES FOR ALL CMC STUDENTS.

GOAL B1. Improve the quality of existing educational offerings.

- A. **DELIVERABLE:** Evolution and expansion of alternative program delivery methods:
- 1) In 2016, the college implemented WebEx as a common platform for delivering courses and providing face-to-face interaction between faculty and students as well as campus colleagues.
 - 2) The college provided thousands of hours of training on the use of WebEx to its faculty and staff.
 - 3) The introduction of WebEx has expanded the college's abilities to offer courses at every location, including bachelor's-level courses and hard-to-fill sections. The popularity of WebEx is influencing the design of college facilities, many of which are now featuring smaller "self-serve" rooms in which small groups of students can participate in WebEx courses.
- B. **INCOMPLETE:** Implementation of a consistent and unified approach to the use of assessment and evaluation data as a means of improving the quality of instruction.
- 1) The assessment director position was vacated in 2015 and not filled until 2018 due to back-to-back-to-back failed searches. The position was filled in May 2018. A collegewide Program Review and Assessment Plan will commence immediately (this goal will remain part of the 2019-23 strategic plan).

GOAL B2. Develop a clear plan for continuing education, including resource allocation.

- A. **DELIVERABLE:** Additional opportunities developed to support professional development, on-the-job training, and lifelong learning.
- 1) In 2015-16, the college allocated funds for campus-specific pilots to test new noncredit program models and reach new markets of students.
 - 2) In 2018, the college began implementing the use of Elevate, a software platform specifically intended for easing the registration process for noncredit and continuing education students.
 - 3) Collegewide noncredit/continuing education is part of the college's Master Academic Plan and will play a significant role as Academic Affairs launches its new administrative structure in 2018 (this goal will remain part of the 2019-23 strategic plan).

PILLAR C ACCESS: IMPROVE CMC'S INFRASTRUCTURE AND OPERATIONS THROUGH ONGOING ASSESSMENTS AND CAPITAL INVESTMENTS.

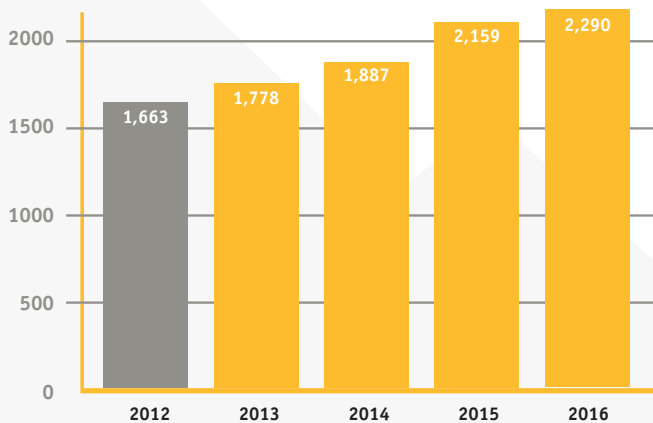
GOAL C1. Optimize enrollment at CMC [and completion rates].

- A. **DELIVERABLE:** Development of an enrollment plan with appropriate metrics.
- 1) In 2014-15, the college formed and implemented a comprehensive Strategic Enrollment Management Plan (SEM), which included priorities for improving the recruitment and retention of students at CMC.

- 2) Additionally, in 2014, the college adopted a series of internal performance metrics, most of which are related to strategic improvements in enrollment, retention, academic progression, and completion. These metrics framed the college's highest priorities: stable enrollments, diversification of student enrollments, and completion.
 - a. According to the Colorado Department of Higher Education, CMC met or exceeded all of the state's performance metrics related to enrollment, student access/diversification, and degree completion between 2012 and 2016.
 - 3) In 2018, the college entered into a long-term agreement with Ruffalo Noel Levitz, the nation's premier enrollment strategy consulting firm. This contract will result in new plans for stabilizing enrollments, strengthening certain programs and campuses, rethinking retention strategies, and improving the effectiveness of institutional and foundation financial aid.
- B. DELIVERABLE:** Overall enrollment between 2014-18 stable in spite of changes to CMC's tuition structures and historically low unemployment rates and when compared to other open-access institutions in Colorado.*

