



**COLORADO
MOUNTAIN COLLEGE**

ACADEMIC STRATEGIC PLAN 2021-2025

▶ LEARNING AT ALTITUDE THE ACADEMIC AFFAIRS GUIDE TO “REACHING GREATER HEIGHTS”

TEACHING & LEARNING AT CMC

*Tell me and I forget. Teach me and I remember. Involve me and I learn.
-Benjamin Franklin*

The Academic Strategic Planning Committee
Finalized Fall 2021

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EXECUTIVE SUMMARY

The previous Master Academic Plan (MAP) focused on the restructuring of Academic Affairs and the College's next academic chapter. Since the MAP closed in 2020, the College has been reviewing and assessing this plan. Additionally, the College launched its new strategic plan, Reaching Greater Heights (2019-2023) in 2019.

This Academic Strategic Plan (ASP) 2021-2025 continues the work of the MAP and is directly aligned with specific priorities in Reaching Greater Heights. The ASP recognizes the significant efforts involved in restructuring Academic Affairs, and seeks to move forward in a way that leverages the strengths and addresses the challenges of the new structure. It emphasizes effective programming, integrating diversity, equity, and inclusion (DEI) principles throughout the College, academic governance, student engagement, and professional development.

PURPOSE

The ASP establishes a strategic vision for Academic Affairs. It establishes goals, articulates key priorities, and guides effective resource allocation. The ASP provides context and criteria for academic initiatives and the College's strategic goals. The ASP drives and manages academic growth by connecting planning efforts to overall academic design, purpose, and objectives. The ASP informs capital planning, facilities master planning, strategic enrollment management, information technology, and student affairs initiatives.

VISION AND MISSION

Vision: Colorado Mountain College provides academic excellence in teaching and learning grounded in dynamic and challenging educational programs and opportunities that foster a welcoming environment for all; a culture of meeting students where they are to result in student success in and beyond the classroom.

Mission: The Academic Strategic Plan (ASP) places student learning at the center of its mission by cultivating an inclusive and dynamic learning environment that prepares students from diverse backgrounds to be informed, engaged, responsible, and successful learners. Colorado Mountain College's academic courses and programs foster student learning that is locally and globally relevant. We prepare our graduates to be lifelong learners, skilled workers, and engaged citizens in a rapidly-changing world. The ASP drives academic decisions by aligning initiatives and resources to the College's overarching purposes, priorities, and objectives.

GUIDING PRINCIPLES

A CONNECTED COLLEGE

- ▶ Align with CMC mission, vision, and values, creating pathways to bring the CMC Strategic Plan to life
- ▶ Encourage interdisciplinary collaboration to promote students' critical thinking and problem-solving skills, supporting engaged citizenship and employment
- ▶ Promote program quality and consistency across the college
- ▶ Engage in rigorous, meaningful, and actionable assessment of courses, programs, and priority related college-wide initiatives
- ▶ Nurture diversity, equity, and inclusion among students, faculty, and staff
- ▶ Foster a culture of collaboration between faculty, staff, and administration
- ▶ Encourage and support the inclusion of all faculty members, full-time and part-time alike, to realize the College's mission, vision and values in the academic space

ACADEMICS THAT MATTER

- ▶ Support innovative approaches to align academic programs and courses with pressing societal needs
- ▶ Contextualize learning that is meaningful and relevant to students, communities, and society
- ▶ Promote dynamic use of technology to enhance student learning
- ▶ Strengthen relationships between curricular and co-curricular initiatives and programs
- ▶ Create and support high impact experiential learning and undergraduate research opportunities for students
- ▶ Promote lifelong learning and community engagement in credit and non-credit learning opportunities
- ▶ Prioritize teaching and learning through faculty professional development and a culture of academic engagement among faculty
- ▶ Emphasize rigorous curriculum and effective teaching practices to help students achieve success
- ▶ Promote innovation and global perspectives in academic programming

FISCAL RESPONSIBILITY

- ▶ Prioritize efficient and effective resource allocation to develop programs and target priority initiatives
- ▶ Promote program development, visibility, and excellence at specific CMC locations, while also leveraging instructional technologies to expand student access
- ▶ Align CMC signature learning outcomes with student academic success
- ▶ Engage in strategic student recruiting and retention efforts that promote diversity, equity, and inclusion

