

**President's Goals and College Work Plan  
FY2020-21  
Progress Report as of June 30, 2021**

**Overview and context**

As predicted, the 2020-21 academic year was unlike anything in the college's 55-year history. Student enrollments were highly volatile, finances were turbulent and unpredictable at times, and student-facing activities seemed to be in near-constant flux. In spite of these historic challenges, **Colorado Mountain College performed very well, accomplishing the majority of the goals it established** for itself in the early months of a global pandemic. Additionally, though overall credit enrollments generally mirrored national trends (i.e., -10.5% in fall 2020; -5.1% in spring 2021), **one of the largest classes in the history of CMC graduated in May 2021**, which is a testament to the effectiveness of the college's efforts to maintain and adapt instruction and student services in sometimes overwhelming environmental conditions.

Explicitly, through words, procedures and actions, and implicitly, through attitudes and values, CMC managed the pandemic while affirmatively and very intentionally modeling inclusion and equity. The college engaged in civil and respectful dialogue and provided ongoing opportunities for members of the CMC community to safely listen, participate, and mindfully practice grace. From collegewide celebrations of Juneteenth to multiday inclusivity trainings to guest speakers for MLK Jr. Day and more, **CMC spent much of the past academic year improving its collective awareness of structural barriers to success.** We developed a shared commitment to "expanding" our approaches and impact to better serve current students, employees, and community members as well as those whose needs or interests remain unmet by higher education generally or CMC specifically.

Without question, the college's successes in managing the unprecedented challenges of the pandemic were in part the result of CMC's operational well-being and sustainable and diverse sources of revenue. Early on in the pandemic, leadership made the decision to invest in its workforce, provide access to technology and computers that allowed for uninterrupted productivity, and adapt to new modes of delivering essential student services in a remote setting. For example, while offering free tuition and books in the summer 2020 term had a very clear public purpose and was an objective success, it also allowed management to maintain instructional and student services functions without disruption. **This kept nearly all regular college employees in place and shielded from the acute economic disorder** that enveloped all of our mountain communities.

Additionally, by keeping a historically lean workforce and not adding positions beyond the college's enrollment, management was able to weather a -5% reduction in state revenues and a -\$2M decline in net tuition revenue all while providing cost-of-living increases and merit payments to employees (one of few colleges to do so). As the 2020-21 fiscal year nears its end, the college remains in a highly enviable financial position and is prepared to invest in new programs and facilities that help support the needs of our mountain communities. At a time when many colleges and universities across the nation are nervously evaluating their post-pandemic viability, Colorado Mountain College is thriving financially, operationally, and culturally. In short, **CMC is objectively stronger today than it was before the pandemic began.**

Notably, in spring 2021, CMC conducted a collegewide climate survey of all employees, consistent with the expectations of the president’s 2020-21 workplan. The responses indicate that the **great majority of CMC employees are not only confident in performing their work, but also agree or strongly agree with the statement, “I am proud to work at CMC.”** After a year of remote work and isolation coupled with financial and emotional stresses, the fact that the great majority of CMC employees feel pride in their employer is a wonderful outcome and robust foundation upon which to establish post-pandemic goals. (See memo and Appendix A for a summary of the internal survey results)

Additionally, the college sent an external “pulse point’ survey to selected business and community leaders across CMC’s nine county region. The results suggest that **CMC is considered a valued organization in its communities** and its contributions during the pandemic were well regarded. Regarding future directions for the college, housing and the expansion of programs in career and technical education fields – in particular construction trades – were commonly cited. (See memo and Appendix B for a summary of the external survey results)

The balance of this progress report contains narrative descriptions of the college’s achievement toward the president’s goals and college work plan. Additionally, the status of each goal/priority (completed, in-progress, or incomplete) is presented.