1) CMC Overall Enrollment (unduplicated headcount, credit):	5,893 to 5,806 (-1.5%)
a. *Comparisons (fall 2013 to fall 2016):	
Aims Community College:	4,950 to 5,650 (+14.2%)
Western State Colorado University:	2,087 to 2,226 (+6.7%)
Community College of Denver:	10,432 to 9,013 (-13.6%)
Community College of Aurora:	7,874 to 7,387 (-6.2%)
Front Range Community College:	19,619 to 18,961 (-3.4%)
Red Rocks Community College:	8,600 to 7,734 (-10.1%)
Pueblo Community College:	6,718 to 5,562 (-17.2%)
Fort Lewis College:	3,982 to 3,556 (-10.7%)
Adams State University:	2,140 to 1,900 (-11.2%)
Colorado State University – Pueblo:	4,392 to 4,314 (-1.8%)
2) Hispanic/Latino Enrollment:	931 to 1,101 (+18.3%)
3) In-district/In-state Enrollment:	5,117 to 5,252 (+2.6%)
4) Noncredit/Con't Ed (FTE), 2015-2017:	769.3 to 649.7 (-15.5%)
a. Note: FY2016 to FY2017:	162.4 to 216.3 (+33.2%)

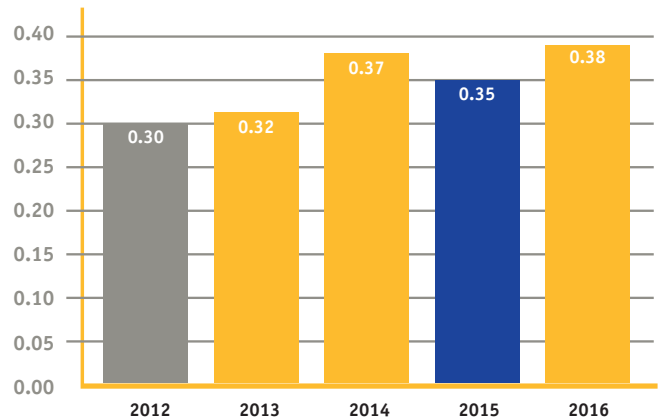
Latino Student Enrollment, 2012-13 to 2016-17



C. DELIVERABLE: Improved retention and completion.

- 1) Number of Degrees and Certificates Awarded, 2014-2017: 1,122 to 1,131 (+1%)
- 2) Overall Completion Productivity (degrees/enrollees), 2016: 28%
- 3) Hispanic Students Completion Productivity, 2016: 29% (+2% above national average)
- 4) Overall Retention, 2014-2017: 53% to 55%

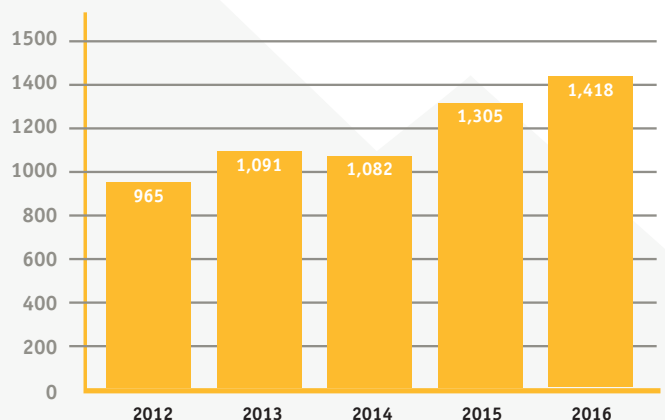
Completion Productivity at CMC, 2012-13 to 2016-17



