

AQIP
Systems Portfolio

2008



AIMS COMMUNITY COLLEGE

 **Aims**
Community College

Aims Community College

Academic Quality Improvement Program

Systems Portfolio



October, 2008

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Institutional Overview



Aims Community College is a public, non-profit, community college located in Greeley, Colorado. The college receives revenue from property taxes in a local tax district, tuition and fees, state general fund money, federal grants, and some private gifts.

The mission of Aims Community College is to help students achieve their learning goals and objectives through effective and efficient program options and services, and to develop partnerships that support economic development and global understanding.

Aims Community College embraces three central values.

1. **Learning and Innovation:** Aims is a learning-centered college, meaning that all actions and decisions by administration, faculty, staff, and trustees are based on how they will promote student learning.
2. **Building Relationships:** We believe in building relationships, both with students and with members of our greater community. The strength of these ties enhances the ability of the college to fulfill its mission.
3. **Meeting Community Needs:** As a community college, Aims prioritizes meeting community needs. Aims emphasizes meeting the educational needs of our ever-changing society through academic programs and workplace training.

SCOPE OF EDUCATIONAL OFFERINGS

The college offers over 130 different certificate and degree programs. Liberal Arts Degrees include the Associate of Arts and Associate of Science degrees. The AA and AS degrees are fully transferable to four-year institutions. The college also offers the Associate of General Studies Degree which is not intended for transfer, but may transfer when an established articulation agreement exists with a four-year school. Career and technical education programs generally lead to certificates and Associate of Applied Science degrees. The college also offers customized business and industry training through its Division of Continuing Education.

All credit course offerings are at the first and second year undergraduate level, except developmental education courses. Aims offers courses and programs in Accounting, Art and Design, Automotive Collision Technology, Automotive Service Technology, Aviation, Behavioral and Social Sciences, Building and Construction Site Management, Business Technology, College Prep Math/Reading/English, Communication Media, Computer Information Systems, Computer Science, Criminal Justice, Early Childhood Education, Education, Carpentry, Electrical Wiring, Emergency Medical Services, Engineering and Computer Aided Drafting, English, Fire Science, Graphic Design and Rich Media, Horticulture and Landscape Technologies, Humanities, Marketing and Management, Mathematics, Medical Clinical Assisting, Music, Nursing, Physical Education, Professional Education, Radiologic Technology, Sciences, Speech, Surgical

Technology, Visual & Performing Arts, Welding, and World Languages and Ethnic Studies.

STUDENT BASE

Aims Community College, by its statutory mission, is an open-admissions institution serving students from Larimer and Weld Counties. The college also serves students from throughout Colorado, the United States and the world. The population of Aims’ service area was 524,002 in 2007, and is projected to grow by 8% to 568,412 in 2012. The Hispanic sub-population is projected to grow about 13%, from 93,697 in 2007 to 105,751 in 2012.

The total credit student headcount in Fall 2007 was 4585. In-district students accounted for 75.7% of the Fall 2007 student headcount. Another 20.5% were from Colorado, with the remaining 3.8% from out of state.

		Number	Percentage
Residency	In-District	3470	75.7
	Out-of-District	941	20.5
	Out-of-State	136	3.0
	WUE	38	0.8

The college serves both traditional and non-traditional students, as can be seen in the headcounts by enrollment status and by age. Fall 2007 full-time students made up 37% of the student body, and 59% of the credit hours. Fifty-seven percent of the students were 24 years of age or younger.

	Number	Percentage
Full-Time	1700	37.1
Part-Time	2885	62.9

		Number	Percentage
Age Groups	Under 18	186	4.1
	18 - 19	806	17.6
	20 - 21	889	19.4
	22 - 24	733	16.0
	25 - 29	604	13.2
	30 - 34	385	8.4
	35 - 39	285	6.2
	40 - 49	400	8.7
	50 - 64	279	6.1
	65 and over	18	0.4

Data from the Fall 2007 Student Satisfaction Survey gives another indication of Aims’ service to non-traditional students. Fully 75% of the respondents work. Of those working students, 27% are employed 30 or more hours per week and 22.3% indicated that they work more than 40 hours per week.

According to the college’s Fall 2007 enrollment data, women comprise 57% of the student body. Hispanic students constitute 20% of the total enrollment. This percentage

aligns with the ethnic composition of the college’s service area (Larimer and Weld counties), where Hispanics are 18% of the 2007 population.

		Number	Percentage
Gender	Female	2575	56.2
	Male	1982	43.2
	NA	28	0.6
Ethnicity	Nat. Am.	84	1.8
	Asian	63	1.4
	Black	50	1.1
	Hispanic	925	20.2
	White	3173	69.2
	NA	290	6.3

Aims provides state, federal, institutional, and other financial aid to 40% of its students. At the same time, the college’s in-district and in-state tuition rates are the second-lowest in the state of Colorado.

		Number	Percentage
Financial Aid	No Financial Aid	2765	60.3
	Any Financial Aid	1820	39.7

The college operates three campuses in Greeley, Fort Lupton, and Loveland, a downtown center in Greeley, and outreach locations in high schools and other locations throughout its service area. Aims has acquired land for two new locations, including a campus near Berthoud, in southwestern Weld County and a site near Windsor, Colorado. The new campus location anticipates planned residential and commercial development along the I-25 highway. Program offerings are still in the planning stages, but may include training in biotechnology and ecology-related vocations. Fall 2007 headcounts for the physical campuses and the Online campus are summarized in the table below.

Fall 2007 final headcount		Number	Percentage
Campus	Greeley	3750	81.8
	Ft. Lupton	243	5.3
	Loveland	556	12.1
	Online	835	18.2
	Multiple	835	18.2

Approximately 30% of students at Aims require academic remediation in one academic area, 32% require remediation in two areas and 39% require remediation in three areas. Aims offers developmental education to serve the needs of these students. In addition, Aims has developed a course to address the first-year experience (AAA 101, College 101: Student Experience) to better serve students’ transition to college.

COLLABORATIONS

Aims enjoys strong partnerships with numerous public and private entities. The college has established relationships with the Boettcher Foundation, El Pomar Foundation, the Daniels Fund, Colorado First, Colorado Trust, the Piton Foundation, and the Caring for Colorado Foundation, among others. Employees and trustees of the college participate in Rotary, Kiwanis and other service organizations. Each career and technical education program maintains an advisory committee that includes local business and industry partners.

The college works closely with the two regional universities, the University of Northern Colorado (Greeley) and Colorado State University (Fort Collins). A new initiative for the academic year 2008-2009 is the Seamless Transfer Education Program (STEP), a cooperative venture with the University of Northern Colorado designed to serve the needs of first-year students.

FACULTY AND STAFF BASE

In the fall of 2007, Aims employed 91 full-time instructional faculty members and 191 other full-time staff members, including 23 administrators. There were 182 part-time instructors and 147 part-time staff members, including 20 professional and 127 non-professional employees.

Aims generally expects full-time faculty members in liberal arts areas to hold a masters', terminal, professional, or doctoral degree. In Career and Technical Education areas, work experience is a priority credential. In Fall 2007, approximately 69% of the full-time faculty and 43% of the part-time faculty held a graduate degree.

While Aims does not have a formal union, there is a college faculty association, the Aims College Education Association (ACEA). The Board of Trustees recognizes and negotiates with this association on select matters regarding particular work benefits. This is done through a process whereby the board is represented by appointed college representatives from the administration. This process is referred to as Consultation.

DISTINCTIVE FACILITIES AND REGULATORY ENVIRONMENT

Aims Community College operates three campuses and a downtown Greeley center. The three campuses are located in Greeley, Loveland, and Fort Lupton. The largest campus is a 185-acre site in west Greeley with 13 academic buildings, three main internal roadways, parking lots convenient to classroom locations, and well-maintained lawns, trees, and shrubs. The downtown center is housed in the two-story Kress Building on 8th Avenue.

The Loveland campus is approximately 20 miles west of the Greeley location. In Loveland, Aims occupies three joined buildings on 4th Street. Students face some difficulties with urban parking there, but they appreciate the convenience of a local campus in their community.

The Fort Lupton campus serves the south part of Weld County and is located approximately 32 miles from the Greeley location. The Fort Lupton campus is a multi-acre site approximately two miles east of the town center, with one large classroom building and convenient parking. The Construction and Automotive Technology (CAT)

programs occupy a newly remodeled building downtown. The CAT building includes state-of-the-art computer diagnostic equipment and computer-aided instruction stations.

The college will be extending its geographical outreach in two areas in the near future. The Iron Mountain Center, which is located a few miles west of the Greeley campus between two major travel routes, I-25 and State Highway 85, is scheduled to open in January, 2010 and will house programs in automotive technologies and renewable energies. Commercial car dealerships and repair facilities are in the immediate area and this proximity should allow for the further development of synergies between the college and regional business and industry. Also, the college has begun the site development planning (as an AQIP Action Project) for its new campus located on 40 acres in the southwestern part of its service area, in Berthoud. This campus will be located in close proximity to Interstate 25, and is 25 miles from the Greeley location. This campus will be developed to serve the educational needs of people living along the northern front range of Colorado. This campus will be developed using the LEED standard for sustainability.

The college offers instruction in private and commercial aviation, including both fixed and flexible wing operations. These programs are housed on campus in a building completed in 2007, as well as at a facility at the local airport. These are relatively specialized programs for any community college. A Beechcraft 1500 flight simulator and a new classroom building equipped with cockpit computer simulators distinguish the aviation program from traditional classroom aviation programs. In addition, the aviation department recently has implemented a program in Air Traffic Control.

On the Greeley campus, the Allied Health and Science building was completed in 2007. This building houses state-of-the-art labs for nursing, nurse aide, emergency medical services, radiology, and surgical technology programs. Advanced patient simulators (adult and infant) provide realistic training scenarios. The new building also contains classrooms and laboratories for natural and life sciences.

Aims Community College is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The college participates in the AQIP program, consistent with its institutional commitment to continuous improvement and to becoming a learning-centered college.

In addition to NCA accreditation, several programs have acquired either voluntary or required accreditation to offer particular degrees or certifications. These include the International Fire Service Accreditation Congress (IFSAC) for the Fire Science Program, and the Commission on Accreditation for Allied Health Education Programs (CAAHEP) for Surgical Technology and Emergency Medical Service-Paramedic. The Associate Degree Nursing Program is in the process of seeking required national accreditation.

Although Aims is independent of the Colorado Community College System (CCCS), its Career and Technical Education programs are authorized and approved by the State Board for Community Colleges and Occupational Education (CCCOES), the same board that oversees CCCS.

COMPETING INSTITUTIONS AND ORGANIZATIONS

Aims Community College serves Larimer and Weld counties. Its service area for Career and Technical Education programs is the same, and is shared with Front Range

Community College/Larimer County Area Vocational/Technical School for vocational programs. Front Range Community College, because of geographic location and overlapping service area, competes with Aims. The institutions have similar roles and missions. For-profit institutions such as the University of Phoenix have some market penetration in the area as well. In addition, there is a for-profit college, International Business and Medical Careers (IBMC) which has established a campus in the Greeley area. The University of Northern Colorado (UNC) and Colorado State University (CSU) in Fort Collins provide some competition for first- and second-year students, but generally attract students from a broader geographical area than Aims.

KEY OPPORTUNITIES AND VULNERABILITIES

Aims has developed strong partnerships with business and industry in northern Colorado through Continuing Education and Workforce Development. Multiple grant collaborations have been formed in order to support the community.

In addition, the college is expanding its partnerships with school districts in its service area. A Career Academy concept has been developed and is in the process of further expansion. Significant interest in this program has been shown. This is particularly true in light of CDHE initiatives in P-20 program collaborations and connections.

In addition, continuing and expanding partnerships with the University of Northern Colorado offer a good avenue for growth. Some underprepared students aspire to a four-year education at UNC, and many of these students require developmental education in reading, writing, and mathematics, which UNC is barred by role and mission from offering. Consequently, Aims partners with UNC to provide developmental courses for those students, some of which are available on the UNC campus. The advising offices at both institutions maintain continuous contact. As a result of the college's strong relationship with UNC, numerous students enroll in courses at both institutions each term, generating additional enrollment and revenue for each institution.

The Berthoud campus, currently being planned through an AQIP Action Project, will be strategically located to serve students in southwestern Weld County. This area is likely to see significant residential, commercial, and industrial growth in coming years, and recent studies of stakeholder needs (see Category 3) have suggested that a campus at this location will be poised to become a primary educational provider for area residents. Regional economic trends will govern decisions regarding the planning of the Berthoud campus, and program choices will be made to coincide with business and industry development.

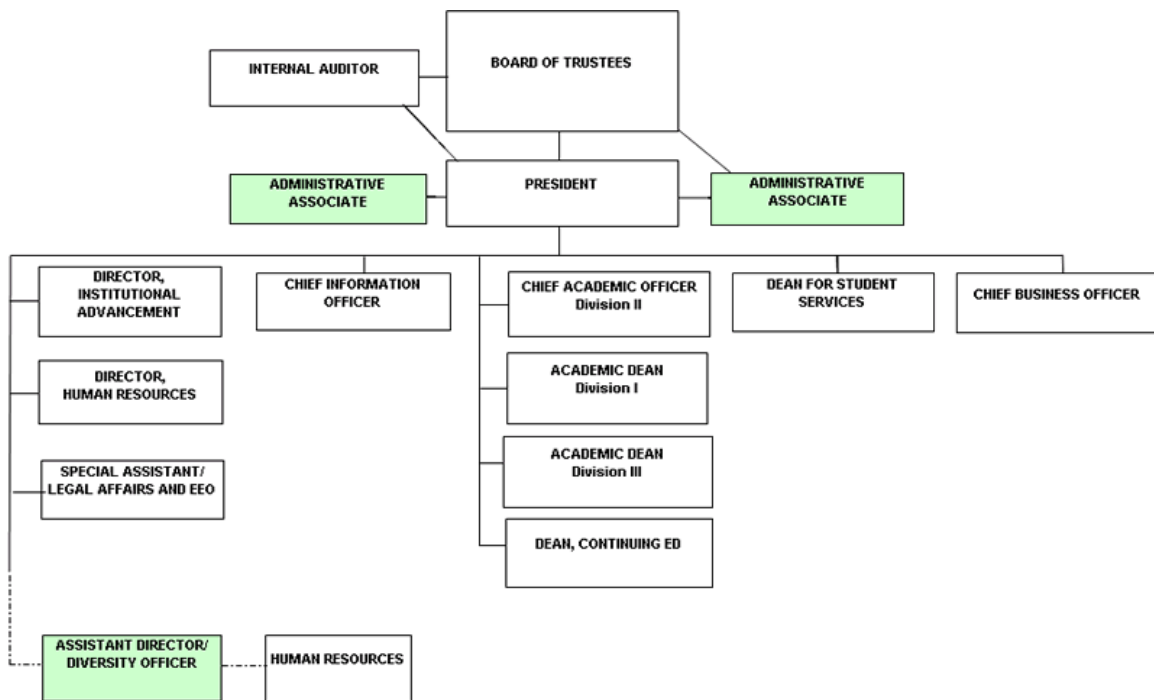
The population of the college's service area, which includes much of Larimer and Weld counties, will increase about 7% between 2008 and 2013, to approximately 575,000. This growth creates an opportunity for Aims to attract increasing enrollment, if the college can reach all the sub-groups that comprise this population. However, the college is aware that demographic and political challenges exist when attempting to appeal to the entire population of its service area.

The Hispanic population of Aims' service area will grow about 11%, to nearly 106,000 by 2012. A key opportunity for the college resides in determining and addressing the needs of this growing population. The college is engaging professional marketing firms to support a determination of where the growth will occur in populations, what the needs of

these populations will be, and what will be needed to address these needs. The college is aware that cultural and familial factors are critical in working with these potential students.

Aims has an outstanding opportunity, based upon market research, to serve the community. One noted opportunity that Aims should capitalize on is to get its name out more broadly throughout its service area. The students who attend Aims praise the institution. A recent survey of student satisfaction noted that 93% of students who have attended Aims are satisfied, or highly satisfied, with their experience. However, market penetration studies have indicated that there is a sector that is unaware of Aims or unaware of Aims program services.

Aims Community College: Organizational Chart



Category One Helping Students Learn



Context for Analysis (C)

1C1 Common Learning Objectives

Aims Community College has had an Assessment of Learning Committee (AOLC) for several years. The committee was especially active from 1997 to approximately 2000. During this time, the committee created a crosswalk of Quality Indicators and where the Quality Indicators were being taught. However, there was no backing for this system either financially or institutionally and the committee eventually disbanded. As a result of the 1998 North Central Association site visit, the AOL Committee was active for a short time with again, no major progress being made. The AOLC focused on the Collegiate Assessment of Academic Proficiency (CAAP) exam and administered this test from 2003 – 2005. Student participation was strictly voluntary. After administering this assessment for several semesters, the AOLC determined that this was not the most useful way to assess what our students were achieving in their educational pursuits. After several years, it was determined that only the better-than-average students were taking the exam and that our students were consistently scoring above average in all categories but math, which they were slightly below average. Our students had the same average scores as all national schools taking the assessment. Students were offered a variety of incentives to take the assessment, but very few students participated. In addition, this assessment test is neither diagnostic nor prescriptive so it is difficult to implement strategies for improving student learning. Therefore, when the Assessment of Learning Committee reconvened as a result of being part of an AQIP project, it was determined to look at a new process of assessing student learning.

The committee discussed various assessment tests that were being used on a national level as well as publisher assessments and assessments written by instructors. The AOLC wanted to assess a wider range of students through a random sample. The Colorado Commission of Higher Education (CCHE) requires all schools in the state to assess in five general education competencies: Written Communication, Critical Thinking, Math, Reading, and Technology. The AOLC voted unanimously to adopt these five general education competencies. The AOLC defined the AQIP Action Project as follows:

Action Project: “Promoting Student Learning.”

Timeline: August 2005 – May 2009

Description: Design and implement a comprehensive assessment system that will directly measure student achievement in selected general education competencies in State guaranteed transfer courses (*GT-Pathways* courses). The first year of this four-year project focused on designing the assessment system.

During the 2006-07 academic year, the focus was on assessing student achievement in the writing competency associated with *GT-Pathways*

Composition and Social Sciences courses. During the Fall Semester, select full-time and part-time faculty worked to develop course embedded assessments and accompanying rubrics that will measure student achievement relative to the goals defined in the GT-Pathways writing competency. Additional full-time and part-time faculty have been trained to evaluate student assessments according to the developed rubrics.

During the 2007-08 academic year, a similar process is being implemented to assess student learning in the area of critical thinking. This initiative is focusing on courses in mathematics and the natural sciences. During the 2008-09 academic year, this action project will be completed by focusing attention on measuring student learning in mathematics.

The Assessment of Learning Committee also determined, unanimously, that not all five competencies must be addressed in every course. The CDHE has set standards for which competencies **must** be addressed in each curriculum area. In order to meet state requirements and the college's own AOLC objectives, in addition to identifying the five general education competencies, the committee also adopted guidelines regarding the content areas in which to assess each competency.

The AOLC also has looked at developmental education (college-prep) assessment methods for exit into the next level of preparation, or into the appropriate college-level course. Accuplacer is the basic skills assessment used upon entry into Aims Community College to determine appropriate course placement.

Following is the Accuplacer Rubric used for placement into the appropriate course(s). In the fall of 2007, of all students taking the assessment, 64% were prepared to read at the college level and 65% tested into college level English and 62% tested into college level Math.

AIMS COMMUNITY COLLEGE
Quick Reference Guide – A Basic Skills Cut Score Matrix

READING COURSES	
COURSE PLACEMENT	ACCUPLACER - READING COMPREHENSION
No Reading course required	RC 80 – 120
REA 090 College Preparatory Reading (formerly REA 100)	RC 62 – 79
REA 060 Foundations of Reading (formerly REA 095)	RC 40 – 61
Refer to literacy or adult basic ed program	RC <40
ACT READING SCORE OF 17 OR SAT VERBAL SCORE OF 430 PLACES INTO COLLEGE LEVEL COURSES	
ENGLISH (WRITING) COURSES	
COURSE PLACEMENT	ACCUPLACER – SENTENCE SKILLS
ENG 121 English Composition I ENG 131 Technical Writing BUS 217 Business Communications & Report Writing	SS 95 – 120

ENG 090 Basic Composition (formerly ENG 100)	SS 70 – 94
ENG 060 Writing Fundamentals (formerly ENG 097)	SS 50 – 69
ENG 030 Basic Writing Skills (formerly ENG 095)	SS 25 – 49
Refer to literacy or adult basic ed program	SS 0-24
ACT ENGLISH SCORE OF 18 OR SAT VERBAL SCORE OF 440 PLACES INTO COLLEGE LEVEL ENGLISH	
MATHEMATICS COURSES	
COURSE PLACEMENT	ACCUPLACER – MATH TESTS/PREREQUISITES
MAT 201 Calculus I	CLM 80 (ACT 28, SAT 740) <i>or</i> MAT 121 and MAT 122
MAT 125 Survey of Calculus	CLM 55 (ACT 25, SAT 690) <i>or</i> MAT 121
MAT 122 College Trigonometry	CLM 55 (ACT 24, SAT 690) <i>or</i> MAT 121
MAT 121 College Algebra	EA 85 – 120 (ACT 23, SAT 460) <i>or</i> MAT 106
MAT 135 Intro to Statistics	EA 85 – 120 (ACT 21, SAT 460) <i>or</i> MAT 106
BUS 226 Business Statistics	EA 85 – 120 (ACT 21, SAT 460) <i>or</i> MAT 106
MAT 155 Integrated Math I*	EA 85 – 120 (ACT 19, SAT 460) <i>or</i> MAT 156 <i>or</i> MAT 106
MAT 156 Integrated Math II*	EA 85 – 120 (ACT 19, SAT 460) <i>or</i> MAT 155 <i>or</i> MAT 106
MAT 120 Math for Liberal Arts*	EA 85 – 120 (ACT 19, SAT 460) <i>or</i> MAT 106
MAT 106 Survey of Algebra (formerly MAT 105/109)	EA 61 – 84 <i>or</i> MAT 090
MAT 175 Geometry*	EA 61 – 84 <i>or</i> MAT 090
MAT 112 Financial Mathematics*	EA 61 – 84 <i>or</i> MAT 090
MAT 108 Technical Mathematics*	EA 45 – 60 <i>or</i> MAT 060
MAT 090 Introductory Algebra (formerly MAT 100)	EA 45 – 60 <i>or</i> MAT 060
MAT 060 Pre-Algebra (formerly MAT 095)	EA <45 AND AR 57-120 <i>or</i> MAT 030
MAT 030 Fundamentals of Math (formerly MAT 063/064)	AR 24 – 56
Refer to literacy or adult basic ed program	AR <24

During the fall 2007 semester, the Student Services office administered the Accuplacer placement exam to students at Northridge High School and Greeley Central High School. This partnership between our local high schools and Aims was born out of the desire to increase the percentage of students who complete high school prepared to begin standard college credit courses. On September 6, 2007, and September 12, 2007, Aims administered the Accuplacer to 197 Northridge students. Based upon the Northridge results, 155 students tested into 3 remedial courses, 24 students tested into 2 remedial courses, 13 students tested into 1 remedial course, and 5 students met assessment requirements for Reading, English and Math. These results should be considered in the context of the following considerations: (1) Students were not given the chance to study or prepare for the exam, and (2) Most students did not take the exam seriously and rushed through all three subtests.

On October 16, 2007, Aims had the opportunity to assess students at Greeley Central High School. Prior to the assessment day, counselors handed out Accuplacer study guides for students to review. The college tested 23 students. Sixteen students tested into 3 remedial courses, 6 tested into 2 remedial courses, and 1 student tested into 1 remedial course.

Assessment Statistics

Accuplacer

Accuplacer is a computerized placement system for individuals entering college. It is helpful for deciding which courses are appropriate for new students and whether remedial classes are needed. From August 9, 2007, to December 21, 2007, Aims administered 3,899 tests to 1,235 students (Greeley - 753, Ft. Lupton – 127, Loveland – 115, Downtown Center – 2, High School – 234, Distance Learning – 2 and Continuing Education - 2). The tables below show the breakdown of tests across all proctored sites.

	Reading Comprehension	Sentence Skills	Arithmetic	Elementary Algebra	College Level Math	TOTAL
Greeley	609	586	435	597	40	2267
Fort Lupton	119	103	86	108	6	422
Loveland	102	92	73	90	8	365
Downtown Center	1	0	0	1	0	2
High School	235	227	138	217	10	827
Distance Learning	2	2	2	2	0	8
Continuing Education	3	2	1	2	0	8
	1071	1012	735	1017	64	3899

	Greeley	Fort Lupton	Loveland	Downtown Center	High School	Distance Learning	Cont Ed	TOTAL
Students Scoring 80 or Higher on RC:	274	53	59	0	43	0	1	430
Students Scoring Between 62 and 79 on RC:	164	32	21	0	41	0	2	260
Students Scoring Between 40 and 61 on RC:	137	18	16	0	72	1	0	244
Students Scoring 95 or Higher on SS:	167	29	35	0	24	0	0	255
Students Scoring Between 70 and 94	250	40	32	0	60	1	1	384

on SS:								
Students Scoring Between 50 and 69 on SS:	126	27	19	0	58	0	1	231
Student Scoring Between 25 and 49 on SS:	43	7	6	0	85	1	0	142
Students Scoring 55 or Higher on CLM:	5	1	2	0	1	0	0	9
Students Scoring 85 or Higher on EA:	42	6	9	0	11	0	0	68
Students Scoring Between 61 and 84 on EA:	109	9	9	1	31	0	0	159
Students Scoring Between 45 and 60 on EA:	89	16	14	0	42	0	1	162
Students Scoring 57 or Higher on AR:	129	21	24	0	10	0	0	184
Students Scoring Between 24 and 56 on AR:	254	55	44	0	62	2	1	418

Students are permitted to retest on the Accuplacer once during a two-year period. During the Fall Semester, 266 Accuplacer retests were administered.

In addition, the college-prep department prepared the following statement concerning assessment for all college-prep areas.

The College-prep Assessment of Learning Commitment

The College-prep Department is committed to assess student learning outcomes through a pre/post-test assessment plan. Each of the three areas of college-prep, English, math and reading, will implement these assessments fall of 2006. The pre and post tests will be both diagnostic and prescriptive for the classes. Both full-time and part-time faculty will participate in assessing their students. After analyzing the results, the college-prep full-time faculty will make modifications to the curricula necessary to improve student learning. These modifications will then be forwarded to part-time faculty to be implemented in all courses as appropriate.

The college-prep reading department will use the Townsend Press College Preparatory Reading Test, Forms A and B created by the author and publisher of the current text books. This ensures the readability level of the assessments will be the same as that of instruction. Through pretesting, the faculty will be able to determine which skills are of particular weakness for each group of students within each class and emphasize them during instruction. Post test analysis will lead to further modifications as necessary.

