SYSTEMS APPRAISAL RESPONSE LETTER

in response to the Systems Appraisal Feedback of

COLORADO MOUNTAIN COLLEGE

November 15, 2013
Colorado Mountain College thanks Dr. Eric Martin for the opportunity to address the Higher Learning Commission’s concerns in this response. In general, CMC takes all of the HLC concerns and opportunities very seriously. At the November 2013 Strategy Forum, we created drafts of not only one, but three new AQIP Action Projects to address the majority of the re-occurring issues. We will detail specific plans, benchmarks and measures for the processes being addressed in these Action Projects. CMC is retiring two Action Projects to collaboratively work to develop these new draft Projects:

1. **Three-year—“Succession Planning/Staff Development/Hiring” AQIP Action Project to address the “opportunity” in the HLC Systems Appraisal.**
2. **One-year—“Embedding the Strategic Plan throughout CMC” AQIP Action Project to create college-wide buy-in, understanding and better intentional use of data.**
3. **One-year—“Improving Key College Processes” AQIP Action Project to address the needed process improvements highlighted in the HLC Systems Appraisal:**
   a. **Institutional Effectiveness & Research.** Make better and more strategic use of data. Make sure the Mission, Vision and Values of the college are thoroughly embedded into the organization’s budgeting and other operations and communications.
   b. **Student Affairs.** Registration, Financial Aid, Federal Compliance and Other Student Affairs Processes in better support of students.
   c. **Academic Affairs.** Credentialing and any other (TBA) topics up for HLC examination.

Below, CMC will briefly address the accreditation and “OO” concerns (in red), followed by a few pieces of evidence.

**1. A The institution’s Mission is broadly understood within the institution and guides its operations.** The CMC Mission statement is reviewed annually with stakeholder input at various retreats and meetings, and the Board of Trustees begins each meeting with a review of the CMC Mission/Vision/Value statement, but there is no evidence to indicate that the Mission guides the operations of the College.

The Vision, Mission and Values of the College directly guide the operations of the College as evidenced in detailed action items of the Strategic Plan and the budget, which has $1.8 million earmarked for these activities. The image below shows this process with documents College personnel see regularly. In the image, Mission drives the need to support the “Transformational
Enrollment” Focus Area, of which Retention is a college-wide Initiative. The Retention Initiative is then broken out into Action Items in the Strategic Plan, for which money is allocated: $1 million last year and $1.8 million this year.

For each of the five Focus Areas (Students, Employees, Communities/Business Partnerships, Enrollment and Programs), key performance indicators (KPIs) are directly tied to items on the College’s Balanced Score Card (BSC). Indicators of success (e.g., successful course completion) are measured and compared longitudinally, so as to continuously “move the needle.” Continuous quality improvement starts with the Mission at CMC and continues all the way through to the successful completion of the initiative.

The College’s Strategic Plan is tied closely with the budgeting process for current programs, proposals for new programs, new faculty and staff, instructional equipment and technology. All are required to be presented with an explanation of how this current or new program, personnel or equipment will advance the Mission of the College. All forms, applications and presentations uphold this standard. **Copies of forms/applications are available upon request.**
Further, the portfolio is unclear as to how the Mission is used to guide the planning process or if the institution’s Mission is broadly communicated and/or understood. Beyond information-sharing and proposals for new and continued lines of action as described above, the annual and mid-term reviews for all employees—both faculty and staff—require evidence of the individual’s upholding of the College Mission, Vision and Strategic Plan. The mandatory orientation for new full-time and adjunct faculty includes discussion of the College’s strategic goals, which in turn leads to discussion of the College Mission, as all documents that outline strategic goals are headed with the CMC Mission. The Mission guides the strategic planning process. The Mission is broadly communicated through many means: all employee business cards, Foundation reports, Presidential updates and the informative emails sent from the President’s office.

Our current bachelor’s degrees, as well as the newly proposed bachelor’s degrees, were created in direct response to our communities’ request for educational programming that will assist them to “create better futures.” The research and development teams for these new and proposed degrees began with rich conversations about the CMC Mission and included studies of how these degrees will positively impact CMC’s students and communities. The program handbook for the proposed Bachelor of Arts in Interdisciplinary Studies, Elementary Education emphasis, states:

> The Mission, Vision and Goals for the Colorado Mountain College Teacher Education Program stem directly from the CMC Mission “to create better futures” and the CMC Vision to be “first choice.” In light of ever more rapid change in our global civilization and the consequent need for ever more excellent teachers for our children, CMC aims to be recognized as a regional center for preparing truly exceptional educators.