COMMUNITY ENGAGEMENT

- ▶ Prepare students to be responsible and engaged citizens and leaders in our mountain communities and beyond
- ▶ Adapt to changing needs of learners and our communities
- ▶ Enhance college readiness in our communities
- ▶ Meet business and community needs
- ▶ Offer academic programming that intentionally supports strategic goals

PROCESS

Under the guidance of the Vice President of Academic Affairs, faculty and staff engaged in a collaborative process designed to elicit innovative thinking, best practices, and evidence-based inquiry. The College assembled a committee (Appendix A – ASP Team Membership) spanning multiple campuses, divisions and disciplines. The committee synthesized feedback from the previous MAP, designing goals and action plans based on survey feedback, ASP committee input, and an iterative review process across all five tenets of the plan.

The process began in May 2020 by collecting and reviewing feedback on the College and previous MAP. The College assessed the MAP with a college-wide online survey, and over 140 people responded. The survey solicited comments on each of the five tenets in the MAP, including elements to retain, adjust, or reimagine as new priorities. The Committee completed development of the plan in Spring 2021, and the College approved the new ASP in Fall 2021.

Critical Milestones:

May - June 2020

- ▶ Identify completed items from previous Master Academic Plan (MAP)
- ▶ Academic Strategic Plan (ASP) committee developed survey to solicit MAP feedback from CMC community

June - September 2020

- ▶ Launched survey and reminders

October 2020

- ▶ ASP Committee reviewed survey feedback, former MAP, and current strategic plan
- ▶ ASP Committee Retreat: reviewed and updated proposed tenets against current strategic plan

November 2020

- ▶ ASP Committee tenet breakout sessions
- ▶ Facilitators scheduled tenet-specific meetings to establish short-term and long-term goals.

December 2020

- ▶ Facilitators led sessions to gather feedback on tenets from ASP committee members

January - March 2021

- ▶ ASP committee and VPAA refined goals and tenets

March 2021

- ▶ Presented to Academic Council for feedback

Summer 2021

- ▶ Incorporated feedback from Academic Council

Fall 2021

- ▶ Finalized ASP

FIVE MAJOR TENETS

The MAP focused on five guiding Tenets for Academic Planning: **1) Programming; 2) Diversity, Equity and Inclusion (DEI); 3) Academic Management and Governance; 4) Student Engagement; and 5) Professional Development (PD)**. The ASP Committee reaffirmed these tenets and focused on activities to leverage and address challenges of the new academic structure. Each tenet is supported by a summary, goals, identified alignment with Reaching Greater Heights (2019-2023), and strategies and priorities to reach these goals.

TENET 1: PROGRAMMING

CMC's large geographic footprint and 11 campuses functioning as one college present several challenges and opportunities, requiring highly coordinated course programming. CMC strives to offer an optimal mix of courses to meet student and community needs, maximize student access, and navigate complexities of multi-site academic operating environment.

GOALS

Course Programming

- A. Offer appropriate mix of modalities and course schedules to meet diverse student needs regardless of 'home' location, providing expanded student access
- B. Engage in holistic community reviews of potential work-based partnership programs
- C. Develop a structure to support the development of discipline-specific Continuing Education Units (CEUs)
- D. Develop college-wide pathways for concurrent enrollment (CEPA) offerings to CMC degree completion
- E. Develop comprehensive opportunities for Credit for Prior Learning (CPL)

Program Development

- F. Develop flexible, adaptive structures and processes for developing new programs
- G. Respond to community and economic development needs through high-quality academic programming
- H. Articulate and promote stackable credentials in existing and new programs
- I. Explore meta-majors that allow students to move in and out of programs

Program Review and Assessment

- J. Improve student learning assessment to inform program improvement
- K. Solicit community feedback to ensure degree relevance and value

Process and Communication

- L. Develop a communication structure between campuses and Schools to inform credit and non-credit course programming and degree offerings
- M. Develop a process for developing, expanding, and supporting academic programs
- N. Create college-wide marketing and recruitment materials for academic programs

ALIGNMENT TO REACHING GREATER HEIGHTS

- ▶ **Pillar B – Teaching and Learning #1** - Implement comprehensive course and program assessment that promotes deep learning and informs changes to improve student completion.
- ▶ **Pillar B – Teaching and Learning #3** - Implement a plan to ensure all campuses and programs consistently and effectively use existing and new educational technologies.
- ▶ **Pillar B – Teaching and Learning #5** - Improve consistency and availability of community and continuing education offerings.

