

## **Systems Appraisal Feedback Report**

### **An AQIP Pathway Report Completed in Response to a Systems Portfolio Submitted by**

1737 AIMS COMMUNITY COLLEGE

February 1, 2017

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## I. Reflective Overview

Upon completing its review of the Institutional Overview and Category Introductions included in the Systems Portfolio, the Systems Appraisal team formulates its understanding of the institution, the institution's mission, and the constituents served. This understanding is conveyed in the following Consensus Reflective Statement. Additional team insights are also summarized here in relation to the six AQIP Pathway categories.

### ***Reflective Overview Statement***

Aims Community College is approaching its 50<sup>th</sup> anniversary. The College offers over 150 certificates and 35 associate degrees offered at multiple sites and online. With a headcount of 7100 students, the College has a 3200 FTE. A majority of the students are females under age 25. The College serves an increasing number of minority students, most of whom are Hispanic. Slightly more than 80% of first-time, fulltime students receive financial aid, and a similar percentage have need for remediation. The College has devoted increasing resources to support this population to increase retention and graduation rates. Aims CC has a low student/faculty ratio of 16:1.

Aims CC focuses on developing a continuous improvement culture as it continually reviews its processes, results, and improvements in multiple aspects of the College. The *Common Learning Outcomes* action project emerged in response to the 2013 Systems Appraisal and is focused on advancing the institution's work in student learning assessment. Aims CC's *Transforming Early Alert* action project aimed to increase faculty participation and student support through timely reporting of academic concerns. Additionally, the Institutional Overview mentions a refined strategic planning process and a new President.

### ***Category Summary Statements***

- 1. Helping Students Learn:** Aims CC has recently developed institution-level College Learning Outcomes (CLOs) and an associated college-wide assessment plan at the course, program, and institutional levels. A recent action project focused on assessing general education. The program review process is on a consistent cycle. The College offers multiple support programs for students who need extra help, including Advancing Academic Achievement (AAA), FYE courses, TRIO programs, tutoring, SI, and co-curricular programs that promote skills development. Aims CC offers credit for prior learning and indicates the College is participating in a review and revision process for the guidelines.

2. **Meeting Student & Other Key Stakeholder Needs:** Aims CC has developed multiple initiatives for meeting student and other stakeholder needs such as reviews of persistence and retention metrics, revisions to the student complaint process, and the development and analysis of partnerships. The College uses Accuplacer assessments to determine the academic needs of incoming students. To help the large population of students in need of college-preparatory education, Aims CC has developed an Emerging Scholars program and preparedness courses such as Advancing Academic Achievement (shared curriculum through the Colorado Community College System). Additionally, the College is actively engaged in dual credit offerings through secondary schools within its service area.
3. **Valuing Employees:** In the spring of 2016, Aims CC began a Business Process Review (BPR) to analyze Human Resource processes with a focus on continuous improvement which is leading to the redesign of hiring processes. The performance evaluation process has also been improved. The College conducts regular employee satisfaction surveys and provides wellness programs, tuition waivers, and professional development opportunities. The *Faculty Mentoring* action project resulted in a robust onboarding process for new faculty members, which is helpful in acclimating them to the institution's learning-centered philosophy. Faculty receive a two-day orientation, while staff onboarding is an area of acknowledged weakness: "Orientation for staff and administrators focuses on efficiently sharing general information and ensuring necessary paperwork is completed." Faculty qualifications are established, but compliance is not 100% assured, only "annual review of a random sample of faculty member qualifications."
4. **Planning and Leading:** The College has recently revamped its strategic planning processes, employing a four-phase process resulting in a plan that ensures that activities and improvements are aligned with the institutional mission and vision. Aims CC has completed a SWOT analysis using input from both internal and external stakeholders. With the help of an HLC mentor, Aims CC has also implemented Approach/Deploy/Learn/Integrate (ADLI) analyses of its key processes, and Baldrige training was provided for some employees. The organizational charts were recently restructured to enhance leadership effectiveness and communication, and Aims CC is working on developing metrics to monitor effectiveness. The College has plans to create measures and analysis for the institution's leadership.
5. **Knowledge Management & Resource Stewardship:** Aims CC employs a typical suite of systems (Banner SIS, Data Cookbook, ODS/EDW) to manage its data gathering and reporting needs. The College recently invested in LiveText System for its academic assessment efforts and is using

CampusLabs for assessment of its non-academic systems. Institutional Research and Assessment (IR&A) is housed in Academic Affairs, while resource management functions are in Administrative Services, a typical arrangement. Aims uses standard budgeting processes, improved in recent years via feedback from stakeholders. Aims CC has aligned the budgeting process with the strategic planning cycle.