It appears the strategic planning process was developed and led by the previous President and is currently outsourced to a consulting firm (MIG) that is employed to facilitate the development of a seven year strategic plan. CMC acknowledges that there is a need to become more focused rather than “trying to do everything.” With the pending arrival of CMC’s new President and a new Strategic Plan very close to implementation, a more focused, purposeful and driven approach should be achievable. With these policies and procedures in place, we will strive to continuously improve at CMC through the use of data and feedback. The College’s current reactionary solutions to situations that arise will transform to a planned and systematic course to problem-solving.

1. **B. The Mission is articulated publicly.** The 2008 Mission statement was revised slightly in spring 2012, and CMC is currently in the process of reviewing the Mission using outside facilitators who meet with stakeholders to examine the Mission, vision, core values. The strategic plan overview, including Mission, was shared college-wide via email and at meetings, and is posted on the web portal. However, it is not readily evident how the College articulates the Mission to the general public.

CMC’s Mission, Vision and Values are posted on the public, outward-facing website for all to see. These reside two clicks from the home page. Both the College catalogue and faculty manual discuss CMC’s Mission and Vision as the first item after the table of contents. Posters
with Mission and Vision are publicly displayed on our campuses. The annual report of the CMC Foundation uses “Creating Better Futures” as the document title, with “First Choice Review” as a subtitle. All articles in this publication describe particular examples of College actions to “create better futures” and illustrate “first choice” results. These reports are mailed to donors, faculty and staff and are available at all College locations.

or if the Mission documents explain the extent of the various aspects of its Mission,
As shown in the diagram above, the Mission document explains the five Strategic Focus Areas of the College in addition to the 18 initiatives.

or if they identify the nature and scope of programs and series provided.
Again, the Mission document shows five Strategic Focus Areas with Transformational Experiences and Transformational Growth. The scope of these focus areas are explained in the 18 initiatives, which are further expanded in the 109 Action Items in the strategic plan. Part of the confusion may arise from CMCs integration of the Mission within the Strategic Plan in a seamless, color-coded process [see image above].

2. B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. While it is clear that CMC has a comprehensive student recruitment and marketing program in place, and a number of communication vehicles, such as a website, student portal, print publications, and social media are referenced, it is not clear from the portfolio how or what information is presented.
All programs offered at CMC are listed on the public-facing webpage as well as the requirements of each. A faculty and staff directory, catalogue, student and faculty manuals, partnerships and accreditation/articulation relationships, costs of college and scholarship/financial aid options and even employment opportunities at the College are presented. In addition to the website, many of these items are included in print publications, such as pamphlets, newspaper ads and bulletins that are created each semester for each location. We appreciate this clear reminder that the committee reviewing our Systems Portfolio has access to the portfolio only and cannot review other materials that were referred to. We take this learning to heart, as we realize the crucial nature of clearly documenting all accreditation criteria and AQIP categories.

2. D The institution is committed to freedom of expression and the pursuit of truth in teaching and learning. Effective teaching and learning expectations are communicated through the Adjunct Professional Representative program, and the CMC Student Handbook contains policies related to academic honesty and integrity/misconduct. Each syllabus also includes this information. However, although CMC makes a strong effort to support teaching through an extensive professional development program that includes full-time and adjunct faculty, statements addressing academic freedom are not presented.
CMC embraces the 1940 Statement of Principles on Academic Freedom adopted by the American Association of University Professors and the Association of American Colleges and Universities. CMC will expand communication on Academic Freedom; Academic Affairs is
working closely with Faculty Senate in this regard. Please see the evidence for the complete statement.

Further, it is not clear from the portfolio how CMC indicates its commitment to freedom of expression.