Collegewide goals for 2020-21:

- Modeling inclusion, equity, civility, respect, acceptance and belonging in every aspect of CMC’s operations and programming
- Understanding and neutralizing potential or implicit bias in CMC’s policies, procedures, practices, and learning environment
- Financial and operational stability and sustainability
- Strategic enrollment management
- Academic program expansion and/or adaptation to flexible virtual environments
- Technology-based investments and training for faculty and staff
- Supporting the needs of CMC’s mountain communities and economic recovery
- Preserving and expanding upon recent equity gains and increasing supports to students most at risk due to public health, economic, and social conditions
- Implementing the Facilities Master Plan and evaluating existing and future capital infrastructure projects

Overall, the college successfully completed all of the general operating goals it established a year ago. Of particular note, the **college effectively managed not one, but two major tranches of federal stimulus funds** – the CARES Act and the Coronavirus Response and Relief Supplemental Appropriations Act – with another, the American Recovery Plan, expected within days of the initial writing of this report. As of May 2021, all Higher Education Emergency Relief Funds (HEERF) allocated to CMC for students were successfully awarded by the college’s office of financial aid. Additionally, the college was able to secure similar funds, albeit a much smaller award, from the State of Colorado for CMC students otherwise unable to benefit from the federal programs, such as those recently unemployed and not previously employed or undocumented individuals.

Operationally, the **college met the challenges of the COVID-19 environment** in accordance with the goals articulated in 2020. Specifically, the college successfully transitioned its academic delivery and student services activities to reach enrolled students while maintaining maximum sensitivity to health risks and operational sustainability. By issuing numerous iterations of guidance that adhered to ever-changing state and local requirements, the **college ensured operational consistency and environmental safety for employees and students alike.**

The results were minimal interruptions in employment (excluding non-credit instruction, which is generally an avocational, face-to-face and fee-based activity that was impractical to deliver during the pandemic), healthy operating budgets, and very few cases of COVID-19 at CMC campuses.

Instructionally speaking, faculty and academic administrators successfully pivoted to a nearly fully online environment in summer 2020, then adapted to more hybridized and face-to-face instruction in fall 2020 and spring 2021. Abruptly at first, but more carefully as the fall and spring terms arrived, courses were adjusted to better take advantage of newly available technologies and best practices in remote teaching. Though a sizable number of students reported that they prefer face-to-face courses, the **unprecedented availability of courses resulted in improved access and persistence rates that exceeded expectations**. Though it's still too soon to tell if student learning outcomes differed materially during the pandemic, robust course assessments occurred across the college in spite of abrupt instructional adaptations.

At the height of the pandemic, in summer 2020, college leadership decided to use the “down time” on campuses to **invest heavily in fitting classrooms across the college with state-of-the-art video and audio technologies**. This helped to connect classroom environments to students and other classrooms with high fidelity interactions and elevated student engagement, regardless of modality (i.e., face-to-face, remote, or hybrid). By the end of the summer and with an investment of nearly \$1 million, new AV equipment was installed in 38 classrooms across the college. By spring 2021, the college was able to leverage this investment into a **\$2.9 million RISE grant from the state**, which will allow the college to outfit similar high-fidelity video-enabled classrooms in 28 high schools across the college's district, thus creating (we believe) the largest network of connected classrooms in all of Colorado.

As the 2020-21 academic year closes, college leadership is proud to report that it made significant progress in using its plans to direct continuous improvement physically, academically, and culturally. Physically, the strength of the college's finances and operating environment allowed leadership to make unprecedented progress toward delivering additional student housing to campuses across the college. In fact, in May 2021, **Moody's again rated CMC as an Aa3 institution** with a “stable” outlook (see Moody's report [here](#)). This is equal to the highest such rating among all colleges and universities in the state. Of particular note, Moody's analysts **rated the operating environment within CMC as “excellent,”** mentioning several prudent decisions by college leadership to maintain the college's financial health and “improved operating performance over multiple years.”

Academically, the college launched an **Early Childhood Education pathway** to the bachelor's degree in Teacher Education, successfully creating the capability for teacher candidates to be certified from pre-school through grade six. The college also launched a post-baccalaureate teacher certification education option. CMC is also in the final planning for **two new bachelor's degrees** with strong local labor markets, one in human services with a certificate in addiction/crisis counseling and another in ecosystem science & management. CMC also **added seven baccalaureate minors**, including one in outdoor recreation. Finally, two new certificates in **Pharmacy Technician** and **Wilderness Medical Professional** have been developed to support these high demand areas.

And, notably, as of May 11, 2021, Colorado Mountain College is recognized as **an official “Hispanic Serving Institution” (HSI)** by the U.S. Department of Education. With this designation, CMC joins Adams State University, CSU-Pueblo, Metropolitan State University of Denver, and CU-Denver as the only four-year authorized colleges with HSI status in Colorado. As an HSI, CMC will be eligible to compete for numerous federal grant programs under federal titles III and V that are specifically tailored for minority-serving institutions, which, in addition to HSIs, includes Historically Black Colleges and Universities (HBCUs) and tribal colleges.