The college-prep English classes currently pre/post test both writing and grammar. A sample writing paragraph and a grammar test is evaluated at the beginning of class for student placement with a tutor. The grammar pre/post tests are tests created by the author of the textbook used for ENG 060 and ensure all skills are tested at the same level and with the same rigor as instruction. Finally, ENG 060 will add an exit essay to its assessment. Students must write their final writing sample in the classroom and pass with a “C” or better in order to advance to ENG 090.

College-prep Math courses (Mat 030 & 060) will have pre-test assessments for each of the units of study. There will also be a post assessment at the end of each course (comprehensive final exam). These assessments will measure each of the objectives of each course. Pretest results will help faculty determine which skills need to be emphasized during instruction. Post-test results will be used to further modify curricula to enhance student learning.

In the near future, AOLC hopes to address the assessment of Career and Technical Education (CTE) programs at Aims in a more comprehensive fashion. Many programs already require a licensure by a certified board, and pass rates for licenses and certifications are strong indicators of student learning (see licensure information in section 1P6).

1C2 College Vision, Mission, Philosophy and Student Learning Expectations Alignment

The Senior Management Vision statement “...is committed to being a Destination Institution providing learner-centered opportunities and contemporary programs.” And, the Board of Trustees’ Mission Statement “...is to help students achieve their learning goals and objectives through effective and efficient program options and services...” Third, the college’s Mission slogan is “We’re all about students. Your dream is our mission.” The Board of Trustees also continues to have in their goal statements each year the “Assessment of Student Learning will provide indication(s) of student achievement.” In addition, the college has an All College Action Committee (ACAC) that sets the strategic plan for the year. One of the major objectives and long-range overview statements is *A Focus on Student Learning with assessment of student achievement, alternative delivery styles, and integrating multiculturalism* as sub-points under that statement.

Students are made aware of the vision, mission, and philosophy of student learning expectations in several ways. The vision and mission statements are printed and framed and hanging in most of the buildings on campus. In addition, the statements are published in the college catalog as well as on the college web site. Last, the

assessment of student learning statement for formal assessment is published on course syllabi that are identified courses in part of the assessment cycle.

Individual programs and departments further align their goals and objectives with the college mission, vision and philosophy statements and incorporate them into their curriculum within each area.

Individual course syllabi convey to students the expectations and developmental objectives relative to specific courses.

Several departments and/or programs are selected for review each year by the Academic Deans, which further assures the alignment of the college mission and vision.

1C3 Key Institutional Programs and Delivery Methods

Programs: Aims offers a very liberal general education program which assures abundant opportunities to students as they progress in their studies. In addition, the college has over 170 Career and Technical Education (CTE) degree and certificate programs, as well as a college-prep program, and a well established Corporate Education program which provides GED, High-School Diploma Program, ESL, software, and industry specific training as well as special public interest courses.

The general education curriculum leads to completion of Associate of Art and Associate of Science degrees which transfer into many different Bachelors' programs. Career and Technical Education programs provide opportunities for Certificate and Associate of Applied Science Degree options for immediate entry into the workforce as well as retraining opportunities for individuals seeking to upgrade their skills.

In addition, students of all ages can complete their GED or High School Diploma through Aims' Continuing Education division. Numerous opportunities are offered students, again of all ages, to participate in non-degree seeking training including software courses, special interest, and industry specific training. Individuals as well as employers can take advantage of the English as a Second Language instruction.

1C4 Preparing Students for a Diverse World and Accommodating Learning Styles

Aims Community College addresses diversity in the following ways:

- ESL classes are the first step for the large Hispanic population in Weld County to begin taking steps to transition to the community college environment
- Signage around campus is posted in both English and Spanish
- Student Activities: Many activities organized on campus and sponsored by Student Life and the Center for Professional Development focus on the appreciation of diversity
- In the classroom, individual instructors address issues of diversity within the parameters of their discipline

Aims Community College addresses Learning Styles in the following ways:

- Professional Development workshops provided in the Faculty Teaching and Learning Center
- Student I-Focus workshops to help students learn what their learning style is and how to make accommodations when their learning style does not match the instructors delivery method
- Individual instructors have had learning style training and implement strategies to teach using a variety of delivery methods

Please see Category 2 – Accomplishing Other Distinctive Objectives for additional information regarding Aims' efforts to accommodate diversity on campus.

1C5 Climate of Intellectual Freedom

Aims Community College has implemented Policies and Procedures to help insure that the intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions is maintained and fostered. Only when one of these elements is threatened or comes into question, do the Policies and Procedures come to the forefront.

Since Aims has adopted the learning college philosophy, the instructional approach to the elements of inquiry and reflection have been studied even more and implemented in new and different ways.

Respect for intellectual property is fostered by statements of college policy regarding plagiarism in the college catalog, the handbook, and course syllabi to help students understand the proper ways to cite sources. In addition, courses which require writing have instructor led discussions about proper citing of sources. Last, there is a new class to Aims this past year for first generation college students with two or more development needs. This course covers these types of topics in detail to help students understand the terms and the processes from the very beginning stages.

This respect is taken a step further and policy has been created within the last year to define intellectual property for faculty members who create original materials for their courses (see Appendix A).

The college catalog, along with the student handbook, posts the student code of conduct, which establishes standards of civility and stresses respect for others in all interactions at the college – those within the classroom and outside of the classroom as well.

Finally, instructors keep the spirit of inquiry and respect for others alive in the classroom by maintaining a climate of respect among the students and the faculty alike.

Processes (P)

1P1 Common Learning Objectives Established

Common learning objectives in transfer programs are determined in part by the Colorado Commission on Higher Education (CCHE), in part by the Community Colleges of

Colorado System (CCCS) and in part by the institution itself. Common learning objectives in career and technical programs are further determined by national and state accreditation guidelines. Because Aims Community College is a Local District college, it does not have to comply with all of the CCCS requirements. However, when the college completed semester conversion, it also adopted some of the CCCS conventions.

Transfer degree programs:

Following the passage of the King Bill in 2003, CCHE established the General Education 25 Committee (GE-25), which set the required number of hours in particular content areas (e.g. social sciences, humanities) for guaranteed transfer associate degrees, as well as identifying the general education courses that are allotted guaranteed transfer status.

CCCS has a common course numbering system to facilitate transfer of courses among the two year colleges and from two to four year colleges. Statewide faculty discipline groups determine common course titles, numbers, and course learning objectives. Individual institutions cannot change these parameters without system-wide consent. However, individual instructors are required to teach 80% of that content at a minimum.

Career and Technical Programs (CTE):

Many programs are based on national and state accreditation guidelines. Degree and certificate programs have to be approved by CCCS. CTE programs, like transfer programs, share a common course numbering system. In addition to the above agencies, institutional and state curriculum committees assure that new courses meet professional standards.

Last, these learning objectives are overseen by two faculty led committees that play an integral role in establishing learning outcomes and in approving and reviewing curriculum – the Assessment of Learning Committee and the Curriculum Committee. These two groups tend to lead the creation of new courses and programs for general education.

1P2 Designing New Programs and Courses

General education and CTE courses and programs come about in two different ways. The college has the All College Action Committee (ACAC), as indicated earlier in this report, creates the strategic plan for the college each year as well as an Academic Master Plan (each year the college reviews current programs for relevancy and efficacy). The process discloses which programs are no longer viable and where there are areas of potential growth and development.

In the CTE program areas, courses and programs are driven by the Academic Master Plan and strategic plan, as well as by advisory committee and workforce development input. All CTE programs are required by legislation to have an advisory committee. The advisory committee gives faculty input on how career fields are changing and how this impacts curriculum. Additionally, the CTE director reviews the Occupational Outlook Handbook and the workforce development websites for trends and projections in different career fields (areas of decline, growth, and potential opportunities).

1P3 Determining Student Preparation

Aims Community College has an open-door policy for all students age 16 years and older (under 16 requires parental permission). As indicated earlier in this report, students who have declared a major are required to take the Accuplacer assessment test in the areas of Math, English, and Reading. Depending on the student's score, the table of cutoff scores as shown earlier is used to place students into the correct college-prep course or straight into the college level, appropriate course. The Colorado Commission of Higher Education (CCHE) has established the base reading, English, and math skills a student must have to enter college level courses. The CCHE has also stipulated that remedial education must be completed within the first 30 credits of education and that three levels of remediation will be offered indicated at the 030, 060, and 090 levels. Students testing lower than the 030 level are referred to the Adult Basic Education and Literacy Program offered in the county.

Students do not pay a fee for this test and there is one free retake available to each student. In addition, study guides and internet links to study are posted on the Aims website to help students prepare for the test. The Accuplacer assessment may be waived in part or in whole if the student can show proof of successful previous college experience at an accredited college within the past ten years (C- or higher), show proof of minimum ACT or SAT scores within the past five years, or if they have taken the College Board's Online Accuplacer Placement test within the past five years. Certificate programs that are exempt from the assessment test are the Fire Science Academy, and Mammography. Additional certificate programs only require the reading and English assessments.

In addition, the Assessment Center started to administer the Accuplacer Assessment to local area high school students to help them determine their current level of preparation for college level course work. The fall 2007 semester report of assessment activities and results are discussed above.

Students can choose either a general education path leading to transfer or a CTE path leading to employment opportunities.

In 2003, the CDHE assumed responsibility for the implementation of the King Bill, which stipulates that college students in Colorado (with some exceptions) shall be able to complete a bachelor's degree within 120 credits. This legislation has impacted higher education articulation agreements in the state and is also known as the 60 + 60 agreement. Students who complete an approved associate degree program at a two year college will be able to transfer 60 credits toward their degree and not be required (with certain articulated exceptions) to complete more than 60 additional credits before receiving the bachelor's degree. A one-time committee, the General Education 25 (GE-25), was formed to establish guidelines for two year degree programs and establish what courses would be designated as "guaranteed to transfer" courses. The Guaranteed Transfer Pathways Committee (GT Pathways) continues this work; each year specific courses are reviewed by the committee and either granted or denied transfer status. Requirements for transfer degrees can be found in the most current Aims Catalog.

State and national accrediting bodies establish and oversee common competencies in career and technical education. State standards hold Associates of Applied Science

degrees to a maximum of 75 college credits with a minimum of fifteen credits in general education. These guidelines align our programs with industry standards.

1P4 Communicating Expectations to Students Regarding Student Preparation

Program and course expectations are communicated to students in the following ways:

- Prospective student orientations
- Career Fairs
- New student orientations
- Program check sheets posted in the catalog (updated on an annual basis) and online
- Program brochures and recruitment materials
- Course syllabi (including sections on pre or co-requisites, course objectives, the grading scheme, possible types of assignments, and student codes of conduct)
- By the instructor in oral presentations
- Advising sessions at the Advising Center or with an assigned faculty advisor

Student conduct expectations are communicated to students in the following ways:

- New student orientations
- college catalog
- Student Handbook
- Course Syllabi
- Through the advising process

Admissions, student support, and registration aid this process in the following ways:

- Input into the catalog and webpage content
- New student orientation participation
- High School Counselor meetings
- Attendance at High School and Adult Career and Educational Fairs
- Partnering with Workforce Development to create programs of study for displaced workers
- Hosting booths at community events
- Advising sessions with all new students who are assisted in the advising core through their college-prep course work and then by request of the student (otherwise the student is assigned to a full-time faculty member)

1P5 Assisting Students in Program Selection

Upon inquiry of the student into programs available at Aims Community College, the student is advised in the advising center by a “core” advisor to assess the student’s interests and abilities. The goal of the initial advising session is to direct students toward appropriate degree and/or certificate programs. Advisors use informal interview questions in a relaxed environment to find a student’s career interests. The student is also encouraged to meet with a full-time faculty member to discuss their interests in particular fields of studies and career areas. Once the student decides to attend Aims, the student is assigned a core advisor to assist them in completing their application, assessment test (Accuplacer), and then to register for a selection of courses. If students have no remedial needs, then they are assigned directly to a full time faculty member

who will guide the student through the course selection process. In addition, the faculty member will assist the student in completing their application for graduation at the appropriate time. Students may seek out their advisor any time in the semester for assistance and referrals regarding their course schedule or any aspect of their academic life at Aims.

Students who are undeclared majors are assisted through their college-prep course work in the advising center and are encouraged to make an appointment for free career counseling provided in the advising center which can include aptitude and skill assessment tests as well as professional assistance from our trained career counselor. Sometimes students are also encouraged to attend a career planning course to help them make a career decision that will lead them along an educational path. If the student is still undecided, then careful course selections are made with the student to assure the transferability of the classes they are taking with the hope that one of the classes will spark an interest for that student.

Of course, the first means of detecting discrepancies in actual preparation is the assessment test (Accuplacer). Based on the Accuplacer scores, students are assisted by proper placement into college-prep courses.

The second means of detecting discrepancies in actual performance is through the Academic Improvement Report (AIR). The AIR report is available for faculty reporting throughout the entire semester. This is an online method to report academic problems in the class from attendance issues to poor test performance. The AIR report is sent directly to the Retention Advisor, who sends an e-mail to the student's advisor. The advisor is responsible for contacting the student and offering assistance to resolve the issue for the student (example, a possible referral for tutoring for the student). Once the advisor has made contact with the student, the advisor reports back to the instructor the proposed course of action to assist the student in being successful. The use of AIR reports has fostered the already present climate of concern for the student, their well-being, and their academic success. Many times, a simple phone call will help the student re-enter the classroom and begin performing at the expected level.

In addition, the advising program has created a new class for first generation college students that have two or more remedial needs. These students are enrolled in a one credit course which helps students understand the expectations that will be required of them in college level courses. In addition, a series of workshops called I-Focus workshops have been created and delivered to assist students in areas such as Time Management, Note taking, Reading Strategies, Overcoming Text Anxiety, Learning Styles, Campus Involvement, etc.

1P6 Determine, Document, and Communicate Effective Teaching and Learning

The most readily available data comes from student evaluations of courses (both the course and the instructor are evaluated). Informal course and instructor evaluations are completed on websites such as "Rate My Professor.com".

From 2003 – 2005 Aims used the CAAP exam as a measure of overall learning effectiveness and compared it to institutions nationwide. Although volunteer or mandatory exit examinations have been implemented by several institutions, the tests

are not diagnostic or prescriptive in any way, therefore, based on that exam alone, it is very difficult to affect student learning. Therefore, in the fall of 2005, Aims Community College decided to stop the practice of a volunteer exit exam.

With the implementation of the AQIP project, focusing on the assessment of student learning, the Assessment of Learning Committee determined instead what five general education competencies the college would address and communicates those competency requirements through minutes, department meetings, state websites, syllabi, etc.

The formal assessment process began in the spring of 2007 and the documentation for a three semester cycle will be maintained in the AOLC office. Each competency will be assessed for a three semester cycle and then the departments involved in the assessment will have three semesters to implement a plan of action for increasing student learning in the classes that were directly involved in the formal assessment.

THREE TERM FORMAL ASSESSMENT CYCLE

DEPARTMENT	COMPETENCY	TERM	POSITION IN THE CYCLE
English and Social Sciences	Written Communication	Spring 2007	1 st term
English and Social Sciences	Written Communication	Fall 2007	2 nd term
Math and Biology	Critical Thinking	Fall 2007	1 st term
English and Social Sciences	Written Communication	Spring 2008	3 rd term
Math and Biology	Critical Thinking	Spring 2008	2 nd term
Math and Biology	Critical Thinking	Fall 2008	3 rd term
Math	Mathematics	Fall 2008	1 st term
Math	Mathematics	Spring 2009	2 nd term
Tentative	Reading	Spring 2009	1 st term
Math	Mathematics	Fall 2009	3 rd term

In the spring of 2007, the Written Communication assessment was administered for the first time. In the sample group, there were 517 papers available for collection. A fourteen percent random sample was generated which was 74 papers. Out of the 74 papers, 47 papers were actually collected (the remaining papers were not collected as a result of students “stopping out” of class or withdrawing from the class). Forty-six papers were scored (one copy error).

Following is the aggregate data for the spring 2007:

Spring 2007

COURSE	SECTIONS	ENROLLMENTS	SAMPLE SIZE	ACTUAL NUMBER COLLECTED	AVE. SCORE	SCALE
Written Communication Competency						
ENG 121	20	414	46	47*	3.08	5
HIS 201	11	201	28			

Fall 2007

COURSE	SECTIONS	ENROLLMENTS	SAMPLE SIZE	ACTUAL NUMBER COLLECTED	AVE. SCORE	SCALE
Critical Thinking Competency						
BIO 105	11	236	32	20	2.185	4

MAT 121	20	271	40	25	2.785	4
Written Communication Competency						
ENG 121	34	604	77	57*	3.11	5
HIS 201	8	210	27			

*ENG 121 and HIS 201 papers are combined

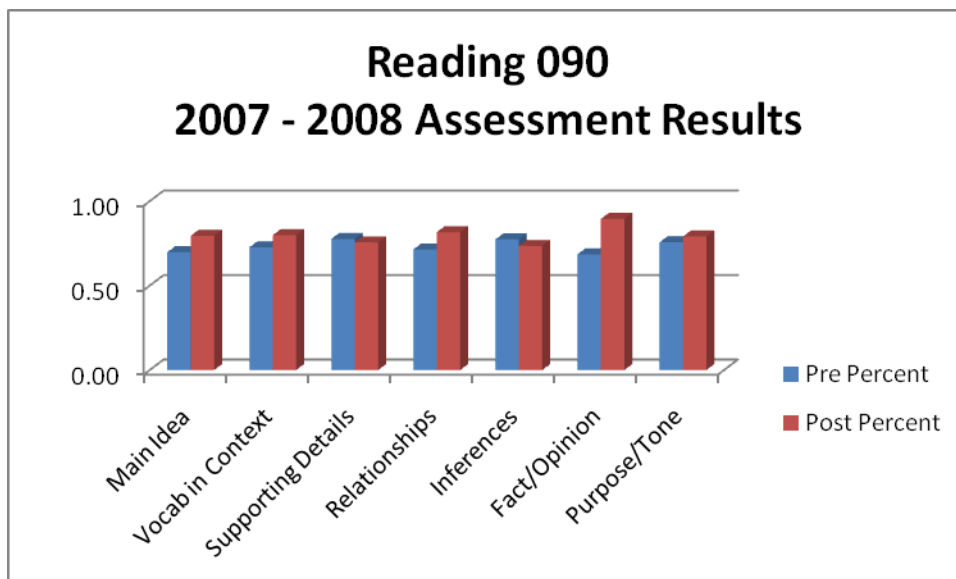
Spring 2008

COURSE	SECTIONS	ENROLLMENTS	SAMPLE SIZE	ACTUAL NUMBER COLLECTED	AVE. SCORE	SCALE
Critical Thinking Competency						
BIO 105	11	209	45	33	2.246	4
MAT 121	9	183	37	24	2.961	4
Written Communication Competency						
ENG 121	25	390	67	43*	3.06	5
HIS 201	12	221	50			

*ENG 121 and HIS 201 papers are combined

In the college-prep areas, pre- and post-test scores and exit essays are used to measure student performance and that data is maintained in the college-prep department. The college-prep instructors meet at regular intervals to look at the data and implement teaching strategies to improve student learning.

Following is one example of the pre and post assessment percentage results from Reading 090.



Many CTE areas have licensure examinations or certification exams that faculty must obtain to teach in certain program areas as well as the requirement by student's to obtain the certificate or license to practice in that field, such as:

- All nursing faculty must have licenses in good standing
- Certified Nurse Aide faculty with a minimum of a LPN
- EMS faculty - EMT Basic Certification
- EMT Intermediate – EMT Intermediate Certification
- EMT Paramedic – EMT Paramedic Certification

- Fire Science – Firefighter One (Academy), Firefighter II (Firefighter II Academy)
- Fire Science for the Associate of Applied Science is accredited by an outside agency (not required) by the International Fire Service Accreditation Congress
- Welding – Certified Welding Inspector and Certified Welder
- Surgical Technology – CAAHEP (Certified Surgical Technology)
- Radiology Technology – ARRT certification

State Vocational Credentials are required in all CTE program areas. In addition, some programs must be accredited by outside agencies in order to even exist such as, Paramedic, Nursing, and Surgical Technology.

Finally, all courses offered in our college catalog have developed a “Program/Department/Discipline Assessment Plan” that was created during the spring of 2007. Learning outcomes have been defined for each course. Individual faculty members determine the means they will use to assess these learning outcomes (selected from the Assessment Plan) and evaluate individual student performance accordingly. Results are reflected in student grades and in their GPA.

1P7 Course Delivery System

Aims offers classes in three formats: the traditional seat time format, hybrid format (part online, part in-seat), and totally online. In addition, courses are offered in a variety of formats from the traditional 50 minute block of time, extended class periods, partial semester, and weekend classes. Students may make course selections for day, afternoon, evening, or weekend sections. Students may take advantage of attending on any one of the Aims Campuses which currently includes four physical locations and the online campus.

The college is pleased to be offering its first totally online Associate of Arts degree for the fall of 2008. The Corporate Education center has long been a leader in offering distance education to people all over the world. Now, the new AA degree offered totally online by Aims will offer that same opportunity to students at a more affordable price. The college employs a Director of Online Learning and an Instructional Designer to support faculty and students in the use of technology-based learning systems.

Technology is critical in meeting the needs of students in our service area. Connectivity must be maintained for online and hybrid classes. Up to date hardware and software is needed in our computer labs and on staff desktops and laptops throughout all of the campuses. Keeping instructional technology available in the classroom is a high priority for Aims. Aims is proud of its Smart classrooms which include quality projection systems, Smart Boards, VCR and DVD players as well as document cameras and altered lighting schemes for better student viewing.

The new Allied Health Building and the newly renovated Ed Beaty hall provide state-of-the-art technology in the Allied Health fields as well as in the communication media, music, graphic technology, and computer information system areas.

It has been determined by the college that a minimum enrollment of twelve students is necessary to ensure course delivery. Smaller sections are sometimes allowed if a student needs a course for graduation, for example, though it might reduce the pay the

instructor receives. Maximum class sizes are determined by the institution, which must consider room size, equipment available, and nature of the course being taught when setting limits.

When developing the course schedule for an upcoming term, the institution takes into account projected enrollments, courses needed for approved programs, available faculty (full time and part-time), the most appropriate delivery format, the availability of required instructional technology, and other curricular needs.

1P8 Currency and Program Effectiveness

Academic Planning at Aims is an inclusive and integrated process. The goals set by the Board of Trustees drive the college direction. Academics must work closely with all other college constituencies to focus their efforts on accomplishing these college-wide goals. All supporting strategies are built in alignment with learning college priorities. The college conducts ongoing reviews of its academic and career and technical education programs in accordance with the policies of the Colorado Department of Higher Education (CDHE) and the State Board of Community Colleges of Occupational Education (SBCCOE). In September 2005, the CDHE renewed its approval of Aims' Associate of Arts Degree, Associate of Science Degree, and Associate of General Studies Degree programs.

The academic deans each year conduct internal program reviews on three or four programs. The internal program review evaluates programs on both qualitative and quantitative indicators such as enrollment trends, employment opportunities, and cost effectiveness. There are several tools to track and monitor the viability and effectiveness of the programs offered. When programs are found to be at risk, interventions are begun and appropriate adjustments are made. When programs are no longer viable, they are closed and students who might need to finish are assisted in completing the requirements in order to graduate. Some of the tools to track and monitor programs are:

- *FTE Reporting:* The primary means of estimating the currency and effectiveness of programs and courses is to look at the number of people enrolled in them. The Director of Institutional Research prepares weekly FTE reports that are used to make curriculum decisions.
- *Return on Investment (ROI) Reporting:* This is used to determine the economic feasibility of starting new programs and continuing existing programs.
- *Institutional Program Review:* These reviews include a financial report for an academic department, which shows how much income the department is generating vs. how much it costs to fund that department. It allows Senior Management to determine the economic viability of a specific program. (see Appendix B).
- *Student Program Review:* This review is completed by all students graduating in a CTE certificate or degree program. This review focuses on instructor expertise, learning support through technology and facilities, and student perceptions of curriculum relevance. Students are also solicited regarding program strengths and opportunities for improvement.

- *Comprehensive Program Review:* This is a report submitted to the Community Colleges of Colorado System office that focuses on program completers. CCCS guidelines require a program to generate at least 15 program completers or demonstrate highly enrolled courses over a three year period to maintain viability.
- *Allied Health Program Reviews:* Certain programs, primarily those in Allied Health, are subject to reviews by state accrediting agencies. One of the functions of such agencies is to prescribe specific curriculum for specific programs. In order to maintain accreditation, Aims must meet prescribed guidelines for the specific programs, which may involve adding, changing or removing specific courses.
- *Academic Master Plan:* Aims generates an institutional plan with an annual review of currency and relevance of all programs.
- *Advisory Committees:* All Career and Technical Education programs have advisory committees. These committees make recommendations for changes in curriculum to assure that programs meet current industry needs and standards.

As a result of this process, in 2007–08, the Management Emphasis in Sales and Customer Service Degree and the Sales and Customer Service Certificate were closed and programs in Cyber Security and Nuclear Medicine Technology were put on inactive status.

1P9 Student and Faculty Needs for Learning Support

Aims is aware of all the learning support that needs to be in place in order for students to be successful in and out of the classroom environment. Therefore, Aims offers a full complement of support services for students ranging from the Student Success Center to the library to free tutoring to work study positions.

In the Student Success Center, students are assisted with course as well as career advising from highly qualified and trained staff. These services include the initial up-front advising clear through to resume preparation and interview tips and techniques.

The library is fully staffed and offers not only day but weekend hours as well. Several resources are available to the students using the online library. The library provides both print and non-print materials which support the curriculum. The library provides reference and technical assistance to students and provides instruction in research methods to individual students as well as classroom groups. The library offers inter-library loans, and provides technology-based access to resources for students and faculty both on campus and via the internet.

The Academic Resource Center (ARC) provides a multitude of support systems for students. Tutoring is available to students in a variety of formats including one-on-one tutoring, drop-in tutoring, and Supplemental Instruction (SI). Tutoring is free to students. Tutors are carefully selected and are trained in effective tutoring techniques. In addition, the ARC provides a testing center where tests can be proctored for instructors. Supplemental Instruction includes student led review sessions of curriculum covered by an instructor (usually in upper level, more difficult courses). The ARC also provides

computer labs for students to complete course work assignments, to do internet research, and to complete online activities in hybrid or online classes.

In accordance within the requirements of the Americans with Disabilities Act and the regulations published by the U.S. Department of Justice, 28 C.F.R. & 35.107 (a), Aims Community College has designated an ADA Coordinator. For students who self identify and provide medical documentation of their disabilities to the ADA Coordinator, “reasonable accommodations” will be made. Accommodations can range from an interpreter, note taker, adaptive equipment, or extra time to take a test.