CMC’s core Values are Truth, Trust, Respect and Responsiveness ("T2R2"). “Truth” is the first listed College Value; it provides the foundation for all of our other Values, our curriculum and our manner and mode of interaction as students, faculty and staff within the College and with the public. CMC’s Student Handbook states:

As an academic community, Colorado Mountain College exists for the pursuit of learning and truth, for the development of students as scholars and citizens, and, ultimately, for the well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. The College’s responsibility for creating and maintaining an atmosphere conducive to these freedoms is shared by students, faculty, administrative personnel and the Board of Trustees.

Colorado Mountain College recognizes faculty, staff and student ownership of copyright in works of authorship created by faculty, staff and students for such as textbooks, other works of nonfiction and novels, articles or other creative works, such as poems, musical compositions, visual works of art and e-learning materials, regardless of whether such works are disseminated in print or online formats. CMC encourages all forms of expressions and sponsors a college-wide publication, Rocky Mountain Reflections, each semester, which is a compilation of student, faculty and staff writings, musings, poetry, art and photographs.

2. E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly. Information about policies related to academic honesty and integrity/misconduct are included in the Student Handbook and in syllabus templates. Faculty and administration are responsible for enforcement. Further, CMC offers workshops and webinars on such topics as copyright, plagiarism, and Turnitin to educate faculty, students, and staff about acquiring, discovering, and applying knowledge responsibly. However, participation data is not included making it difficult to determine if the institution “ensures” responsible action.

CMC ensures responsible action with continuous offerings of the above mentioned trainings and workshops. Faculty and staff have mandatory, annual trainings on the appropriate use of technology, which are tracked in our WebAdvisor software and reported to supervisors. Noncompliance is discussed and noted as part of annual reviews; with regards to adjunct faculty, the Office of Innovations sends reminders to supervisors a minimum of twice per semester with a roster of adjuncts yet to complete the A-Train and/or EDU-222; students are also subject to these technology trainings, but more so, it is the responsibility of their instructor to ensure that this knowledge is relayed to each and every student. CMC’s course syllabus templates contain the following wording:

A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All
student course material may be submitted to Turnitin (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook.

Please refer to evidence 2.E for participation data through October 2013.

5. B. The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its Mission. Various committees are used to make recommendations to the College Leadership Team who in turn makes recommendations to the Board of Trustees. CMC is currently in a transition with many of its leadership team, and the portfolio is unclear as to how (or if) recommendations are gathered and advanced in the absence of these leaders.

The Board of Trustees moved very quickly to hire an Interim President with the sudden departure of the previous President. CMC’s governance processes and administrative structures promote effective leadership and support collaborative processes to enable the College to fulfill its Mission uninterruptedly through transitions in leadership. The College Leadership Team (CLT) continues to serve its leadership function as described in its Charter. CLT comprises 19 senior leaders throughout the College who continue to bring forth recommendations and issues from each of the Colleges’ committees. Standing agenda items on accreditation and strategic planning ensures the College remains active in continuing the Colleges’ Mission and plans. The strength and resilience of collaborative processes transcend the identities of individuals who fill these roles. Faculty, students, staff and community members continue to forward their recommendations to CLT or through other appropriate channels to the President and the Board of Trustees. This is evidenced most recently with the unanimous approval by the Colorado Commission on Higher Education for all three of the proposed bachelor degrees with several of the commissioners making very positive comments about the quality of the proposals and about CMC’s willingness to add these new educational opportunities to serve its Mission.

In 2010, significant efforts were put forth to improve leading and communicating, however, with the transition of the President, the Board of Trustees, the Interim President, and a consulting firm have an increased presence. However, it is still unclear how CMC will be effectively governed and administered in the future.

While CMC is currently in a phase of transition, with our new President starting on December 2, 2013, we view this phase as renewal, not decline. We anticipate that our current transitions, along with our greater engagement in AQIP processes, will poise us for increased integration of college-wide processes, sharpened focus on our Mission and goals, more calibrated and effective use of data as well as a more expansive college-wide involvement in continuous improvement. The development of bachelor’s degrees and change requests; our re-dedication and clarification of our Mission, Vision, Values, and Goals; our enthusiasm for our new President; and the clarity of need identified in our Systems Appraisal, all serve as catalysts for increasing levels of maturity related to AQIP Categories. We are currently developing and implementing succession plans throughout the College, at all levels. Roles and responsibilities will be more clearly defined, which in turn will allow ease of transitioning with succession plans in place. This foresight further supports the Institution’s ability to fulfill its state Mission.
5.C. The institution engages in systematic and integrated planning.