**Specific goals and objectives** related to operating within the “new normal” of COVID-19 during 2020-21, by status:

- **Completed**
  - Successfully implement CARES Act funding for students and the college’s operations while advocating for streamlined implementation standards and looser rules for college-specific activities.
  - Constructively manage the transition to a new academic year (2020-21) in a COVID-19 environment with maximum sensitivity to health risks and operational sustainability.
  - Transform academic delivery and significantly increase use of technology-rich teaching, learning, and student support services.
  - “Counter-cyclically” invest in new technologies, capital projects, equipment, faculty and staff training, and new scheduling to allow the expanded use of hybrid and web-enhanced instruction collegewide
  - Guided by the new Facilities Master Plan, increase utilization of academic facilities through improved scheduling, use of technologies, and changes in room structures
  - Support and train faculty and staff within the academic enterprise as they adjust the delivery of high-quality instruction and academic services in accordance with public health guidelines
  - Build on lessons learned in providing academic services online in spring and summer 2020, to continue best practices in offering a greater reach in advising, tutoring and library services
  - Modify policies, procedures, bulletins, student conduct code, and other publications to reflect COVID-19 adjustments
  
- **In progress**
  - Use strategic reserves to improve college programming and operations
  - Sustain deep learning in a fully online platform
  - Carefully review the collegewide Master Academic Plan and its relevance in light of recent societal and financial disruptions

## PILLAR A Student Access & Success

Though several projects in student affairs were delayed as a result of the pandemic and will need to be continued in 2021-22, the division nonetheless took several big steps forward, especially for “new traditional” students. In 2020-21, the college re-launched the **“Finish What You Started”** tuition discounting program for those who started – but didn’t finish – a college degree. The college also added a **“23+ Discount” to encourage degree completion and full-time enrollment among older students** (most financial aid programs are focused on younger, traditional-aged students).

Student affairs also implemented its **Mental Health Strategic Plan**. Shortly before the pandemic struck, CMC invested approximately \$200,000 to address student mental health and wellness. Initiatives included providing greater access to virtual and face-to-face counseling sessions per semester (over the past 12 months, CMC has provided over 500 hours of mental health counseling to students). More than 60 faculty and staff and 100 students were trained in Mental Health First Aid (MHFA) and other mental health strategies and campus-based initiatives to improve wellness such as healthy cooking and eating workshops, yoga, mindfulness training, stress reduction and management, humor for health, and infusing social emotional learning into classes.

Operationally, a project that will continue into 2021-22 is **the integration of the CMC Foundation’s scholarship application with the college’s general admissions procedures**. Previously, these processes were separated, thus requiring duplicated staff time and redundant student information. Combining these two processes has taken time but will significantly streamline the scholarship process for students and, we hope, result in more timely awards for students (and successful enrollments).

The pandemic drove student affairs to more closely assess the delivery of student supports at CMC. One big success was the **integration of financial aid specialists**. Before the pandemic, each specialist focused her or his efforts exclusively on students from a particular campus. During the pandemic, this approach was changed to allow all specialists to split their time between their campuses and collegewide. As a result, all students at CMC had immediate and timely access to a team of financial aid advisors regardless of their location. Students can still receive financial aid support locally, but they can also receive counseling support remotely at any time. Other services, such as advising and tutoring, may soon adopt similar approaches.

With respect to its ongoing work on diversity, equity and inclusion, the college achieved a prodigious benchmark in in 2021: **Hispanic-Serving Institution status**. Additionally, with respect to ongoing DEI efforts, the college hosted speakers, trainings, and panels to the college and to the community on topics of inclusivity, implicit bias, law enforcement, and addressing racism in society. It initiated work on **the concept of “expansion,”** a structural view that is intended to encourage faculty and staff to intentionally seek out and understand the opinions of those not currently “in” or benefitting from the college.

The college **continued Fund Sueños outreach to students** and drafted legislation to expand access to “ASSET” tuition classification for thousands of Coloradans (the draft had two sponsors from CMC’s district, Rep. Dylan Roberts [D] and Rep. Perry Will [R], but did not receive “late bill” approval from the Speaker of the House; CMC will seek to introduce the legislation in 2022).