6. **Quality Overview:** Aims CC adopted AQIP in 2008 and has acted on recommendations from previous portfolio feedback and reviews. Aims CC has a well-established and integrated continuous quality improvement culture. Improvements in the strategic planning processes and the College's business processes have resulted in enhancements to the alignment of processes with the College's mission and vision.

## II. Strategic Challenges Analysis

In reviewing the entire Systems Portfolio, the Systems Appraisal team was able to discern what may be several overarching strategic challenges or potential issues that could affect the institution's ability to succeed in reaching its mission, planning, and overall quality improvement goals. These judgments are based exclusively on information available in the Systems Portfolio and thus may be limited. Each item should be revisited in subsequent AQIP Pathway reviews, such as during the Comprehensive Quality Review (CQR) visit.

**Strategic Challenge:** While Aims CC has made some progress in the early stages of the assessment of student learning at the program and institution levels (PLOs and CLOs), the actual assessment of student learning, collection of the results into usable data, and the implementation of improvements based on results has not taken place consistently across all programs. The College does not articulate a clear plan for programs to move beyond defining mission, updating/creating outcomes, and curriculum mapping. Additionally, it is not clear that the institution has the same commitment to student learning assessment in its transfer programs as it does for its CTE programs.

**Strategic Challenge:** The College relies heavily on employee satisfaction data as measures of progress. Aims CC did not communicate internal targets nor outcomes/measures clearly connected to processes or results. Additionally, the context for data is critical – population size and sample size should be disclosed. Employee and/or student satisfaction data is not a

direct measure of goal attainment or of progress; because it is opinion data, this sort of data is an indirect measure. By setting performance goals and measuring performance relative to those goals, Aims CC will obtain direct measures of its performance and, thus, data with which to inform continuous quality improvement efforts.

**Strategic Challenge:** The quality of the portfolio suggests that the College struggles to differentiate between activities and formal processes. Continuous quality improvement in the AQIP model requires an understanding of processes and systems. The College often describes activities rather than processes, in the AQIP model. Additionally, the College has not been able to clearly link results to established processes within the PDCA cycle or indicate how results compare against internal targets or external benchmarks. Throughout the portfolio, the institution provided lists of activities and examples rather than describing its processes.

### III. AQIP Category Feedback

As the Systems Appraisal team reviewed the Systems Portfolio, it determined for each AQIP Pathway category the stages of maturity for the institution's Processes and Results. These stages range from "Reacting" to "Integrated" and are described in Appendix A. Through use of the maturity stages and its analysis of the institution's reported improvements, the team offers below summary feedback for each AQIP Pathway category. This section identifies areas for further improvement and also possible improvement strategies. In addition to the summary information presented here, Appendix B conveys the team's specific feedback for all Process, Results, and Improvement items included in the institution's Systems Portfolio. Appendix B is structured according to the "New Systems Portfolio Structure and AQIP Categories" document which is available on the Commission's website. The summary feedback below, and the detailed feedback offered in Appendix B, is based only upon evidence conveyed in the Systems Portfolio. It is possible that the institution has additional information on specific Processes, Results, and Improvements that was not included in the Systems Portfolio. In such instances, the institution should plan to provide this evidence in a future AQIP Pathway review process such as the CQR visit.

#### **Category One: Helping Students Learn**

Aims CC has made considerable progress in Helping Students Learn through the development of institution-wide CLOs and the development of a cyclical program review process which includes

measures of effectiveness. However, less than half of the programs have worked on the development of PLOs or participated in program review; until these initiatives are fully implemented institution-wide, the College falls short of HLC expectations regarding assessment of student learning and academic programs.

Aims CC has strong processes in place to identify needs and provide support for students. Recent updates include the implementation of a stronger early alert system, conduct tracking software, and hiring a Student Behavioral Officer. The College has strong relationships with business and industry partners, most notably through its CTE advisory boards. However, the College's use of data and benchmarks is weak. Most concerning is the lack of data collection and analysis related to the assessment of both CLOs and PLOs. Aims CC will need to dramatically improve in this area as their efforts in the assessment of student learning outcomes falls into the met with concerns area.