D. DELIVERABLE: Growth in dual credit/concurrent enrollment programs.

- 1) Between 2014 and 2018, concurrent enrollment at CMC reached historically high levels. Overall enrollment grew by more than 45 percent. It is estimated that concurrent enrollment registrations will reach 1,700 in 2018 (up from 965 in 2011).
 - a. A few notable examples: At the Summit campus, concurrent enrollment registrations grew by more than 150 percent between 2014 and 2017. At the Steamboat campus, concurrent enrollments grew by more than 100 percent over the same period.
- 2) According to the Colorado Department of Education, CMC has the largest concurrent enrollment population among all colleges with four-year degree-granting authority in Colorado.
- 3) As a result of CMC’s dramatic growth in concurrent enrollment, two of its school districts received “early college” designation (Eagle County Schools and Lake County Schools) and one district (Eagle County Schools) is building a career and technical education (CTE) focused facility for the delivery of CMC courses/programs exclusively.
- 4) In 2017, CMC hosted a Concurrent Enrollment Summit drawing more than a hundred participants including superintendents, principals, counselors, and teachers to discuss and share best practices.
- 5) In Rifle, Career Academies for high school students in the RE-2 and Garfield 16 School Districts yield 50-60 college/certificate graduates every year – a number so large that the campus must offer a separate commencement ceremony exclusively for high school students and their families.

Concurrent Enrollment Growth, 2012-13 to 2016-17



E. **DELIVERABLE:** Maximized use of existing CMC facilities; augmented facilities and capacity.

- 1) Facility utilization has been evaluated at every campus internally and, for most campuses, externally by way of facilities planners. Utilization plans are in place at most campuses, including the use of R-25 scheduling processes that match courses with best rooms/facilities.
- 2) As a result of the college's use of facility utilization data, new capital projects are either under way or planned at several campuses.
- 3) Morgridge Commons was designed in 2016 and nearly fully funded by community grants and philanthropic gifts. Morgridge Commons is the largest community convening facility on the Western Slope outside of Grand Junction.
- 4) In 2017, the college entered into a unique lease-purchase arrangement with the Town of Breckenridge to secure 20 affordable apartments (with an option for an additional 10) for CMC students and faculty/staff. In 2018, the board authorized to activate the purchase of 30 units.
- 5) In 2018, the CMC Board of Trustees approved a facility development and use partnership with Get Outdoors Leadville! (GOL!) to build a community "gear library" addition onto the Climax Building on the Leadville campus. The "gear hub" is being funded by a Great Outdoors Colorado (GOCO) grant.
- 6) Following a comprehensive evaluation of campus safety and security, the college implemented nearly \$600,000 in capital improvements intended to better "harden" and secure campus facilities.
- 7) In 2015, all campuses developed master plans, including proposed general facility options.

GOAL C2. Determine which programs and courses to offer as local campus specializations vs. collegewide.

- A. **DELIVERABLE:** Academic Affairs developed a Master Academic Plan in 2017 that specifically identifies the locations of particular CMC degree programs.
- B. **DELIVERABLE:** A complete redesign of Academic Affairs as an operating division goes into effect in fall 2018 with additional stages of implementation.
- C. **DELIVERABLE:** As part of the Academic Affairs redesign, the college adopted procedures for assigning faculty collegewide. This change will allow the college to locate instructional expertise at campuses according to programmatic criticality across its service area.
- D. **INCOMPLETE:** Under the new Academic Affairs structure, a clear and regular program review process (this goal will remain part of the 2019-23 strategic plan).

GOAL C3. Ensure that IT infrastructure meets current and projected CMC needs.

- A. **DELIVERABLE:** IT Master Plan prepared in 2014; nearly \$2.5 million set aside in reserve revenues to support implementation. By 2018, nearly all of the non-personnel recommendations proposed in the plan have been implemented according to the schedule or are in process.
- B. **DELIVERABLE:** IT infrastructure significantly enhanced to include redundant broadband networks into each campus, expansion of broadband connectivity (between 500 megabytes to 1 gigabyte at each campus), and Wi-Fi circuits expanded throughout campus buildings (including residence halls).
- C. **DELIVERABLE:** WebEx launched, in use, and expanding. Uses include hybrid courses/instruction, collegewide meetings, human resources/interviews, and advising.
- D. **DELIVERABLE:** Smartboards have been installed in all general classrooms.
- E. **DELIVERABLE:** In 2016, the college added a question to the region's ballot authorizing it to become an internet service provider (i.e., "SB 152 flexibility"). Though the college has not yet used it, CMC is the only higher education institution in Colorado with this authority.
- F. **DELIVERABLE:** In 2015-16, CMC joined other regional partners in Routt County on a project to deliver high-speed broadband to the county. This project received funding from the Colorado Department of Local Affairs. As a result of this partnership, CMC now owns more fiber optic conduit than it would realistically use in the foreseeable future at the Steamboat campus.