Faculty improved the underlying rationale and course list for the college’s **cultural competency requirement** and CMC joined other Colorado institutions in work aimed at eliminating equity gaps among students. CMC also partnered with Roaring Fork Valley organizations to examine whether policies, procedures and practices present obstacles to Latina/o leadership development.

### **Key objectives**

- **Completed**

- Improve strategies to communicate with and retain “new traditional” students (those who are older, working, parents, re-training, returning)
- Develop systems to award scholarships earlier with options to cover cost-of-living expenses
- Implement and evaluate the mental health strategic plan
- Redesign academic advising to reach across campuses using technology and faculty resources
- Implement guided pathways and meta-majors for all incoming AA & AS students (see the [pathways here](#))
- Develop orientation for all new students, including an online option
- Fully fund all fourth-year teacher education stipends and nursing-expansion scholarships, if available from the state
- Expand and adapt Fund Sueños and support for immigrant students
- Implement additional Diversity, Equity, and Inclusion initiatives:
  - Expert review of policies, curriculum and practices that permit or perpetuate bias or prevent the college from offering an inclusive and equitable learning and working environment

- Prepare and submit Hispanic Serving Institution (HSI) application
  - Implement collegewide training and adopt procedures for technology accessibility by all users in accordance with ADA standards
  - Complete analysis of Fund Sueños and identify improvements or modifications
  - Formulate new Title IX policies and procedures that maximize safety and inclusivity for all students and employees while complying with state and federal legal requirements
- **In progress**
    - Complete Ruffalo Noel Levitz (RNL) retention recommendations (partially completed)
    - Establish baseline minimum student services at all campuses and identify resources and funding needed for recommendations
    - Outline strategies to balance enrollments across gender categories (currently 41% of CMC students are male)
    - Outline and implement a first-year experience for students at all campuses

## PILLAR B Teaching & Learning

In the 2020-21 Academic Year, CMC faculty and staff **successfully approved and amended 14 minors, degrees and certifications**. It also is actively developing – with expected completion in the 2021-22 academic year – a minimum of five new programs, including Bachelor of Science degrees in Ecosystem and Science & Management and Human Services/ Addiction Studies.

The college also **fulfilled the requirements of HB19-1206**, which requires public colleges to phase out non-credit, prerequisite developmental education. We believe that CMC was among the first open access colleges in the state to implement the legislation. The college added multiple measures such as placement procedures, co-requisite course options (“paired” developmental education), and targeted student support services. At this juncture, the college is prepared to officially launch its “supplemental academic instruction” programming in English and math in fall 2021.

Progress was made in 2020-21 in **clarifying roles, responsibilities and communication channels among and between the academic governing bodies** within the college, namely the Academic Council, Faculty Senate and the Curriculum Committee. As a result of this improved cooperation and communication, the college’s faculty promotion process was significantly improved. Also, because CMC operates the largest concurrent enrollment program on the Western Slope, concurrent enrollment on-boarding and orientation programs were developed by campus-level concurrent enrollment coordinators.

### Key objectives

- **Completed**
  - Fully implement Supplemental Academic Instruction (SAI) in mathematics in fall 2020; English in fall 2021
  - Evaluate and improve the process and consistency regarding faculty promotion
- **In-progress**
  - Successfully launch new bachelor programs; facilitate new program development and adaptation
  - Further enhance shared governance through improved collaboration and communication with the Curriculum Committee and the Faculty Senate

- Develop a more robust CEPA faculty orientation, on-boarding plan and regular check-in schedule in coordination with the Curriculum Committee
- Establish guidelines and processes between the Curriculum Committee, Faculty Senate and Academic Council to streamline changes to academic policy and/or procedures

## PILLAR C Community & Economic Development

Despite the stresses of the pandemic environment, CMC's community engagement and economic development efforts were very successful. Most significantly, the college's **campus in Salida is fully staffed and its enrollments exceeded goals set in 2019-20**; its first class of students graduated in May.

Consistent with its 2020-21 goals, the college's **CLETA program** has engaged with local agencies and has added a second program and advisory board in Summit County. With this advisory input, CLETA has emphasized reality-based training for CMC students specific to the concepts of verbal de-escalation and appropriate use of force. Implementation of this work began in the Fall 2020 semester and continues along with participation in statewide discussions to recommend modifications to Colorado's Peace Officers Standards & Training (POST) requirements.