Work study opportunities are available to students that not only support students in a financial way, but these positions support the student in making sure that classroom learning is taking the front seat. If appropriate, students are also given job opportunities in their intended field of study to give the student on-the-job training while they are a student.

Communication of needs

Student and faculty needs in all areas of student support are determined through formal and informal means: formally, by conducting surveys of student and faculty needs on a periodic basis, and informally, through e-mail and direct contact with students and faculty.

1P10 Co-curricular Development Goals

Aims offers 20 different clubs and organizations that students can participate in from the beginning of their educational careers through graduation. There is a good mix of academic and CTE clubs and organizations.

In addition, there are several student government positions, including 15 paid positions, which students may serve in during their academic career at Aims. The student government has both a program and government side.

1P11 Student Assessment Processes

Remedial Placement: The Colorado Department of Higher Education mandates that entering undergraduate students at all state system community colleges be assessed in mathematics, English, and reading prior to enrolling in the second semester of their college career or upon declaring a major.

Coursework: It is the responsibility of instructors to determine what means of assessment is appropriate to their specific courses. This is to some extent shaped by the Colorado Community College System common course requirements, which specify the primary learning outcomes for each course.

Common Course Requirements: In order to increase the transferability of courses throughout the community college system and between the system and four-year institutions in Colorado, the Colorado Community College System (CCCS) has adopted a common course numbering system, and Aims, while not formally a part of that system, has agreed to participate in common course numbering. Ongoing statewide discipline groups (made up of faculty) determine the content and student outcome requirements of

these courses. The most current descriptions of content and student outcomes- are posted on the Common Course Numbering webpage on the CCCS website. Faculty at individual institutions must adhere to these common course descriptions, adopting them into their own course syllabi. However, the means of assessing student achievement of the defined outcomes is determined by the individual instructor.

Formal Assessment: The AOLC has determined that the five general education competencies mandated by the Colorado Department of Higher Education will be assessed on a rotation three semester cycle of three semesters on (to assess student learning), and then three semesters off (for implementation of strategies to improve student learning).

1P12 Quality of Preparation

Aims uses the following tools to determine how well prepared our graduates are to further their education and how well prepared they are in the world of work.

- VE-135 data. This is a CCCS follow-up on students enrolled in CTE programs.
- Employer survey. A survey is sent to employers identified by students in the graduate survey inquiring how well prepared our graduates are for the workplace. In addition, faculty is asked to submit a list of employers of students to the CTE director for follow-up surveys.
- CTE students who take state and national certifications or licensures – Aims keeps track of the pass record of our students.
- Comprehensive program reviews for CTE programs include tracking of alumni six months and again five years after graduation.
- Graduate survey. Student Services administers a graduate survey when students apply for graduation. Six months later a follow-up survey is sent to all degree completers.
- In addition, we are also able to obtain the GPA of our transfer students to the University of Northern Colorado

1P13 Student Performance Measures

Regularly collected student performance measures include Accuplacer test results, state certifications and licensure exam scores, formal assessment scores, retention rates, program completers, and graduation rates. Performance measures employed by the college include:

- Enrollment data for each semester
- Retention and persistence rates
- Completion rates
- Degrees conferred
- Three-year graduation rates
- Pass rates for licensure exams
- Data for special populations in grant programs
- Pre- and post-tests given in select developmental education courses
- Follow-up surveys of program graduates

Results (R)

1R1 Common Student Learning Objectives and Program Learning Objectives

Institutional common learning objectives are now being tracked through our formal assessment process of assessing the five general education competencies. This process just began in the spring of 2007 and so far only two of the objectives have had a process established for formal assessment. The third competency is in process at this writing. In the past, the CAAP assessment had a very small rate of participation. Now, we are working on perfecting our random sampling process to get a minimum 10% sample out of the courses that are required to have a formal assessment completed.

Specific CTE program objectives are measured by licensure or certification exams and by employment in the field. The “Graduation Data” section of VE 135 reports show the success rates for students in specific CTE program areas both in terms of completers and students working in the field they were trained for.

1R2 Evidence

The initial evidence that students have acquired the knowledge and skill base required by the institution and its stakeholders for the awarding of specific degrees or credentials is acceptance of our students to four-year institutions in the state. Articulation agreements and legislation guarantee the transfer of associate degrees from any CCCS member college to four year colleges and assure students of junior status upon transfer. Aims students have consistently done well and many times hold a better GPA than native students upon transfer to four year institutions.

For those CTE programs preparing students for certification or licensure, success on the certification and licensure exams are the most compelling piece of evidence. This primarily affects students in Healthcare fields. See section 1P6 for the types of certificates students can obtain. Additionally, students being employed in related career fields, as well as employer satisfaction surveys, serve as evidence that students have acquired necessary knowledge and skills.

Secondary evidence is provided by success in the career field or next phase of education.

1R3 Results Associated with Helping Students Learn

Information from external and internal program reviews, as well as input from advisory board members, other community members, and program faculty and staff is used to review and evaluate the program mix at Aims Community College and to generate ideas for new programs. The internal process for developing new programs was covered in objective 1P2 above.

The following table shows new certificate and degree programs during the 2007 – 2008 academic year:

NEW CERTIFICATE AND DEGREE PROGRAMS	
Digital Video Production	AAS Degree
Television & Video Production	AAS Degree
Television & Video Production	21 credits
Audio Production	AAS Degree
Audio Production	17 credits
Radio Production	AAS Degree
Radio Production	15 credits
Broadcasting Media Production	AAS Degree
Broadcasting Media Production	18 credits
Digital Imaging and Publishing	AAS Degree
Digital Imaging and Publishing	21 credits
Horticulture/Landscape	16 credits

The next table shows the proposed/actively considering programs for the 2007 – 2008 academic year.

PROPOSED/ACTIVELY CONSIDERING
Air Traffic Control
Aviation Dispatch
Bioscience Technician
Computer Forensics
Diesel Repair
ESL Para-educator
Fashion Design
Histology Technician
Medical Laboratory Technician
Motorcycle Repair
Pharmacy Technician
Physician Assistant
Process Technology
Spanish and English Interpreter/Translator

1R4 Comparison with Other Higher Education Institutions or Organizations

The college currently does not have a formal system in place to compare the results of its efforts to help student learn with those of other institutions.

Improvement (I)

1I1 Improvement Techniques

Aims continually tries to make strides forward by adopting a philosophy of continuous improvement and completing annual reviews to continue to offer quality educational programs and services to the students Aims serves.

Tools used in this process:

- The development of the All College Action Committee (ACAC)

- Student Evaluations of courses and instructors
- College Climate Surveys
- Student surveys of Satisfaction as well as Graduation Surveys
- A comprehensive Center for Professional Development Office
- AQIP Action Projects
- Division, program, and department meetings
- Adoption of the learning college philosophy and a specially appointed task force to assist in implementation
- Individual Faculty Annual Plans and Staff Development Plans
- Implementation of new software: Office 2007, “Turn-it In.com”, WIMBA

112 Targets and Priorities and Communicating Results

Aims sets targets for improvement through the college-wide ACAC strategic plan as well as on an individual scale through completion of professional development activities and professional development plans. Areas to improve or grow in are marked by the appropriate dean or supervisor with benchmarks set toward making progress.

Results of surveys and testing are posted on our internet and are available for public review upon request.

Category Two Accomplishing Other Distinctive Objectives



Context for Analysis (C)

2C1 Institutional objectives in addition to helping students learn

The primary objective of Aims Community College is helping students learn. Additionally, the college has focused attention on two other distinctive objectives:

- Increasing diversity on each Aims campus
- Establishing learning facilities to meet the needs of 21st century students

This chapter details the efforts of the college in addressing its diversity and facilities objectives.

2C2 Ensuring other objectives align with mission, vision and philosophy

Diversity

Aims initially adopted its statement on diversity in January, 2005. The statement was revised in November, 2006, and currently reads:

Statement for Diversity

Diversity embodies differences. Some differences are immutable, those things we are born with or those we cannot change. Differences include race, color, ethnicity, sex, physical abilities/qualities, sexual orientation and age. Diversity also includes many qualities that we acquire, including education, religion, geographic location, income, marital status, and work experience to name only a few.

We must nurture and respect differences, and appreciate the multitude of perspectives resulting from our differences. We must strive to provide an environment that is enriching to all. Along with recognizing differences, understanding and appreciating our shared humanity allows us to work and learn in an atmosphere where all are welcome and valued.

In addition to this statement, the college has established the following goals through its institutional strategic planning process:

- Ensuring the development and delivery of quality academic programs.
- Implementing student support systems and providing a caring, learner-centered environment.
- Creating and nurturing a college environment characterized by integrity, respect, safety, and a sense of community among students and employees.

- Maintaining fiscal and physical plan stability, as well as supporting fiscal and physical growth and development, by linking strategic and master planning to the budget.
- Identifying and analyzing external factors and needs, and developing appropriate educational responses.
- Creating and nurturing effective relationships with diverse populations.

Increasing diversity is a goal which is necessary to maintain and foster a quality educational environment. To move further along the path toward diversity, Aims has adopted goals, objectives, and initiatives.

Facilities

The Board of Trustees has made the issue of facilities a priority for the past several years. The following table illustrates the inclusion of facilities priorities into the formal goals of the Board of Trustees for the past three years:

Year	Board of Trustees Goal
2006-07	Goal # 3: Develop data-driven, long-range geographical site and facilities plans.
2007-08	Continue to develop 3- 5 year plans for the learning-centered college <ul style="list-style-type: none"> • Explore geographical site(s) to determine favored location for future expansion • Determine programs appropriate to site(s) considering area demographics and workplace demands • Design facilities to allow for needs of targeted programs
2008-09	Continue to develop plans for college growth and campus expansion throughout the district.

With this series of goals as its directive, the college has prioritized the development of its facilities, and has incorporated this priority into its strategic planning process.

2C3 Supporting or complementing student learning

Diversity

The college seeks to support and complement student learning through diversity by addressing the following goals:

Goal 1: Increase enrollment and persistence of students of under-represented groups at Aims Community College.

- Increase recruitment efforts directed toward district residents, particularly those groups who are under-represented, to acquaint them with the advantages of higher education and what Aims can offer them.
- Increase the persistence and graduation rate of all students, and increase the persistence of ethnically and culturally diverse students to the same level as non-minority students.
- Increase the recruitment, persistence, and graduation of all students in those areas in which they are under-represented.
- Establish mechanisms to support students in achieving academic success.
- Track student outcomes and implement strategies to improve outcomes.

Goal 2: Increase the number of under-represented individuals in faculty, administrative, exempt staff, and staff positions to be consistent with their availability.

- Identify under-representation in all categories of employment and establish strategies to recruit qualified individuals.
- Identify strategies to maintain a retention rate among under-represented employees which is no less than that of White non-Hispanic males.
- Establish relationships with regional universities having greater diversity in order to increase under-represented individuals in our faculty.

Goal 3: Foster a total campus environment that respects and welcomes diversity.

- Ensure that Aims' curriculum will prepare students for the realities and complexities of life including the increasing diversity of the world in which we live and work.
- Oppose all unlawful and harmful discrimination through education, practice, and policy.
- Develop and implement ongoing opportunities for campus dialogue, education, and reflection on diversity related issues.
- Assess the dimensions of culture and climate inside and outside the classroom at Aims and develop and implement targeted strategies to foster a positive, supportive campus community.
- Initiate programs and incentives that promote professional development and advancement for all employees.
- Offer additional courses and programs of study which explore historical and cultural perspectives of people of diverse backgrounds.

Goal 4: Build and strengthen alliances with diverse communities and civic, business, community, and other organizations to support multiculturalism in the college and external communities.

- Identify and promote mutual exchange of ideas and resources to enhance multiculturalism.
- Identify and implement strategies to advance the continued development and support of multicultural perspectives among Aims' constituencies.

Goal 5: Identify and implement strategies to ensure the continued evaluation of college diversity efforts, including opportunities for feedback and ongoing communication.

- Identify and implement strategies that advance Aims' philosophy of diversity, and that emphasize the advancement of diversity is the responsibility of all employees.
- Review policies and procedures to assure that diversity is encouraged and maintained.
- Provide appropriate communication of results of diversity efforts.
- The Diversity/Multi-cultural Council will review progress on a periodic basis to assure compliance with this plan.
- Develop a diversity advisory committee including members from community groups, organizations and businesses.

The college is committed to the principle that diversity within the Aims community will strengthen the college's ability to best address its students' learning needs, and to prepare students to make productive contributions following the completion of their studies.

Facilities

Building and maintaining state-of-the-art facilities that encourage, support and complement learning-centered activities is a priority at Aims Community College. The college has, over the past several years, made a major commitment to ensuring that the college's faculty, staff and students have the opportunity to interact in learning-centered environments that are designed to promote learning in the 21st century.

Processes (P)

2P1 Determining other distinctive objectives

As a general rule, other distinctive objectives emerge as a result of Board of Trustee goals and Senior Management initiatives that are tangential to helping students learn, but, are articulated because of some need to support or complement student learning. Other distinctive objectives that emerge from Board or Senior Management initiatives are presented to the All College Action Committee (ACAC), the college's strategic planning group, and are incorporated into the strategic planning process. Specific operational objectives are then assigned to units of the college as appropriate.

2P2 Communicating expectations

Expectations regarding other distinctive objectives are communicated to college stakeholders through a variety of methods. These methods include:

- Meeting minutes from relevant groups (Board of Trustees, Senior Management, ACAC, etc...)
- "In the Loop" presentations from the President's Office
- Campus communication vehicles (the "Aims Daily", the institutional web portal, etc...)
- Division and department meetings
- Committees convened to address specific distinctive objectives

2P3 Determining needs relative to distinctive objectives

Distinctive objectives at Aims are incorporated into the strategic planning process, and resources needed to accomplish these objectives are addressed in the same fashion as other resource issues at the college.

2P4 Assessing and reviewing distinctive objectives

Distinctive objectives at Aims are incorporated into the strategic planning process, and the review and assessment of these distinctive objectives are addressed in the same fashion as other strategic objectives at the college.

2P5 Measuring distinctive objectives

Diversity

The distinctive objective focusing on diversity addresses diversity at numerous levels throughout the college. Some of the goals of the diversity initiative can be measured quantitatively, and the college's institutional research office tracks the diversity of both our student and employee populations. Other goals related to diversity are more

qualitative in nature, and the college monitors its progress regarding these goals largely through annual surveys conducted for both students (the “Student Satisfaction” survey and employees (the “Workplace Climate” survey).

Facilities

During the past five years the college has embarked on a major and sustained effort to upgrade its facilities, including the creation of a 100-year Master Facilities Plan. This plan was developed in order to maximize learning-centered opportunities for its students in the 21st century. The college measures its progress regarding this objective through the realization of multiple new and newly renovated edifices that adorn our campuses.

Results (R)

2R1 Summary of results

Diversity

Recently the college has created two new positions which will assist Aims in achieving many of its diversity goals. One position is a full-time staff position, Admissions/Recruitment Advisor, which has taken on the duties, responsibilities and role of the former Diversity Outreach and Retention Specialist. To ensure that this position is successful in recruiting prospective students, it is required that the person for this position is bilingual in English and Spanish.

Some of the duties and responsibilities include but are not limited to:

- Develop a database of viable Latino community sources for possible visits. Include contact names, addresses, phone numbers, email addresses, and type of visits that could be pursued.
- Attend job fairs and community events to disseminate information to prospective students.
- Visit Middle Schools and High Schools in Weld and Larimer Counties to talk about the opportunities available at Aims (degrees, classes, monies, programs, etc.)
- Conduct follow-up activities with prospective students to develop leads into enrolled students.
- Conduct follow-up phone calls to first-time-in-college students with Hispanic surnames.
- Help translate materials such as letters, brochures, class schedule and catalog pages into Spanish.
- Develop a plan to recruit at churches that have high Hispanic membership in Greeley and all surrounding communities. Develop a database of contact names, arrange visits in advance, coordinate arrangements with the site, develop a presentation appropriate to the audience, and conduct follow-up activities with leads.
- Perform other recruitment or retention activities as assigned.

Additionally, part of the position's duties include being involved with local Hispanic/Latino Civic Organizations, such as the League of United Latin American Citizens (LULAC) and attending Youth Councils throughout middle schools and high schools in the college's service area.

The college has also appointed a Diversity Officer to direct college efforts regarding diversity. Some of the duties and responsibilities of the Diversity Officer include but are not limited to:

- Provide leadership and Chair the college-wide Diversity Committee.
- Provide oversight of recruitment/screening selection process specifically related to EEO, including but not limited to, reviewing/reporting applicant demographics, development of College Diversity Plan/Report, etc.
- Investigate employee relations matters related to EEO complaints.
- Research and provide advice/recommendations to foster diverse environment/culture.
- Provide community outreach, support and awareness regarding college diversity initiatives.
- Oversight of HRIS (Banner) system data integrity and report generation (i.e. surveys, employee and applicant demographics, etc.) and efficient system utilization.
- Additional duties have yet to be determined since a portion of the Diversity Officer functions will evolve as new initiatives are created. In addition to taking over responsibilities of the Special Assistant to the President relative to diversity functions, this position is charged by the President to take a leadership role in supporting the Boards' goal of enhancing (attracting and retaining) a diverse population that is reflective of the community the college serves.

Additionally, the college has realized the following results from its diversity initiative:

Activity	Results
Aims League of United Latin American Citizens Council	During the Fall of 2005, in direct response to an identified need for more Hispanic/Latino student organizations, the Aims League of United Latin American Citizens (LULAC) was formed. LULAC is a national organization with councils in each of the 50 states, but this was a first in the history of Aims Community College. The mission of National LULAC is to “advance the economic condition, educational attainment, political influence, health and civil rights of the Hispanic population of the United States,” and the mission/focus of the Aims LULAC Council is: education, leadership and cultural pride. By providing an organization for students to gather, it allows students to work, speak, interact and be around other students with a similar background and culture. It provides them an opportunity to bond and work together on issues and/or topics that interest them.
Career Ladder Grant (Fort Lupton campus)	The Career Ladder Grant offered paraprofessionals from regional school districts the opportunity to complete two years of general education at Aims Community College and two years of education at the University of Northern Colorado in Greeley, resulting in a Bachelor of Arts degree that will qualify them for employment in elementary education, with endorsements in both bilingual and ESL. The grant paid tuition, books and fees for each of the paraprofessionals completing the program. It is anticipated that by Spring of 2007, a total of 30 paraprofessionals will have completed the program.
Infusing Diversity into the Curriculum (Greeley campus)	In Fall 2006, a Diversity Committee was created and given the task of infusing diversity into the curriculum across all three campuses at Aims Community College. The Committee includes faculty, staff, administrators and the college's new Diversity Infusion Specialist (see

	<p>below). The Diversity Committee is also working in conjunction with the college's Curriculum Committee.</p> <p>At this time, the Diversity Committee is exploring many options including the possibility of (a) defining diversity as a course competency which all courses must address, and/or (b) adopting a course requirement from a menu of courses which have a strong diversity component. At this time, the committee is in the early stages of this task, and is exploring how other colleges have successfully infused diversity across the curriculum.</p> <p>The Diversity Officer and the Center for Professional Development have identified a faculty seminar through Oregon State University's, "Difference, Power & Discrimination (DPD)" program. The DPD '...works to create a more inclusive curriculum that addresses issues of race, class, gender, sexual orientation, and other institutionalized systems of inequality. The faculty seminar provides faculty and staff with the training and resources needed to develop or modify comparative diversity courses.' (http://oregonstate.edu/dept/dpd/)</p> <p>The goals of the faculty seminar include:</p> <ul style="list-style-type: none"> • To introduce disciplinary and interdisciplinary scholarship and perspectives on race, gender, class, sexual orientation and other institutionalized systems of inequality in the United States; • To provide resources for planning, revising and teaching courses for the DPD requirement; • To develop pedagogical strategies for incorporating multicultural diversity in the classroom; • To increase awareness and sensitivity to difference; • To provide the basis for an ongoing community discussion in which issues of difference can be addressed among colleagues across disciplines. <p>The college is looking to conduct its first DPD faculty seminar in the summer of 2008, with the hopes of continuing this program on an annual basis. Additionally, the Diversity Office has developed a fellowship that centers on projects that will enhance multiculturalism/diversity in curriculum which focuses on the following populations: African-Americans, Asian-Americans, Latinos/Hispanics in the U.S., Gay, Lesbian, Bisexual, Transgender, Native-American Indians, and/or persons with physical challenges.</p> <p>Projects can include:</p> <ul style="list-style-type: none"> • Curriculum Development – Projects, including collaborative interdisciplinary and/or disciplinary projects, which enhance or incorporate multicultural/diversity components of the populations described above to an existing course(s) or to the development of new course(s) in this area. • Faculty Development - Support for projects that contribute to a faculty member's skill development in the area of multicultural/diversity education. • Pilot Research Projects - "Seed" or initiative monies to support pilot research projects that focus on multicultural/diversity area(s) and would result in development of a larger research proposal for submission to an outside funding source.
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Facilities

Over the past several years, the college has opened several new and newly renovated facilities. These facilities have been designed and built to address the learning-centered goals of the college. Facilities include:

Facility	Year opened	Programs
Hansen Building	2005	Engineering Technology, Criminal Justice, Police Academy
Kress Building	2006	Liberal Arts, Developmental Education
Allied Health and Science Building	2007	Nursing, Natural and Physical Sciences, Emergency Medical Services, Surgical Technology, Radiologic Technology
Aviation Building	2007	Aviation, Air Traffic Control
Ed Beaty Hall	2008	Communications Media, Graphic Technology and Rich Media, Visual and Performing Arts, Mathematics, Computer Information Systems

2R2 Comparisons with other institutions

The college has not embarked on an effort to study its distinctive other objectives relative to other institutions.

2R3 Strengthening the institution

Diversity

The college seeks to have student and employee populations that mirror the community it serves. The position of the Senior Management is that by being more fully reflective of the community the college serves, the college will be better positioned to address the needs of all its stakeholders.

Facilities

The college is committed to the principles of the learning-centered college, and places primary importance on building and maintaining facilities that promote learning-centered interactions among its faculty, staff and students.

Improvement (I)

2I1 Improving systems and processes

Other distinctive objectives are a part of the strategic planning process at the college and are subject to the same continuous improvement measures as other college initiatives. These measures are detailed in the chapter concerning Continuous Improvement.

2I2 Setting and communicating targets for improvement

Other distinctive objectives are a part of the strategic planning process at the college and are subject to the same continuous improvement measures as other college initiatives. These measures are detailed in the chapter concerning Continuous Improvement.

The CEO and Senior Management have developed an effective tool that illustrates a process for continuous improvement projects. This tool provides a flow chart with feedback loop for initiating, investigating, exploring and implementing new college initiatives.

Category Three

Understanding Students' and Other Stakeholders' Needs



Context for Analysis (C)

3C1 Key Stakeholder Groups

We identified several macro and subgroups in conjunction with our Stakeholder meetings and investigations. First and foremost was that our stakeholders were not just students, but also their parents, grandparents, and other family members. Younger students are often dependent on their parents or grandparents for the financial resources necessary for their academic studies as well as to provide them with decision-making and emotional support. For our project, we made certain that we dealt with all generations of our student stakeholders and worked to provide them with information and communications.

An increasingly important subgroup of students centers on the form of instructional delivery. Aims received accreditation for the delivery of on-line degrees in addition to its previous use of the internet for individual courses. This stakeholder group was found to have many of the same needs for support and interaction, but prefers to have these interactions through electronic media rather than coming to the campus. Student services, web applications, FAQs, electronic credit card payment, tutoring, advising, and the other normal student issues are being examined, expanded, and enhanced to meet those needs.

Another stakeholder group to Aims is that of the taxpayers of its service area. Aims receives approximately 60% of its funding through county tax assessments. It is vital that the citizens of the county feel that the college is a good steward of their financial support and that these resources are put to appropriate use. These concerns include providing appropriate courses, certificates and degrees as well as demonstrating prudent spending for building projects, salaries, and other expenditures.

3C2 Stakeholder Requirements and Expectations

We found that our stakeholders have high expectations on the quality of the educational process, the quality of instructors, in maintaining small class sizes, supporting education with ample and appropriate technologies, as well as providing appropriate levels of student service support in all of its dimensions. As a local tax-district supported community college for the last 40 years, we are seen almost as family and held to those same standards.

To identify the requirements and expectations of the wider group of stakeholders, we retained a market research firm (Burns Marketing) to investigate a sample of the population of Aims' service district in conjunction with a proposed new campus. The results of that survey were again very gratifying as Aims received the highest ratings for quality instructors, appropriate courses, and degree/certificate programs by those

who were familiar with Aims. As the new campus location will likely draw students from areas where Aims is not traditionally known, we recognize that we will need to do significant marketing and other actions to increase our name recognition. This will also be necessary as we seek to expand our on-line enrollments to new markets.

Continuous analysis of our student demographics show that more students are now traditional post high school students, lowering the average age of our student population. We have also seen a rise in the percentage of students with one or more areas of developmental need, now at 54% of new students. We are working to address the needs of those students with a program called “Emerging Scholars” which has shown significant improvements in retention over those not participating in a more intensive engagement program. We will be expanding the Emerging Scholars program this coming year and carefully monitoring results to make sure that the increases in learning and retention are real. We are also planning longitudinal students to determine the persistence effects of these expensive but we believe effective programs.

Processes (P)

3P1 Changing Needs of Students

The learning-centered college program has increased the monitoring and awareness of student learning through increased feedback and surveys of students and faculty. The SunGard Banner ERP has been used for 7 years and its database and student modules allow for tracking of multiple characteristics, including the normal demographics plus additional information that is requested as a part of the application process. Analysis of the data collected helps to identify changes in student characteristics that can lead to a better identification of their needs. When changes are detected, research is done through the literature as well as through attending conferences where others are discussing similar trends or programs designed to address the needs of these students. As an example, when it became obvious that more of our students were first generation college students, we established work units devoted to the SSS/Trio grants, Emerging Scholars, and other student success activities in addition to the normal Accuplacer evaluation.

When an area of potential need or action is identified, we try to ensure that our Institutional Research and Effectiveness group is involved so that measurements of the population and intervention activities are designed and available in conjunction with the inception of the treatment. We have also invested in a research tool that allows us to measure the likely success of new programs, certificates, and other specialty areas by estimating the number of potential jobs and their salary levels. This allows us to validate anecdotal concepts or expectations prior to assembling the faculty and designing curricula to initiate new program.

For more immediate and anecdotal information, we use our very active Student Life organization to stay abreast of the needs of students. This organization coordinates the student government, organizes new student orientations, and organizes many student activities for groups and individuals throughout the year.