It appears the strategic planning process was developed and led by the previous President, and is currently outsourced to a consulting firm (MIG). CMC uses a balanced score card as a strategic management tool to provide an opportunity for all stakeholders to review progress on the goals and objectives identified in the strategic plan. The College recognizes the need for better understanding and use of data collected which could result in improved decision making.

CMC recognizes this need, and one of the new AQIP Action Projects being developed from the November 2013 Strategy Forum is addressing this concern. CMC learned from its AQIP colleagues that we should more intentionally identify needed data to support Key Performance Indicators and action items in the Strategic Plan.

Also for the College to make better use of its data, it must first start with the quality of the data that is collected to begin with. At CMC, we are in the habit of collecting a multitude of data. The first step needs to be the “cleansing” of what data is collected. Like the Appraisal notes, we need to become more focused and not try to do everything. We need to take a step back and decide what data is imperative to collect, which will help advance the College, and what instruments/tools are not completely necessary. By only collecting data that yields actionable feedback, CMC can lighten its data overload and begin to narrow our focus on what can “move the needle.” We plan to map specific data measures to both. We also plan to change the timing of data measurements (e.g., when CMC conducts CCSSE, SENSE, CCLA etc.) so as to provide more meaningful and useful results. We need to concentrate on areas most pertinent for the success of our students, in support of the missing KPIs and Strategic Plan.

5.D. The institution works systematically to improve its performance.

CMC has acquired large amounts of data to use to systematically improve its performance. However, it is unclear if there is a comprehensive strategy to use this data for continuous improvement purposes.

As stated above, the College is designing a new AQIP Action Project to address the use and communication of data. Learning from our Appraisal, we recognize the need for a comprehensive strategy to clearly identify the data that we need to track our progress toward our goals, collect these data and then use them to guide our continuous improvement process. Over the past several years, we have increased our focus on our goals and are learning to guide our systematic improvements through continuous cycles of study, action and reflection. Our AQIP team on Communications, however, mirrors the Systems Appraisal in documenting the need for greater clarity and engagement in these processes among the College community as a whole.

CMC intends to align its new seven year strategic plan with budget, facilities, information technology and AQIP plans. It is reported that benchmark data and information is presented at meetings and on the website, including the use of the Balanced Scorecard; however, minimal data is presented in the portfolio.

CMC will make the Systems Portfolio a living document; we learned from this Appraisal that we need to develop a system to drive continual and systematic updates to our Portfolio. To acculturate this constant updating as a normal and routine process with any assessment or
improvement of processes-make our Portfolio a true “living document”- the Portfolio will live online. Likely to be housed on the College’s SharePoint website, individual drafts will be saved automatically, thus preserving older versions of the Portfolio. This will allow the College to look back, drill down and consider documented changes in status, current state of affairs, as well as areas in need of immediate action. Additionally, by continuously working on this document, individuals across the college will become familiar with our processes, thus allowing for easier identification of opportunities for improvement.

**Furthermore, there does not seem to be a systematic plan for what data will be collected or for following up on areas needing improvement.**

We agree that the more conscious selection of data to collect provides needed impetus to our continuous improvement processes, and that the regular monitoring of these data will guide improved performance. We recognize the need to more clearly articulate these processes in future revisions to our Portfolio as well as the need to bring forward recommendations from the Communications AQIP team for developing strong, clear lines of communication to ensure successful implementation of initiatives. To this end, CMC is working on a draft of a new AQIP Acton Project begun at the November 2013 Strategy Forum. However, there are some areas where data has been systematically collected for many years, primarily for reporting purposes; some examples include data survey of CTE completers and their employment/continued education/military status; census and IPEDS data collected every semester as well as graduation surveys. The IR/IE Department at CMC provides collection/reporting cycles on the website for current and previous academic/fiscal years.

The portfolio states that the institution, “tends to be more reactive and less systematic with respect to its use of data for planning and continuous improvement”, and that it is hopeful the consulting firm (MIG) will assist in correcting this process. The portfolio is not always clear about how these data are used, and it does not always appear that the measures selected support systematic improvement in performance.