With financial support from a \$2.15 million federal grant for career and technical education equipment, **capital projects for state-of-the-art nursing simulation labs are underway**, with the lab in Steamboat Springs nearing completion. Importantly, the Foundation has secured Enterprise Zone Credit (EZC) Status for the Steamboat nursing project and is applying for EZC for Spring Valley. The college received approximately **\$400,000 from the Johnson & Johnson Foundation to launch a rural nursing retention program**, which is still in development following an unexpected change in program servicers. And, very recently a local donor has pledged a \$1.5 million challenge gift for the Student Center at Spring Valley.

CMC issued **Certificates of Participation at the end of May for housing projects** in four potential locations: Spring Valley, Edwards, Steamboat Springs and Breckenridge. **Plans for expanding the Aspen campus** and the pursuit of housing partnerships have progressed and will continue in 2021-22. The Foundation is **accelerating its Alumni Association**, inclusive of a new part-time staff member and enhanced partnership with CMC's Career Center. Finally, the 2020 Impact Annual Report celebrated the **CMC Foundation's 35<sup>th</sup> Anniversary** and \$60 million in gifts to the CMC Foundation to date.

Work continues on defining CMC's uniqueness, with **leadership in the dual mission movement** regionally and nationwide. CMC will host the 4th annual National Summit on Dual Mission Institutions in November 2021 (in Glenwood Springs). At the state level, [HB21-1330](#), which passed in the waning weeks of the 2021 session, included language officially designating CMC as a dual mission college and clarified other aspects of CMC's authority.

### Key Objectives

- **Completed**
  - Establish CMC's presence, operations, and programming in Salida, including hiring new faculty and staff in the region
  - Celebrate the CMC Foundation's 35th Anniversary Year (1985-2020)
- **In-progress**
  - Evaluate the Colorado Law Enforcement Training Academy (CLETA) administered by CMC and determine areas to improve and innovate police training for our region
  - Complete the "What is CMC?" branding and communications initiative to clarify and affirm CMC's role and mission

- As economic conditions stabilize, explore partnerships and capital campaigns for priority projects that also contribute to localized economic recovery
- Accelerate Alumni Association activities including enhanced collaboration with the CMC Career Center

## PILLAR D Organizational Effectiveness

Over the past year, CMC made numerous strides in improving productivity and effectiveness, and realized renewed financial stability through the **statewide passage of Amendment B**, strategic setting of tuition, and internal improvements in resource allocation that better align with the college’s recent academic redesign. An internal working group examined opportunities to benefit students and taxpayers alike through potential changes to the **use of the Glenwood Center**. Thoughtful consideration of the community, businesses, and educational needs will be key as we continue to address the **potential “best use” for the vacant space at 8th and Grand Avenue**. Initial exploratory work of student-friendly improvements also began at the Dillon Center. All three of these space utilization efforts will continue in the upcoming year.

In terms of college culture, a collegewide climate survey completed this spring confirmed that an **overwhelming majority of CMC employees are proud and motivated by the mission of CMC’s work**. Employees feel there is a caring environment and are hopeful about the college’s future. Furthermore, CMC is now officially an HSI, which opens the door to Title III and Title V funding opportunities. Additionally, marketing materials and key press releases are now regularly translated into Spanish and there are some scholarship opportunities for students in language acquisition programs, with plans to expand in the year ahead.

### Key objectives

- **Completed**
  - Conduct a collegewide climate survey
  - Implement Title IX compliance requirements – both federal and state level legislation – preserving internal policies to protect students and employees
  - Meet qualifying criteria to establish CMC as a Hispanic Serving Institution (HSI)
  - Increase Spanish translation of marketing, foundation and media relations materials
- **In-progress**
  - Redesign vacated US Bank and Glenwood Chamber offices to connect, explore and consolidate operations currently located at the CMC Glenwood Center
  - Evaluate all options concerning CMC’s Dillon Center
  - Reconsider and refine five-year tuition plan for board consideration
  - Update internal funding formula to reflect academic redesign





## MEMORANDUM

**TO:** Board of Trustees  
**FROM:** Matt Gianneschi, Chief Operating Officer & Chief of Staff  
**cc:** Carrie Besnette Hauser, President & CEO  
**DATE:** June 16, 2021  
**RE:** Summaries of Internal and External Surveys (April & May 2021)

In spring 2021, college leadership conducted two surveys, one for current faculty and staff (hereafter “internal”) and one for local community and business leaders throughout the college’s district (“external”). The scope and purpose of the surveys differed.