STRATEGIES AND PRIORITIES

Course Programming

- A. Offer appropriate mix of modalities and course schedules to meet diverse student needs regardless of 'home' location, providing expanded student access**
 - ▶ Create a common scheduling process to promote coordination among campuses, schools, programs, and disciplines
 - ▶ Develop an overarching philosophy for considering and proposing new programs, including metrics for adding new programs
 - ▶ Coordinate with Student Affairs to develop a guided pathway for all AA and AS emphasis areas, AAS programs, and Bachelor's degrees
 - ▶ Experiment with flexible scheduling (week, weekend, semesters, year-round)
 - ▶ Ensure course and program outcomes are assessed across all modalities and locations

- ▶ Utilize regular Program Review to determine appropriate program offerings, consistent program locations, and as appropriate, campus-specific assessment
 - ▶ Prioritize student learning in instructional modalities
 - ▶ Perform a college-wide SWOT on optimal program locations
 - ▶ Expand co-teaching options
 - ▶ Create opportunities for students to enroll in courses with a variety of instructors across multiple campuses; inter-connected programs can span campuses (e.g., faculty members at multiple locations teaching 2-3 classes within the program, versus students being taught by one instructor through an entire program)
 - ▶ Explore hybrid or low-residency options among existing or future academic programs
- B. Engage in holistic community reviews of potential work-based partnership programs**
- ▶ Engage campus and program advisory boards to create opportunities for Work-Based Learning programs (i.e., internships, cooperative education)
- C. Develop a structure to support the development of discipline-specific Continuing Education Units (CEUs)**
- D. Develop college-wide pathways for concurrent enrollment (CEPA) offerings to CMC degree completion**
- ▶ CEPA Coordinators and counselors to identify existing and emerging pathways
- E. Develop comprehensive opportunities for Credit for Prior Learning (CPL)**
- ▶ Maintain currency with state requirements related to CPL
 - ▶ Develop robust training for students submitting portfolios for consideration of CPL
 - ▶ Establish pathways for specific non-credit offerings to be eligible for CPL
 - ▶ Explore programs with potential for embedded apprenticeship or work-based credit
 - ▶ Partner with local industries and employers to identify work-based competencies and potential alignment with CMC program courses

Program Development

- F. Develop flexible and adaptive structures and processes for developing new programs**
- ▶ Develop processes to provide high-level guidance (i.e., College Leadership Team, College Council) related to program development, review and approval
 - ▶ Create a process for new program development starting with College Council, including all steps and approvals (e.g., modify “Consent to Pursue” process to preliminary College Council approval)
 - ▶ Develop a policy to address full-time faculty allocation in a clear, efficient, and effective manner; consider potential philosophy statement on faculty allocation and hiring practices
- G. Respond to community and economic development needs through high-quality academic programming**
- ▶ Provide clearly-defined career outcomes relative to course and program completion (e.g., certificates, Associate’s, and Bachelor’s degrees)
- H. Articulate and promote stackable credentials in existing and new programs**
- I. Explore meta-majors that allow students to move in and out of programs**
- ▶ Emphasize development of stackable credentials within new and existing programs
 - ▶ Create guided pathways for all credentials
 - ▶ Determine whether the concept of meta-majors allowing students to move in and out of programs is appropriate for CMC programming; meta-major considerations may include: (a) Arts, Humanities, Communication and Design, (b) Business, (c) Education, (d) Health Sciences, (e) Wellness and

Outdoor Studies(f) Industry/Manufacturing and Construction, (g) Tourism and Hospitality (h) Public Safety, (i) Science, Technology, Engineering, and Mathematics, and (j) Social and Behavioral Sciences and Human Services.