**Strategic Issues:** The institution is doing some work to evaluate the success of its graduates. For all programs (not just the CTE programs assessed by the VE-135), the institution should set targets and evaluate its success using measures such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

Aims CC has begun to establish efforts related to the assessment of student learning outcomes at the program and institution levels. However, these efforts are at early stages, and the actual move to collection and analysis of data has not yet occurred past a few programs. In order to be in compliance with the Criteria for Accreditation, Core Component 4.B, the College must move forward at a stronger pace.

***Category Two: Meeting Student & Other Key Stakeholder Needs***

While Aims CC has some apparent strengths in its relationship with partners, the College's efforts to meet student and other key stakeholder needs is lacking maturity. The College is engaged in some partnership activities with local K12 schools, but does not seem to have a formal process through which it identifies needs of current and potential students or potential partnerships with stakeholders, nor does it routinely assess the efficacy of any existing processes or relationships.

A weakness continued from the February 2013 Systems Appraisal is the lack of systematic use of the plan-do-check-act cycle for continuous quality improvement. It is difficult to see the link between the data presented and the improvements made or planned.

Use of data is very reactive in nature. The previous systems appraisal identified need for a systematic process for the coordination and use of data. This need is still apparent. The data presented are not used in a holistic manner.

**Strategic Issues:** The outcomes/measures presented in multiple questions do not align with the summary of results or comparisons with internal targets and external benchmarks. Internal targets are not communicated.

***Category Three: Valuing Employees***

Aims CC's efforts to improve in this area are clear. The College has robust, formalized processes for the hiring, orientation, and evaluation of all employees. It also places value on its employees, and has made significant efforts to improve compensation, benefit, and professional development funding levels. The College lacks internal targets in some areas; to improve in its maturity rating, the College should ensure that predetermined measures are in place for all of its professional development efforts, and that it also sets measures to determine whether its improvements are effective or ineffective.

**Strategic Issues:** Aims CC states that faculty credentialing standards (including those in dual credit) are “monitored through annual review of a random sample of faculty member qualifications.” The College does not define how large the random sample is or what actions are taken related to faculty identified as not meeting required qualifications.

The portfolio lacks predetermined measures, documentation, and measures for improvement efforts. Aims CC presents information in the Improvement section that is not discussed in the processes nor results.

***Category Four: Planning and Leading***

Aims CC's strategic planning efforts are at a systematic stage. Pockets of effort, such as aligning departmental missions with that of the College and the reorganization of departments show promise, but there is no cohesive planning process. The College has a number of institutional policies in place which address certain elements of institutional integrity, but it is not clear how those are communicated. To improve in its maturity rating, Aims CC needs to identify multiple direct measures, set predetermined performance targets, gather data, and then use these data to inform improvements.

**Strategic Issues:** While the portfolio describes increased employee satisfaction and impressions of how well the institution plans, these are not direct measures of communicating, planning, implementing, or reviewing the institution's operational plans. Moreover, simply counting the numbers of activities in various stages of completion is not a measure of their accomplishments in advancing Aims CC's continuous quality improvement efforts.



***Category Five: Knowledge Management & Resource Stewardship***

Aims CC appears to have activities in place for budgeting, resource management, and administration of IT operations. However, the portfolio suggests that these units operate in a deeply siloed manner and the processes used for planning and allocating resources and for linking goals to resource allocation are not clear. While there are many activities and tools in place, the results that these activities and tools generate do not appear to be primary in institutional decision-making, and the College would benefit from involving more internal stakeholders in the budget planning process and review. The portfolio lacks evidence of established processes, results, data-informed decisions, and insights gained, and this lack of focus on results, interpretation, and insights suggests that these units may lack maturity and understanding with regard to continuous quality improvement.

**Strategic Issues:** The College seems to have difficulty linking results to processes and/or improvements, nor does it often even link cited measures to outcomes within results. There is a consistent disconnect throughout the portfolio. The lack of internal targets and external benchmarks is also noted.

***Category Six: Quality Overview***

Aims CC indicates that a number of improvements in this area are helping to move the College forward in developing a culture of quality. Many of the improvements are limited, however, by the apparent lack of understanding processes. The AQIP Pathways Systems Portfolio is designed to be a tool to help colleges focus on the various processes that make up its systems, to provide results that are directly related to the processes, and to use the results to identify areas for improvement and/or a continued emphasis on what is successful. The portfolio indicates the College does not have a cohesive, college-wide process or plan to integrate CQI into the culture. Aims CC should articulate its performance targets, measure the level of success of its CQI initiatives, learn from the outcomes, and communicate successes and challenges to its stakeholders.