3P2 Building and Maintaining Relationships with Students

Maintaining a relationship with students is seen as a process, not an event. The diversity of our students and their associated interests and needs require a wide variety of programs, events, and approaches. Aims has a strong Student Life organization devoted to interaction and promotion of students at all of its campuses. This includes a student government organization with elected representatives for special areas of coverage such as technology and non-traditional students as well as the general members from each of the three campuses. Student Services has increased the attention paid to advising and tutoring, with plans to offer on-line tutors in the Fall 2008 semester. This increased interaction and support also provides feedback on needs and the effectiveness of new programs.

We begin to build a potential relationship at the pre-school and elementary school level through our “College for Kids” and other programs where the college provides a wide range of organized activities for young children during the summer. More directly pertinent contact is made through recruiter visits to middle schools, hosting math and science fairs and other school district wide activities. We also purchase specifically directed mailing lists that let us send information and requests for questions and discussion to prospective students and their parents. This contact accelerates and becomes more focused at the high school level, encouraging students to participate in dual enrollment programs that allow them to earn high school and college credit simultaneously.

We have initiated and expanded student orientations (both on campus and on-line) and placed common modules devoted to effective use of WebCT and on-line learning concepts in general. These programs provide a uniform introduction to the unique characteristics of web-based interaction and learning.

Aims also has a student oriented communications program, including a printed monthly newsletter, on-line information placed on the web site, and a new form of communications placed in restrooms called the “Toilet Paper”. We have also worked to have student representatives involved in new projects such as the upgrade/replacement of our course management system and in the re-design of our web site to ensure that students get the information they need as directly and quickly as possible.

3P3 Analyzing the Changing Needs of Stakeholders

Key stakeholder groups outside the student domain are also monitored, although it is more difficult as they do not provide applications or other ‘paper trails’. Instead, we look at reports from the cities and counties we serve as well as tracking responses to mailings, comments received in conjunction with our cable channels, letters to the editor, and call center.

3P4 Building and Maintaining Relationships Key Stakeholders

The building of the relationship starts through the college’s outreach programs and extensive community involvement. We host a speaker’s bureau and a dynamic Continuing and Corporate Education Division that helps to solicit and win relocation, economic development, and training grants for businesses in our district. The

Continuing Education aspects of the college focuses on making certain it offers courses and programs specifically targeted to community members. This creates a two-way word of mouth dialog that is shared with Senior Management as the Dean for Corporate/Continuing Education is a member of the Senior Management team and is thus able to quickly and effectively provide his information to all other areas of the college.

The college broadcasts its monthly board meetings to the cable channels in four of the cities it serves. It also has a standing invitation to the local press to cover the meeting and to broadcast press releases. Members of the faculty, administration, and Public Information Office write invited editorials, press releases, and other communications that stimulate continued dialogs and communications on the needs of our key stakeholders.

3P5 Addressing New Stakeholder Groups

There are several potential avenues to provide discussion and evaluation for new (and existing) stakeholder groups. One is through feedback from community members who are also employed or related to employees at Aims. Such conversations or input would be directed to the appropriate internal organization or department. In a similar fashion, the President and key administrators belong and/or attend many meetings throughout the community. Finally, many of our units are guided by Advisory Councils or Committees that can provide focused perspectives on new stakeholder groups and trigger further investigation.

Once a possible area is identified, it will be pursued by the appropriate unit or department and communicated to Senior Management or even the Board of Trustees, depending on the potential scope of attention that might be necessary. One relevant example is that the population of our largest serving district county has become more Hispanic and we have been instituting a number of program to make them aware of and take advantage of our educational opportunities.

3P6 Complaints and Feedback

Often complaints come into the Call Center and Switchboard. The Call Center is manned by professionals who log all calls and provide reports and forward calls to the appropriate department or individual. If the call involves technology, they are entered into our tracking system. This system then records the date and time of the trouble, the time to clear the trouble, the resolution, and many other attributes. When calls are received we try to collect contact information for the caller so that we can contact them later to see if the problem was fixed or if we correctly understood the issue that they raised.

Additional complaints come into the office of Student Services, the Public Information office, or the office of the President. In addition, we monitor the newspapers in our serving district as well as receive information from our Board of Trustee members, who are quite active in the communities they serve and represent.

3P7 Stakeholder Satisfaction

We have established a recurring set of surveys and other tools to assess student satisfaction. The most recent annual Student Satisfaction survey included coverage of 18 topic areas with 63 questions. The survey invited 1000 students to respond and 242 took advantage of this invitation. The survey was done on-line and students logged in with their username and passwords that allowed us to exactly know their demographic information. Most questions were answered by a Likert scale selection, although there were also open ended narrative questions.

Students were asked to identify how important a topic was as well as how well the college was doing in that area. The same survey is administered each year so that trends and longitudinal perspectives can be identified. Comments were solicited through a wide variety of means and results collected and kept strictly confidential.

Results (R)

3R1 Student Satisfaction

As reported above, student satisfaction was excellent in all of the 18 areas studied. The only area with low ratings was for the cafeteria/vending machines. As the abstract of the survey report stated:

The respondents were more often degree-seekers, female, white, older, and receiving financial aid than the whole student body. Aims students are satisfied with the college. They are most satisfied with the areas that are most important to them: the relevance of course content to the students' educational objectives, the treatment of students by instructors, faculty knowledge of subject matter, and tutoring received. Students say repeatedly they would like increased class availability. It does not appear that any day or time is off-limits. It does appear that attractive (or required) course offerings in any time slot would get enrollment. Respondents strongly endorse the college with their enthusiasm for recommending Aims to others (94.6%) and enrolling at Aims again if they had it to do over (93.1%).

3R2 Building relationships with students

Aims Community College has long focused on building relationships with students through many venues and approaches. These relationships are largely cultivated through the Student Life unit of our Student Services department that is funded through student fees. Our student government body, the Associated Students of Aims Community College (ASACC), is composed of members of the student body that are elected and appointed to student governance positions and for offering a wide variety of student-focused activities and events. Just last year 183 programs with an attendance of over 13,000 students were provided across our four academic campuses and centers. Surveys are taken after each event and a key question is whether the event is a good use of student funds and activities. The results of these surveys are overwhelmingly

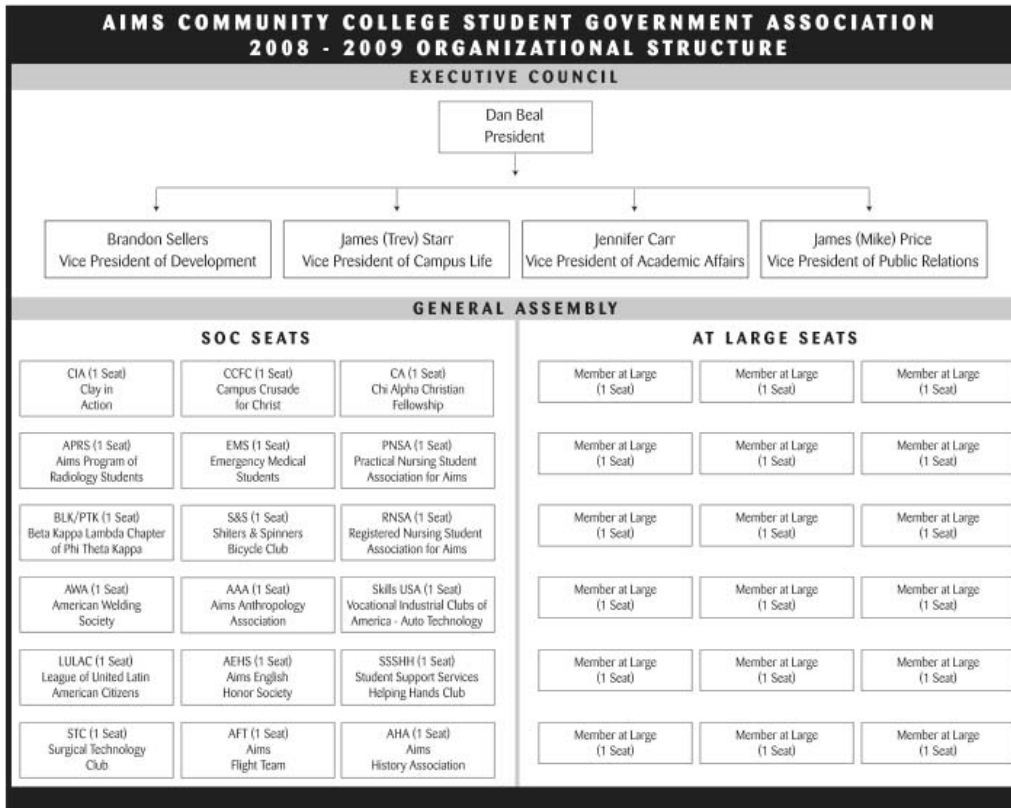
positive. The few criticisms and suggestions are used to steer and plan new events and activities.

Another important aspect of building student relationships is that of the college's support of student organizations. Given the large diversity of our academic programs, we have a correspondingly wide variety of student clubs and organizations. The list for last year includes:

- Campus Crusade for Christ
- Aims Flight Team
- Welding Club
- Surgical Technology Club
- Skills USA - Greeley
- Emergency Services Club
- Aims English Honor Society
- PTK Club
- Shifters & Spinners of ACC
- Practical Nurse Student Association
- Clay in Auction (CIA)
- Anthropology Association
- Chi Alpha Christian Fellowship
- Club Fundraising Fund
- Helping Hands
- LULAC
- Registered Nurse Student Association

Members of ASACC and other students are routinely recruited to serve on committees and groups working on continuous improvement and the learning-centered college. The involvement of students in the planning and feedback processes is mutually beneficial to the college and to students by providing them an opportunity to contribute to the college's academic and business processes, as well as providing personal growth and development. As examples, there are student representatives to the college's Board of Trustees, All College Action Committee, Learning-centered College Task Force, the Technology Advisory Committee and many more. We have solicited input from numerous students in the re-design of our webpage and actively seek input and feedback from students in nearly all student-impacting endeavors. Our most recent marketing campaign is heavily oriented on using quotes from current and former students.

The student government organizational structure is shown below. Efforts are made to ensure there is representation from all demographic areas of the student population as well as the Director of Diversity position that is specifically devoted to addressing issues of student diversity.





Each year Aims conducts a student satisfaction survey designed to provide both current and longitudinal feedback on a wide range of student services and areas. Over the past several years, these results have been extremely positive across the entire spectrum of students. The abstract of the 2007 survey perhaps says it best:

Two hundred forty-two students participated in the survey. The respondents were more often degree-seekers, female, white, older, and receiving financial aid than the whole student body. Aims students are satisfied with the college. They are most satisfied with the areas that are most important to them: the relevance of course content to the students' educational objectives, the treatment of students by instructors, faculty knowledge of subject matter, and tutoring received. Students say repeatedly they would like increased class availability. It does not appear that any day or time is off-limits. It does appear that attractive (or required) course offerings in any time slot would get enrollment. Respondents strongly endorse the college with their enthusiasm for recommending Aims to others (94.6%) and enrolling at Aims again if they had it to do over (93.1%).

The surveys with all comments are distributed to Senior Management and the report with confidential comments suppressed is posted on the college's employee portal for all employees. Survey results are discussed and incorporated into Action Projects or other activities to address the areas identified by students as important and with lower areas of

satisfaction. For example the area of "increased class availability" noted in the abstract above led to an effort to expand course offerings and to also provide automatic triggers for additional sections when course sections are filled during the registration process. Table 1 compares the Aims students who participated in the 2007 survey with the overall student population.

STUDENT BODY COMPARISON WITH SURVEY RESPONDENTS

	All Fall 2007 Credit Students		Survey Respondents	
	Number	Percent	Number	Percent
Fulltime (12+ credits)	1699	36.5	79	32.6
Parttime	2954	63.5	163	67.4
Total	4653	100	242	100
In-district	3497	75.2	175	72.3
Out-of-district	950	20.4	47	19.4
Out-of-state	147	3.2	5	2.1
WUE	38	0.8	2	0.8
Undetermined	21	0.5	13	5.4
Total	4653	100.1	242	100
New**	3238	69.6	154	63.6
Continuing	286	6.1	22	9.1
Returning	1096	23.6	52	21.5
Other	33	0.7	14	5.8
Total	4653	100	242	100
Degree & certif. seekers	3392	72.9	196	81
Other	1261	27	46	19
Total	4653	99.9	242	100
Female	2624	56.4	170	70.2
Male	2000	43	72	29.8
Unknown	29	0.6		
Total	4653	100	242	100
White	3196	68.7	196	81
Hispanic	947	20.4	27	11.2
Other & unknown	510	11	19	7.8
Total	4653	100.1	242	100
Teens	1019	21.9	44	18.2
Twenties	2230	47.9	88	36.4
Thirties	683	14.7	43	17.8
Forties	403	8.7	32	13.2
Fifties	255	5.5	34	14
Older	61	1.3	1	0.4
Unknown	2	0		
Total	4653	100	242	100
Financial aid	1876	40.3	130	53.7
No aid	2777	59.7	112	46.3

Total	4653	100	242	100
** Student type in this table is from the Banner field STYP_CODE, not from an exhaustive scan.				

The students rated 18 topic areas in terms of their satisfaction with the process or service, and also in terms of how important the process or service is to them. The rating scales are analogous, running from Very Satisfied (1) to Very Dissatisfied (4), and from Very Important (1) to Very Unimportant (4). While there is no guarantee that the psychological distance between steps is the same on the two scales, or even between steps on the same scale, it's not unreasonable to hope for matches – high satisfaction with highly important services – and to look for discrepancies that might suggest under-allocated resources – low satisfaction with highly important services.

Table 2 displays the average satisfaction rating and the average importance rating of the 18 services. The five most favorable satisfaction ratings – the numerically lowest ones – and the five strongest importance ratings – again, the numerically lowest ratings – are shown in bold type. There are four areas to which students assign their highest satisfaction and the highest importance. These are the relevance of course content to the students' educational objectives, the treatment of students by instructors, faculty knowledge of subject matter, and tutoring received. This pattern of results speaks well of the way that the college is providing student services and instruction. Furthermore, the average satisfaction for every topic but one is between Very Satisfied (1) and Satisfied (2). Food services are seen least favorably of the rated services, but are also seen as least important to the students. More than half of the respondents indicate by NA responses that they don't use campus food services.

SATISFACTION AND IMPORTANCE, AVERAGE RATINGS

Topic	4-point Average Satisfaction, (1 high, 4 low)	4-point Average Importance, (1 high, 4 low)
1. Content relevance	1.72	1.35
2. Treatment by faculty	1.68	1.20
3. Out-of-class availability	1.72	1.70
4. Sensitivity to needs	1.84	1.52
5. Faculty knowledge	1.53	1.15
6. Occupational skills	1.83	1.47
7. Web registration	1.75	1.72
8. In-person registration	1.75	1.81
9. Cashier	1.73	1.79
10. Help desk	1.83	1.73
11. Student life	1.77	2.02
12. Disability center	1.82	1.80
13. Financial aid	1.97	1.35
14. Bookstore	1.85	1.63
15. Library	1.71	1.69
16. Food services	2.29	2.47
17. Tutoring availability	1.84	1.79
18. Tutoring received	1.64	1.47

We continue to work with the results of this year's survey to improve our processes and services. The next survey will be administered this spring.

3R3 Stakeholder satisfaction with performance

The Burns Marketing study provides the best evidence we have as to the general community's perception of our college. Their findings included the following points:

Aims is well-positioned to significantly improve its brand image if it can increase awareness and exposure to its people, facilities, and services. Although awareness and understanding of Aims are lower than its regional competition, those people who interact with the organization tend to have a positive experience and adapt a favorable impression of the institution.

What are Aims' strengths?

- Aims is seen as affordable and small with the ability to transfer credits to 4-year institutions.
- There is a sense that Aims is more for non-traditional students and those seeking certification for technical careers.
- People have had many positive experiences with Aims staff and faculty who are described as “accommodating,” “caring,” and “coming from a good background.”
- For those people who know Aims, the institution rated favorably on its low cost, facilities, and variety of course options.
- Current Aims students are very satisfied overall and rate the school high on its affordable cost and convenient location.
- Among a small sample of high school students, Aims is better regarded than Front Range Community College on reputation, faculty, and transferability of credits.

We also received a report on areas for improvement:

What are Aims' opportunities for improvement?

- For residents and prospective students, overall awareness of Aims across northern Colorado is lower than its competition.
- The institution is poorly understood, with less than half of residents and prospective students feeling qualified to provide an assessment of the organization.
- For those people who know Aims, the institution rated lower than Front Range on the surrounding town (Greeley) and the transferability of credits.
- Current Aims student ratings indicate there is room to improve its social scene and surrounding town.
- Compared to Aims, Front Range is much more likely to be recommended by residents or preferred by prospective students.

We are taking steps to address these opportunities though several approaches and channels of communication.

The Burns study further provided a perspective on a wider range of stakeholders:

What characteristics are important to constituents?

- For regional residents, transferability of credits and challenging academics along with faculty, variety of course options, and cost are the most important attributes. The least important attributes are the surrounding town and convenient location.
- For high school students, facilities, challenging academics, and specific job training along with faculty and variety of course options are the most important attributes. The least important attributes are reputation and convenient location.
- For current Aims students, cost, convenient location, variety of course options, transferability of credits, and reputation are the most important attributes. The least important attributes are social scene, surrounding town, and school administration.
- Both traditional and non-traditional Aims students provided very similar ratings on the importance of characteristics. However, social scene and transferability of credits are more important to traditional students. And on the other hand, reputation, specific job training, and modern technology are more important to non-traditional students.

Our Continuing Education/Corporate Education department has seen excellent validation of their perception with community, business, and industry stakeholders. This positive perception is bolstered by the breadth and range of their partnerships with industry within our service district. Over the past two years they have had positive relationships with more than 100 small, medium, and large businesses in our service district and beyond.

Continuing Ed/Corporate Ed actively seeks out and supports new businesses to our area with state grants and local tax abatement programs as well as providing a wide range of training for corporate and government employees from topics as wide as safety to specialized training on overhead cranes. They have also just been named as the only college in Colorado as members of the Global Corporate college Consortium. This organization provides coordinated and standardized training for domestic and international businesses.

The members of Continuing/Corporate Education serve on more than a dozen boards and service clubs as well as serving as officers in organizations such as the Convention Business Board. These continuing associations provide an essential linkage to industry and government stakeholders that cross over and blends well with the academic programs of the college

3R4 Building Relationships with Stakeholders

Our foundation has received more than \$3.3 Million dollars in pledges and naming opportunities for its current capital campaign through donations and gifts from more than 300 donors. These donors include private individuals, businesses, foundations, and other groups from throughout the State of Colorado.

Perhaps the best evidence we can provide for building relationships can be shown in conjunction with a recent legislative breakfast the college held for city, county, and state legislators representing our service district. We had nearly 100% participation and a lively, positive dialog centered around the value of our college to the region and the state. In addition, a recent report published by Economic Modeling Specialists Inc. (EMSI) clearly documented the pervasive and positive impact that Aims has on the community, including a statement that "the regional economy is \$1 Billion stronger due to Aims." This report triggered echoes of endorsement throughout the community and confirmation of the college's contribution to its service district.

Aims also strives to ensure that its programs align with the widest range of employers and other members of the community by using a product called CC Benefits to estimate potential job markets and salary scales for graduates of current and potential programs. By using this socioeconomic modeling tool, we are able to integrate the information from numerous federal, state, and local databases to estimate the current and future needs for graduates.

Lastly, a most gratifying testimonial to our relationships with Stakeholders can be seen through our successful efforts to receive full funding increases from the State of Colorado as well as receiving a specially worded footnote in funding recommendations that calls for this to occur in the future as well.

3R5 Comparing Results with other Institutions

We do not have significant information of a reliable form to answer this question. The closest we can find is that the Burns Market Study sampled populations in areas that represent the overlap of multiple community college service districts. Our results were slightly higher in all dimensions among those responding to the survey.

Improvement (I)

3I1 Improving processes and systems

As stated above, this is a high priority process at Aims and is incorporated within our goals and missions. We take our role as supporting the community more strongly than many due to our financial base being tied to tax district support.

We operate high quality cable TV channels that provide ample means of reaching the community and receive immediate calls if they ever experience technical difficulties. The openness of our Board Meetings and coverage by the press provides further opportunities to receive immediate and specific feedback from students and other key stakeholders.

3I2 Setting targets and priorities

Targets are set within the appropriate departments as departmental goals that are linked to the college's Goals and Mission. In addition, individual employees set goals within the semi-annual review process.

There are numerous goals that we are currently addressing; an increase in Hispanic enrollments, directly targeting the retention and success rate for the growing number of students with developmental needs, increasing the access to technology and technology support to all students – regardless of the economic or academic situations. Each of these priorities are addressed through specific and direct strategic and tactical plans, with actions and goals clearly set and monitored as the programs are rolled out.

Results and improvement priorities are communicated through the variety of instruments discussed previously. For employees, it is primarily through our “Daily” email vehicle that provides a short summary together with a direct link to the more expansive information or contacts. For students, it is through their specific Aims Alive publications as well as through the college’s web site. Again, we try and provide short attention bites with direct links to the more lengthy areas of coverage.

Stakeholders are communicated with via the Cable TV channels, broadcast Board of Trustee meetings, broadcast reports from the President, press releases, articles, and direct mailings.

Category Four

Valuing People



This chapter explores the college's commitment to the development of faculty, staff, and administrators since the efforts of all are required for institutional success. It examines the institution's processes and systems related to:

- Work and job environment
- Workforce needs
- Training initiatives
- Job competencies and characteristics
- Retirement, hiring and retention practices
- Work processes and activities
- Training and development
- Personnel evaluation
- Recognition, reward, compensation, and benefits
- Motivation factors
- Satisfaction, health and safety, and well-being
- Measures
- Analysis of results
- Improvement effort

Context for Analysis (C)

4C1 Organizational focus on strengthening student learning

Aims Community College fosters a learning-centered atmosphere of trust and mutual respect for all stakeholders where diversity is celebrated, an open exchange of viewpoints is promoted, and personal and professional achievements are encouraged and recognized through a variety of means and methods. Aims' Learning Centered work environment is organized in such a way that promotes a comfortable atmosphere that fosters student learning. Employees (staff and administrators) without a faculty designation who are qualified to teach are encouraged to do so (within set procedural guidelines) as this provides staff and administrators direct contact with students and issues and concerns directly related to the classroom environment. Budgets and subsequent work activities are developed with the college's strategic goals in mind and are justified according to how goals and job duties are directly or indirectly related to helping students learn. Job classifications are modeled with a focus on student learning so that all employees are keenly aware and close to issues related to instruction and classroom management.

Positions of note at the college include:

Chief Academic Officer/Executive Dean – this position has management and oversight of all academic programs and also supervises ancillary learning activities to include services and programs typically tied to student services and human resources.

This change was made with the ultimate goal of having a more comprehensive tie to student learning with these ancillary programs. The groups/services reporting to the Chief Academic Officer/Executive Dean include the library, learning and organizational development, international programs and employee professional development (faculty, staff and administrator).

First Year Experience Coordinator – the college recently developed a position related to retaining students in the first year they attend college. While this initiative is primarily run through the Office of student life, unique partnerships have been forged with academics to teach a first year experience class that gives students the tools they need to be successful learners at the college.

Additionally key committees on campus are often co-chaired by faculty and non-faculty at the college so that academics, student services, and administrative services can more effectively work together toward helping students learn. Further, many of these key groups include student workers or student government representatives so that student viewpoints and feedback can be gathered to better help students learn. Samplings of these committees include:

- All College Action Committee (Strategic Planning)
- Assessment of Learning Committee
- Curriculum Committee
- Learning-centered College Task Force

Student workers at Aims are treated as professionals. The jobs work study students take on are generally created in such a way for the student to actively participate in a professional working environment while studying at the college.

4C2 Institutional and Geographic factors and part-time employees

Geographic Factors

Aims has three campuses, and numerous course locations throughout its service area. The main campus is located in Greeley. Because of the scope and size of this campus, employees on the main campus have very distinct roles and responsibilities. The outlying campuses in Fort Lupton, Loveland and the satellite Downtown Center each have their own Associate Dean or Director in charge with staff to support the outlying campuses; however, because of the smaller scope in services these campuses provide the employees on the outlying campuses are expected to perform in a multi-disciplinary/multi-classified manner when it comes to the responsibilities associated with their positions. As an example, Student Success Center Advisors on the main campus do not typically have to advise students on issues of financial aid because the services of the Office of Financial Aid are made available to students on the main campus. Yet, on the outlying campuses, Advisors must advise students on issues of financial aid, etc. and as such the institution classifies these individuals at a higher level because of the broader responsibilities these advising positions entail due to the nature of the geographic factors.

Work Environment

The work environment at Aims is strongly tied to a devotion to enhance the quality of work life and wellness at Aims. Specific efforts are routinely taken to ensure that employees are given the tools they need to effectively do their jobs at the college. Direct measures have been taken by the college to address ways to improve and enhance the work environment:

- Formalized Safety and Health policy serves as an institutional recognition statement of the institution's commitment to health and safety
- Budget allocated to support health and wellness activities
- Sr. Management supports wellness activities by attending and supporting wellness programming
- Tuition reimbursement for Aims' classes and the ability to retake any physical education class for free
- Tuition reimbursement to pursue advanced degree at the University of Northern Colorado
- Strong employee wellness programs tied to professional development offerings
- Healthy lunch options in school cafeteria
- Recent revamp of lighting and ventilation
- Ergonomic workstation checks conducted on a regular basis
- Incentives provided for participating in work life wellness events
- Employee Assistance Program (EAP) – 8-visits allowed per concern (not per year)
- Generous annual, sick and personal leave allocated to all full-time employees, (85% of costs paid by the college).

Part-time Employees

Part-time employees play key roles in all aspects of college business and are actively solicited and involved in multi-disciplinary efforts related to retention, employee recruiting, student recruitment, student life, and employee development programs (professional and personal development). Part-time instructors at the college play a key role in shaping the success of many of our students.

4C3 Demographic trends and workplace needs

Aims tracks age, gender, ethnicity and length of employment for all full and part-time employees. Aims looks at enrollment forecasts (demographic realities and population projections) to determine future student needs. This data assists Aims when considering programs of study and student service needs.