- ▶ Address and analyze extent to which meta-major structure promotes student baccalaureate degree completion
- ▶ Determine the most appropriate meta-majors and propose to governing bodies of the College (i.e., College Council, Academic Council, Curriculum Committee, Faculty Senate) for review; begin curricular work accordingly

Program Review and Assessment

J. Improve student learning assessment to inform program improvement

- ▶ Empower Student Learning Assessment Committee (SLAC) with expanded leadership and guidance of assessment cycles
- ▶ Add cultural competency requirement into AAS degrees
- ▶ Assess GT pathways courses and feasibility for embedding cultural competency

K. Solicit community feedback to ensure degree relevance and value

- ▶ Include career outcomes, experiential/service learning in program reviews

Process and Communication

L. Develop a communication structure between campuses and schools to inform credit and non-credit course programming and degree offerings

- ▶ Create workflow documents to describe scheduling processes
- ▶ Align resource allocation with the College's matrix organization to inform effective communication lines
- ▶ Create a college-wide monthly newsletter or similar communication update

M. Develop a process for developing, expanding, and supporting programs

- ▶ Articulate the process from program approval to program launch
- ▶ Consider Curriculum Committee structures to support and celebrate new program development while ensuring high quality outcomes
- ▶ Review Curriculum Committee processes to support review and approval of curricula, including both routine and substantive course modifications, program changes, and new or expanding programs
- ▶ Develop structures to support expanding current and approved curriculum to other campuses

N. Create college-wide marketing and recruitment materials for programs

- ▶ Coordinate with Marketing to redesign websites and promote student exploration by industry type or interest area
- ▶ Refine program pages to reflect outcomes-based descriptions for students

TENET 2: DIVERSITY, EQUITY AND INCLUSION

Diversity, equity and inclusion (DEI) must be supported at all levels of the College. Being expansive and welcoming is essential to the mission of higher education. Locally, DEI efforts influence our ability to effectively serve our mountain communities.

GOALS

- A. Support DEI initiatives across campus locations and college wide
- B. Create opportunities for students to be change agents and lifelong learners
- C. Connect learning opportunities to local, regional, national, and international communities
- D. Use curricular (credit and non-credit) and co-curricular offerings to promote DEI efforts
- E. Provide and support professional development opportunities to facilitate understanding and integration of DEI practices
- F. Review and revise hiring practices; explore unique approaches to recruiting diverse candidates

ALIGNMENT TO REACHING GREATER HEIGHTS

- ▶ **Pillar A – Student Access and Success #1** - Increase accessibility and student outcomes by developing inclusive, personalized, and consistent approaches to enrollment, registration, and financial aid
- ▶ **Pillar A Student Access and Success #3** - Design all academic pathways and student services to result in consistent, equitable outcomes in retention and persistence, timely completion, and relevant job skills
- ▶ **Pillar A Student Access and Success #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
- ▶ **Pillar A Student Access and Success #5** - Develop and improve first-generation student/parent/family recruitment and education strategies to attract and support underrepresented populations
- ▶ **Pillar B – Teaching and Learning #2** - Actively collaborate with school districts to promote academic and social readiness for postsecondary/workforce education opportunities
- ▶ **Pillar B – Teaching and Learning - #3** Implement a plan to ensure that all campuses and programs consistently and effectively use existing and new educational technologies

STRATEGIES AND PRIORITIES

- A. Support DEI initiatives across campus locations and college wide**
 - ▶ Create a college-wide DEI committee; coordinate efforts with campuses and other committees
 - ▶ Explore and promote best practices in teaching and learning among established Hispanic Serving Institutions (HSIs)
- B. Create opportunities for students to be change agents and lifelong learners**
 - ▶ Embed teaching and learning practices focused on student civic engagement
 - ▶ Support Student Affairs in developing student clubs and organizations to engage diverse groups
 - ▶ Create classroom environments where sharing diverse ideas is acceptable, and faculty feel safe being vulnerable
 - ▶ Provide opportunities for exposure to multiple viewpoints and experiences
- C. Connect learning opportunities to local, regional, national, and international communities**
 - ▶ Identify and recruit local organizations to partner in leading DEI initiatives on campuses
- D. Use curricular (credit and non-credit) and co-curricular offerings to promote DEI**
 - ▶ Explore development of a Social Justice minor or AA degree
 - ▶ Research possibility of a DEI-specific cultural competency course
 - ▶ Promote cultural competency within CTE programs through existing Cultural Competency requirement, course assignments, soft skills development, or relevant internships

- E. **Provide and support professional development (PD) opportunities to facilitate understanding and integration of DEI practices**
 - ▶ Organize regular college-wide opportunities for training and understanding of DEI principles
 - ▶ Offer PD to develop culturally responsive teaching skills and integrate DEI into the curriculum
 - ▶ Develop a core value list and implement into all aspects of student learning
 - ▶ Offer training on incorporating assessable DEI practices into curriculum
- F. **Review and revise hiring practices and explore unique approaches to recruiting diverse candidates**
 - ▶ Review pay practices with adjuncts to better support training and meeting attendance
 - ▶ Create and require training for all search committees on DEI considerations

TENET 3: ACADEMIC MANAGEMENT AND GOVERNANCE

Academic management and governance require a strong internal structure. CMC is continually challenged with effectively communicating across multiple campus sites, academic schools and wide-ranging disciplines. Opportunities exist to improve communication channels, decision-making processes and shared governance across all levels of the institution.