**Strategic Issues:** Aims CC consistently provides examples of what it is doing rather than documenting its processes. The College relies very heavily on indirect measures, such as satisfaction, rather than direct measures to gauge its success. Satisfaction is not necessarily a measure of quality. The portfolio lacks evidence of an institutional understanding and commitment to AQIP principles and practices. Aims CC should establish measures and targets, define processes, document improvements based on data, and measure the effectiveness of its processes after improvements are made to ensure results are genuinely related to improvements.

#### **IV. Accreditation Evidence Screening**

Since AY2012-13, Systems Appraisal teams have screened the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, the Commission has established linkages between various Process/Results questions and the twenty-one Core Components associated with the Criteria for Accreditation. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation occurs only in the eighth year of the cycle and is completed through the CQR visit, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "Strong, clear, and well-presented"; "Adequate but could be improved"; or "Unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "Met," "Met with concerns," or "Not met."

Appendix C of this report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and supporting documents that can be found on the Commission's website. Institutions are encouraged to review Appendix C carefully in order to guide improvement work relative to the Criteria and Core Components. Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

##### ***Criterion One. Mission:***

Aims CC's mission is widely shared across multiple venues and demonstrates its commitment to the public good. The College clearly addresses its role in a multicultural society by providing students, faculty, and staff opportunities for learning related to diversity. The College might consider describing how its own mission and vision statements are reviewed and updated and clarifying the level of integration of its mission, strategic planning, and budgeting processes.

***Criterion Two. Integrity: Ethical and Responsible Conduct***

The College acts with integrity through its governing board and various policies. Aims CC would benefit from clearly communicating how it handles and tracks violations of ethical issues. The College's safety-related efforts such as employment background checks, increased campus safety staffing, and training in Title IX compliance are noted improvements in this area. The College's policies on academic freedom and scholarly integrity further ensure that the institution's behavioral expectations are clear. Consumer information is up-to-date and available on the College's website.

***Criterion Three. Teaching and Learning: Quality, Resources, and Support***

Aims CC's degree programs are defined by its statutory mission and they are appropriate to the levels of degrees and certificates conferred on its students. General education follows agreements across the Colorado Community College System (CCCS). Appropriate levels of faculty are established through a process that monitors FTE. Faculty are available to students, are able to remain current in pedagogy and their disciplines through multiple opportunities for professional development, and are evaluated regularly. Faculty are evaluated regularly in the areas of teaching, scholarship, and service, and Aims CC offers a robust slate of professional development for faculty. It is not clear how widely used these opportunities are, how many faculty and staff have been served, or how they rate each of the professional development experiences. It is also not clear whether session evaluations are done for FTLC and CPD sessions. Aims CC provides an appropriate suite of student support services. The College does not discuss how faculty and students contribute to scholarship, creative work, and the discovery of knowledge. Aims CC does not articulate how the institution demonstrates claims as to how it makes contributions to its students' educational experience by virtue of its mission.

***Criterion Four. Teaching and Learning: Evaluation and Improvement***

Through a regular cycle of Academic Program Review, Aims CC demonstrates responsibility for the quality of its programs. Transfer credit is appropriately reviewed prior to transcription. The CCCS Common Course Numbering System ensures shared standards and learning outcomes for general transfer courses across Colorado's community colleges. Advisory committees help

ensure that CTE courses are similarly rigorous and that outcomes reflect the need of industry and employers. Learning outcomes for courses are consistent regardless of delivery mode. College-wide learning outcomes have been established, though implementation and assessment is in the early stages. The College must work to implement data collection related to the assessment of student learning in order to verify the efficacy of its teaching and learning. The institution ensures that its faculty meet HLC-suggested minimum criteria and uses data to ensure acceptable faculty to student ratios.

***Criterion Five. Resources, Planning, and Institutional Effectiveness***

With the dedication of 64% of its budget to educational purposes, Aims CC has resources in place to ensure the effectiveness of its programs and services. The College has defined processes in place for developing and monitoring its budget and expenditures. The strategic planning process has recently been updated and improved. Aims CC works systematically to improve its performance, though an over-reliance on survey data rather than direct measures may limit the College's understanding of processes that lead to improvement. While there are many processes and tools in place, the results that these processes and tools generate do not appear to be primary in institutional decision-making. The portfolio's lack of focus on results, interpretation, and insights suggests that the College may lack maturity and understanding with regard to continuous quality improvement.