4C4 Employee training initiatives

The Center for Professional Development (CPD) provides comprehensive personal and professional development opportunities to all college employees. The program works by providing continuous improvement opportunities to all faculty and staff in a focused effort to better serve students. CPD actively addresses employee issues regarding career development opportunities and solicits advice and feedback from all employee groups. CPD supports the implementation of college-wide initiatives in the following areas:

Valuing People	Communication	Learning Centered Initiatives
<ul style="list-style-type: none"> • Diversity and Cultural Awareness • Work Life and Wellness • Organizational Development/college Culture 	<ul style="list-style-type: none"> • Leadership & Supervision • Teamwork/Collaboration • Core College Requirement/Campus Rules • Policies and Procedures 	<ul style="list-style-type: none"> • Teaching and Learning via FTLC • Customer service and communication offerings for all employees

In addition to overall employee development provided by the Center for Professional Development, the Faculty Teaching and Learning Center at Aims Community College is committed to providing services which align strategic initiatives of the college with the personal and professional goals of all faculty (full and part-time) interested in learning basic and advanced skills related to teaching, and for assisting seasoned faculty to further refine and develop their instructional techniques. Core competencies the Faculty Teaching and Learning Center addresses center increased competence in:

- Learning-centered Teaching Strategies
 - Utilization of diverse teaching and learning strategies to accommodate varied learning styles and application of knowledge and understanding
- Aims' Student Core Competencies (General Education)
 - Critical Thinking Skills
 - Communication (reading, speaking, listening and writing) across the curriculum and different settings
 - Demonstrating mathematical competency
 - Quantitative reasoning
 - Using technology effectively to achieve personal and academic goals
- Advising
 - Promotion and awareness of learning opportunities which promote life skills development
 - Facilitation of the promotion of reflective knowledge
 - Promotion of gradual assumption of responsibility for making informed decisions
 - Facilitation of career and life plans to transfer skills to continued learning and planning of student academic, personal and professional endeavors
- Assessment of Learning
 - Formative and summative assessment measures
 - Promote student ability to self-assess
 - Foster peer to peer assessment
- Inclusion and Diversity
 - Drawing varying cultural and socioeconomic abilities to enhance classroom interaction
- Scholarship of Teaching and Learning
 - Continuous improvement related to teaching, advising, librarianship and assessment techniques in terms of student learning
 - Maintaining current scholarship in the field teaching and learning

This is done by taking advantage of the following:

- Mentoring of Probationary Faculty (Formal Mentoring and New Faculty Specific Programs)
- Reflective Practice Groups
- Large and small scale professional development activities
- One-on-one training and development with individual faculty

Processes (P)

4P1 Key credentials, skills and values

The Human Resources Department at Aims fosters initiatives that identify the college as a learning-centered institution with an overall departmental goal of attracting applicants that understand what it means to be learning centered and have a commitment to helping students learn. As such, the office of Human Resources incorporates a learning centered concept statement in college recruitment and employer branding initiatives (i.e., website ads) and provides guidance during the screening process to attract and reveal applicants that embrace learning centered practices. For instance, innovative criteria for reviewing applications and questions for interviewing potential employees oftentimes centers on questions of professional, scholarship and commitment to student engagement practices and cooperative learning.

An HR representative meets with individual search committees prior to the interview process to charge the committee, and to assist in identifying criteria which address identifying the qualities the college seeks in potential employees.

All faculty members are required to have credentials as described in the college's Faculty Handbook. Specific credentials are dependent on the teaching assignment of the faculty member. Faculty qualifications are based on coursework completed at institutions of higher education that are accredited by one of the regional accrediting associations, and in the case of Career and Technical Education faculty, on documented industry experience.

Full-time faculty members who teach in transfer programs are required to have completed a minimum of 18 graduate credits in a content area relevant to their teaching assignment. A master's degree is preferred for all university transfer faculty.

Faculty members teaching in developmental education are required to hold a bachelor's degree in a relevant discipline. A master's degree is preferred for all faculty members teaching in developmental education.

Faculty members teaching in Career and Technical Education programs are required to have a minimum of five years' experience in a field relevant to their teaching assignment. An associate's or bachelor's degree is preferred for all CTE instructors. All CTE faculty members are required to hold a current Vocational Teaching Credential, issued by the State of Colorado. Faculty members teaching in selected CTE disciplines may be required to hold additional licenses or certifications, as required by accrediting agencies and the State of Colorado.

The credentials, skills and values required for staff and administrative positions are identified through the creation of a Position Description Questionnaire (PDQ), completed

for each staff and administrative position at the college. The PDQ (see Appendix C) is a comprehensive description of the position, as well as an analysis of the credentials and skills required of an employee holding that position.

4P2 Recruiting, hiring, and retaining employees

Aims takes a varied approach in recruiting and hiring new employees based on the needs of the position in question. That being said, we do infuse into all procedures for recruiting and hiring an approach which bears in mind the principles of parity and diversity. As such we use typical means of recruiting faculty, staff and administrators such as the Chronicle of Higher Ed, local papers, etc. but we also will target various regions and economic centers to more centrally recruit candidates based on the special needs of a particular and specialized position.

At Aims, we believe the process of orienting employees to the institution is continuous. The college focuses on the following opportunities to orient new employees:

- Initial Meeting with Human Resources
- Wingman – 90-day employee mentoring program
- Continued and measured activities defined for all new employees in respective performance plans
- Comprehensive Online Orientation for part-time faculty
- General employee professional and personal development offered to all employees
- In-person pre-semester information sessions for Part-time Instructors
- Mentoring – Full and part-time instructors
- Comprehensive online orientation for all employees

4P3 Communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing

Work processes are aligned with strategic initiatives as demonstrated in all employee performance plans. For faculty, a process which contributes to the characteristics described above is the yearly review of achievement in their performance plans and for new faculty the review of their mentoring program portfolios. Deans review and analyze individual achievement and potential for development in these areas. Deans respond in writing to all faculty and meet with the faculty and their mentors to provide feedback and encourage areas of growth in teaching effectiveness, service to the college and community, and use of student evaluations to improve their courses.

Additionally, the college's strategic planning group and the learning college task force help share the importance of continuing quality within the institution.

4P4 Professional development and training

The college views employee development as a critical component in its efforts to reinforce our goals of continuous improvement and helping students learn. Training and development can take place in a variety of formats at the college. The college has a Professional Development travel fund where staff and faculty can travel to special topic

conferences. In addition to this fund, we have a very strong internal professional development program that allows for employees to receive in-house training on subjects related to student services, teaching and learning, supervision and leadership as well as to learn about institutional issues related to risk management, safety and other key issues critical to the successful operations of the college. The college also sponsors ongoing training programs which address issues of continuous improvement.

The college is committed to bringing high profile speakers to campus so that during major events such as the Fall convocation most of the college's employees can take part in high quality programming that is closely tied to institutional objectives. Last year, the college invited noted student learning and retention expert, Dr. Vincent Tinto to the Aims campus to discuss methodologies for helping students succeed and persist. Aims is atypical with respect to the fact that we invite speakers who usually speak at national conferences to our campus. This allows for us to not just develop a few employees who might attend a conference such as NISOD, but instead provides development activities for the majority of our employees. By doing this we are able to reinforce what was presented by any given speaker since we have learned a common language tied to institutional goals. The speaker at this year's Convocation event was Dr. John Gardner, who focused his address to the college on the "first-year experience" of new students.

Additionally, two other methods work for reinforcing training at the college. After all training programs, we evaluate the effectiveness of the program attended by the employee. In this evaluation we don't simply ask employees to tell us if they liked, or did not like, the program. Instead, we ask employees to consider planned action for implementing what they learned in the various development programs they attend. If they can not think of ways for applying what they learned we ask what might be a barrier or barriers to application and notify appropriate individuals of these barriers so employees can actively apply what they learned in the training programs they attend. Another way we reinforce training is via our performance management programs (faculty, staff, and administrator). In each of these plans, professional development is highlighted as a goal and performance evaluations are tied to the successful completion of these goals.

4P5 Determining training need and connecting them to continuous improvement

Training needs are assessed in a variety of ways:

- General Needs Assessment --- overall needs
- Performance Management Plans (general)
- Overall college Strategic Planning Initiatives (specific)
- Work Life Wellness Survey (Short and Long Forms)
- Training/Evaluation Feedback Forms

4P6 Evaluation of personnel

The college has distinctive personnel evaluation methods for staff, faculty and administration. Each group is evaluated according to established procedures and through the use of standard instruments. The college continues to work toward more fully incorporating appropriate AQIP criteria into its evaluation systems.

Staff Evaluation System

There are three elements related to Aims' performance management tools, which are designed to promote understanding and communication between supervisors and employees regarding job responsibilities and performance expectations. The three elements are:

- 1) Core Competencies
 - Communication
 - Interpersonal Skills
 - Customer Service
 - Commitment
 - Professionalism
- 2) Job Duties (based on position description questionnaire)
- 3) Goals (includes one goal tied to professional development)

A “weighted value” is to be assigned to each element, as determined by the supervisor and relative to the particular position as some positions require employees to rely on their core competencies more to accomplish their goals and objectives and others might be more task oriented and the job duties become the driver in evaluation.

Administrator Evaluation System

There are two elements to this performance management tool. This tool is designed to promote understanding and communication regarding job responsibilities and performance expectations. The two elements are:

- 1) Core Values & Competencies
 - Learning Centered college
 - Leadership
 - Partnerships
 - Diversity
- 2) Primary Job Duties
 - Managing Daily Operations
 - Performing as a Professional
 - Supervision
 - Strategic/Long Term Planning
 - Other; position specific job duties

As with the Staff Evaluation tool, it is possible to value the elements differently; therefore, a “weighted value” is to be assigned to each element, as determined by the supervisor and relative to the particular position. Individual positions requiring more technical skills can be, if needed, evaluated more on technical job duties and not as much on the core values competencies. By doing this, we are able to evaluate employees based on the anticipated strengths of their position(s).

Faculty Evaluation System

The faculty evaluation tool is designed to identify specific and measurable targets for what a particular faculty member wants to accomplish. Appropriate objectives should have the potential to:

- Increase student learning significantly
- Keep current with scholarship and creative activities
- Address issues related to college and Community Services

Specifically, faculty are asked to address the following topics:

- Teaching Effectiveness/Instructional Design – Student Learning
- Teaching Effectiveness/Instructional Design – Assessing Outcomes
- Teaching Effectiveness – Instructional Delivery

Feedback is provided to employees at varying levels for all categories; however, for all three performance management tools three phases are incorporated to provide feedback to employees:

Evaluation planning is a conversation between the employee and the supervisor, and this typically occurs prior to the start of the new fiscal year so that job duties and goals are defined in terms of levels and expectations for performance. The evaluation cycle also includes a mid-year discussion that serves as a formative review, and an annual review that allows for a summative evaluation of the employee's performance during that year.

4P7 Recognition, rewards and compensation

Our employee recognition program was revamped with the piloting and implementation of an AQIP action project titled: *Ripples in Recognition*, during the 06/07 academic year. This program was designed to be both timely and meaningful in nature. Previous recognition programs at the college centered efforts on a once a year recognition ceremony. As a result, the college needed an informal and formal recognition program that could serve to recognize employees "on the spot" for a job well done in addition to grand accomplishments. As such, the Ripples program was developed and has been a continuous success at the college since its inception in May of 2006. The program functions so that any employee can recognize a colleague, or team of colleagues, at the college using a web-based nomination procedure.

Aims Community College provides a robust range of benefits that range from the usual to some which go beyond the norm. These include:

- Formalized Safety and Health policy that serves as a institutional recognition statement of the institution's commitment to health and safety
- Budget allocated to support health and wellness activities
- Sr. Management supports wellness activities by attending and supporting wellness programming
- Tuition reimbursement for physical education classes
- Continuous Wellness Programming
- Employee Assistance Program
- Healthy meal options in school cafeteria
- Recent revamp of lighting and ventilation systems
- Ergonomic workstation checks conducted on a regular basis
- Incentives provided for participating in wellness events

- Employee Assistance Program (EAP)
- Generous annual, sick and personal leave allocated to all full-time employees
- Generous health benefits – 85% of costs paid by the college

4P8 Key motivation issues

The college's first Work Life and Wellness Survey was instituted at Aims Community College in the Spring of 2006 in conjunction with the implementation of the college's employee recognition program (Ripples in Recognition), and the Work Life and Wellness Program to determine what key issues are important to the motivation of faculty, staff and administrators. This survey served as a baseline indicator for determining future wellness programs, work life balance. All employees were invited to participate in the survey which disseminated Spring of 2006. Employees returned 352 surveys, a 49% return rate. Questions were designed to gather satisfaction data on the following factors:

Questions centered on:

- Impressions of Work Unit
- Impressions of the College
- Impressions of Aims
- Report on Home-Life Stress
- Workplace Stress
- Job Satisfaction
- Demographic Data
- Open ended question regarding improvements

This survey helped us to determine which programs to offer to the college community and also helped us to assess the general impression of the college environment and provided us with empirical data to enhance the work-life of our employees.

Additional measures are accounted for, as mentioned previously, with faculty, staff and administrator performance tools and in particular with the goal planning section of each tool which encourages employee interest in professional development activities and goals which oftentimes go beyond their general job duties and serves as method for fostering continuous improvement.

Key committees and initiatives also work toward providing input so the college can better service employees. These include:

- Faculty Teaching and Learning Center Steering
- All College Action Committee
- Learning-centered College Task Force
- Aims Staff Association
- Aims College Education Association
- Faculty Consultation Process
- Conversation Days

Issues brought forward through these processes are analyzed depending on the scope of the issue/initiative. However, for larger college wide initiatives they are addressed on a broad scale through the following initiatives:

1. Board of Trustee Goals
 1. As related to learning college initiatives
2. AQIP Action Projects
 1. Employee recognition
 2. Learning college initiatives
3. Policies and procedures
 1. Employee Code of Conduct Procedures as related to issues of civility
4. Orientation Materials and Faculty Mentoring Programs
 1. In-person program for part-time faculty and full time which not only address teaching and learning in the classroom but how to align the goals of the classroom to overall learning college initiatives tied to student service and community involvement.
5. Wellness Programs
 1. Comprehensive weight loss programs
 2. Nutrition Information
 3. Fitness programs and free physical education classes

4P9 Employee satisfaction, health, safety and well-being

As mentioned above our processes of valuing people are aligned in a holistic way to overall employee job satisfaction and to Work Life Wellness. Employees are encouraged to take part in wellness initiatives that address mind, body and spirit so that they can better function in their jobs.

As such, enthusiasm and support for wellness is communicated in a two-way manner throughout the college by members of Senior Management and as well as members of the general college community. The Board, the President, Senior Management, and other employees heartily support wellness efforts at the college. Members of Aims' Senior Management and the members of the general college community communicate their support of wellness by promoting, endorsing and taking part in current wellness initiatives on campus. Additionally, Senior Management is supportive of ancillary issues that support wellness which include the encouragement of employees to take annual leave, exercising as well as promoting the college's Employee Assistance Program.

In addition to analyzing the data from the Work Life Wellness Survey, human resources and members of Senior Management look to data provided from the Employee Assistance Program to determine the satisfaction, health, safety and well being of our employees. We also look to facilities audits which include the analysis of lighting and ergonomic issues to ensure that an appropriate working environment is made available to individual employees.

Results (R)

4R1 Results in valuing people

- Training which address specific needs of the employee
- Enhanced Performance Management
- New employee programs

- Sustainable employee recognition program (2-years running)
- Sustainable employee wellness program (3-years running)

4R2 Results in processes associated with valuing people

- Improved faculty mentoring program
- Flexibility with work schedules
- Better collaboration with long-range construction and the subsequent moving of employee offices
- More opportunities for cross-training and job sharing with employees

4R3 Evidence of employee productivity

The results of the Work Life Wellness Survey administered in Spring 2007 showed evidence of benefits and improvements in the following areas as compared to Spring 2006:

- Recalculation of salary for job classification
- Aims Daily (communication)
- Coffee Carts
- Regularly updated technology
- Relevant professional development programs offered to all employee classes.
- Health Workshops
- Ergonomic Checks
- Better offerings in vending machines
- The ability to retake PE classes
- Enhanced diversity programming to better understand student populations
- Enhanced signage for students and employees
- Paid training and development activities for part-time instructors

4R4 Comparison with other Institutions

The college has not undertaken a systematic comparison of its efforts to value people with those of other institutions.

Improvement (I)

4I1 Improving systems for valuing people

We continually assess our programs and adjust them to improve them for relevance and to benefit employees and the institution. For example, after the initial year-long pilot of the employee recognition program, minor tweaks were made to provide for better utilization of the program which included enhanced advertising to students so they could better recognize their professors and the other employees they interact with.

4I2 Targeting improvements and communicating results

The college places primary emphasis on demonstrating that people are valued, and works continually to collect and analyze data, both qualitative and quantitative, that can be used to address this goal. The college's leadership devotes much energy to reviewing the results of employee and student surveys, and in considering the input (both formal and informal) of other college stakeholders. The contents of this chapter summarize many of the steps the college has taken to demonstrate the extent to which the college values the people associated with it.

Category Five Leading and Communicating



Context for Analysis (C)

5C1 Leadership and communication systems

The status of Aims Community College as a local district college affects leadership and communication systems at the college. Aims is one of only two local district colleges in the state. It has one of only three elected governing boards in the state. The Board of Trustees has policy level oversight and sets annual college goals. The president reports to the board and is given overall leadership of the college for all operations. The president, in turn, relies on the following leadership groups to help implement the mission and goals of the institution.

Group	Function	Frequency
Board of Trustees (5 members)	Overall governance and direction of college	Monthly or more frequently if needed
Senior Management (8 members + staff; including President, Deans and Chief Officers)	Advises and recommends to president on all significant college matters	Weekly
All College Action Committee or ACAC (33 members representing all segments of college including Board of Trustees and students)	Strategic planning	Monthly
AQIP Oversight Committee	Oversight of and recommendation for AQIP Action Projects	The duties of this committee have been allocated to ACAC (see above) in order to more closely align the strategic planning and AQIP processes.
Deans and Directors (20 members – all management)	Considers and reviews matters related to all academic, student services and information technology (academic)	Monthly
learning-centered college Taskforce (19 members)	Plans and implements all activities related to the learning-centered college environment	Monthly or as needed
Aims College Education Association (ACEA)	Represents faculty views and values on all college matters	Monthly or as needed
Aims Staff Association (ASA)	Represents staff views and values on all college matters	Monthly or as needed
Associated Students of Aims Community College or ASACC (Aims student government and executive board)	Represents student views and provides insights into student issues	Monthly or as needed
American Association for Women in Community Colleges – Rocky Mountain Chapter (36 members)	Provides professional development activities for community college women	Monthly or as needed
Numerous CTE Advisory Boards	Provide direction for college programs	As needed, but not less than twice annually

5C2 Aligning practices

The Aims Board of Trustees sets long-term goals for the college. To ensure institutional alignment with board goals, the college has developed oversight committees and protocols. Board of Trustees meetings are public, video-taped and broadcast on the Aims cable channel. Board minutes are also posted on the college website.

The ACAC (5C1) group is designed to set college priorities and strategies to align with Board of Trustees goals. Finally, Senior Management (5C1) provides overall alignment monitoring and review. Also, on an annual basis, all budgetary requests are identified as supporting one or more of the board goals, reinforcing the focus on achievement of these objectives.

5C3 Institutional values and expectations

Aims Community College approaches institutional values and expectations regarding ethics and equity, social responsibility and community service involvement in a multi-tiered approach. The Human Resources department is responsible for providing a strong orientation of expectations to all new full-time employees. New full-time faculty are required to take a course on The Community College in the 21st Century, which includes a component on ethics and legal issues. A semi-annual orientation is intended to acculturate part-time faculty.

The Board of Trustees, the CEO, and all employees are responsible for compliance with the Code of Ethics Policy, which outlines expectations of appropriate behavior. The Leadership Continuity sub-committee of ACAC (5C1) has also generated a focus on civility throughout the college, implemented by Aims Center for Professional Development (CPD).

Aims places such a strong emphasis on serving our community that a current Board goal focuses on the development of community partnerships. All full-time faculty contracts include a requirement for both college and community service. The college evidences its social responsiveness to the community by working closely with the state (Colorado Department for Higher Education and Colorado Community College System), the University of Northern Colorado, Colorado State University, Greeley-Evans School District 6, Fort Lupton School District RE-8, Centennial BOCES, High Plains Chautauqua, regional Chambers of Commerce, Weld and Larimer County Workforce Development, United Way of Weld County, as well as Upstate Colorado Economic Development and North Colorado Economic Development Corporation. In November 2007, the college was awarded the “Bravo” award for regional spirit by the Northern Colorado Business Report.

Processes (P)

5P1 Aligning direction with mission, vision and values

The college’s participation in AQIP has allowed for integration of mission, vision and values with strategic planning systemically. All budget requests must evidence support for and alignment with board goals, which are directly tied to the mission of the college.

AQIP action projects also reflect Aims' commitment to being learning-centered and provide a springboard for continuous improvement.

Each year, the college analyzes internal stakeholder needs through a campus climate survey. Several years ago, the campus climate survey stimulated one of the first AQIP Action Projects, Valuing People. Through the survey and then the action project, several important programs have been developed, including Ripples in Recognition, the Leadership and Continuity Committee and expanded professional development opportunities. Human Resources also conducts exit interviews with all employees leaving the college to determine overall satisfaction. In addition, the college assesses student satisfaction annually.

5P2 Seeking future opportunities

Aims utilizes several approaches to building and sustaining a strong learning environment. A standing committee of the learning-centered college Taskforce is in place to help orient all new members of the college and to design activities promoting a healthy learning arena. As part of this ongoing commitment, Aims has instituted a new position, the Dean of Learning and Organizational Development. It is the dean's responsibility to provide overall guidance and monitoring of institutional effort in promoting a learning-centered college.

The Faculty Teaching and Learning Center was established to provide a wealth of professional development activities for full-time, adjunct and part-time faculty. Both full-time and adjunct faculty are included on the All College Action Committee (ACAC) (5C1). This group also strives to train college support staff as to their role in making Aims a learning-centered college.

Aims maintains and follows a master facilities plan, a master academic plan and a master information technology plan. Within the last year, Aims has constructed two new learning facilities and renovated a third one, integrating all aforementioned plans.

Also this year, the college has purchased land for two new sites to provide access and opportunity to all of our constituents.

5P3 Making decisions

Aims prefers to make decisions in the most collaborative manner possible dependent on the nature of the decision to be made. Our Board of Trustees is comprised of elected officials who hold a fiduciary duty in relation to the institution for the benefit of the taxpayers of the district. As such, governance decisions are made by the Board of Trustees. The facts and circumstances surrounding the decision to be made are presented to the Board of Trustees, along with any appropriate recommendations. Board action is required on facilities, budget or fiscal impact, as well as CEO hiring and sabbaticals and governance. Actionable items are brought forward by recommendation of the President or Senior Management. Hiring of management or full-time faculty is approved as consent agenda items.

The Board of Trustees has vested ultimate operational decision-making power in the President of the institution. These decisions are made in collaboration with and

consensus of Senior Management. The President also has the authority to delegate decisions or to convene committees or task forces to present the facts and circumstances surrounding a decision or make recommendations. Generally, committees are convened to either present the facts and circumstances or make recommendations on complex or very comprehensive matters, such as work life wellness. Decisions are delegated from the President to other decision-makers in matters which pose little institutional risk or exposure to liability. Financial, human resources, and legal counsel personnel are on hand to advise the President or others charged with decision-making responsibilities and provide advice, opinions, and other information to facilitate making the decision at hand. The same resources are available to the Board of Trustees in situations of governance decisions that pose institutional risk or exposure to liability.

The ACAC (strategic planning) group was developed based on an institutional perspective that input into critical decision-making needed to be much broader. It is working very well at this point and is chaired by a senior faculty member.

Collaborative decision making with faculty is accomplished through a faculty consultation procedure, in which members of faculty and administration meet, identify and resolve specific issues and resolve the identified issues. Faculty and administrators are trained annually on the interest-based resolution model used during faculty consultation.

5P4 Using information and results to make decisions

Well researched information and solid data are vital to the decision-making process at Aims, as evidenced by their inclusion in board goals over the past two years. To guide the progression from exploration through investigation to decision making, the board has asked for a structured process to introduce major concepts or decisions (see Appendix D).

The college uses numerous reports from state and regional organizations, consultative studies, computerized databases and environmental scans to provide a solid foundation for decisions.

Information can and does come from different sources and levels, dependent on the issue. Typically the flow chart would go from the relevant department to division to Senior Management to the President, and eventually to the Board of Trustees. Consultative studies, computerized databases and environmental scans to provide a solid foundation for decisions.

5P5 Communication between institutional levels

Communication at Aims between and among all levels at the institution happens in many different ways, including:

Downward – Decisions made by the Board of Trustees, the President or Senior Management are communicated in several ways:

- Meeting minutes – Board of Trustees meetings and Senior Management meetings minutes are posted internally and a notation is made in Aims Daily for all employees to know those minutes have been updated. Board of Trustees meetings are also

broadcast on the Aims cable channels in Greeley, Fort Lupton, Loveland and Fort Collins.

- Aims Daily – Significant decisions that will have far-reaching impact to employees are communicated in Aims Daily for all employees.
- In The Loop – President Liddell addresses employees through a video segment produced as needed regarding events that impact the institution. For instance, as the Allied Health and Sciences Building was nearing completion, President Liddell did weekly *In The Loop* tapings to ensure everyone knew what was going on.
- Department meetings – Decisions made by the Board, President or Senior Management are communicated to department heads in regular meetings and then passed down to unit level meetings.

Upward – Concerns, questions or comments from employees are encouraged at Aims and occur in the following ways:

- Ask Aims and Ask HR– As part of the Aims Daily, this interactive feature allows employees to ask any question they may have about events at Aims. Questions can be submitted anonymously and are answered by the appropriate person at the institution in Aims Daily.
- Open-door policy – All leaders at Aims, including the President who encourages employee participation in a meeting with each new employee, have a policy of listening to employee concerns or ideas for change.
- Surveys – Employees are asked on a regular basis (workplace survey) and as the need arises (summer hours discussion) their opinions on issues affecting the institution. Survey anonymity is assured.
- Representative Organizations – Students, faculty and staff are all represented by organizations that promote the interests of the membership. The leaders of these groups are encouraged to seek input from their membership

Two-way – Most of the communication channels at Aims operate as a two-way communication. For instance:

- Aims Daily – Every article that runs has an e-mail link to the author to submit questions or comments about the news item.
- Procedures and policy changes – New and revised policies and procedures are posted on the web and a notice is posted in Aims Daily encouraging employees to make comments about the proposal before it becomes final.
- Meetings – All department and unit meetings are expected to include communication among employees, and the college encourages employees to make comments and ask questions, and leaders are expected to pass those comments on to their supervisor.

Leader Communication – Leaders and leadership groups at Aims are able to communicate effectively through an organized structure for all these groups. While Senior Management is the group that oversees most of the areas of the college, the All College Action Committee (ACAC), is comprised of Senior Management leaders, staff, faculty, administrators and students. ACAC has the task of pulling in information from different leadership groups (i.e. Enrollment Management, Diversity, Curriculum, etc.) and disseminating the information for leaders to understand what is happening in all these areas.

5P6 Communicating shared mission, vision, values and expectations

A shared mission and vision as well as values and expectations are communicated many different ways.

These topics are frequently communicated through articles in Aims Daily from committee representatives. The “In the Loop” videos also give support and background to the shared vision of the college as a Learning Centered campus as well as other vision and values, such as security and civility.