GOALS

- A. Establish an internal communication structure
- B. Promote shared governance
- C. Evaluate the "home" location of courses and programs
- D. Clarify reporting relationships to enhance effectiveness of the academic structure
- E. Review faculty and staff evaluation processes and procedures
- F. Review budget and finance allocation both on campuses and college-wide

ALIGNMENT TO REACHING GREATER HEIGHTS

- ▶ **Pillar B – Teaching and Learning #1** Implement comprehensive course and program assessment that promotes deep learning and informs changes to improve student completion
- ▶ **Pillar D – Organizational Effectiveness #4** - Clarify decision-making procedures to ensure they support collaboration between and among campuses and functional areas throughout the college
- ▶ **Pillar D – Organizational Effectiveness #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

STRATEGIES AND PRIORITIES

- A. **Establish an internal communication structure**
 - ▶ Create a college-wide decision-making flowchart, including processes for each committee or group, communication (e.g., clear decision-making processes in CMC's Purchasing Handbook)
 - ▶ Document decision-making process for each committee or group
 - ▶ Define decision types, classify as campus-based, functional area impact, and/or college-wide; identify ideal communication modality and stakeholders impacted by decision type
 - ▶ Outline who or which groups are responsible for specific decisions

- ▶ Determine frequency of communication after decisions are made, including time expectations for posting committee minutes
- ▶ Ensure cross-departmental representation in key groups; acknowledge value in perspectives representing stakeholder groups and functional areas beyond Academic Affairs
- ▶ Identify representative versus participatory roles in decision-making
- ▶ Identify gaps in faculty voice and contribution; incorporate into decision-making flowchart
- ▶ Minimize replication of work through historical record of revisions; include Faculty Senate work on college-wide decision-making
- ▶ Upon completion, coordinate with Marketing to create a useful, well-formatted, and easily-updated reference visual; consider interactive decision trees adaptable to many scenarios; incorporate decision-making visual into faculty and staff onboarding

B. Promote shared governance

- ▶ Determine elements of Academic Governance needing change or improvement
- ▶ Research peer institutions on effective governance structures, processes, and best practices
- ▶ Identify what, where, and how decisions are made within Academic Affairs (e.g., Academic Council, Curriculum Committee, Faculty Senate)
 - Determine need for representation or participation
 - Create proactive versus reactive avenues for decision-making input
 - Establish mechanisms for sustainable committee participation
 - Evaluate shared governance involved in decisions made
- ▶ Clarify shared governance approach and model within Academic Affairs
 - Determine appropriate representation from all functional areas
 - Create tree of governance at all levels, identifying Academic Governance within each (when, where, why)
 - Define roles and expectations for members of decision-making bodies, including communication
 - Recognize shared governance does not equal hamstrung governance
 - Identify appropriate balance of supportive (i.e., information-sharing) versus strategic versus decision-making bodies; some groups attempt to do all three, creating confusion
- ▶ Establish a clear working definition of shared governance, consistent with the college definition, with potential for college-wide adoption
 - Involve high-level group, including President signoff; Board of Trustees approval
- ▶ Train college stakeholders to effectively navigate shared governance structure
- ▶ Develop a standing shared governance committee with diverse representation, focused on positive momentum and progress on goals
- ▶ Guide faculty and staff to appropriate decision-making group(s); encourage use of internal communication structure

C. Evaluate the "home" location of courses and programs

- ▶ Create hands-on satellite locations
- ▶ Clearly define the role and strategic priorities of the Center for Instruction, Design and Access (CIDA)
 - Determine CIDA position and alignment within campuses and schools
- ▶ Communicate to degree and program offerings by location to students