**V. Quality of the Systems Portfolio**

The Aims CC Systems Portfolio needs a unified voice for the entire document. The different categories within the portfolio read as though they are assembled from many different writers.

The portfolio consistently provides examples and activities rather than documenting its processes. "P" prompts require that the institution document the processes through which it sustains its culture of continuous quality improvement. Strengthening the documentation of processes through process mapping and similar tools will help the College to improve its maturity and to integrate and align related processes.

The College consistently provides indirect measures, such as employee satisfaction, rather than direct measures to gauge its success. It is also noteworthy that the satisfaction data is presented without proper context; in other words, what is the total population (N) size, what is the response size (n), and how does the data break down by employee type (classified staff, administration, and faculty)? Satisfaction is not necessarily a measure of quality.

Overall, the portfolio suggests a lack of institutional understanding and commitment to AQIP principles and practices. Aims CC should establish direct measures and performance targets for those measures, define its processes, document improvements made that were informed by data, and measure the effectiveness of those improvements after implementation.

#### **VI. Using the Systems Appraisal Feedback Report**

The Systems Appraisal process is intended to foster action for institutional improvement. Although decisions about specific next steps rest with the institution, the Commission expects every AQIP institution to use its feedback report to stimulate improvement and to inform future processes. If this Appraisal is being completed in the institution's third year in the AQIP cycle, the results may inform future Action Projects and also provide the focus for the institution's next Strategy Forum. In rare cases, the Appraisal completed in the third year may suggest either to the institution itself or to the Commission the need for a mid-cycle (fourth year) CQR visit. If this Appraisal is being completed in the institution's seventh year in the cycle, again the results may inform future Action Projects and Strategy Forums, but more immediately they should inform institutional preparation for the CQR visit in the eighth year of the cycle when the institution's continuing accredited status will be determined along with future Pathway eligibility. Institutions are encouraged to contact their staff liaison with questions.

## APPENDIX A

### Stages in Systems Maturity: *Processes*

Reacting	Systematic	Aligned	Integrated
The institution focuses on activities and initiatives that respond to immediate needs or problems rather than anticipating future requirements, capacities, or changes. Goals are implicit and poorly defined. Informal procedures and habits account for all but the most formal aspects of institutional operations.	The institution is beginning to operate via generally understood, repeatable, and often documented processes and is prone to make the goal of most activities explicit, measurable, and subject to improvement. Institutional silos are eroding and signs of coordination and the implementation of effective practices across units are evident. Institutional goals are generally understood.	The institution operates according to processes that are explicit, repeatable and periodically evaluated for improvement. Processes address key goals and strategies, and lessons learned are shared among institutional units. Coordination and communication among units is emphasized so stakeholders relate what they do to institutional goals and strategies.	Operations are characterized by explicit, predictable processes that are repeatable and regularly evaluated for optimum effectiveness. Efficiencies across units are achieved through analysis, transparency, innovation, and sharing. Processes and measures track progress on key strategic and operational goals. Outsiders request permission to visit and study why the institution is so successful.

### Stages in Systems Maturity: *Results*

Reacting	Systematic	Aligned	Integrated
Activities, initiatives, and operational processes may not generate data or the data is not collected, aggregated, or analyzed. Institutional goals lack measures, metrics, and/or benchmarks for evaluating progress. The monitoring of quality of operational practices and procedures may be based on assumptions about quality. Data collected may not be segmented or distributed effectively to inform decision-making.	Data and information are collected and archived for use, available to evaluate progress, and are analyzed at various levels. The results are shared and begin to erode institutional silos and foster improvement initiatives across institutional units. The tracking of performance on institutional goals has begun in a manner that yields trend data and lends itself to comparative measures in some areas.	Measures, metrics and benchmarks are understood and used by all relevant stakeholders. Good performance levels are reported with beneficial trends sustained over time in many areas of importance. Results are segmented and distributed to all responsible institutional units in a manner that supports effective decision-making, planning and collaboration on improvement initiatives. Measures and metrics are designed to enable the aggregation and analysis of results at an institutional level.	Data and information are analyzed and used to optimize operations on an ongoing basis. Performance levels are monitored using appropriate benchmarks. Trend data has been accrued and analyzed for most areas of performance. Results are shared, aggregated, segmented and analyzed in a manner that supports transparency, efficiency, collaboration and progress on organizational goals. Measures and metrics for strategic and operational goals yield results that are used in decision-making and resource allocations.