The internal survey sought to better understand the attitudes and dispositions of college faculty and staff. The survey given to these constituents was modeled, in part, on similar workplace surveys designed by Gallup. And, it was administered to all college faculty and staff who participated in spring “Town Hall” meetings in April 2021. In total, 311 faculty and staff completed the survey (overall, CMC has nearly 1,500 employees at any given time, though many are part-time instructors and students). Results are presented in Section A below.

Overall, the results of the **internal survey** suggest that employees are very satisfied with their work and enthusiastic about the college’s mission and responsiveness to employee needs. On a 5-point Likert scale, with 5 = Strongly Agree and 1 = Strongly Disagree, nearly all college employees agreed or strongly agreed with the following statements:

- I am hopeful about the future of Colorado Mountain College (score = 4.5)
- I am proud to work at Colorado Mountain College (4.6)
- My supervisor, or someone at work, seems to care about me (4.48)
- I know what is expected of me at work (4.48)

The lowest scores were associated with questions concerning recognition in the workplace.

- I regularly receive recognition or praise for my work (3.84; lowest score on the survey)
- At work, my opinions seem to count (3.94)

Importantly, these questions also demonstrated the highest degree of variability. So, while the majority of employees agreed with the forgoing statements, there was a wider range of responses than was observed among other questions.

Importantly, though some very modest variability in responses appeared when the results were segregated by campus, leadership found no systematic variation in scores between faculty and non-teaching staff. This lack of significance suggests that faculty and staff are equally likely to respond to certain questions without variations based upon their type of employment at CMC.

In contrast, the **external survey** was designed to solicit feedback on the college’s responsiveness to community needs during the pandemic, to estimate beliefs regarding the college’s “criticality” to communities and economies, and to solicit ideas for post-pandemic priorities. Nearly 70 local government, business, school district, health care, and non-profit leaders across CMC’s district were invited to participate in the survey. The response rate was above 40%. Results are presented in Section B below.

While respondents represented all of CMC's communities, Glenwood Springs and Salida/Chaffee County were somewhat "overrepresented" compared to others. Moreover, while respondents represented all employment types, the largest group was "government official," suggesting that county commissioners, mayors, and town council members were slightly more likely to respond compared to others.

Overall, 85 percent of external stakeholders agreed or agreed strongly with the statement: "Do you think Colorado Mountain College engages with your community as much as it could?" Some comments from the respondents included the following:

- "Locally CMC is a terrific community partner---always open to new ideas and partnerships and willing to be innovative and step up to leverage or increase the unique role it plays in our community."
- "CMC has been an incredibly powerful community partner!"

Critical feedback suggested that CMC should more effectively pursue internship and experiential opportunities for students in local communities.

Additionally, 78 percent of respondents agreed or strongly agreed with the statement: "In your opinion, does Colorado Mountain College meet the education/workforce needs of your community?" However, the majority of respondents suggested that CMC meets workforce needs "to an extent" rather than "fully." Some comments from respondents included the following:

- "Because we are a "small" campus, it is difficult for CMC to add new courses or programs just for us. But they are really good at explaining that and always open to exploring if possible. New programs have recently been added (Police Academy)."
- "I think CMC is working to, and has plans to deepen its impact."

Nearly 60 percent of respondents suggested that CMC is critically important to their local economy; another 35 percent suggests CMC is "somewhat important" to local economies. Not one person suggested that CMC is unimportant.

Turning to CMC's responsiveness during the pandemic, nearly half of all respondents suggested that CMC's response was "terrific." Another 39 percent suggested the college responded "generally well." None suggested that the college's response was poor or insignificant.

Respondents were invited to share their opinions regarding CMC's future goals. Many opinions were shared. Nearly all suggested that CMC's focus should be on developing a local workforce, in particular in careers such as education, health care, construction trades, and business/management. One quote from a community leader seemed to capture the general thrust of the need:

- "We are facing a severe workforce shortage in so many areas, and CMC is critical both now and in the future to make sure we can "Grow Our Own" and help students stay here in our community both during their college years and after they have completed their education. This is particularly true for our bilingual workforce."