Having in place a systematic approach to data collection AND reporting is a necessity that we recognize as an immediate need. With such a system in place, CMC would move out of the “more reactive” category and into the “more systematic” category. In turn, we would then be able to address immediate concerns and act to enhance the CMC experience.

**1P16, OO. While CMC sponsors co-curricular learning activities that include film festivals, international travel, archeological digs, health fairs, and ski team competitions, it is not clear how co-curricular development goals align with established learning outcomes. Identification of co-curricular goals could provide the basis for alignment with established learning outcomes.**

CMC’s Signature Learning Outcomes provide the framework for co-curricular goals and the activities that address these goals. While our Systems Portfolio referenced the Common Reader program as an example of such alignment, we can further explain that the learning activities around the Common Reader engage both our campuses and our communities and foster alignment of curricular and co-curricular learning experiences. For example, faculty for all levels of English, humanities, social sciences, math and science courses may assign the Common
Reader along with learning activities to link course content with CMC’s Signature Learning Outcome of Personal and Social Responsibility that is highlighted in the Common Reader.

The College needs to and will work to integrate other co-curricular activities as well as we do for the Common Reader. For example, the International Programs Committee is redesigning its rubric for what is expected in a first-class international travel experience. The learning experience will be realigned with the Signature Learning Outcomes. Further integration will take place through periodic meetings of the Student Affairs Leadership Team (SALT) and the Instructional Leadership Team (ILT), which are charged with implementing and aligning learning experiences and outcomes. For the past seven years, Academic Affairs has held their Spring In-Service as a joint conference with Student Affairs with activities specifically designed to strengthen collaboration; the 2010 In-Service targeted assessment and SLOs. To improve student engagement and move specific needles in the SENSE report, Academic and Student Affairs created a joint “We Care” campaign in Fall 2012.

2R2, OO. Although the portfolio summarizes data regarding partnerships and donors and there is some informal analysis, very little specific data is shared. The College needs to develop and use measures for its projects that will provide information needed for making improvements. As more data are collected, the College will also have the opportunity to consider results longitudinally. The new AQIP Action Project will address these concerns; we agree that more focused articulation of strategies and partnerships to accomplish Other Distinctive Objectives of the College, when aligned with greater integration of improvement plans with action, data collection, analysis and planning for next steps, will enable us to gain greater value from the data that we do collect. While we currently undertake longitudinal analysis of the data collected, this increase in focus will allow us to make ever more effective use of these data. We do have data readily available regarding partnerships and donors, please see the summary of evidence.

4P5, OO. While CMC uses its budget development process to plan for changes in personnel, it does not have a plan to determine where and when staff should be employed nor is a succession plan in operation. Such a plan could enable the College to function more effectively despite expected and unexpected changes when vacancies occur, especially at the higher management levels. At the November 2013 Strategy Forum, CMC’s team focused on the need for a succession plan as part of our process for selecting and committing to the lines of action that will strengthen our systems overall. The team created a rough draft of another new AQIP Action Project. While we anticipate that this plan will focus on the need for a strong, clear succession plan for senior leadership, it will also consider the need for succession planning and “growing our own” leadership at all levels of the organization.

5P10, OO. It is unclear if a succession plan had been developed and/or implemented. The College is aware of its need for the development of such a plan which could ensure a more
**thoughtful and purposeful transition.**
As mentioned above, CMC is developing a succession plan throughout the College. With this plan in place, we can ensure a more thoughtful and seamless transition for positions ranging from Administrative Assistants to Faculty to Facilities to Vice Presidents. CMC is sending four employees to a Strategic Succession Planning Summit sponsored by TM Alliance November 18 and 19, 2013.

**8R1, OO.** Although CMC utilizes the Balanced Scorecard and lists several instruments that are collected and analyzed regularly, it is unclear how or which items within these instruments provide results related to the planning processes. Development of specific measures could provide results that are individualized to the planning processes.