## APPENDIX B

### AQIP Category Feedback

#### AQIP Category One

**HELPING STUDENTS LEARN** focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie your institution's credit and non-credit programs and courses.

1P1. **Common Learning Outcomes** focuses on the knowledge, skills, and abilities expected of graduates from all programs. Describe the processes for determining, communicating and ensuring the stated common learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Aligning common outcomes to the mission, educational offerings, and degree levels of the institution	Aligned: Aims CC instituted a collaborative process and used research from the AAC&U to establish CLOs in 2013. The initiative was led by an assessment team which sought input from a variety of internal and external stakeholder groups to consider the mission and educational offerings, and to build consensus across the institution. Through this process the Common Learning Outcomes (CLOs) were aligned with the College mission and offerings.
Determining common outcomes	Systematic: Through the process described above, Aims CC generated a broad list of CLOs and an aligned list of 20 competencies and refined to its current five institution-wide CLOs (Written Communication, Problem Solving, Critical Thinking, Oral Communication, and Professionalism), which have been officially adopted by the College.
Articulating the purposes, content, and level of achievement of these outcomes	Systematic: Aims CC has established a student learning assessment team to assist in communicating the purpose and use of CLOs within courses and degree programs. The College has established the purpose and content of the CLOs and has marketed them throughout the campus; however, it is not clear that Aims CC has determined the level of achievement for each CLO. The College is making progress in communicating and monitoring the five CLOs. Programs such as Assessment Academies and a "Pure Hour of Assessment" encourage faculty to use the CLOs in programs.
Incorporating into the curriculum opportunities for all students to achieve these outcomes	Systematic: Through a curriculum mapping process, which was initiated during the 2015-16 year, each program has identified where in the curriculum students have the opportunity to accomplish the CLOs. The one example provided, from the Radiologic Technology program, is promising, and the College is encouraged to complete this initiative across the curriculum and to provide measurable evidence of its progress. It is not evident whether the College met its goal of completing mapping for all CTE programs by the end of the 2015-16 year.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic: Aims CC staff participate in CTE advisory committees, in which outcomes are reviewed annually for relevancy. The Office of Academic Assessment reviews program outcomes with program advisory committees, and the Institutional Research & Assessment department modified an employer satisfaction survey to measure satisfaction with the attainment of the CLO competencies among graduates. It is not clear, however, that the College has begun to actually conduct assessment of the CLOs, so no actual data was shared. As well, the annual employer satisfaction survey asks about satisfaction with the competencies

	identified as the CLOs. There is an opportunity for the College to discover ways to increase participation of employers in the survey.
Designing, aligning, and delivering co-curricular activities to support learning	Systematic: Aims CC has developed a number of co-curricular programs to support learning, including those that focus on academics, learning financial literacy, social equity, and broad goal-setting. For example, the College's First Year Experience Center sponsors a series of academically-themed workshops that provide skills most needed by the current cohorts of students. These efforts are evaluated and modified as indicated. The College also supports high-performing students through its participation in Phi Theta Kappa, the international honor society. While the College has designed learning outcomes for program offerings and co-curricular programs, it is unclear how the CLOs will be incorporated into this system, or that the College has plans to assess CLOs in co-curricular areas.
Selecting tools/methods/instruments used to assess attainment of common learning outcomes	Aligned: Aims CC has developed institutional rubrics, based on AAC&U's VALUE rubrics, to indicate proficiency in the CLOs. LiveText software provides the means to collect and aggregate assessment data across the institution.
Assessing common learning outcomes	Reacting: The College's assessment plan calls for assessment of the CLOs in each program during the regular program assessment cycle. The one example provided (the Radiologic Technology program) shows promise. However, it was not evident in the portfolio whether programs currently have assessment plans in place. Once these efforts are completed, the College should have a comprehensive CLO assessment in place.
Other identified processes	