- Establish regular timeline for revision and publication of two-year course plans coordinated with course catalog timing
 - Formalize new college-wide scheduling process into course plan
 - Implement outstanding recommendations from Ruffalo Noel Levitz Strategic Enrollment Planning report
- D. Clarify reporting relationships to enhance effectiveness of the academic structure**
- E. Review faculty and staff evaluation processes and procedures**
- ▶ Review adjunct faculty evaluation processes and procedures
 - Reassess need and purpose for adjunct observation form
 - Create consistent evaluation process among academic supervisors
 - Revise adjunct tier process
 - ▶ Continue evolution of FARE to build more consistent evaluation process among academic supervisors
 - Embed work of 360 review group, comprised of deans, ADIs and faculty, for faculty to provide feedback on their supervisors
 - Review academic staff evaluation processes and procedures
- F. Review campuses and college-wide budget, finance, and resource allocation**
- ▶ Enhance coordination between finance resource allocation and Academic Affairs
 - Utilize Program Review to inform budgetary decisions; reflect programming decisions
 - Incorporate fiscal impacts into decision-making charts (see above)
 - Ensure fair resource allocation across residential and commuter campuses
 - ▶ Involve academic deans in capital equipment decisions
 - Create a 15-year replacement schedule for essential instructional equipment
 - ▶ Update and improve full-time faculty allocation process
 - Streamline, add meaningful rubric to support CMC's mission and vision
 - Eliminate term position loopholes
 - ▶ Establish regular, ongoing process for determining programming expansion
 - Ensure fiscal transparency and impacts for academic decisions

TENET 4: STUDENT ENGAGEMENT

Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion students show when learning. Engagement facilitates educational persistence, retention, and completion. Student engagement occurs when students become fully invested, have a desire to learn, display a willingness to work, and seek to gain a thorough understanding of the class material. Effective campus and college-wide programming can promote student engagement in their program of study, including through the use of multiple modalities and technologies.

GOALS

- A. Assess existing opportunities for student engagement in curricular and co-curricular activities
- B. Increase faculty, staff, and student awareness of Institutional Student Learning Outcomes (ISLOs)
- C. Offer multiple entry, exit, engagement, and re-entry points to CMC's academic programs to support diverse student populations

- D. Develop and implement High Impact and Experiential Learning Practices (HIPs and ELPs) to foster student engagement and connection with local and global communities
- E. Promote Student Affairs programs and initiatives to foster student engagement
- F. Recognize the crucial role of faculty and staff in developing strong connections with students to bolster student engagement

ALIGNMENT TO REACHING GREATER HEIGHTS

- ▶ **Pillar B Teaching and Learning #4** - Integrate experiential, work-based, and/or service learning practices and curricula into all academic programs
- ▶ **Pillar C – Community and Economic Development #1** - Match academic and training pathways to local and regional labor market demands by innovating and integrating with industry partners.
- ▶ **Pillar C – Community and Economic Development #3** - Implement partnerships with regional businesses and organizations to supply internships, apprenticeships, service learning experiences, and job placements that complement educational offerings.

STRATEGIES AND PRIORITIES

A. Assess existing opportunities for student engagement in curricular and co-curricular activities

- ▶ Collect feedback to assess and improve student engagement with CMC and local communities
- ▶ Utilize student course survey data to inform faculty PD on student engagement in the classroom using the Principles for Good Teaching:
 - Encourage contact between students and faculty
 - Develop reciprocity and cooperation among students
 - Encourage active learning
 - Give prompt feedback
 - Emphasize time on task
 - Communicate high expectations
 - Respect diverse talents and ways of learning

B. Increase faculty, staff, and student awareness of Institutional Student Learning Outcomes (ISLOs)

- ▶ Review current Institutional Learning Outcomes for relevance and alignment with institutional mission and strategic goals
- ▶ Develop communication and marketing plans focused on CMC's ISLOs, including their relation to student engagement
 - Publicly post ISLOs at each campus
 - Align syllabi and map courses to PSLOs and ISLOs; identify levels of student mastery in each course
 - Create graphic illustrated ISLOs relevance to students' personal and professional lives
 - Deliver faculty PD on adapting pedagogy to fit ISLOs (e.g., creating ISLO connections for students)
 - Include ISLOs in student and faculty orientations; "Teaching for CMC" online trainings
 - Embed ISLOs assessment and student-faculty engagement in FARE process
- ▶ Form college-wide General Education (GE) committee
 - Develop assessment of GE student learning outcome using AAC&U LEAP rubrics
 - Emphasize GE importance and relevance to students' personal and professional lives
 - Review and reinvigorate GE programming (e.g., branding, visibility, excitement), including role of Cultural Competency requirement
- ▶ Reimagine the Associate of General Studies, including role of Cultural Competency requirement