One of the new AQIP Action Projects will entail mapping of specific measures to each of the 109 Action Items in the Strategic Plan. When CMC clearly connects specific measures with Action Items the college works together more effectively. For example, our current focus on student retention and completion provides an example of using data to guide further improvement. CMC uses the CCSSE and SENSE alternatively to track student engagement. Both the SENSE 2009 and SENSE 2012 indicated that “Early Connections” and “Clear Academic Plan and Pathway” are areas of relative strength for CMC. This information was presented at our college-wide faculty in-service in Fall 2012 with the request that discipline groups identify specific lines of action to build on these strengths in their courses. CCSSE surveys in 2005, 2007 and 2010 indicate strong progression on all measures with particular strength in “Active and Collaborative Learning” and “Student-Faculty Interaction.” These data are shared with faculty and student services personnel with support for continued improvement in all areas. As CMC has been recognized by CNN Money for its results in student retention, we see this example as a useful illustration of using data to guide continuous improvement.

**8R5, OO.** CMC did not respond to this question.

Our apologies, this was an oversight. We failed to include the following response: Historically, we have achieved a great many positive results through our continuous improvement efforts. However, greater focus would increase our capacity to instill improvements across our diverse service area more consistently. We tend to generate an enormous amount of ideas and then struggle to maintain momentum to successfully close the feedback loop.

We are redoubling our commitment to the AQIP culture of continuous improvement and from the work done at the Strategy Forum, we are creating Action Projects to address concerns and opportunities in the Systems Appraisal. Although CMC received 89 “O” marks, the College is already addressing the majority of the issues identified and implementing many of the reviewers’ suggestions. We have provided an addendum to the response with documentation and evidence of our statements herein. It should be noted while there are numerous opportunities for improvement, CMC has numerous strengths noted in the Appraisal, including new course and program design, professional development and the BSC. We intend to preserve these strengths and model other processes after these that are effective. We appreciate this opportunity to respond to our Systems Appraisal.
Colorado Mountain College
Policy Manual

Colorado Mountain College embraces the 1940 Statement of Principles on Academic Freedom and Tenure.
The purpose of this statement is to promote public understanding and support of academic freedom and agreement of procedures at Colorado Mountain College. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher of the institution as a whole. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.

Academic Freedom

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

2.E—CMC piloted Turnitin in Fall 2012; the vendor provided several webinars for our instructor’s college-wide that semester; it proved to be a successful tool and was subsequently adopted by the college and integrated within Canvas LMS. Instructors create assignments in their Canvas course and set the properties of that assignment so that when the student submits the paper, the paper is checked by Turnitin.com. The student and instructor can then view the Originality Report, which reflects if any parts of the paper match other sources online or in the Turnitin database. Students are aware of this feature; if Turnitin is enabled on an assignment, they see the following statement before they can submit their paper: Your work is being submitted to the Turnitin plagiarism checking service/database. Please contact your instructor with any questions or visit Turnitin.com for more information. Students must then check a box to agree with the following: This assignment submission is my own, original work. Since CMC began using Turnitin in August of 2012, the latest report (as of Nov. 1, 2013) shows that there have been 16,315 papers submitted to Turnitin (16,315 Originality Reports created).
### 2013 Institutional Assessment & Reporting Cycle

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<td>Applicant File-Spring; IDEA Report Available; NSC: Mid-Term Report; Printer</td>
</tr>
<tr>
<td></td>
<td>Deliver Fall Bulletins to CMC &amp; P.O.s; “Register Now” Press Releases; Student</td>
</tr>
<tr>
<td></td>
<td>Progress Survey Report Available; 1023 File; CCSSE data available</td>
</tr>
<tr>
<td>August 2013</td>
<td>Budget Audit Field Work Complete; 2011-2012 Graduate Survey Report; NSC:</td>
</tr>
<tr>
<td></td>
<td>End-of-Term Report; Applicant Survey; Degrees Granted File (Full Year);</td>
</tr>
<tr>
<td></td>
<td>Employee Survey 2012 administered</td>
</tr>
<tr>
<td>September 2013</td>
<td>IPEDS Fall Collection Begins; Annual Headcount Report; SURDS Financial Aid</td>
</tr>
<tr>
<td></td>
<td>File; Tuition &amp; Fee Survey; Cohorts submitted for NSC &amp; Transfer Data Available;</td>
</tr>
<tr>
<td></td>
<td>AQIP Systems; Portfolio, Web Page &amp; Annual AQIP Project Updates; State</td>
</tr>
<tr>
<td></td>
<td>Budget Data Book Due; Administer Collegiate Learning Assessment (CLA &amp; CCLA)</td>
</tr>
</tbody>
</table>
to freshman for spring 2013