PILLAR D COMMUNITY AND ECONOMIC DEVELOPMENT: SUPPORT THE ECONOMIC VITALITY AND QUALITY OF OUR COMMUNITIES AND REGION.

GOAL DI. *Serve the local economy and help local business thrive.*

- A. **DELIVERABLE:** CMC regularly initiates and/or engages in community discussions to identify and address local and regional needs and priorities. Comprehensive community and employer surveys were launched and evaluated in 2016. As a result of these discussions and input, the following initiatives have been launched:
- 1) Space at 802 Grand Avenue was transformed into Morgridge Commons, the largest community collaboration and meeting space in the central mountains. This project was funded, in part, by a \$750,000 gift from the Garfield County Federal Mineral Lease District, the largest such award in the history of the organization. The Morgridge Family Foundation made a naming rights grant to the CMC Foundation of \$1,250,000. The Boettcher and Gates Family Foundations contributed \$175,000 and \$40,000 to bring the total raised to \$2,215,000 toward a project cost of approximately \$2,500,000.
 - 2) The college negotiated with the Town of Breckenridge about the delivery of affordable housing to students and staff at the Summit campus.
 - 3) The Spring Valley campus will soon begin the development or remodel of three buildings, all of which will enhance opportunities for the community's use of and interactions with that campus.
 - 4) After years of conversations, in 2018 the college added a faculty position in Aspen/Carbondale specifically intended to deliver hospitality in the greater Pitkin County and Roaring Fork Valley region.
 - 5) The college is actively exploring expanding its Aspen campus, which would bring numerous and collaborative community benefits, including affordable housing. The college has already reached tentative terms with multiple community organizations regarding partnerships to use the planned facilities.
 - 6) In Edwards, following numerous discussions with the health care industry in the Vail Valley, the college created a partnership with Red Rocks Community College for the delivery of a surgical technician program.
 - 7) In Leadville, the college addressed a specific request from Freeport-McMoRan/Climax Mine to develop an electrician trainee program. This program has operated since 2014.
 - 8) After numerous discussions with school district leaders, the college developed and received authorization to deliver two new teacher licensure programs in special education (SPED) and culturally and linguistically diverse (CLD) learners. These programs will begin in fall 2018.
 - 9) In response to the significant concerns raised by CMC teacher candidates regarding the financial strains caused by the intensity of CMC's student teaching internship assignments, CMC successfully introduced – and saw passed – House Bill 18-1002, which allocates \$500,000 toward rural teaching fellowship programs. The bill also creates an agreement for guaranteed jobs in CMC's partner school districts for CMC students.

PILLAR E ORGANIZATIONAL EFFECTIVENESS: ENSURE THAT CMC HAS THE INTERNAL SYSTEMS, ORGANIZATION, GOVERNANCE STRUCTURE, AND HUMAN AND FINANCIAL RESOURCES NECESSARY TO ACHIEVE ITS LONG-TERM VISION.

GOAL EI. *Ensure consistency in procedures and systems across CMC units.*

- A. **DELIVERABLE:** Development of performance measures that emphasize student success and the achievement of the CMC mission and vision.
- 1) Official performance metrics adopted by College Council in 2014. These measures focus on annual improvements in student access and success, financial sustainability, and improvements in academic progression.
 - 2) Outward-facing dashboard and metrics available on CMC's website.

- B. **DELIVERABLE:** All board policies reviewed, revised, and re-codified between 2014 and 2017. Several new policies added, as well as a number of newly adopted president's procedures.
- 1) Board Effect implemented to enable trustees to access materials in electronic format through a secure portal.
- C. **DELIVERABLE:** Adoption of AQIP principles of high performance institutions to guide CMC academic delivery and organizational development.
- D. **DELIVERABLE:** Curriculum and Instruction Manual updated.

GOAL E2. Enhance internal and external CMC communications.