Finally, respondents were asked to rank or prioritize essential activities for CMC in the near term. The top three issues identified by community members were as follows:

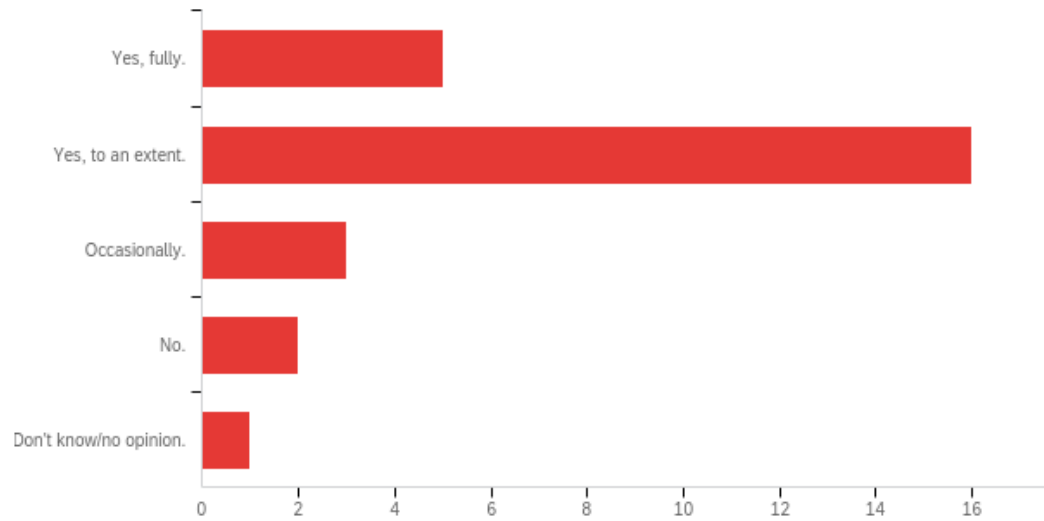
- Housing
- Maintaining affordable tuition
- Expanding opportunities for local workforce to improve skills

**Appendix A**  
**Summary of Responses: Internal Survey**

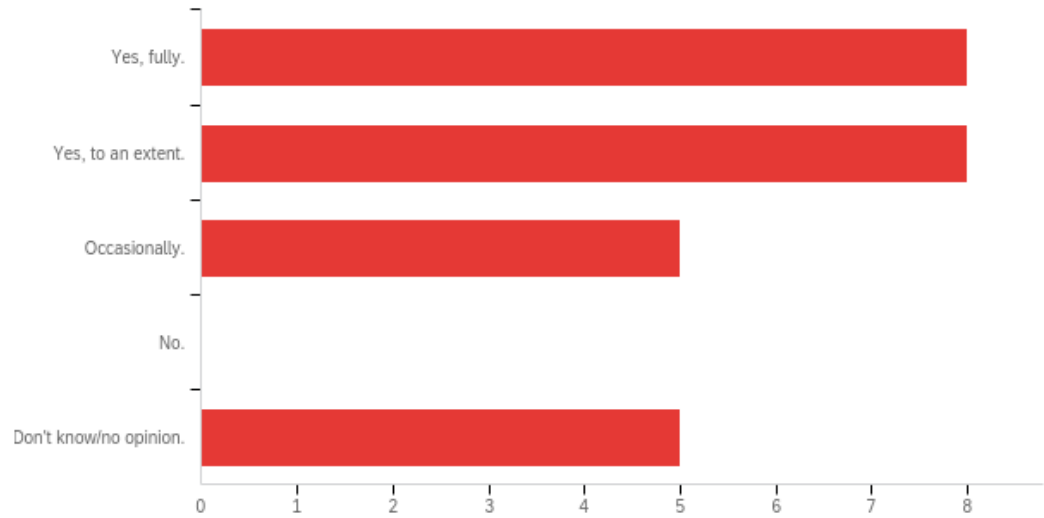
<b>Questions</b>	<b>Mean Score</b>
I know what is expected of me at work	4.46
I have the training and equipment I need to do my work well	4.26
At work, I have the opportunity to perform my best every day	4.34
I regularly receive recognition and praise for doing good work	3.84
My supervisor, or someone at work, seems to care about me as a person	4.48
There is someone at work who encourages my development as an employee	4.17
At work, my opinions seem to count	3.94
The mission or purpose of my organization makes me feel my job is important	4.40
I am proud to work at Colorado Mountain College	4.60
My organization seems to care about my personal health and well-being	4.26
I am hopeful about the future of Colorado Mountain College	4.50
This last year, my employer made good decisions for my coworkers and me	4.42