1R1. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	Reacting: Aims CC is in the early stages of tracking student mastery of the CLOs using LiveText software as the tool. The Radiologic Technology program example shows evidence of moving forward. However, Radiologic Technology is required through their program accreditation to manage the assessment of program learning outcomes. It is evident that they have aligned the CLOs with the PLOs. What is not evident is that this process has been applied to programs that do not have specialized accreditation. The College has a significant opportunity to expand its assessment efforts beyond programs with specialized accreditation to all of its programs.
Summary results of measures (including tables and figures when possible)	Reacting: Using cross-department aggregated data, Aims CC determined proficiency levels of students in achieving mastery of its CLOs. Results show proficiency in written and oral communication, and lower results for "professionalism." The portfolio does not provide specific information regarding how many programs have been assessed or the number of students who have been assessed; thus, it is not possible for the review team to determine how extensive the assessment of CLOs truly is across the institution. The tools are in place, but evidence is lacking regarding how extensively they are being used. Aims CC does indicate in Table 1.1 plans for the major roll-out of this assessment in 2017-18 and beyond.
Comparison of results with internal targets and external benchmarks	Reacting: The results in this section need to focus on CLOs. While employer satisfaction surveys provide one comparative data point, they are not direct measures of student CLO mastery. Results of an employer



	satisfaction survey inform Aims CC regarding areas in which students need more support in order to be successful when entering the workforce; however, the College did not describe internal targets nor external benchmarks. The College has an opportunity to develop internal targets and to benchmark with external entities.
Interpretation of results and insights gained	Reacting: Aims CC has a plan for moving forward with institution-wide assessment of their CLOs. However, because results presented are preliminary in nature, no interpretation of results was presented. The College has an opportunity to detail its interpretation of results and the insights gained and to provide evidence of curricular refinement based on those findings.

111. Based on 1R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
Aims CC plans to continue progress toward the comprehensive, institution-wide assessment of CLOs via curriculum mapping and finalization of the assessment schedule. The institution is encouraged to also assess CLOs within its co-curricular (non-academic) programming. By 2019-2020 institution-wide assessment of the CLOs should be firmly in place, including finalization of a two-year academic assessment schedule for each program and incorporation of CLO assessment into cross-curricular activities.

1P2. **Program Learning Outcomes** focuses on the knowledge, skills, and abilities graduates from particular programs are expected to possess. Describe the processes for determining, communicating and ensuring the stated program learning outcomes and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution	Aligned: Aims CC has a formal program in place for determining program missions, and the College has a well-defined program learning outcomes process map that provides linkages among the programs' mission, learning goals, stakeholder needs, and the institution's mission and educational offerings.
Determining program outcomes	Reacting: Aims CC's process for determining program outcomes is faculty driven. The process for developing its PLOs involves advisory committees and a shared governance process. While this is promising, it is not clear how many of Aims CC's programs are currently following this process.
Articulating the purposes, content, and level of achievement of these outcomes	Reacting: PLOs are incorporated into program materials such as web pages and marketing materials and may also appear in syllabi. Rubrics for assessing each PLO will be developed during the "Design Assessment Project" phase, but it is not clear how many of Aims CC's programs are currently following this process.
Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs	Systematic: Aims CC employs advisory committees, its planned program review process, and its Cultural Inclusiveness Council to ensure the outcomes remain relevant and aligned with needs. General education programs align PLOs through the Colorado Community College System's Guaranteed Transferred Program.
Designing, aligning, and delivering co-curricular activities to support learning	Reacting: While Aims CC has robust student development programs, there are no established measurable outcomes for student clubs or other activities. Given the requirement in the Criteria for Accreditation Core Component 4.B.2 for assessment in co-curricular domains, Aims CC must begin the process of designing assessment activities for these areas as well.

Selecting tools/methods/instruments used to assess attainment of program learning outcomes	Reacting: While the College has developed common rubrics to be used to assess the CLOs, it is not clear that rubrics or other tools have been identified or developed to measure PLOs. Aims CC has indicated their intent to do so, but no evidence is presented of the selection tools/methods/instruments that have been developed to-date.
Assessing program learning outcomes	Reacting: Aims CC uses its curriculum map to document and communicate PLOs. Assessment is intended to occur at the program level. It is not clear that actual assessment is taking place. Further, if the process is to implement one outcome per program, per year, the roll out will take an inordinate number of years to fully implement. It may be difficult to sustain assessment processes and evidence of improvement as a result.
Other identified processes	