- A. **DELIVERABLE:** CMC's internal and external communications have been enhanced in very visible and dramatic ways. Examples include the following:
- 1) The launching of Basecamp, the college's single internal communications and administrative portal for both students and employees.
 - 2) Regular all-college communications posted to Basecamp by the President's Office.
 - 3) Regular CMC-authored guest opinion pieces prepared and published in local news outlets; continued regular outreach and responsiveness to media partners.
 - 4) Twice-annual employee Town Halls where the president and collegewide senior officers "hit the road" to visit every campus and community to share information and receive input (note: community Town Halls held every other year).
 - 5) Development of the president's Student Advisory Council has provided a venue for students to meet periodically with the president to offer feedback and suggestions about how to improve CMC's programs and services.
 - 6) In 2016, the college participated in a strategic branding initiative that engaged current students, alumni, and prospective students as well as CMC faculty and staff. The result was a new logo, brand platform, new mascot (Swoop, the Eagle), and a complete redesign of college marketing images and materials.
 - 7) Between 2014 and 2018, the college embedded the use of social media (Twitter, Facebook) in its routine and strategic media campaigns.
 - 8) Throughout 2017, the CMC Foundation led the effort to engage (or reengage) each community in the CMC service area and tens of thousands of alumni to celebrate the college's 50th anniversary. Activities included a visit to the state Capitol and reception at the Governor's Residence (including a governor's proclamation), celebrations at each CMC campus and in each community, major speakers and honorary degrees conferred at commencement, a gala event at Morgridge Commons in Glenwood Springs, and a 50-year history book of the college (funded with private support).
 - 9) In 2017, the college took a leadership role in the state regarding the problems associated with an amendment to the Colorado Constitution (Gallagher). Though unsuccessful at the ballot box, the college's efforts were lauded by numerous rural communities and helped elevate a conversation that has reached the highest levels of state government.
 - 10) In 2018, the entire CMC website was redesigned and launched.

GOAL E3. Organize the college as a whole to support student success.

- A. **DELIVERABLE:** Development of a strong internal organizational structure to improve transparency and accountability in CMC decision-making.
- 1) Since 2014, the college's operations have been organized in a manner intended to shorten the time needed to make critical decisions, improve transparency, and increase accountability. Routine, day-to-day matters have been delegated to the chief operating officer, which improves responsiveness from the college's executive team and brings pressing matters to the attention of the president more efficiently and effectively.
 - 2) In 2014, for the first time in 35 years, the college ended its contract for external legal services, choosing instead to bring these services in-house. This change resulted in significantly lower legal fees (on an annual basis) but also dramatically improved the quality and accessibility of internal legal support. As of 2017, CMC's general counsel also holds the collegewide title of senior officer for inclusivity.

B. **DELIVERABLE:** Roles, responsibilities, and lines of authority clarified for critical decision-making.

- 1) In 2014, a new collegewide organization chart was developed and shared with all employees.
- 2) In 2016, with the implementation of Cornerstone, a comprehensive human resources information management system, the college evaluated every position description, eliminating dozens of old positions, revising dozens of others, and clarifying the reporting responsibilities for all.
- 3) Between 2014 and 2016, the board of trustees and college leadership completely redesigned the college's official policies and procedures. In addition, new purchasing guidelines were adopted, which have narrowed procurement errors/problems dramatically.
- 4) In 2016, the college launched a new, comprehensive staff evaluation system using Cornerstone. The evaluation plan is based on the college's, vision, mission, and values and, for the first time in years, was completed by 100 percent of all full-time employees and supervisors.

GOAL E4. Support CMC faculty and staff development [and stability].