**Appendix B**  
**Summary of Responses: External Survey**

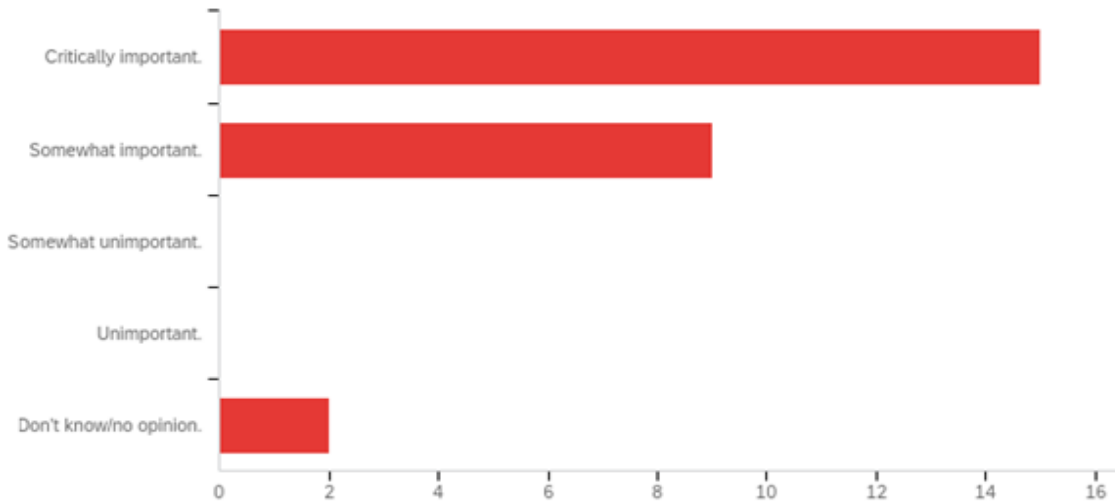
**In your opinion, does Colorado Mountain College meet the education/workforce needs of your community?**



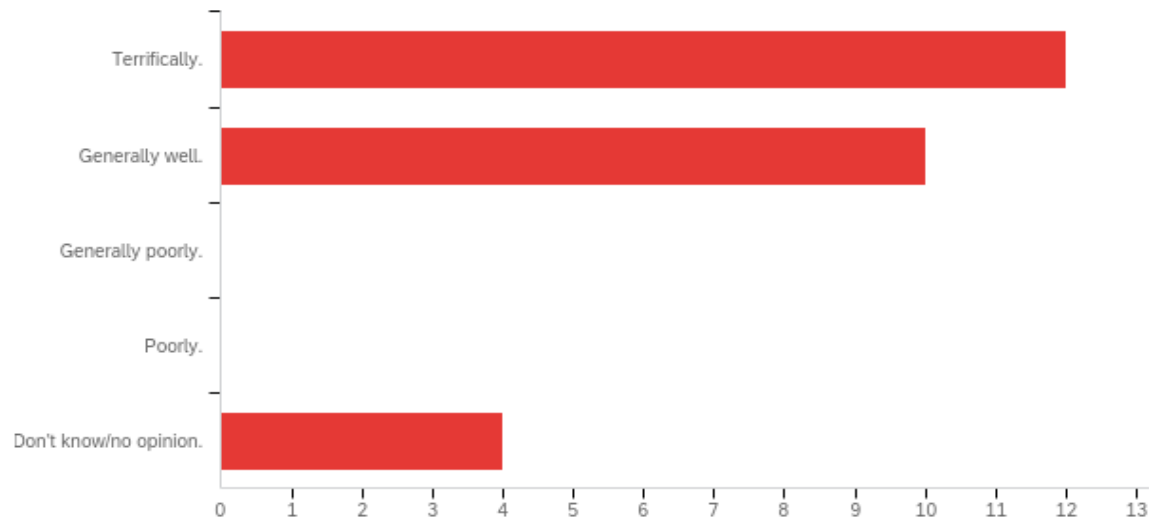
**In your opinion, does Colorado Mountain College meet the civic/social needs of your community?**



**In your opinion, how important is Colorado Mountain College to the economic well-being of your community?**



**In your opinion, how well did Colorado Mountain College respond to the needs of your community during the pandemic?**



**In your opinion, how important is Colorado Mountain College to your community's economic recovery post-pandemic?**