Also, the Center for Professional Development offers numerous classes in learning centered activities, leadership development, ethics and many other continuous improvement opportunities.

Professional Development money is available for employees to receive training through the year. As a part of this program, employees must then report on what they learned and how it will help them with their job after the training. Professional Development goals are also a part of every employee’s annual professional plan and review.

Community service and involvement is promoted through promotional articles in Aims Daily and Aims Alive for projects performed by Aims students and employees in the community. The college’s partnership with many major community functions is also promoted to employees and involvement is encouraged.

5P7 Encouraging, developing and strengthening leadership abilities

A number of different avenues are available to communicate how leadership abilities, knowledge and skills are encouraged, developed and strengthened.

The Center for Professional Development and the Faculty Teaching and Learning Center provide opportunities for our staff and faculty to develop and strengthen themselves in their current jobs and as leaders in the college. Additionally, the Center for Professional Development and the Faculty Teaching and Learning Center worked with the Succession Planning and Leadership Continuity team to establish two major initiatives at the college to orient new employees to Aims. The Wingman program established in July of 2007, pairs employees up with members from other departments into a short-term mentoring program designed to establish collegial relations on campus and, when necessary, to orient new employees to the local community. Additionally, an intensive instructor mentoring program was established in the spring of 2008 for new full-time faculty and part-time faculty. Individuals going through this program take part in intensive training and reflective practice activities which focus on learning college practices, advising students and assessment of learning.

Leadership abilities are encouraged at Aims through the annual goal and review process where employees and their supervisors set goals for each year and review the success of previous goals. Additionally, the college identified five individuals to take part in a year-long leadership practicum. Individuals selected to participate in the Chair Academy took part in an intensive program. Based on the concept of training-over-time, individuals going through this program attended two week long training sessions where they learned theories investigating the demands, multiple roles, and critical nature of

organizational leaders in post-secondary education. Over the course of a year, participants were able to internalize, and apply leadership concepts and skills as they worked on specialized on-campus individual projects and were mentored by senior administrators and faculty. The team sent for training has recently graduated and continue to work together on programs and initiatives related to student retention, diversity and mentoring at the college.

Additionally, the college has developed the Ripples in Recognition program where anyone (students, staff, administrators or faculty) can nominate any employee for recognition for service in their position. Each nomination is made publically on the intranet site and communicated through Aims Daily. A committee then sorts through those nominations to choose an individual and a team for monthly recognition. The award ceremony is broadcast on Aims Daily.

Through the communication of what others have accomplished in Ripples in Recognition as well as programs and web information provided by the Center for Professional Development and the Faculty Teaching and Learning Center, best practices and other skills are communicated throughout the college.

5P8 Ensuring leadership succession

Contained within the Policies and Procedures manual is a structure for leadership succession of the Chief Executive Officer.

Board members who may be retiring under term limits are encouraged to find a suitable replacement. Other board vacancies may be filled by appointment and are then subject to election when their term of office has expired.

In the last 18 months, the college has been involved in developing a plan for leadership succession through a sub-committee of ACAC. This plan has now evolved into one of professional development for leadership positions in and outside of the college, a significant mentoring program for new faculty, a robust, informal orientation/mentoring program for all new employees, entitled “Wingman,” and a business continuity plan.

Conscientious screening committees also contribute to the transference of leadership succession through selection of candidates within the hiring process.

5P9 Collecting and analyzing leadership measures

Aims Community College regularly collects and analyzes data and feedback from employees and students through our Office of Research and Effectiveness.

The Quality of Work Life Survey is an annual survey to all employees at Aims Community College assessing their thoughts on all aspects of the working environment at Aims.

The Student Satisfaction Survey is an annual survey for all students to assess the condition of the college including communication.

Various other surveys are used to assess input from employees and students on many other topics. For instance, the Point of Service Questionnaire seeks input regarding the service provided at all of our front-line service centers and communicating those results to the appropriate leadership.

Results (R)

5R1 Summary of results

When looking at the results of the most recent surveys, there are signs of improvement, and the continuous improvement of communication remains a priority.

The Quality of Work Life Survey in 2006 found that 78 percent of employees said their work unit communicates in a timely manner with them, and 77 percent agreed their work unit communicates effectively. However, when employees rated the college as a whole these percents were lower (68 percent for timely manner and 65 percent for effectively) respectively. One of the larger general themes in the written comments corroborated dissatisfaction with communication across campus. As a result of this, the college began a push for improved communication, including Aims Daily.

In 2007, the Quality of Work Life Survey was done in a more open-ended qualitative fashion. However, the results showed that Aims Daily was listed among many of the responses regarding what Aims was doing well.

5R2 Comparing results with other institutions

Aims has been unable to find data comparable to that collected through our Quality of Work Life or Student Satisfaction Survey from other institutions. However, from discussions with other institutions at national conferences and articles in national publications, it is clear that communication on community college campuses is not an issue isolated to Aims.

Improvement (I)

5I1 Improving leadership systems

Believing strongly in continuous improvement, Aims has undertaken a number of ideas for improving the leadership component:

- Formal and informal mentoring
- Regular meetings between college CEO and presidents of Aims College Education Association and Aims Staff Association
- Analysis and implementation of resolving major issues in college climate survey and student satisfaction survey
- Regular board retreats and work sessions

With regard to communication, the following improvements have been created:

- Regular streaming videos by CEO (*In the Loop*)
- Televised board meetings

- Electronic filings on web site of important minutes (Board of Trustees, Senior Management, All College Action Committee)
- Establishment of daily electronic bulletin board (*Aims Daily*)
- Posting of advisory committee minutes

512 Setting and communicating targets for improvement

Part of the answer to this question is addressed in 511 and throughout the entire section on leading and communicating.

The CEO meets with every new full-time employee to personally communicate the concept of continuous improvement and encourage employees to share best practices with their respective supervisor. Supervisors meet formally with each direct report during performance appraisal to determine constructive ideas and stretch goals. However, most of the specific targets for improvements are generated through the climate survey and through evaluation and monitoring of our AQIP action projects.

Category Six

Supporting Institutional Operations



Context for Analysis (C)

6C1 Key student and administrative support service processes

The Administrative support services perform a wide variety of functions for students, faculty and staff. The area is responsible for analyzing and maintaining all fiscal controls and accounts, and planning for resource needs in accordance with the college's strategic plan.

Financial Services, which includes Accounts Receivable, Accounts Payable, Payroll, Cashiering, Purchasing, and Storeroom and Receiving, provide an efficient and effective environment for managing the financial processes of the institution. All financial transactions are managed through an integrated data system which facilitates accurate and timely reporting.

Facilities include Physical Plant, Planning and Construction, Building Services, Grounds Maintenance, Environmental Services, Public Safety/Security. Currently, the custodial services and security are outsourced.

The Budget Office is involved in all aspects of financial management including Budgeting, Bookstore, insurance coverage, risk management and investments.

The key student support processes at Aims Community College include admissions, academic advising, bookstore, career services, disability access services, financial aid, food services, library, placement testing, registration, recruitment and community outreach, retention services, scholarships, student life, TRIO Student Support Services, tutoring, and veterans' affairs.

The student service needs of students and other stakeholders can be grouped into four main categories: to increase student access, to promote student success and retention, to facilitate student learning and development, and to provide student-centered customer service.

6C2 Using key student and administrative support services to reinforce institutional priorities

Administrative support services reinforce processes and systems of student learning by removing process and facility barriers that might impede learning. Facilities and grounds are designed to promote an atmosphere conducive and supportive of a learning environment. Classrooms are enhanced with state of the art technology. Learning-centered student study spaces are incorporated in all academic buildings. Students can complete most administrative processes online, including registration and payment of student bills. Processes are developed and reviewed in the context of helping students learn.

Processes (P)

6P1 Identifying support service needs

Student support service needs are determined by the institutional mission, college values, and board goals. Based on these directives, student support service needs can be grouped into four main categories: to increase student access, to promote student success and retention, to facilitate student learning and development, and to provide student-centered customer service.

Aims Community College is a learning-centered college, meaning that all action and decisions by administration, faculty, staff and trustees are based on how they will promote student learning. Support service needs of our students are identified by developing an understanding of who our students are, how they learn, their level of preparation, and their educational and occupational goals. Institutional data helps to inform the picture of our clientele and indicates that Aims Community College students represent a diverse, heterogeneous mix. Recognizing that “one size does not fit all”, student support services are designed around multiple delivery methods and to accommodate multiple learning styles. For example, most services are available in-person, online, or by telephone. Information about programs and services is also available through various printed publications.

Furthermore, support services are not static; they are reviewed and revised continually to ensure that services meet the evolving needs of students. For example, discovering that student success and retention was decreasing, the college studied institutional data that revealed the issue was due to an increase of students with two or more developmental needs. These students are particularly at risk because, in addition to being academically underprepared, they often have other challenges to overcome such as being a first-generation student. To address the problem, the college developed a program of retention services to address the issue. The Emerging Scholars Program was initiated in fall 2007 and includes a developmental advising approach that added multiple meetings with a student during the semester, midterm evaluations by faculty, academic workshops and ongoing tracking of student performance. Additionally a college success class was developed and structured as a required part of the students’ curriculum to ensure the acquisition of needed skills.

6P2 Identifying administrative support service needs

The Budget process and philosophy, which is directly linked to strategic planning, is the most direct tool used to identify the administrative support service needs. The process involves staff, faculty and administrators in the development and operation of the college. The budget is linked to strategic planning through a well-defined mission statement, established values, and vision statement and prescribed Board of Trustee goals. The budget serves as the link between planning and resource allocation, the mechanism for setting priorities and a plan of action. The Budget is supported by the Academic Master Plan, Technology Master Plan, Master Facilities Plan, the five year Capital Improvement Master Plan, the Safety Master Plan, the Storm-water Drainage Master Plan and the Utilities Master Plan.

Administrative services are supported by well defined policies, procedures and guidelines which are available in person, online and through publications to students, faculty, staff and administrators. Processes are reviewed and revised periodically to ensure that needs are met and financial integrity is maintained.

6P3 Daily management of key student and administrative support service processes

Student service and administrative processes are managed by a variety of means. Discussions about services occur most directly at the department level by staff and directors responsible for overseeing individual processes. Most administrative and student service offices meet weekly or biweekly to review and evaluate how processes are functioning and to plan semester and yearly calendars for service delivery. Student service directors meet biweekly to review processes from a systems perspective, to ensure that services are effectively integrated, and to determine cross-training needs for service facilitators. Student service division meetings occur each semester to discuss performance expectations in relation to institutional goals, to develop values and standards, and to build a supportive and inclusive community which ultimately translates into better service.

Administrative support service directors meet weekly with their respective departments to review projects, procedures, and issues to ensure that services are delivered efficiently and effectively and to communicate and coordinate services that may affect other departments or divisions and student learning.

At the campus level, services and processes are also reviewed and managed through several forums (Deans and Directors, Banner Users Group, Enrollment Management Committee, etc.) which cut across departments and divisions and which include student service staff, directors, faculty, academic deans, administrative personnel, and senior level managers. These forums encourage dialogue, recognize problems and successes, evaluate roles and responsibilities, and connect student service practitioners with other college constituencies to assess the construction and delivery of services and processes.

Furthermore, a continuous online evaluation system, called the Point of Service (POS) questionnaire allows students to provide immediate feedback on the services provided, evaluate staff, register a complaint, ask a question, or pass along a compliment. Feedback is submitted online, and monitored and responded to by key student service personnel. The POS system allows the college to promptly evaluate student satisfaction and quickly respond to meet the needs and expectations of stakeholders.

6P4 Using information and results to improve services

Many types of data are reviewed to improve student support services. For example, institutional data on enrollment, measures of process for a particular department, and measures of student satisfaction are collected and analyzed annually and contribute to a collective picture of student support services. Data is collected by individual departments, through the Point of Service questionnaire mentioned in 6P3, and through

an institution-wide Student Satisfaction Survey. Student learning outcomes are collected and analyzed regularly for co-curricular programs.

Data from departmental evaluation instruments and institutional assessment tools are discussed at the department and division levels regularly to assess the effectiveness and efficiency of student support areas relative to institutional goals and to recommend and implement improvements.

Administrative support services receive feedback in a variety of ways but most directly through word of mouth, face to face meetings, customer service surveys and financial measurements and comparisons. This information is integrated into the processes and procedures to validate and improve customer service and the effectiveness of the services provided. Processes and procedures are reviewed to ensure compliance, relevancy and value to the operation.

6P5 Measures of student and administrative support service processes

A practice of systematic inquiry is being developed to evaluate and continually improve student support services. Measures of process for a particular department and measures of student experience are used most consistently by student support areas. Learning outcomes are assessed for services and programs which directly engage students in active learning.

Measures of process help to determine the efficiency and effectiveness of services and are collected and analyzed regularly. This includes longitudinal tracking of the number of students served by a particular function of an office. For example, the Admissions and Records office tracks the number of transcript requests processed by month and year to determine the overall volume of requests and when requests are received. This allows the department to develop benchmarks for the existing system, budget for increases or decreases, and adjust staffing to accommodate the demand.

Student experiences are measured by several means. The Point of Service (POS) questionnaire system, noted in section 6P3, provides regular and immediate feedback which is used to monitor and evaluate student perceptions about student support services. The questionnaire is comprised of both structured and open-ended questions that allow students to register comments, questions, complaints and compliments. The results of the questionnaires are collected and reviewed by the Office of the Dean for Student Services each term to assess student satisfaction and determine effectiveness in achieving institutional goals. The questionnaires are then forwarded to department directors for action.

Another method used to measure student experiences and campus climate is a Student Satisfaction Survey instrument. This is developed by the Department of Institutional Research and Effectiveness (IRE) and distributed to a random sample of class sections. IRE collects and tabulates the results and produces an executive summary of the survey which is made available to the entire campus community. A compilation of the actual responses are provided to members of Senior Management to act on as needed.

Student learning outcomes are measured for co-curricular programs such as New Student Orientation, iFocus academic workshops, or student life events each semester.

Results are used to evaluate the efficacy of the program, review expected and realized outcomes, and to incorporate improvements. Additionally the Office of Institutional Research and Effectiveness maintains a database of students who participate in student development programs such as Orientation and iFocus to track the impact of these programs on student learning, personal development, and retention.

Student learning is measured for some student service processes on a rotational schedule. For example, in 2006 the academic advising process was assessed through a specific survey instrument developed by IRE. This survey was designed to determine the frequency with which students meet with academic advisors, to evaluate the perceived quality of academic advising, and to gather evidence of growth and levels of mastery attained through the advising process. Outcomes were used to revise the advising process particularly for students with developmental needs.

Student learning outcomes are also measured for integrated student service processes. An example of this is the Emerging Scholars Program which combines academic advising, financial aid, career planning and an orientation course for a specific cohort of students with developmental needs. Outcomes are assessed based on retention, earned grades, and credit hour completion, in addition to a mid-term and end-of-term survey on satisfaction and learning. These results are compared to institutional and higher education data to assess effectiveness.

Administrative support services collects data through automated work requests, the integrated student, financial and budgeting systems and state and national data and survey systems. The data is evaluated for costs, responsiveness, completion, appropriate staffing, financial needs, and safety concerns. The information is used to provide meaningful management reporting of metrics and operational data that reflect the current and future strategic position of the college. This management reporting includes variance analyses, fund balance reporting, capital requirements, and reporting of ratio and other financial metrics, establishing and analyzing college-wide and statewide data regarding enrollment, budget, funding and other financial factors, directing systems for tracking and analyzing financial performance and developing models for evaluating financial performance. This analysis provides the basis for recommendations made to the Board of Trustees regarding tuition and fees, salaries, operations and reserves.

The college's internal and external audit functions provide recommendations and evaluation of the college's financial condition, policies, processes and procedures to ensure best practices and compliance with generally accepted accounting principles and federal, state and local regulations.

Results (R)

6R1 Summary of results for student support service processes

Overall results from measures of departmental process are varied. Some departments have experienced declines in some service processes which are the result of making many services available online. This allows students to obtain information or services on their own thus eliminating interaction with a student services staff member and decreasing student contact totals. For example, the number of transcript requests

processed by the Admissions and Records office has decreased since students are able to print out unofficial transcripts for themselves.

Conversely, some services have increased markedly. For example, the number of students attending New Student Orientation has doubled. This is the result of a change to the system for registering students for orientation. Academic advisors now enroll each new student into an orientation session at the time the student registers for classes. This step has minimized confusion for students and ensures that all new students are registered for an orientation session.

Student satisfaction measured by the Point of Service questionnaire is generally positive. A few concerns or complaints are filed each term, but the immediacy of the system allows the department to typically address issues on the same or next day and if needed, modify processes accordingly.

Measures of student experiences through the Student Satisfaction Survey are generally positive. Level of satisfaction questions were asked about assessment testing, registration, financial aid, library services, tutoring and a number of other areas. Results from this instrument indicate that students are satisfied or very satisfied with all areas of the college for which questions were asked. Even though students are very satisfied in all areas, there are some areas where improvements may be needed. Food services, financial aid services (other than the amount received), the bookstore (other than the price of books), and library services received the lowest satisfaction ratings.

Outcomes for New Student Orientation, iFocus academic workshops and other student development processes demonstrate increased student retention. Results from the first semester of the Emerging Scholars Program are very promising and demonstrate a significant increase in student retention, grades, and credit hour completion compared to a control group drawn from similar criteria.

6R2 Summary of results for administrative support service processes

The results or outcomes for administrative support services processes are intended to facilitate a learning centered environment for students and to provide the college staff the resources to complete their functions. Information is provided to facilitate the development and implementation of financial and operational policies and revenue generating strategies, which will ensure the optimal use of existing resources and data driven decision making. The net assets of the college have grown steadily over the last 5 years. The steady increase has allowed the college to invest in facilities, technology and human resources.

Results indicate that total operating expense for 2007 increased 6.2% from 2006 due primarily to a 26.4% increase in student aid, 3.4% increase in student services, and 9.2% increase in academic support. Student full-time equivalent enrollment increased 3.6% over the last fiscal year

6R3 Comparison of results

All results are not comparable to other higher education institutions or organizations outside of the education community due to variances in factors such as institutional size,

culture and mission. One result that has been compared to other higher education institutions is student retention. As an outcome, retention can be viewed as one measure of student success and satisfaction. Aims Community College results for overall student retention are comparable with national retention data of two-year public institutions. Results from the Emerging Scholars program have exceeded national higher education retention outcomes for high risk students.

Selected financial operational results are compared to other peer state and national higher education institutions on several factors including functional expense and revenue categories, pricing, financial aid, cost per Full Time Equivalent student (FTE), and revenue per FTE. On the national level, data indicate the college is underfunded by the state. Our pricing is competitive and in most cases less than our peer institutions.

Improvement (I)

6I1 Improving processes and systems for supporting institutional operations

Current processes and systems are driven by the institutional mission, college values and board goals. Processes and systems are slated for improvement by regularly assessing results and outcomes for student support service and administrative support service processes relative to institutional goals. Strategies for improvement are developed and discussed in a number of campus planning forums (e.g. Senior Management, All College Action Committee, Deans and Directors, etc.) to prioritize areas for improvement, develop an action plan, determine needed fiscal and human resources, and arrange a timeline that effectively coincides with other college operations.

6I2 Setting and communicating targets for improvement

Targets may be established by a number of factors. For example, board goals may define the target, incremental targets may be determined by committee for long-term strategies, or best practices and outcomes from other higher education institutions may be referenced as the model target.

Currently, student enrollment and retention are primary board goals that are being addressed through the Enrollment Management Committee and other college departments. A specific improvement priority that emerged from this goal is the retention and academic improvement of students with developmental needs. The Emerging Scholars Program, which is designed to structure and front-load essential services to academically challenged students, is one of the means currently underway to improve retention. This is being addressed through a system of integrated student service processes that combine academic advising, financial aid, career planning, academic workshops, and an orientation course for a cohort of students with developmental needs.

The STEP (Seamless Transition and Enrollment Partnership) initiative is another priority designed to increase enrollment through a cooperative agreement with a local university. This is being addressed by a joint committee comprised of student service staff from Aims Community College and the University of Northern Colorado (UNC). Students who have applied to UNC but do not meet the university eligibility requirements are invited to

join the STEP program. STEP students enroll in Aims and UNC courses concurrently. After completing the required amount of credit hours and earning the required grade point average, STEP students are guaranteed admission to the university.

Another goal established by the Board of Trustees is to develop data-driven long-range geographical site and facilities plans. The college completed a Master Facilities Plan followed by the Capital Improvement Plan, Storm Water Drainage Plan and the Utilities Master Plan. Additionally, two other studies were completed to determine student demographics, satisfaction and behaviors and market share and institutional needs assessment. From this data, two additional sites were identified and procured. The Capital Improvement Plan lays out the systematic approach to the development of new buildings or the renovation of current structures. Most of the college's buildings are between 30 and 40 years old and require improvements in the electrical, mechanical and technology systems.

The progress to date includes:

- Completion of a new 68,000 square foot Allied Health and Science Building,
- Renovation of Ed Beaty Hall which supports the arts, media and math programs,
- Site planning for a 40 acre site on a major north/south state highway. The site will support a new comprehensive campus, specializing in sustainable energy programs,
- Site planning for a 7 acre site, which will relocate the automotive programs from the Greeley campus. This site is strategically located close to automotive dealerships to allow students the opportunity to gain significant experience in a variety of ways.

Within the next year, the college will be moving all student services on the Greeley campus to the center of campus to facilitate the ease of students receiving all student services in one place.

Communication about the status and outcomes of institutional priorities occurs through a variety of means. Information is shared at college meetings, through college publications and the college website, by formal reports or special presentations, and in the regional and community newspapers.

Category Seven

Measuring Effectiveness



Context for Analysis (C)

7C1 Collection storage and accessibility of information

Aims Community College uses the Banner suite of administrative software to collect, store, and present information about student applicants, students, basic skills assessment scores, courses, course registrations and grades, financial aid, degrees and certificates, job applicants, employees, teaching assignments, benefits, leave, payroll, and finances. Students have direct access to their personal contact information, financial aid, course schedules, grades, and degree and certificate awards. Advisors can see those student records and notes from previous advising sessions. Faculty members can bring up their class schedules, rosters, and grades, in addition to items that all employees can see about themselves – pay stubs, W-4 information, leave balances, contact information, and job descriptions. Cost center managers and their delegates can view current budget and expenditure information.

Elements of the college also maintain decentralized data. Faculty members keep grade books electronically and on paper for greater detail than final Banner grades can represent. Some departments have spreadsheets in which they combine Banner finance data with information on pending and memo expenses, for an even more up-to-date picture of their budget situation throughout the year. The tutoring and supplemental instruction centers record tutoring sessions and lab usage in a database that gets its initial student information from Banner, with the help of the Information Technology and Institutional Research and Effectiveness offices. The physical education department tracks gym usage the same way. Trouble tickets and work requests for Information Technology and Physical Plant staff originate with any Aims employee and go through routing, clarification, progress, and completion stages in a work-management database.

The office of Institutional Research and Effectiveness maintains an electronic but non-automated data warehouse. Series of important datasets and reports reside on network disks. IRE staff members re-analyze these data to satisfy new information requests, and also combine the stored data with current data to produce trend reports.

7C2 Key institutional effectiveness measures

The Board of Trustees goals for 2008-2009 are to:

Board of Trustees Goals: 2008-09	
Goal #1	Grow enrollment and provide increased retention with special emphasis on serving a proportionate number from our diverse populations and incorporating both FTE and non-FTE bearing enrollment.
Goal #2	Continue to develop plans for college growth and campus expansion throughout the district.
Goal #3	Develop collaboration with local school districts and other 2-4 year post-secondary institutions.

The college pays attention to recruitment, enrollment, student progress, and completions. A balanced budget is important to the college. Management seeks to allocate revenue appropriately, with special attention to low administrative costs relative to instructional costs, and adequate capital reserves. The institution regularly monitors student and employee satisfaction with many aspects of Aims. college analyses usually include consideration of age, gender, and race and ethnicity, since the college strives to maintain a healthy diversity and to serve all population elements in the service area appropriately.

Processes (P)

7P1 Data supporting student learning, institutional objectives, strategies and improvement efforts

Aims Community College seeks to bring the most relevant, most complete available data to bear on all questions of institutional performance and planning. Ordinary business records from Banner can shed light on many topics, but the college gathers environmental data from the service area, the state, and federal data sources, as well. The Institutional Research and Effectiveness office conducts or assists with original surveys, feedback mechanisms, and questionnaires to acquire other data from college community members and stakeholders as needed.

7P2 Departmental and unit information needs

The office of Institutional Research and Effectiveness maintains a high profile as a data provider and consultant, precisely in order to encourage departments and units to express their information needs. Approximately half the workload of the office is satisfying *ad hoc* requests, with the rest being recurring, mandated reporting, internal administration, and developing increased institutional research capability.

The college's Senior Management team meets weekly. Items of concern in any area of the college may arise in those meetings. Consistent with Aims' commitment to being a learning-centered college and making data-driven decisions, Senior Management asks frequently for department-, division-, and college-level data to assist the team or the relevant lower-level organization in addressing the concerns.

7P3 Comparative information

Professional judgment and experience will often bring a topic area under study, initially. When that happens, Aims staff, administration, and faculty members specify the nature of their questions about the topic, and pursue the answers in the best practical scientific manner. For example, a qualitative investigation was appropriate during the early stages of Aims' strengthening itself as a learning-centered college, and Aims looked into the practices and culture of the Vanguard colleges for themes and guidance. Another study is under way this summer that will involve interviews with faculty members and administrators at Hispanic-serving institutions, intended to uncover practices and policies that will help Aims attract, support, and graduate Hispanic students.

Some questions invite comparisons among public community colleges in Colorado, and therefore appeal to data maintained at the Colorado Department of Higher Education and the Colorado Community College System office. Other questions may suggest that Aims look at peers nationwide, where the IPEDS Peer Analysis System is a useful tool. Aims contracted with the National Center for Higher Education Management Systems this year to construct a custom set of peers to assist in our analysis of state funds needed and received by community colleges with local as well as state tax support. The research question drives the research method.

7P4 Analysis and communication of institutional performance

Performance reporting is a healthy routine for Aims Community College. Internally, the IRE office summarizes enrollment before and throughout each semester, compared to the same semester in the previous year. These reports highlight student characteristics such as new, continuing, or returning enrollment status, financial aid receipt, age, gender, race and ethnicity, campus enrollment, educational objective, residency, and course load. IRE also prepares regular recurring reports on recruiting contacts and enrollments, participation and success in courses with supplemental instruction, courses with very high and very low student success, grades and retention for tutored, TRIO, and Emerging Scholar (an Aims initiative) students, faculty workload and grade distributions. External requirements assist Aims in staying aware of enrollment, completion, staffing, finance, library, and financial aid data.