- A. **DELIVERABLE:** In 2014, there were 77 vacant or interim positions across the college. Since that time, six campus leaders have been placed as well as a chief operating officer, legal counsel, Foundation CEO, vice president for Student Affairs, vice president for Academic Affairs, director of Human Resources, and executive director of Information Technology, among others. During this time, the operating budget of Central Services grew more slowly compared to campuses or the college as a whole.
- B. **DELIVERABLE:** In 2016, the college created a partnership with the University of Denver to deliver a Doctor of Education in higher education program to CMC employees. Faculty and staff throughout the college participated in the initial cohort (which is entering its third and final year), and the college intends to launch another cohort in 2019.
- C. **DELIVERABLE:** The college continues to fund – and often augment – its professional development programs, including tuition remission for employees (including dependents) and tuition assistance for those pursuing graduate degrees.
- D. **DELIVERABLE:** In 2017, the department of Human Resources reinstated “new employee” orientations, which provide all new employees with the information they need for success at CMC.
- E. **DELIVERABLE:** In 2016 and 2017, the President's Office created and administered an internal leadership development program entitled “Leading into the Future Together,” or CMC-LIFT. This nine-month program is modeled after the Aspen Institute's “Excellent Colleges” framework and provides 20+ faculty and staff from throughout the college with information and opportunities to discuss the issues most pressing to public colleges in the U.S. and how they apply to CMC. The program also allows participants to learn from college leaders through its “mentor” relationships.

GOAL E5. Develop a strategy to be economically self-sustaining.

- A. **DELIVERABLE:** Though economic sustainability is a goal that extends long past the Reaching New Heights 2014-18 strategic plan, the college has embedded a number of operational and political strategies intended to ensure that CMC remains vibrant and viable long into the future. These include:
- 1) Developing a long-term tuition pricing strategy specifically designed to address costs of instruction as compared to public subsidization.
 - 2) Creating a long-term financial plan to estimate the impacts of changes in revenues, enrollments, and operating costs.
 - 3) Intentionally lowering annual operating expenses to growth rates at or below inflation between 2014 and 2019. These strategies have helped to slow the escalation of college costs and helped campuses prioritize expenditures.
 - a. The college successfully implemented and is phasing out a voluntary early retirement program (VERP), which has resulted in financial benefits for long-time employees and the college's ongoing operating expenditures.
 - b. In response to significant volatility in local revenues and increasing costs associated with the state's retirement plan (PERA), the college was able to add an additional retirement plan for new employees. The new plan is more flexible and portable for new employees while significantly lowering college expenditures.

- 4) Implemented and enforced minimum course enrollment expectations, which both created internal consistency from campus to campus as well as lowered overall operating costs per enrolled student.
 - 5) Streamlined and clarified fringe benefits delivered by the college. This process, which primarily took place between 2015 and 2018, lowered overall expenditures on fringe programs while allowing the college to maintain some of the most competitive benefit plans of any college or university in the state.
 - 6) Strategically managing operating expenses has allowed the college to implement a merit pay plan each year, introduce the college's first tiered pay structure for adjuncts, and increase the number of full-time faculty from 114 to 118.
 - 7) In 2018, CMC introduced legislation (HB 18-1366) authorizing the board of trustees to enter into long-term lease-purchase arrangements. This change will allow the college to use its physical assets – such as land – as collateral for public-private partnerships for new facilities such as housing and conference facilities. The bill passed unanimously.
- B. DELIVERABLE:** Based on the operational changes implemented over the past four years, CMC's financial rating was increased by Moody's to AA3, which is equal to the highest such rating assigned to any college in the state. Other colleges with AA3 ratings from Moody's include the Colorado School of Mines and the Anschutz Medical Center.
- C. DELIVERABLE:** Hired an experienced professional lobbyist to represent CMC's interests at the state and federal levels, monitor legislation, and recommend strategies.
- 1) Legislation passed to reference CMC in statute as a local college district (deleting "junior college" and reflecting CMC's dual mission of offering two- and four-year degrees).
- D. DELIVERABLE:** Strengthened the CMC Foundation and clarified its relationship with the college.
- 1) Hired a new Foundation CEO and enhanced this function by combining it with various advancement functions (public information, marketing, grants, etc.).
 - 2) Implemented a new Memorandum of Understanding between the college and the CMC Foundation to articulate the mutually beneficial relationship between the two organizations.
 - 3) Revitalized the CMC Board of Overseers as a highly connected group of "thought leaders" and advisors to the president focused on enhancing the college's reputation and strategic friend/fundraising networks.
 - 4) Initiated the silent phase of a capital campaign to support several campuses' strategic objectives.

GOAL E6. Embed and model sustainability across all functions and campuses.