**October 2013**
- SURDS Summer Student Enrollment;
- SURDS Undergraduate Applicant File;
- Remedial Course File;
- 1023 File-Summer;
- IPEDS Fall Collection Ends-Institutional Characteristics;
- College Board Update;
- Online Bulletins Available;
- Environmental Scan Report;
- Staff Mid-Year Check-In Evaluations;
- BSC updated;
- FTE Estimates & Projections;
- CCSSE reports available;

**November 2013**
- SURDS Degree Granted File (summer for IPEDS GRS);
- Printer Delivers Spring Bulletins to CMC & P.O.s;
- “Register Now” Press Releases;
- IDEA administration

**December 2013**
- IPEDS Winter Collection Begins;
- HR Report;
- Financial Aid;
- Online Catalog Changes Due;
- Annual Fact Book;
- “Faculty of the Year” Press Releases;
- 2013-15 Strategic Plan;
- AQIP; Team Reports;
- VE-135 Survey open to 12/13 CTE

**Other Reports & Notes:**

- ~Monthly FTE Reports
- 1st 4 Weeks of Each Semester Registration Build Reports for First Few Weeks of Semester
- Each Semester IDEA, student satisfaction with CMC items added starting with spring 2009
- Semester End Balanced Score Card (BSC) surveys & updates
- Annually Employee Survey
- Annually SENSE
- Annually CCSSE
- Annually CLA/CCLA, next administration during 2012-13
- Bi-Anually Printed Catalog
- Quarterly Board Financial Report
- Annually Reports at Foundation & Trustees Joint Meeting e.g. Funds Raised
- As Needed Student Demographics; Student Tracking e.g. Persistence, HS; Transition Dev. Ed. to credit; Degree/Certificates; Class Cancellation Rates; Space Utilization, Faculty Workload, etc.; Surveys of high school students
- As Available Job Placement; Employer Satisfaction; Licensure; Program Reviews
5.D—

FY_____ Technology Equipment Request Form – DUE: ______

Please email completed form to Margaret Flesner at mflesner@coloradomtn.edu

TECHNOLOGY REQUESTS OVER $1,000 ONLY

☐ This request is part of the regular budget cycle  ☐ This request is a mid-year or off-cycle request

NOTE:
1. All requests should be placed in rank order by campus; list your most important item first.
2. Please complete detailed justification below each item requested using broad categories provided.
3. Please provide as much information as you can for each of the categories (as appropriate to your request).
4. The IT Dept. welcomes contact in advance for a dialogue about the IT impact of your request.

<table>
<thead>
<tr>
<th>Location:</th>
<th>Requested by:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank</td>
<td>Description of Equipment</td>
<td>Equipment Brand, Vendor, Model Number</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have you contacted your campus IT Tech and/or Facilities for this item? ☐ yes ☐ no  Contact Name: __________

IMPACT ON STUDENTS:
☐ Impact on students’ ability to do class work
☐ Impact on students’ ability to communicate with faculty/staff
☐ Impact on students’ employment in the field

IMPACT ON INSTRUCTION:
☐ Instructional delivery – streamlines delivery of content and/or impacts multiple methods for delivery
☐ Impacts assessment

WHICH STRATEGIC FOCUS AREAS DOES THIS REQUEST SUPPORT?
☐ Students  ☐ Employees  ☐ Communities & Business Partnerships  ☐ Enrollment  ☐ Programs

COLORADO MOUNTAIN COLLEGE
RATS STAFF POSITION FUNDING REQUEST FORM FOR FISCAL YEAR 2014/2015

Department/Campus Requesting Funds: __________________________

Position Requested: (an official CMC position description must be on file and a copy attached to this request. Contact HR if this is a new position that has not been classified.)
☐ New Position  ☐ Redesigned position (requires additional funding)

☐ Full Time  ☐ Part Time - regular  ☐ Seasonal  ☐ Temporary

Funds Requested:
Salary*: ______ Benefits*: Housing Allowance: ______ Total:

Funding Source:
☐ General Fund (10) – (new money)
☐ General Fund – one year only (temporary or seasonal positions only)
☐ Other funding [ ]Auxiliary (12) [ ] Grant (20) [ ] Facilities (50) [ ] Res Life (15)

* Contact HR for Salary and Benefit cost information

Position Justification:
Please attach a written justification for this request including supporting data (enrollment numbers, change in workload, new program data, etc.)