Institutional performance is neither monolithic nor self-contained. For those reasons, deans and chairs expect and appreciate IRE reports on program or departmental enrollment and completion, and information about the demographic and economic environment. State requirements for tracking Career and Technical Education programs individually help Aims satisfy its own monitoring needs.

Report distribution usually occurs from Senior Management out into the smaller units supervised by each of the senior managers. The president delivers a regular series of “In the Loop” video chats for the campus, which include topical news, from enrollment to budget to construction. The annual budget process includes two open briefings for college employees where legislative, demographic, enrollment, marketing, and strategic planning issues are aired, with opportunity for questions.

7P5 Ensuring alignment with instructional goals

Much analysis at the departmental and unit level is actually done centrally in IRE, with common data sources, query language, and summarization techniques. That process assures at a mechanical level that questions shared across the institution are asked about the smaller organizations.

College-wide awareness of the college goals, such as the Board of Trustees goals and the learning-centered college identity, works against parochial analyses. All units know the institution’s direction.

7P6 Effectiveness of information systems

A skilled Information Technology staff, aided by outside contractors as needed, keeps the college network, with its servers, programs, and communications, reliable and current. The college supports regular administrative software upgrades to keep functionality high and vendor support available, as well as academic software acquisitions that keep Aims' instruction current with the non-academic workplace.

Air handling, intrusion detection, fire suppression, and uninterruptable power supply systems safeguard central data processing areas. A dedicated generator provides a second layer of protection of operations. Regular backups with offsite storage protect the college against catastrophic data loss. Centralized virus protection software minimizes the risk of data corruption and loss on PC workstations connected to the campus network.

Access to Banner data is controlled by user role and class. Username and password authentication, backed by policies against account sharing, provides good control of access to the system and good auditability of data entered and changed by the account user. Data custodians for the major types of data, such as financial aid or student records, participate in any granting of access to data under their stewardship.

Every employee with access to student data receives instruction in FERPA before gaining such access, as well as training in navigating and using the Banner screens.

State agencies in Colorado apply edit checks to data submitted by the colleges. These edits usually highlight or reject aggregate data that shows unexpectedly great change from one reporting period to the next. Having to explain such shifts adds assurance that the data Aims submits are accurate and have been reviewed by knowledgeable parties.

The internal interest in trends also creates accountability of this type, since data consumers often wonder why such-and-such a figure has increased or declined so much since last year or last semester. Widespread sharing of data thus leads to better data.

7P7 Effectiveness of measures

The mantra of continuous improvement requires continuous self-reflection. Aims Community College is, as a matter of principle, dissatisfied with its measures of effectiveness. But measuring the effectiveness of the system of measuring effectiveness currently is not a high priority for the college. The success of the students and the health of the institution remain front and center as the areas where effectiveness and effective improvement are important.

Results (R)

7R1 Meeting institutional needs

Perhaps the best indication of the effectiveness of Aims' information systems is the universal assumption that they will be present, available, understandable, and correct. There is a strong and justified expectation that normal operations, when interrupted, will resume quickly, and without significant data loss.

As to the timeliness, accuracy, and usefulness of performance information derived from college data, a good sign is explicit statements of praise and gratitude from the president, the academic deans, department chairs, the advising director, the student services dean, remote campus administrators, and others. Another is that the desirability of including professional input on data-collection and survey design issues has been increasingly recognized in recent years, as evidenced by IRE staff participating in early, rather than late, stages of project design. One may contrast this with the apparent campus climate of about six years ago, when a major grant set projects in motion without adequate attention to the need for relevant data collection and reporting throughout the grant period, not just at the end. There were reporting difficulties at the end.

The college has conducted three annual Quality of Work Life surveys. Two aspects of that series of surveys bear mention. The first results revealed or confirmed considerable amounts of suspicion and low morale among Aims employees. While the response rate was high (49%), some employees took the trouble to cross out innocuous form numbers or copy response forms onto unscannable paper to thwart suspected respondent-identification. Still others admitted in written comments that they had provided false demographic or employment-status information to avoid identification. In the third survey, completed in spring 2008, the response rate was high (36%) even though respondents had to log in to take the survey, and knew that their personal information would be linked to their responses for aggregate reporting. The second point (based on only a preliminary reading since the analysis is in process at this writing) is that respondents in this third survey made fewer hostile comments, acknowledged more college improvements to their work situations, and offered more practical and constructive suggestions for further improvements than had been given in the first or second surveys. Employees seem to accept and welcome the measurement process.

7R2 Comparisons with other institutions

Member colleges of the Colorado Community College System continue to struggle with their implementation of Banner software, both as to functionality and stability. Further, institutional research staff members have limited access to their institutions' data, which is centrally housed and guarded at the system offices. In both these respects, Aims is in a more desirable situation, and is able to use its institutional data more easily and to greater advantage.

Improvement (I)

7I1 Improving processes for measuring effectiveness

As Aims continues to measure its effectiveness, awareness of the applicability of college data to ongoing challenges and operations increases. The idea of using data to explore action options and to support decisions spreads to more activities in more areas. And in areas where data-driven decision-making is well established, decision-makers are asking more sophisticated and more granular questions. In a kind of data Darwinism, investigations that don't produce actionable results get discontinued, while those that do, get continued, refined, and enhanced. The college's effectiveness and effectiveness measures improve.

Adaptability to changing circumstances shows a kind of system improvement. Focusing differently on recruiting, for example, in the coming period of fewer under-30-year-old residents, while continuing to base actions on data, will signal greater maturity in the measurement system.

712 Setting and communicating targets for improvement

The Board of Trustees is empowered to select emphasis areas for the college, and has directed the institution to address enrollment, retention, geographic outreach, and collaboration with other educational institutions. These goals are widely disseminated throughout the college. Further, they are consistent with the school's identity as a learning-centered college, which is itself an increasingly integral part of Aims operations.

As noted, regular reporting has become an expected routine for the college. Feedback to the community on the results of annual surveys of student satisfaction, the campus diversity climate, and the quality of work life is public, and constantly available on the college website. Deans and department chairs discuss student success results with their faculty members. Those results have led to some self-reflective professional development for some faculty members, and have also called attention to some issues of curriculum alignment, for example, between college-preparatory mathematics and college-level mathematics. The obvious connection to the retention goal has been made, and a specific priority for smoothing the preparatory-to-college transition has been set. Studies showing greater student success for students who take remedial instruction as recommended have become part of the advising toolbox. A specific priority for having students take a success-building curriculum has been set.

Circumstances change constantly. It is the culture of assessment and of communication that will enable Aims to change its assessments and its particular priorities to match the changing world.

Category Eight

Planning Continuous Improvement



Context for Analysis (C)

8C1 Institutional Vision

Aims Community College seeks to be a Destination Institution and the learning college of choice for students within the districts it serves.

8C2 Short- and long-term strategies

The college's short term and long term strategies focus on the learning centered college and enrollment growth to meet the service area needs. Short term objectives are incorporated in annual planning from the board goals to individual performance plans. Long term objectives have been developed to meet the learning college goals, campus construction in the service area, and programmatic expansion planned to address local and national economic growth issues. These goals are designed to ensure appropriate enrollment growth and adequate financial resources to support the college as it pursues its mission.

Aims' vision of what the institution will be like in the next 5-10 years is encompassed in the institution's mission statement and strategic planning. The mission statement is: "The mission of Aims Community College is to help students achieve their learning goals and objectives through effective and efficient program options and services, and to develop partnerships that support economic development and global understanding"

Aims Community College uses strategic planning to direct future decisions of the institution. This is accomplished through a well-defined mission statement, established values, a vision statement, and Board established goals.

The Senior Management team provides a vision to support the mission of the institution: "Aims Community College is committed to being a Destination Institution providing learner-centered opportunities and contemporary programs."

The long-range overview for Aims Community College includes the following:

Focus on Student Learning

- *Assessment of student achievement
- *Alternative delivery styles
- *Integrating multiculturalism

Capitalize on Strengths of the College

- *Student friendly atmosphere
- *Expertise and professionalism of faculty and staff
- *Quality of technology in the classroom
- *Allied Health Program

*Public Service Program

Maximize Opportunities for the Institution

*college preparatory

*Distance learning

*Unique niche programs ,i.e., career technical

*For Lupton Campus---focus on career technical

*Loveland Campus—premier transfer institution

*Partnerships---business, community, and other educational institutions

Manage Growth

*Diversity of people

*Site planning

*Facilities

*Fiscal stability

8P1 Planning Process

In order to facilitate the vision, two major planning processes have been identified; the Strategic Plan, as developed by the All College Action Committee (ACAC), and the Facilities Master Plan, developed primarily in the Business Office.

The All College Action Committee serves as the institutional strategic planning committee. The cross constituency committee is responsible for development, implementation, and follow up on strategies and tasks which are developed to support institutional vision and goals. In order to help with the necessary facilities planning, the college employed professional planners to assist in the planning, design, and development of the Facilities Master Plan. Internal and external constituencies were engaged in the planning process from initiation until completion.

Each year, the Board of Trustees establishes the strategic goals of the college. ACAC responds to the goals and develops strategic plans based on the Board's priorities. In addition, the ACAC develops and then forwards recommendations on AQIP action projects to Senior Management for review and approval.

Following the conclusion of Board of Trustees planning meetings, where annual goals are established, the planning process “trickles” through the college by a purposeful process. Each area of the college shares the board and president's goals with their individual departments. Individuals are asked to address these goals in their department and individual performance goals for the year.

College leaders must address important elements of vision and goals within their performance plan for the year. The administrator performance plan document has common elements which address continuous improvement, learning college, and enrollment initiatives. Each administrator for an area plans leadership roles based upon these common vision elements.

In turn the strategic planning process is designed to assure linkages among and between the planning of individual departments. The college's goals, as articulated by the Board of Trustees, are integrated into department goals in the Academic Master Plan, the Technology Plan, and the plans of other units of the college.

In addition, individual administrator, staff, and faculty performance plans include supporting goals based upon these annual Board goals and strategic planning documents.

Modifications to mission and vision are infrequent. In 2003-2005 the college engaged in a process to transform into a “destination institution”, which resulted in a change of mission, values, vision, branding, etc. The process involved the entire college and the external service community. The process of transformation was facilitated by the senior leadership of the college and assisted by professionals in branding, marketing, and leadership innovations.

Methods for addressing the future are the continual monitoring of the economic environment surrounding the college and planning response to such change. The use of economic modeling, through databases such as CC Benefits, helps the college forecast programmatic needs into the next few years.

By accomplishing our mission through our strategic processes and planning we attempt to encourage the following outcomes:

- we will continue to move toward becoming a learning centered college,
- we will strengthen current partnerships with stakeholders and build more collaborative relationships/partnerships with our stakeholders,
- we will develop systems to assess learning and evidence to make improvements to learning,
- we will develop methods to better assess our stakeholder’s needs and modify processes and practices premised on results of these assessments,
- we will have established a culture of decision making based upon appropriate data and evidence,
- we will have maximized the performance of members of the college community by fostering learning, creativity, collaboration, caring, and innovation,
- we will have better alignment among our mission, vision, core values, planning processes, action projects, and budget processes.

8P2 Selection of short- and long-term strategies

The college selects long- and short-term strategies to support goals through a collaborative effort, with the All College Action Committee (ACAC) at the center of the process. The membership of ACAC includes representatives from all organizational units and campuses of the college. ACAC meets once per month to develop strategies and timelines for college goals. The ACAC team is guided by the college mission, board goals, mission, and strategic objectives. Timelines and tasks are built along with assignments of responsible persons for each task. ACAC currently is addressing this “task map” and the development of strategies as a part of prioritizing strategies at the college.

Conflicting expectations are addressed through dialogue in ACAC meetings. Each member of the committee represents a sector of the college constituency. As a result of challenging dialogues and diverse input these longer term Action Projects are formulated

and finalized. This process assures conflicting expectations of key stakeholders are heard and addressed.

In addition, information and data are presented to the group based upon consultants and professional research reports on planning, marketing, economic indicators, etc. This information is used in determining which strategies should be given the greatest priority, and in identifying challenges and potential barriers to accomplishing critical objectives. This process of data-enriched discussion helps to address the conflicting expectations of key stakeholder groups.

8P3 Developing Action Plans

The identification of Action Plans begins with ACAC, where key goals and objectives are defined. Operational details are typically addressed at the department level. Action plans seek to address institutional priorities and to promote continuous improvement. Examples of action plans at the college include:

- Academic Master Plan
- Technology Plan
- Facilities Plan
- Professional Development Plan
- Emerging Scholars (First-year students) Plan

8P4 Alignment of Strategies

ACAC is charged with the oversight of all strategic planning activities at the college, and this committee regularly reviews all strategic initiatives to ensure their alignment with Board of Trustee goals and other strategic goals of the college.

8P5 Measures and Performance

The college selects some measures to set performance projections. In particular the college sets performance projections for enrollment and retention (Board goals) and with the college action projects. In addition the college has set the goal to improve the student satisfaction survey results as well as improved scheduling. The college utilizes these measures to set performance projections. Comparative data is used to determine measures. Targets are generally based on data from past results. Key data from other institutions and national data sources provides information from which to set goals for performance. These may include IPEDS data, Colorado Department of Higher Education reports and performance indicator goals among other external data sources. The college is still determining how to accurately quantitatively measure improved class scheduling processes. Anecdotal and qualitative measures have been used to date. Campus Climate Survey is used to determine if the college is moving in the direction it states.

The college measures and sets performance projections via our AQIP Action Projects. Action Projects are a key component in selecting measures and setting performance objectives. This is done through two key questions in the Action Projects. Those questions include: “Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:” and “Describe the overall “outcome” measures or

indicators that will tell you whether this Action Project has been a success or failure in achieving its goals.”

For other institutional strategies, ACAC assigns timelines and responsible persons that must report out at each meeting (once per month). In addition, data collected is presented to the All College Action Committee and input is solicited.

Enrollment management has been a priority for the college regarding performance standards and measures. Performance projections were laid out for increased retention of a certain student population. Enrollment Management has developed a program called “Emerging Scholars.” The goal has been to increase retention of certain students. Goals are set but all improvement is measured and treasured! In many areas we are just developing data collection systems. Within the year we hope with these new systems to be able to set goals for performance and then adequately measure them. In Supplemental Instruction the college is implementing new measurements and goals for the SI classes. This is the first year which data has been determined to be measured and then certain collection efforts of that data have been developed. This information should help determine if these SI efforts are helping retain students and in what areas the efforts are most effective. In addition collateral benefits include education for faculty regarding learning college practices.

8P6 Resource allocation for strategic priorities

The college budgeting process is tied directly to the goals of the Board of Trustees and the strategies and plans developed that support those goals. During the budgeting process departments must identify which of the Board goals, ACAC strategies, or department or division plan supports the request. The budgeting process includes requests for staff or personnel, operational funds, equipment needs and funds, and facilities needs. The budgeting process starts at the basic department level and then there are meetings at the divisional level to review budgets and requests, then there are meetings at the Senior Management level. Basically it is a grassroots effort. Subsequently, there are college open forums to present and discuss budget information. At each level institutional priorities are reviewed and requests are discussed based on timelines, priorities, and planning. This includes planning for personnel, in particular part time faculty and staff, operational budgets, travel budgets, and capital budgets.

8P7 Strategies and Professional Development

The college ensures faculty, staff, and administrator capabilities are developed and nurtured to address requirements regarding changing institutional strategies and actions plans in several ways. Each year the college begins the year with a convocation day. The President starts the day by giving a state of the college address. She discussed important accomplishments and new initiatives for the year. In addition, at that time the college has a keynote speaker that has expertise in one of the areas the college is focusing on in that particular year. The keynote speaker and activities of the day lay the groundwork for developing employee planning and expectations for the upcoming year. The Center for Professional development (CPD) and the Faculty Teaching and Learning Center (FTLC) are two departments of the college whose specific purpose is to support employees in understanding and developing skills and/or knowledge in the institutional strategies, goals, plans, etc. These areas continuously offer training sessions,

educational opportunities, innovative workshops and webinars to assist and support employees in understanding and meeting college goals. In addition, the college has a Learning Centered Task Force which regularly holds meetings for the college to discuss best practices in learning centered activities as they relate to each constituency. The dialogue includes demonstrations and discussions regarding what staff, administration, and/or faculty is/are doing that would be supportive of the learning centered college. In addition, dialogue includes assessment of the level of success of each effort and how it may apply in other areas. Finally, the college allocates an administrative position, the Associate Dean for Learning and Organizational Development, to the oversight of integrating the college's strategic initiatives into the learning-centered college concept.

Each employee builds a plan in the spring of each year with mid year revisions or review finishing with year end evaluations. This gives employees and their supervisors an opportunity to focus on professional development opportunities for each employee for the following year. Thus, the process of strategic goal development and planning is brought down to the individual level. Mid year reviews allow for mid course corrections if goals need to be adjusted.

8P8 Continuous improvement measures

The college is required to provide feedback regularly to the following state and federal agencies, and accrediting bodies:

- Colorado Department of Higher Education
- Colorado Community College Occupational Education System
- Commission for Accreditation on Allied Health Education Programs
- Colorado State Board of Nursing

Additionally, the college also has several annual and continuous feedback mechanisms in place. A majority of these instruments are provided and maintained by the internal Department of Institutional Research and Effectiveness (IRE). On a continuous basis, the IRE monitors enrollment and recruitment efforts at all campuses and centers, and presents the information both as a current demonstration of effort and as historical data. The IRE also conducts ongoing point-of-service questionnaires. These questionnaires can be found online and allow customers and visitors to send in service feedback in any one of approximately 20 areas.

In addition to this continuous tracking, the IRE also presents and compiles feedback on several annual surveys, including:

- Campus Climate Diversity Survey- this annual survey is conducted to determine diversity concerns and benefits from both students and employees. This information is utilized to identify possible concerns for future action.
- Student Evaluation of Instruction Survey- this annual survey gives students the opportunity to rate the overall quality of instruction and services at the college. The resulting information is useful in determining areas for growth and improvement.
- Quality of Work life Survey- this annual survey allows employees to voice satisfactions and wants in regard to the valuation of employees, impact of stress upon work and the quality of salary and benefits. Responses from this survey help

form different action projects at the college as well as shape some of the decisions made by Senior Management.

Finally, there are program-specific surveys done in the form of Student Evaluations of Instruction and Student Cumulative Program Reviews. The Evaluations of Instruction are completed by students at the end of each semester and the information is tabulated by the respective division office. The department chairs and the instructor can then use the results to determine adjustments in instruction techniques/learning outcomes/competencies, etc. The Cumulative Program Reviews are completed by several Career and Technical Education programs so that students have the opportunity to reflect on their entire cohort program experience, including classroom instruction, laboratory experience and field work. The results from this cumulative review are then utilized by the program chairs to develop a Program Improvement Plan, so a fluid mechanism of action can be put into place and adjusted annually to respond to deficits in the student experience.

One example of integration of data for continuous improvement in academics is as follows. Each semester the deans are provided a Deans' Data Book which includes information regarding grade distribution for each faculty member for each class. This data is reviewed along with data on student course evaluations, data from observation of instruction of the faculty member, and data from faculty evaluations. The deans use these sources of data as a mechanism to determine which faculty members might need support in engaging student learners in a different way. Learning technology, classroom presentation, course competencies, course delivery style, and student placement information are all investigated and discussed. Any areas of improvement needed are addressed with the faculty member and his/her department chair. Support mechanisms are recommended or required. Several mechanisms are in place at the institution in order to provide this improvement and support for the faculty members. These include the Center for Professional Development, the Faculty Teaching and Learning Center, and Supplemental Instruction. These provide learning centered professional development opportunities. These are all utilized to provide support to the faculty member.

In addition, Aims has made a concerted effort in the last 3-5 years to make data driven and evidenced based decision making. The college has an Institutional Research (IRE) department that is responsible in assisting the college with data collection. The college has made a tremendous effort to make data/evidence based decision making. The IRE department is available to provide leadership and support regarding the collection and analysis of data. One area where there has been recent extensive dialogue and effort is in retention and enrollment. The college has looked closely at several pieces of data that are indicative of retention in classes.

Enrollment data has undergone several changes in the last few years as the college has changed from quarters to semesters. The times at which data has been captured has varied somewhat making enrollment comparisons somewhat problematic. During the past year, a system has been put in place that has provided comparative data on enrollment. This will be beneficial in tracking enrollment trends with reliable data. The college needs to stabilize the data collection process on enrollments and the capturing at specific time frame in order to have comparisons.

Results (R)

8R1 Results for strategic initiatives

The results on our strategic initiatives, with the relevant Board of Trustee goal (from 2007-08) are summarized in the following table:

Board of Trustee Goal	Strategic Initiative	Result
Grow enrollment and provide increased retention with special emphasis on serving a proportionate number from our diverse populations and incorporating both FTE and non-FTE bearing enrollment.	Development of Emerging Scholars program	Fall 2008 to Spring 2008: 76.8%-Emerging Scholars retained 58.6%-Control Group Retained GPA- see attachment
	Development of course to assist first-year students' transition to college (AAA 101)	College Success Course 342 enrolled Fall 2008
	Development of Priority Scheduling process	Spring 2009 Pilot Fall 2008 – Pilot CTE cohort blocks
Continue to develop plans for college growth and campus expansion throughout the district.	Allied Health and Science Building	Completed Fall 2007
	Renovation of Ed Beaty Hall	Completed Summer 2008
	Site Development planning for Iron Mountain and Berthoud locations	In process
Develop collaboration with local school districts and other 2-4 year post-secondary institutions.	Career Academy	<u>Fall 2007</u> <ul style="list-style-type: none"> • Advanced Studies 103 students, 484 credits • Career Academy 28 students, 137 credits <u>Fall 2008</u> <ul style="list-style-type: none"> • Advanced Studies 84 students, 505 credits • Dual Enrollment 40 students, 182 credits • Career Academy RE-8 30 students, 183 credits • Career Academy RE-6 57 students, 343 credits • MIST enrollments 30 students, 351 credits
	First Step Program with University of Northern Colorado	89 students Fall 2008

The results for accomplishing institutional strategies and action plans are captured in several places. These include the summary of the status and results of the college action plans in the Academic Master Planning document, in the strategic task map of the All College Action Committee, in the Enrollment Management minutes, in the Assessment of Learning committee minutes, the Senior Management minutes, the Learning Centered Task Force minutes and in the college Board of Trustees minutes. The All College Action Committee reviews progress in its regular monthly meetings. This addresses the major planning efforts of the college as a whole. In addition to this, the college uses several surveys (previously discussed) to capture some of the information regarding institutional goals and strategies. These surveys are provided to Senior Management and discussion surrounding the results and what actions are

needed to be developed based on those surveys are developed. Generally Senior Management has an annual planning retreat where all of these surveys and the results are reviewed and discussions about addressing the strengths, weaknesses, opportunities, and threats is done. Senior managers then return and implement strategies and tasks to support this continuous improvement effort. The surveys are then reviewed again the following year to determine if any improvement were made and if so what they were. However, the college needs a better tracking system regarding this activity.

In addition, data is collected from enrollment and retention and is discussed in Senior Management each week. Furthermore enrollment and retention are discussed in the enrollment management committee, academic deans and directors meetings, and retreats. Further plans are conceptualized and then developed. In academic programs, systems are put in place to address what needs to be improved regarding recruitment and retention efforts.

8R2 Performance Projections

During the next 1-3 years, we expect to see improved student learning experiences, as demonstrated through improved performance on our assessment of learning measures. We also expect to see the increased retention in high risk student groups, particularly among those students participating in the Emerging Scholars program. Finally, we hope to see an increase in college enrollments as measured by both credit (FTE) and non credit options.

We project the completion of four AQIP action projects by the end of the 2008-2009 year. These projects have focused on the following strategic priorities:

- Recognition in Ripples (Valuing People)
- Assessing Stakeholder Needs
- Assessment of Student Learning (Helping Students Learn)
- Berthoud Campus Site Development (Supporting Institutional Operations)

We project completion of one more campus site for the college, the Iron Mountain site. Offerings will include automotive collision repair, automotive service technology and potentially a new program in renewable energy.

8R3 Comparisons with other institutions

We used national and state data for enrollment, cost effectiveness, and retention performance goals as well as past enrollment, cost effectiveness, and retention at Aims.

Otherwise Aims has not compared performance projections with other community colleges.

8R4 Evidence of effectiveness

The employee campus climate survey results and the student satisfaction survey results indicate that the college is moving in the direction of the established priorities and goals.

Some of the following continuous improvement mechanisms have proved effective over the last several years:

- **Conversation Day:** Since the AQIP and Learning-Centered concepts were introduced at Aims Community College, the college has hosted 3 separate Conversation Days to identify areas for improvement. One of the main areas identified for improvement during these conversations was Valuing People at the college. As a result, the Senior Management and Board of Trustees approved and adopted the Aims Community College “Valuing People Statement,” and it is now part of the overall mission and vision package of the college
- **All College Action Committee:** The All College Action Committee (ACAC), a standing committee of the college comprised of faculty, staff and Senior Management, develops 2-year Project Task maps that join together AQIP action projects and Board of Trustees goals to form strategies for improvement at the college. The college is currently in the 2006-2008 cycle. The task maps indicate that many of the action projects are “in progress” and there has been continuous discussion through the meetings that strategic planning goals must remain in line with AQIP action projects and Board of Trustees goals.
- **Accrediting Bodies:** Many individual programs within Aims Community College are accredited through their respective vocational membership organizations, including the Accreditation Review Committee on Education in Surgical Technology (ARC-ST), the International Fire Service Accreditation Congress (IFSAC), and the National League of Nursing Accreditation Commission. All require demonstration of continuous improvement in order to remain actively accredited.

Other evidence of the system for planning continuous improvement includes expanded discussion in departments about how to include learning college objectives in their department goals. Discussions focus on how each area can better serve the learning needs of the students. The discussions at the college often center around practices designed to increase enrollment while keeping a learning-centered approach.

The college continues to identify essential data and reports that must be generated on a regular basis, however, reliance on ad hoc reporting is still common.

811 Continuous Improvement Planning and Improvement

The college addresses continuous improvement through several mechanisms and systems which have recently been established. Some of these mechanisms are better developed and used more regularly than others. Some of these mechanisms include surveying the success of learning-centered initiatives, as well as standard surveys regarding the college climate and employee and student satisfaction. Once again, the college needs to improve its follow up process, so stakeholders can better understand how this information is used for improvement.

In addition to internal surveys, the college recently has retained professional survey and marketing companies to conduct analyses regarding key areas of focus. Surveys are used and results are posted on the institutional website for the campus community to view. Senior management and ACAC incorporate the results of these surveys into

discussions regarding college goals and improvement. Additionally, the college now conducts community forums and community focus groups for information and input on marketing and programs. This serves a dual purpose: Information gathering and information sharing.