- C. Offer multiple entry, exit, engagement, and re-entry points to CMC’s academic programs to support diverse student populations**
- ▶ Re-envision the traditional 16-week semester and course scheduling to address student needs (e.g., 8-week courses, interterms, accelerated offerings)
 - ▶ Analyze student course withdrawals, including potential overlap mental health data, to develop effective retention strategies
 - ▶ Align ESL, HSE, CPL, and CEPA programs and initiatives to promote ongoing study at CMC
 - ▶ Broaden “Career Services” to include a Center for Transitions (e.g., in/out transitions to career, college)
 - ▶ Hire and train bilingual “navigators” (i.e., student enrollment specialists) and peer mentors to assist with entry, engagement, exist, and re-entry
 - ▶ Develop curricular pathways, including meta-majors, stackable credentials, micro-credentials, non-credit CPL options, digital badges, etc.
 - ▶ Effectively integrate tutoring and library resources to support student retention and success
- D. Develop and implement High Impact and Experiential Learning Practices (HIPs and ELPs) to foster student engagement and connection with local and global communities**
- ▶ Asses current use of HIPs and ELPs at program, campus, and college wide levels:
 - First-year experiences
 - Common intellectual experiences
 - Learning communities
 - Writing-intensive courses
 - Collaborative assignments
 - Undergraduate research
 - Diversity/global learning
 - Internships and capstone projects
 - Service leadership
 - ▶ Align relevant HIPs and ELPs to career pathways and engagement with local and non-local employers
 - ▶ Explore options for community engagement with CMC at course, program, and college wide levels to enrich HIPs and ELPs for students
 - ▶ Evaluate equity in student opportunities to access HIPs and ELPs (e.g., online courses, socioeconomic barriers, CEPA programming, etc.); develop strategies to address barriers
- E. Promote Student Affairs programs and initiatives to foster student engagement**
- ▶ Acknowledge role of academic, career, and personal advising in fostering student engagement; identify best practices for staff and faculty advisors
 - ▶ Utilize various data resources to create frequent and meaningful early intervention strategies
 - ▶ Review process of CARE reporting to identify potential opportunities for improvement
 - ▶ In collaboration with Student Affairs, identify opportunities to increase engagement among students enrolled in online courses
 - ▶ Clarify roles and responsibilities of academic advisors, college counselors, and faculty advisors relative to Academic Affairs
 - ▶ Update new student orientation to include discussion of ISLOs and academic expectations
 - ▶ Expand student opportunities for work-study and other paid positions (e.g., residence assistant, tutor, part-time staff roles) within CMC
- F. Recognize the crucial role of faculty and staff in developing strong connections with students to bolster student engagement**
- ▶ Identify strategies to increase support and appreciation of adjuncts to foster engagement with their students, campuses, and disciplines

- ▶ Proactively engage with adjunct faculty embedded in our local high schools (i.e., CEPA)
- ▶ Support and train staff in student-facing roles to promote inclusive and welcoming spaces

TENET 5: PROFESSIONAL DEVELOPMENT

At its core, CMC is a teaching and learning institution. As such, faculty professional development (PD) is not just elemental, it is cultural. PD supports and enriches the College’s ability to meet its mission and vision, including a commitment to innovation and continuous improvement. Further consistency and clarity are needed to address PD accessibility, prioritization, and allocation among CMC faculty and staff.

GOALS

- Develop a formal definition of PD activities
- Articulate standard policies and procedures to establish PD accessibility and prioritization
- Ensure equitable funding for PD for all faculty and staff
- Clarify role of PD in the Faculty Annual Review and Evaluation (FARE) process
- Set expectations for sharing and disseminating PD experiences with wider audiences, internal and potentially external to the College
- Create mentoring opportunities for adjunct faculty; support adjunct faculty PD needs and goals
- Create metrics to assess PD outcomes

ALIGNMENT TO REACHING GREATER HEIGHTS

- ▶ **Pillar B – Teaching and Learning #6** - Support professional development of faculty to explore and develop innovative learning methods that promote both technical and soft skills in the classroom.
- ▶ **Pillar D – Organizational Effectiveness #1** - Improve job fulfillment and retention by valuing employees through enhanced opportunities for engagement, training, and appreciation.
- ▶ **Pillar D – Organizational Effectiveness #2** - Ensure a high degree of proficiency in new technologies by providing training and support to all faculty and staff.