How will this work get done if this position is not funded (answer required)?

How does position align with: ☐ campus or department goals ☐ strategic plan ☐ AQIP priorities

Explain: __________________________

How will progress towards goals be measured? __________________________
To: Dr. Charles Dassance
From: Linda English, Chief Financial Officer
Date: 3/21/2014
Re: 2012/13 Over/Under

The audit is complete for fiscal year 2012/13 and the financial statements have been finalized thus, final numbers for over/under are available. These numbers represent the budgeted expenditures which were not fully spent during the past year. Over/under applies to the associate level operations and does not include the bachelor program budget being covered by the reserve fund.

As you know, there are a couple of areas where the College expected to have significant savings during 12/13. Those are salary and benefits, and strategic planning funds. This was the year that the College set aside $1 million in strategic planning funds and filled a number of vacancies with interim positions. There was also enough budget money in salary savings to fill approximately six new positions which were not filled during 2012/13. The strategic plan fund spent only $320,000, leaving a balance of $680,000 for over/under. These few items alone account for $2.7 million of the total savings.

Following is a summary of expenditure savings:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus savings</td>
<td>$690,500</td>
</tr>
<tr>
<td>Central Service savings</td>
<td>$955,200</td>
</tr>
<tr>
<td>College wide instruction savings</td>
<td>$  34,000</td>
</tr>
<tr>
<td>College wide operations savings</td>
<td>$1,036,900</td>
</tr>
<tr>
<td>FT Salary and Benefit savings</td>
<td>$2,046,700</td>
</tr>
<tr>
<td>VERP coverage</td>
<td>$(755,000)</td>
</tr>
<tr>
<td>Treasurer fees over expenditure</td>
<td>$( 5,400)</td>
</tr>
<tr>
<td>Chaffee County over expenditure</td>
<td>$(187,000)</td>
</tr>
</tbody>
</table>

Total                                   $3,815,900

During fiscal year 2012/13 the College embarked on a number of special projects – Gap Analysis, IT Assessment, and Strategic Planning – which may present areas where human or financial resources are needed in the future. The IT Assessment report and IT strategic plan may advise the College of infrastructure needs in hardware and software which could require large initial investments. Therefore, it would be fiscally responsible to set aside a portion of the over/under money to address these reports. Other areas to consider making further investments would be professional development, instructional equipment, facilities maintenance and a reward incentive for those who underspent their budgets.

Following is the recommendation for allocating the over/under funds:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over/Under Total</td>
<td>$3,815,900</td>
</tr>
<tr>
<td>Less: Rollover items budgeted in 12/13 and in Progress at June 30th</td>
<td>$(360,338)</td>
</tr>
<tr>
<td>Total available</td>
<td>$3,455,562</td>
</tr>
</tbody>
</table>

Strat Plan/IT Assessment/Gap Analysis $(1,836,840)

VERP reserve contribution $ (500,000)
Professional Development $ (250,000)
25% of their savings back to sites $ (192,400)
College wide projects (on-line tutoring, etc.) $ (151,290)
Instructional Equipment $ (225,000)
Facilities maintenance $ (100,000)
Cell Service Spring Valley $ (200,000)

Remaining Balance $ 0

This allocation provides campuses with additional professional development, instructional equipment, facilities maintenance and 25% of their savings to invest in needed items for their campus. College wide projects such as online tutoring, software pilots in assessment, marketing dollars and research will also be provided. Setting aside the strategic plan dollars will allow the new President time to assess the needs across the College before investing in particular areas.

The over/under allocation becomes part of the year end reserve allocations which are approved by the Board. I anticipate having final reserves to present to the Board in December, along with the audited financial statements. In the meantime, if you approve, the over/under recommendations above could be shared with the Board prior to the December meeting.

Please let me know if you have any questions.

Respectfully submitted,

Linda English

2R2— Across the district, CMC has 92 partner/donors who supply materials and support to the college. Their level of participation, along with private donor information, is available in the Foundation’s Annual Report available at: http://www.cmcfoundation.org/index.html.