- A. DELIVERABLE:** Since 2015, the college has helped sponsor sustainability conferences at the campus and institution-wide levels. These conferences are opportunities for the college's faculty, staff, and students to learn and share new thinking in sustainable solutions.
- B. DELIVERABLE:** In 2016, the college hired one of the nation's premier sustainability consulting firms to develop an individualized Sustainability Action Plan. This plan includes numerous recommendations for introducing sustainable solutions throughout the college, including water use, carbon output, capital improvements, and policy modifications.
- C. DELIVERABLE:** Though not yet complete, the college is in the final stages of an agreement to deliver up to 100 percent of the energy needs for the Rifle and Carbondale campuses through solar. This opportunity is not yet available in every region, but could be a model for other campuses.



COLORADO
MOUNTAIN COLLEGE

Appendix B

**Plan Integration Summary of
Reaching Greater Heights (2019-23)**

GOAL: Provide inclusive student access, support services, and academic pathways that result in improved retention, completion, and preparation for our complex economy and society.

STRATEGIC PRIORITIES	MANAGEMENT PLAN	PERFORMANCE MEASURES
<p>A1. Increase accessibility and student outcomes by developing inclusive, personalized, and consistent approaches to enrollment, registration, and financial aid.</p>	<p>Enrollment Management Plan; Student Retention and Completion Plan (new); Revitalized Campus Plans</p>	<p>1. Achieving Hispanic Serving Institution status collegewide</p>
<p>A2. Intentionally coordinate services to create awareness and support the safety, mental health, and wellness of students, faculty, and staff.</p>	<p>Student Retention and Completion Plan (new); Mental Health Plan (new)</p>	<p>2. Demographic, enrollment, and registration reports</p>
<p>A3. Design all academic pathways and student services to result in consistent, equitable outcomes in retention and persistence, timely completion, and relevant job skills.</p>	<p>Enrollment Management Plan; Diversity, Equity, and Inclusivity Plan; Revitalized Campus Plans</p>	<p>3. Dual enrollment performance indicators</p>
<p>A4. Evaluate and implement credit for prior learning opportunities, to reduce the time and cost to complete education for the “new traditional” student.</p>	<p>Enrollment Management Plan</p>	<p>4. Comparative analyses of student survey data</p>
<p>A5. Develop and improve first-generation student/parent/family recruitment and education strategies to attract and support underrepresented populations.</p>	<p>Marketing Plan; Diversity, Equity, and Inclusivity Plan; Revitalized Campus Plans</p>	<p>5. Comparative analyses from comparable institutions</p>

GOAL: Invest in a culture of innovation and high-quality learning that equips all learners with the social, emotional, and cognitive skills needed for success in their chosen fields in a dynamic economy.

STRATEGIC PRIORITIES	MANAGEMENT PLAN	PERFORMANCE MEASURES
<p>B1. Implement comprehensive course and program assessment that promotes deep learning and informs changes to improve student completion.</p>	<p>Master Academic Plan; Program Review and Assessment Plan</p>	<ol style="list-style-type: none"> 1. Institutional learning outcomes 2. Program learning outcomes 3. Student learning outcomes 4. IDEA survey data on learning outcomes
<p>B2. Actively collaborate with school districts to promote academic and social readiness for postsecondary/workforce education opportunities.</p>	<p>Enrollment Management Plan</p>	<ol style="list-style-type: none"> 5. Developmental education statistics – performance measures and national benchmarks 6. Dual enrollment statistics – leading performance indicators/CEPA dashboard
<p>B3. Implement a plan to ensure that all campuses and programs consistently and effectively use existing and new educational technologies.</p>	<p>IT Master Plan; Master Academic Plan</p>	<ol style="list-style-type: none"> 7. Faculty survey data – technology questions 8. Survey data on student use and effectiveness of technology
<p>B4. Integrate experiential, work-based, and/or service learning practices and curricula into all academic programs.</p>	<p>Master Academic Plan</p>	<ol style="list-style-type: none"> 9. The existence of/integration of experiential learning opportunities available for each degree program offered 10. Reporting of professional development for faculty dedicated to teaching and learning practices
<p>B5. Improve the consistency and availability of community and continuing education.</p>	<p>Continuing Education Plan (new)</p>	<ol style="list-style-type: none"> 11. Comparison of noncredit courses offered relative to community survey data 12. Community and continuing education enrollment statistics
<p>B6. Support professional development of faculty to explore and develop innovative learning methods that promote both technical and soft skills in the classroom.</p>	<p>Master Academic Plan</p>	<ol style="list-style-type: none"> 13. Establishment of policies and procedures for the effective, consistent delivery of noncredit courses and programs

GOAL: Engage in strategic partnerships that benefit the students, employees, and communities CMC serves.