STRATEGIES AND PRIORITIES

A. Develop a formal definition of PD activities

- ▶ Define what is included in CMC’s consideration of PD. Record the agreed definition for use in appropriate source documents, i.e., the CMC employee Handbook, C&I Manual, etc.
- ▶ Identify the back-end expectations for dispersion of knowledge gained by a primary participant(s) in a PD activity (“end-to-end” procedures)

B. Articulate standard policies and procedures to establish PD accessibility and prioritization

- ▶ Create policies and procedures for employee access to PD funds
- ▶ Create standard process to solicit and prioritize requests for PD
- ▶ Confirm link between PD completion and adjunct faculty tiered pay process

C. Ensure equitable funding for PD for all faculty and staff

- ▶ Evaluate whether the existing campus-based PD funding allocation process should remain or be changed to some other model

- ▶ Define a better process for prioritizing and evaluating requests for PD funding at the campus, school, program and discipline level, including types of PD, for campus-based employees
- D. Clarify the role of PD in the Faculty Annual Review and Evaluation (FARE) process**
- ▶ Review FARE form to determine where/how PD should be formally defined
- E. Set expectations for sharing and disseminating PD experiences with wider audiences, internal and potentially external to the College**
- ▶ Determine need for policy to address faculty and staff disseminating PD experiences
 - ▶ Establish formal report-out of faculty sabbatical to wider audiences
 - ▶ Consider creation of virtual workspace and repository to collect information on PD experiences
 - ▶ Consider implementing current academic year timeline for sharing PD experiences
- F. Create mentoring opportunities for adjunct faculty; support adjunct faculty PD needs and goals**
- ▶ Create process for adjunct faculty to request a faculty mentor; identify scope of mentor’s role, and associated reassignment/release time or compensation, as appropriate
 - ▶ Link adjunct faculty mentoring to the definition of adjunct faculty administrative support roles using the College’s existing “release time” model
- G. Create metrics to assess PD outcomes**
- ▶ Following completion of PD-related ASP goals, implement meaningful metrics to celebrate PD-related improvements and achievements (e.g, PD experiences by type, PD repository views, PD funding details, high-impact PD experiences)

APPENDIX A - ASP TEAM MEMBERSHIP

First Name	Last Name	Title
Programming		
Kathryn	Regjo	Vice President of Academic Affairs
Dave	Askeland	Vice President and Campus Dean
Anne	Moll	Dean of Humanities & Social Science
Betty	Bembenek	Nursing
Jen	Barchers	Faculty, Faculty Senate President
Allen	Bacher	Faculty, Adjunct Representative-Elect
Diversity, Equity and Inclusion		
Shane	Larson	Vice President of Student Affairs
Steve	Skadron	Vice President and Campus Dean
Susan	Moreland	Dean of NHSPS
Amy	Smallwood	Associate Dean
Carol	Koch	Faculty, Academic Council Representative

Jennifer	Brennan	College Counselor, Residential Campus
Academic Management and Governance		
Mary	Boyd	Vice President of Fiscal Affairs
Natalie	Torres	Registrar
Yvette	Myrick	Program Director, ESL/HSE
Margaret	Clement	Assistant Dean of Instruction
Dave	Ruffley	Faculty, Curriculum Committee Chair
Jen	Besser	College Counselor, Commuter Campus
Student Engagement		
Beez	Schell	Dean of Academic Support
Perry	Ninger	Dean of Business
Cooper	Mallozzi	Program Director, OUT
Deb	Froehlich	Assistant Dean of Instruction
Kevin	Clark	Faculty, Past Curriculum Committee Chair
Chris	Wenger	Director, Center for Instruction, Access, and Design
Professional Development		
JC	Norling	Vice President and Campus Dean
Dave	Gifford	Dean of STEM
Rob	Martin	Dean of Isaacson School
Amy	Connerton	Faculty, Faculty Senate President Elect
Tammie	Hertel	Faculty, Adjunct Representative
Steve	Squier	Director of Assessment
Editors		
Athena	Murray	Faculty, Curriculum Committee Chair
Dave	Gifford	Dean of STEM