Although the college is developing better data systems and working to make data enriched decisions, a more comprehensive and systematic approach to data collection and analysis is needed. Many reports that inform the decision making process are ad hoc at this time. Furthermore, the college recently contracted with Economic Modeling Systems Incorporated for data support regarding predictive career and program information. This helps the college use economic forecasting and career information in program development. It has been a highly useful tool in development and improvement.

The college is committed to developing better processes and systems to support continuous improvement. The college has to date used fairly informal processes and systems and has somewhat “siloed” processes for targeting improvements in each area of the college.

The Senior Management recently held a “data summit” in which we discussed college collection and use of data. This dialogue included what type of data is useful for what purposes. It also included conferring with our Institutional Research and Effectiveness department on what our needs were and what type of data might be most useful for reaching the goal. In addition, they ask critical questions like: “How do you plan to use this information?” Some standard data reports have been developed. These will be used for a period of time. This allows a pilot time for using the data to determine if this data and the process for using the data is serving the purpose for which it is needed.

Many units of the college are still working to anchor their operations on data-enriched decision making. Enrollment is one area where substantial improvement is needed. The college changed from a quarter to a semester system in 2004. This afforded the college the opportunity to establish new baseline data regarding enrollment. The college has worked to establish appropriate timelines and intervals where data can be captured to provide the best possible comparative information across academic years.

The college has also worked to improve standards for furniture in each classroom and standards for instructional technology. Each year these standards are reviewed and updated. More classrooms are brought on board and up to the standards regarding technology, while all new buildings and remodels are brought in to standard.

812 Setting targets for Improvement

Each year the Senior Management team has a retreat to discuss goals and results. Summaries of enrollment, retention efforts, programs implemented as pilot programs, and surveys conducted for improvement are reviewed in these retreats. If targets have not been met satisfactorily discussion occurs on what specific strategies need to be implemented to insure the completion and comprehensive assessment of how well the initiative worked.

Targets may be established by a number of factors. For example, Board goals may define the target, incremental targets may be determined by committee for long-term strategies, or best practices and outcomes from other post-secondary institutions may be referenced as the model target.

Student enrollment and retention are primary goals that are being addressed through the Enrollment Management Committee. A specific improvement priority that emerged from this goal is the retention and academic improvement of students with developmental needs. The Emerging Scholars initiative, which is designed to structure and front-load essential services to academically challenged students, is one of the means currently underway to improve retention. The STEP (Seamless Transition and Enrollment Partnership) initiative is another priority designed to increase enrollment through a cooperative agreement with a local university.

Current improvement priorities include:

- Moving toward the Learning Centered college
- Assessment of Student Learning
- Increased enrollment through recruiting and retention efforts
- Development of facilities in new locations (Berthoud, Iron Mountain)

Communicating the status and outcomes for institutional priorities occurs through a variety of means. Information is shared at college meetings, through college publications and the college website, by formal reports or special presentations, and in the community newspaper.

In addition, at the beginning of each fall semester the President provides a comprehensive update on what the college accomplished in the previous year and what the goals will be for the upcoming year. This is accompanied by a keynote speaker of national notoriety regarding support of the upcoming priorities for the year. Additionally the President meets individually with each new employee. She encourages them to bring best practices for continuous improvement within the learning centered college environment to each of his/her supervisors.

Throughout the year the President updates the college community through an audio/video production called “In The Loop.” This production is available to all employees via the institutional website. Here she provides invaluable information regarding the college progress on goals and strategies. This is an opportunity for the President to again share the priorities and goals of the college for all to watch and hear.

The communication of institutional priorities is also addressed through the posting of meeting minutes for key institutional committees on the college’s intranet.

In addition, the college has developed a new magazine called the *Aims Magazine*. This magazine is distributed to the service area and highlights successes of individuals and the college as a whole.

Finally, Board of Trustees meetings are publicly provided via a local TV channel. All who desire to watch these meetings are welcome to see them several times replayed throughout a given month. The meetings are monthly and are public. Therefore if

someone is unable to attend in person, they have access via the college TV Channel to watch and hear all of the business transacted regarding the college.

Category Nine Building Collaborative Relationships



Context for Analysis (C)

9C1 Key collaborative relationships

Aims Community College Board of Trustees’ Mission Statement is “The mission of Aims Community College is to help students achieve their learning goals and objectives through effective and efficient program options and services, and to develop partnerships that support economic development and global understanding.” Aims has developed partnerships both internally and externally which support this mission.

The table below graphically represents those partners and the nature of the collaboration:

	Partnership	Nature of Relationship
State Governmental Agencies	Colorado Department of Higher Education	Role and Mission
	Colorado Community College System	Program Authorization
	Regional Workforce Development Agencies	Grant collaboration, program collaboration
Higher Education	University of Northern Colorado	First STEP program, nursing alliance (shared faculty, etc...), program articulation, tuition exchange
	Colorado State University	Program articulation, tuition exchange
	Metropolitan State College (Denver)	Program articulation
	Franklin University	Program articulation
K-12 Education	Greeley School District	Career Academy, Advanced Studies (university transfer), Course Articulation
	Ft. Lupton School District	Career Academy, Advanced Studies (university transfer), Course Articulation
	Thompson Valley School District	Career Academy, Advanced Studies (university transfer), Course Articulation
	Weld Central High School	Career Academy, Advanced Studies (university transfer), Course Articulation
	Centennial BOCES	Advanced Studies, Course Articulation
Community and Non-profit organizations	College for Kids	Community activities
	Right to Read	Shared resources, facilities
	United Way	Shared resources
	Piton Foundation	Curriculum, shared resources, facilities
	Upstate Colorado Economic Development	Economic Development Activities
Companies	Owens- Illinois	Economic Development, Employee Training
	Vestas Energy Co.	Economic Development, Employee

		Training
	Triple Crown Sports	Economic Development, Employee Training

9C2 Reinforcing mission and supporting institutional directions

The collaborative relationships align directly with the institutional mission of helping students “achieve their learning goals and objectives through effective and efficient program options and services, and to develop partnerships that support economic development and global understanding” (Board approved August 4, 2004). As a district college, the economic value is directed toward the immediate community, although many of Aims’ graduates do gain employment outside the service area. Each partnership focuses on strengthening the economy, offering programs which will have a supply of students and are graduates are in demand in the workplace. All programs are periodically evaluated for effectiveness and efficiency internally and externally through the collaborative relationships.

Processes (P)

9P1 Creating, prioritizing and building relationships

As the college works to develop collaborative relationships, the strategic planning group (ACAC) and Senior Management work to determine potential partners. Once a collaborative relationship has been established, priorities are determined by the Senior Management based on the relationship’s value in helping students learn, or achieving other distinctive institutional objectives.

The college emphasizes building and maintains formal and informal relationships with agencies and institutions that provide a source of students to the college. The President and Senior Management attend meetings with superintendents, principals and other administrators from local feeder school districts, as well as with regional workforce development agencies. Recruiters maintain relationships with high school counselors and principals.

Maintaining relationships with institutions to which Aims students transfer is also a college priority. To facilitate seamless transfer and articulation, individual departments and programs maintain ongoing agreements with community colleges and four-year institutions throughout the region.

Aims also participates with the Colorado Community College System in its common articulation agreement that guarantees transfer from any of its colleges to all Colorado public and some private colleges and universities. As a result, Aims guarantees transfer to students who graduate with Associate of Arts and Associate of Science degrees, and students who fulfill the lower division general education core curriculum.

Finally, the college strives to build and maintain collaborative relationships with key local business and industry leaders to identify workforce needs and opportunities that relate to the college’s training and educational offerings.

9P2 Ensuring needs are met

The college monitors its collaborative relationships largely through informal and qualitative evaluations. In some cases, the college will enter into a Memorandum of Understanding with a partner, to ensure that expectations are clearly stated and factors determining success are refined. In cases where a partnership involved the sharing of resources, a Memorandum of Understanding is a standard element of the relationship.

9P3 Creating and building internal relationships

Internal relationships are created and built through a number of vehicles, including:

- Center for Professional Development
- Faculty Teaching and Learning Center
- Annual Convocation
- Deans and Directors meetings
- Faculty “Fireside” Chats (faculty meetings with deans)
- Food for Thought Meetings (Presidential lunches)
- Ripples in Recognition Program
- Aims Staff Association Breakfasts
- Student Government activities

These activities afford college stakeholders to meet to share common interests, and to bring together resources from various units of the college to focus on addressing institutional priorities.

The Center for Professional Development, and the Faculty Teaching and Learning Centers offer professional development opportunities for staff and faculty. The FTLC offers a regular program of activities and workshops for faculty designed to address their role in helping students learn.

Each fall, at the beginning of the school year, the college holds a convocation which facilitates college-wide communication and team building experiences. The meeting is mandatory for all full-time faculty, staff and administrators, and is encouraged for part-time faculty and staff.

9P4 Measures of building collaborative relationships

Collaborative relationships are integral to the success of many college programs, and are reflected in numerous assessment and evaluation tools used by the college, including:

- Student registrations in Career Academy
- Student participation in the First Step program
- Business and Industry participation on Advisory Committees
- Employer Satisfaction surveys
- Aims Foundation Scholarship awards

In addition, other more qualitative measures, such as the degree to which community members take advantage of events such as naming opportunities for campus buildings indicate the college's success in maintaining relationships.

Results (R)

9R1 Summary of results

The following table summarizes the results of selected key partnerships that Aims has developed and maintained during recent years:

Partnership	Result
Weld County Sheriff's Office	Professional development and continuing education opportunities for employees of the Weld County Sheriff's Office
Weld County Workforce Development	Secured grants through federal Department of Labor to support programs that target local workforce needs.
Vestas Energy Co.	Professional development and continuing education opportunities for Vestas employees
University of Northern Colorado	Nursing alliance, including shared faculty positions; First Step program for first-year students.
Local School Districts	Career Academy, dual-enrollment / university transfer courses

9R2 Comparisons with other institutions

Aims does not have a formal process for evaluating the strength of its collaborative relationships vis-à-vis other institutions.

Improvement (I)

9I1 Improving processes for building relationships

In recent years, Aims has become more insistent in developing and formalizing a Memorandum of Understanding for each collaborative relationship into which it enters. Memoranda of Understanding are valuable in making explicit the responsibilities and expectations of each party entering into a relationship. The college is working to standardize its approach to drafting Memoranda of Understanding in order to ensure improved consistency in developing and maintaining its relationships.

In the Allied Health and Nursing programs, the college engages in formal evaluation of clinical sites, as well as other facets of each partnership. These evaluations are conducted independently by each party, and are reviewed annually to determine opportunities for improvement of the relationship.

9I2 Setting and communicating targets for improvement

The college's efforts to improve its systems and to ensure student learning are communicated to its partners using a variety of methods, including:

- Advisory Committee reports
- Annual Viewbook
- Aims Magazine

- college Annual Report
- President's State of the College Address

Appendices

- A. Policy Regarding Intellectual Property**
- B. Institutional Program Review**
- C. Position Description Questionnaire**
- D. Decision-making Flowchart**

Appendix A
Policy Regarding Intellectual Property

RESEARCH, PUBLICATION, AND CREATION OF MATERIALS BY FACULTY, STUDENTS, AND STAFF

Aims Community College encourages its faculty, students, and professional staff to author, publish, and otherwise disseminate original materials related to their academic activities. This Policy is provided to encourage the development and distribution of original work through the clarification of copyright and other rights for the developers and Aims. Original or derivative materials created by employees as a part of a contract or specific assignment typically results in the majority of such work considered as “work for hire” under a strict interpretation of the Copyright Act and thus the exclusive property of Aims. Aims believes that a policy of joint ownership and licensure is more appropriate and beneficial for employees who have created original materials in conjunction with their academic or staff assignments. This approach protects ownership by Aims of materials paid for or produced under contract or assignment, yet allows authors the right to use these materials for other academic purposes. Materials covered under this policy include works in written or electronic format as well as materials reproduced or distributed in any form.

Activities resulting in the original creation of materials are defined as:

Wholly individual effort: Materials produced by employees on their own time with no use of other Aims personnel, equipment or expendable materials; and which are not prepared in accordance with an Aims assignment or contract.

Aims-assisted effort: Materials produced by employees in conjunction with other Aims personnel or that involve the use of Aims facilities, equipment, expendable materials, or in association with Aims assignments, grants, or contracts. This includes course materials and also materials produced by individuals for personal use (book manuscripts, class lecture notes, on-line materials, laboratory outlines, etc.). Materials derivative of Aims owned materials (such as modifications of existing course materials) and developed or modified in teaching courses under

Aims assignment or contract are considered to be Aims assisted efforts.

Ownership of Materials: Ownership of materials created through wholly individual effort resides solely with the individual(s) who created the materials as long as not done on Aims time (e.g. not in fulfillment of a specific contract or agreement to produce certain materials) or using Aims resources. Ownership of materials created through Aims-assisted effort resides jointly with Aims and the individual(s) who created the materials. Exceptions to the joint ownership of the results of Aims-assisted efforts must have the written approval of the Academic Dean and Senior Management officials prior to the use of Aims time, facilities, equipment, materials, and/or staff. Aims-assisted materials cannot be sold on or off- campus without prior arrangements being made, whether for individual profit or not. When employee-created materials are required or recommended as course materials, approval of the President is required prior to sale.

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Aims-assisted effort materials will be licensed on a nonexclusive basis to the individual(s) involved in the creation of the materials. This allows the author(s) to use portions or all of the work and to make reproductions for teaching, scholarship, and research.

At its discretion, Aims retains its right to control whether or not the Aims name and/or logo is displayed

in association with Aims-assisted work.

In accordance with academic writing and research best practices, Aims-assisted materials shall include the following elements as a part of their documentation;

1. Signed releases for subjects identified in the materials.
2. The specifics of any contracts, grants, patents, or assignments associated with the item(s) created.
3. The extent of utilization of Aims facilities and personnel; the names, titles, and roles of involved personnel.
4. A history of development for the materials in order to ascribe appropriate credit to contributing individuals.
5. An archived copy of the created materials saved in a secure electronic or other appropriate form of media.

APPROVED: Aims Board of Trustees

Date: January 1989

Revised: March 1, 1995

March 2, 2005

Appendix B
Institutional Program Review

INTERNAL REVIEW
PROGRAM INFORMATION FORM

PART I. PROGRAM QUALITY

1. Indicate the level at which your program is competency-based:

- Less than 25%
- 25% – 50%
- 50% – 75%
- 75% – 100%
- 100%

2. Please indicate whether the College's general education competencies are included in your program.

- a. Think critically: – Yes – No If yes, attach explanation/description. If no, attach an explanation.
- b. Solve problems: – Yes – No If yes, attach explanation/description. If no, attach an explanation.
- c. Communicate effectively (including read, write, and interpret information): – Yes – No If yes, attach explanation/ description. If no, attach an explanation.
- d. Reason quantitatively: – Yes – No If yes, attach explanation/description. If no, attach an explanation.
- e. Demonstrate regard for diversity and ethical perspectives: – Yes – No If yes, attach explanation/description. If no, attach an explanation.

3. Describe how the general education competencies identified in Question 2 are assessed and used for program improvement in your program.

4. What means are utilized to prove that students have mastered course and program competencies for the CTE component of your program?

5. Indicate what type(s) of capstone experiences your program employs (e.g. Co-op, Practicum, Clinical, etc.)

6. Describe how work-based learning is incorporated within your program.

7. List all businesses affiliated with work-based learning in your program.

8. Describe how work-based learning is assessed and used for program improvement and improvement of student learning in your program.

9. Describe how all courses are reviewed and updated annually.

10. Please indicated the following regarding your Program Advisory Committee: percentage of members from business and industry, whether the Chair is from business and Industry, whether all members and program personnel have a current Advisory Committee Handbook, how many time the Committee meets each year, gender composition of Committee, and to whom meeting minutes are distributed.

11. Please attach your student recruitment plan.

12. Please attach your plan for student retention.

13. Please list K-12 linkages (Advanced Studies, Articulation) in which your program is currently involved.
14. Please list post-secondary linkages (Transfer, Articulation) in which your program is currently involved.
15. How does your program support local/ regional economic development efforts? How do you attain information on local/regional economic development efforts?
16. How does your program support the participation of students belonging to special populations?
17. How does your program promote the participation of students who are gender nontraditional for this programmatic area?
18. Describe your program's current participation in all aspects of online education, and future plans to expand that participation. What support does your chairperson provide for this?
19. Please describe your program's international linkages.
20. Please list Continuing Education linkages in which your program is currently involved.
21. Program faculty should participate in professional development activities that will keep them current in their content area. Describe for each faculty member the professional development activities participated in within the immediate 12 months, and indicate how those activities have contributed to program improvement and student learning.
22. Please rank the equipment quantity and quality for your program using a scale of 1-5, with 5 being the highest. Explain your ranking.
23. Please rank whether operating resources are sufficient for your program on a scale of 1-5, with 5 being the highest. Explain your ranking.
24. Rank the adequacy of personnel for your program on a scale of 1-5. Explain your ranking.
25. Please rank the adequacy of facilities of your program using a scale of 1-5 with 5 being the highest. Please explain your ranking.
26. Please identify the non-advisory committee business partnerships you have established for your program.
27. Describe how your program offerings are meeting nontraditional time parameters(afternoon, evening, weekends).

PART II. PROGRAM NEED

1. Greeley, Weld/Larimer counties, Colorado Department of Labor & Employment, the U.S. Department of Labor & Employment, and the Bureau of Labor Statistics all identify fastest growing employment opportunities. How do your courses and program reflect those opportunities?
2. The CCCS website provides the 5-year trend data by which they evaluate your program's effectiveness. This data is also compared to the data for like programs throughout the State. The completer, placement, and diversity data for your program is attached. Please provide a descriptive analysis of the trend data and your perception of the cause(s) for the trends.

3. Describe your efforts to determine appropriate markets for your program.
4. Describe how assessment of student learning is incorporated into your program and courses.
5. Please list specific strengths of your program.
6. Please list specific concerns you have about your program and describe your plans for addressing those concerns.

PART III. COST-BENEFIT ANALYSIS

Please provide a cost-benefit analysis for your program in accordance with the following format:

PROGRAM COST/BENEFIT ANALYSIS

- Round all figures to the nearest dollar
- Use SDA to pull BANNER data on total student credit hours
- Use data from Human Resources for full-time and part-time compensation
- SDA cannot be used to pull fiscal data from BANNER
- Using information from relevant courses (include course prefixes, course numbers, and course sections as applicable), complete the following for the past two years:

Program Name _____ Completed
 by: _____
 FOAPAL (if applicable) _____
 Date: _____

I. Historical Information

A. Academic Year _____ (Summer through Spring terms)

1. Direct Costs
 - a. Actual Operating Costs _____
 - b. FT Personnel, total compensation _____
 - c. PT Personnel, total compensation _____
2. Direct Revenues
 - a. _____ (total annual FTE) X \$2353 (FTE amount) _____
 - b. _____ (total student credit hours) X \$50 ((in-district tuition) _____
3. Self-support co-efficient
 (2a + 2b) divided by (1a + 1b + 1c) = _____
4. Net (Loss)/Gain
 (2a + 2b) minus (1a + 1b + 1c) = _____

B. Academic Year _____ (Summer through Spring terms)

1. Direct Costs
 - a. Actual Operating Costs _____
 - b. FT Personnel, total compensation _____
 - c. PT Personnel, total compensation _____
2. Direct Revenues
 - a. _____ (total annual FTE) X \$2413 (FTE amount) = _____
 - b. _____ (total student credit hours) x \$50 (in-district tuition) = _____
3. Self-support co-efficient
 (2a + 2b) divided by (1a + 1b + 1c) = _____
4. Net (Loss)/Gain
 (2a + 2b) minus (1a + 1b + 1c) = _____

Program Signature/Date

Administrator Signature/Date

Appendix C
Position Description Questionnaire



Position Description Questionnaire Aims Community College

Employee participation in the completion of this document is encouraged; however, the appointing authority and immediate supervisor are accountable for establishing the assignment and ensuring the accuracy of this information. Do not include comments regarding the relative importance of the job or the qualifications/credentials of the employee. Rather, use actual examples of work performed.

1. POSITION IDENTIFICATION

Position Number _____

Department _____

Division _____

Work Unit: _____

Current Class Title: _____ Class Code: _____

Working Title (optional): _____

Requested Class Title: _____ Class Code: _____

New Position Vacant Position Occupied Position

Full-time Part-time Seasonal Temporary Year-round

Hours per week _____ On-call/standby time – hours per week _____

2. GENERAL INFORMATION

A. Briefly describe the purpose of the work unit.

B. Briefly summarize the overall purpose of this position.

- C. Indicate any staffing or organizational changes since the last evaluation.
- D. Summarize specific duties added or deleted since the last evaluation.
- E. Indicate from which positions (position numbers and current class titles) any new duties were assumed.
- F. Indicate to which positions former duties were assigned.
- G. Why is the requested class appropriate for this position?

Attach a current organizational chart which includes class titles, position numbers and FTE of:

**First level supervisor(s);
 second level supervisor(s);
 other positions reporting to the first level supervisor(s);
 subordinate positions; and
 student, seasonal and other positions which are part of the regular/permanent staffing pattern.**

Exclude temporary work study positions and personal services contractors.

3. ESSENTIAL JOB DUTIES

Document only current, permanent, primary job duties (those that involve at least 5% of your time) and the percent of time each is performed. Do not include temporary assignments, duties performed only due to the absence of another employee, or those duties which may be assigned in the future. The total of all duty statements must equal 100%. For the purpose of the Americans with Disabilities Act, please indicate those duties which are designated as **essential functions**. An "essential function" under the Americans with Disabilities Act (ADA) is one that meets at least one of the following elements:

- The reason the position exists;
- There are a limited number of other employees available to perform this function;
- The duty is highly specialized and the person is hired for this special expertise or ability to perform it;
- or
- The duty is judged by the employer (delegated appointing authority) to be essential.

A. Freq. % Duty Statement

Essential Function? ___ Yes ___ No

B. Freq. % Duty Statement

Essential Function? ___ Yes ___ No

JOB DUTIES (cont.)

C. Freq. % Duty Statement

Essential Function? ___ Yes ___ No

D. Freq. % Duty Statement

Essential Function? ___ Yes ___ No

E. Freq. % Duty Statement

Essential Function? ___ Yes ___ No

F. Freq. % Duty Statement

Essential Function? ___ Yes ___ No

G. Freq. % Duty Statement

Essential Function? ___Yes ___No

H. Freq. % Duty Statement

Essential Function? ___Yes ___No

I. Freq. % Duty Statement

Essential Function? ___Yes ___No

4. REVIEW OF WORK

Who reviews your work? When does the review occur? What is the purpose of the review? E.g., closely reviewed for accuracy, completeness and adherence to rules and procedures; general review on a periodic basis for overall conformance with goals and objectives; etc.

5. GUIDELINES AVAILABLE

List the guidelines available to you in performing your work. These include written or verbal instructions, procedures, policies, rules, regulations, references; precedents or accepted practices; or principles, models, concepts, theories and techniques of a recognized profession. What alternatives are available and how are they selected?

Provide examples of typical problems or challenges encountered and resolved by this position. Then give some examples of the most difficult problems encountered and how they are resolved.

6. SUPERVISION

List the names, official title and position number of each employee you supervise directly. If you supervise work study students or temporary employees, list their names and hours worked. Do not list employees for whom you share supervisory responsibility. Also, indicate if you are designated as a “lead worker”, “team leader”, and/or “project manager” over other employees and list their names and official titles. If you do not supervise other employees, write “none”.

For the employees you supervise, indicate the activities for which you are responsible:

- | | |
|---|---|
| <input type="checkbox"/> Train | <input type="checkbox"/> Corrective/Disciplinary action |
| <input type="checkbox"/> Assign work | <input type="checkbox"/> Recommend hire/termination |
| <input type="checkbox"/> Review work | <input type="checkbox"/> Hire/Terminate |
| <input type="checkbox"/> Sign performance plans and evaluations | <input type="checkbox"/> Other (describe) _____ |

7. INTERNAL AND EXTERNAL CONTACTS

Describe your contacts with people in departments other than your own, with outside organizations, and with the general public. Be sure to describe the nature of the contact and the frequency with which they occur. Contacts may include giving or receiving information, advising on rules and regulations, negotiating on behalf of your department or the college, resolving conflicts, etc.

8. DECISION MAKING

Give examples of the kinds of decisions made independently (without prior supervisory approval) and on a regular basis. Also give examples of *recommendations* you make and indicate to whom they are made.

9. IMPACT OF DECISIONS

Describe the impact of the decisions and recommendations made. This could include fiscal impacts, quality/quantity of service levels, affect on policy or procedure, legal concerns, or public relations ramifications. Do not relate performance issues or the qualifications required of the incumbent to perform in the job.

10. PHYSICAL REQUIREMENTS

Describe any unusual physical requirements of your job, if any, e.g., heavy lifting, excessive standing, bending, operating a keyboard on a production basis (data entry), machinery, etc. Also include whether you are required to wear any protective equipment and if so, what kind.

11. UNUSUAL WORKING CONDITIONS AND/OR HAZARDS

List any working conditions or dangers involved in your work that pose an unusual hazard. These could include exposure to weather, chemicals, blood, temperature extremes, poor lighting, fumes or other dangerous situations. Be sure to include how frequently you are exposed.

12. FINANCIAL AND BUDGETARY RESPONSIBILITY

What is the estimated amount of the operating budget you are responsible for overseeing? If you have no financial responsibility, write "none".

Indicate which of the following the job has specific responsibility for:

- Budget development
- Defend/Justify the budget
- Budget execution and monitoring

13. EQUIPMENT USED

List any machines, tools, instruments, equipment, or vehicles that are required to be used in performing the essential functions of the work. Also indicate the frequency with which they are used.

14. LICENSES AND/OR CERTIFICATIONS

List any licenses or certificates that are required of the job. Do not include licenses or certifications held by the incumbent that are not required of the position.

CERTIFICATION: I hereby certify that the above entries are an accurate and complete depiction of the duties and responsibilities assigned to my position.

Employees signature _____

Date: _____

SUPERVISOR'S SECTION

1. Please comment on the statements provided by the employee by indicating any exceptions or additions.

2. What is the most important result or objective of this position?

3. What do you believe is the correct classification for this position? Why?

4. The minimum education and experience requirements for classes are published in the class specifications. Are there any special requirements that must be met immediately by an employee coming into this position? Special requirements may include formal job-related coursework, legal requirements, job specific experience or skills, and unusual travel demands or working conditions.

Supervisor's Signature _____

Date:

STATEMENT OF ADMINISTRATOR OR APPOINTING AUTHORITY

Please indicate your agreement or disagreement with the statements provided by both the employee and the supervisor. Provide additional information and/or clarification for any inaccuracies noted.

Signature of Administrator _____

Date:

Department Head's Signature _____

Date:

Appendix D
Decision-making Flowchart

Aims Community College New Project Development Process