STRATEGIC PRIORITIES	MANAGEMENT PLAN	PERFORMANCE MEASURES
<p>C1. Match academic and training pathways to local and regional labor market demands by innovating and integrating with industry partners.</p>	<p>Revitalized Campus Plans</p>	<ol style="list-style-type: none"> 1. Degree programs offered at the college, linked with industry partners for experiential learning opportunities
<p>C2. Communicate to students, faculty, and staff regional labor market opportunities and their alignment to educational programs that CMC offers.</p>	<p>Enrollment Management Plan</p>	<ol style="list-style-type: none"> 2. Degree and program completion rates
<p>C3. Implement partnerships with regional businesses and organizations to supply internships, apprenticeships, service learning experiences, and job placements that complement educational offerings.</p>	<p>Revitalized Campus Plans</p>	<ol style="list-style-type: none"> 3. Comparative analyses - statewide labor market outcome report/ Burning Glass data
<p>C4. Serve as a conduit to and provider of activities and events that promote diverse ideas, experiences, and cultural competencies.</p>	<p>Revitalized Campus Plans</p>	<ol style="list-style-type: none"> 4. ESL/GED enrollment data/program completion data/GED pass rate data
<p>C5. Seek out and promote joint-use partnerships for current and new facilities that address resource needs of both the college and mountain communities.</p>	<p>Revitalized Campus Plans</p>	<ol style="list-style-type: none"> 5. Campus reports each year indicating cultural and community engagement activities

GOAL: Organize all CMC operations, systems, structures, and personnel to improve productivity and effectiveness.

STRATEGIC PRIORITIES	MANAGEMENT PLAN	PERFORMANCE MEASURES
<p>D1. Improve job fulfillment and retention by valuing employees through enhanced opportunities for engagement, training, and appreciation.</p>	<p>Talent Development Plan (new)</p>	<ol style="list-style-type: none"> 1. Internal survey data to assess employees’ confidence in using college technology 2. IT Master Plan reflects technology use, its expected life, and timeline for upgrades and training
<p>D2. Ensure a high degree of proficiency in new technologies by providing training and support to all faculty and staff.</p>	<p>IT Master Plan</p>	<ol style="list-style-type: none"> 3. “Great Colleges to Work For” survey: Questions on communication and ability to implement ideas 4. “Great Colleges to Work For” survey: Job fulfillment questions/ internal job satisfaction and recommendation survey
<p>D3. Incorporate sustainability principles into the college’s decision-making practices.</p>	<p>Internal Communication Plan (new)</p>	<ol style="list-style-type: none"> 5. Transfer and completion rates 6. Cost of completion/ student/program 7. Average class size data 8. Infrastructure capacity reporting to inform shifts to improve capacity and course availability as needed, referencing the Facilities Master Plan
<p>D4. Clarify decision-making procedures to ensure they support collaboration between and among campuses and functional areas throughout the college.</p>	<p>Internal Communication Plan (new)</p>	<ol style="list-style-type: none"> 9. Program health score dashboard statistics 10. Changes in the language of college policies to emphasize the three Es of sustainability: social equity, vibrant economy, and healthy environment
<p>D5. Develop and implement consistent and routine policies, procedures, and processes to ensure that academic programs are relevant, are sustainable, are effective, and produce gainful outcomes.</p>	<p>Program Review and Assessment Plan</p>	<ol style="list-style-type: none"> 11. Employee retention rate 12. The establishment of a comprehensive program review process and subsequent implementation for all programs, which includes an annual viability test and a three- to five-year cycle for academic and curriculum improvements