1R2. What are your results for determining if students possess the knowledge, skills, and abilities that are expected in programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Mission statements, program learning goals, and program learning outcomes have been articulated, and curriculum mapping has been accomplished for some programs. In addition, LiveText has been selected as a platform for collecting and storing assessment data. While a process was articulated in the portfolio, it is not clear if the process has been implemented college-wide.
Overall levels of deployment of assessment processes within the institution	Reacting: The portfolio asserts that fifty-one percent of programs at Aims CC have implemented assessment of program learning outcomes, but the portfolio provided little evidence of actual assessments taking place. No evidence has been presented for the portion of Figure 1.5 (Program Learning Outcomes Process Map) that deals with the actual PLO assessment cycle.
Summary results of measures (including tables and figures when possible)	Reacting: The single example provided, Radiologic Technology, shows promising assessment results. However, as only 51% of Aims CC's programs are currently assessing PLOs, the College has an opportunity to expand the assessment processes across the institution.
Comparison of results with internal targets and external benchmarks	Reacting: While Aims CC reports that it consistently meets or exceeds state targets and peer performance in technical skill attainment for its career and technical education programs, no comparative data were presented that relate directly to program assessment.
Interpretation of results and insights gained	Reacting: The Aims CC portfolio cites only indirect assessment in the form of an employer satisfaction survey, a survey which has a limited response rate. The College has an opportunity to use results from a broader array of assessments through which to formulate insights which can be used for program improvement, and to improve the amount of direct assessment that is taking place.

1I2. Based on 1R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Aims CC is working towards implementing direct program assessment through a systematic process which includes a mission statement, PLOs, and curriculum mapping. The College has a five-year plan to implement this process across the institution; its goal is to have mission statements for 100% of CTE programs and 80% of Liberal Arts programs in three years, and PLOs identified for more than half of its CTE programs in that same period of time. The assessment cycle has been defined, but the most difficult part, collecting actual data

and then using the resulting data to inform improvements, is still under development. The College must continue its momentum, follow through with the rest of the cycle, and document its progress.

1P3. **Academic Program Design** focuses on developing and revising programs to meet stakeholders’ needs. Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying student stakeholder groups and determining their educational needs	Aligned: Aims CC attempts to accommodate all students through its Curriculum Transfer Workshop used to design diversity-friendly curriculum. Aims CC uses its Cultural Inclusiveness Committee, Campus Climate Survey, Accuplacer, and academic advising to determine students’ educational needs. The College addresses success rates for underserved populations through two CDHE Performance Contract agreements, focused on closing the gap in graduation rates and completion of entry-level English and math courses.
Identifying other key stakeholder groups and determining their needs	Aligned: The College regularly engages in environmental scans and market gap analyses to help determine stakeholder groups and planning to meet their needs. Aims CC has a strong partnership with community employers through their Program Advisory Board commitments. The College also works with both K-12 districts and universities to establish relationships to improve student access.
Developing and improving responsive programming to meet all stakeholders’ needs	Aligned: Aims CC has a clear process for identifying new programming and multiple program review processes. New programming is developed on a cost-benefit basis, using market gap analysis and a structured new program development process which includes consideration of stakeholder needs, recommendations from program advisory boards, and labor market analyses.
Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs	Systematic: Aims CC uses Economic Modeling Specialists, Inc. (EMSI) and Burning Glass Technologies for access to Bureau of Labor Statistics data on current and proposed programs and the associated demand, projected salaries, and available positions. The College has an opportunity to describe the process for selecting a suite of tools and methods that it can use to assess the currency and effectiveness of its academic programs.
Reviewing the viability of courses and programs and changing or discontinuing when necessary	Systematic: Program data are monitored annually, and full program reviews occur on a five-year cycle. Program advisory committees provide input on the revision of courses and programs to ensure students receive training in current, relevant skills and technologies. Enrollment data are reviewed annually to monitor trends and return-on-investment analyses determine how well programs are meeting community needs. Aside from a mention of learning assessment, it is not clear how the College aligns program review with other processes such as curriculum development or improvement.
Other identified processes	

1R3 What are the results for determining if programs are current and meet the needs of the institution’s diverse stakeholders?

Results	Evaluation of Results and Systems Improvement
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Outcomes/measures tracked and tools utilized	Reacting: Aims CC uses a variety of metrics to assess the currency of programs, including employer/advisory committee surveys and transfer/placement data. While descriptions of some metrics were mentioned in 1.P3.5, no data was provided.
Summary results of measures (including tables and figures when possible)	Reacting: Aims CC’s portfolio describes program mission statements, learning goals, program learning outcomes, and the results of curriculum mapping efforts. The College has an opportunity to collect and disclose data related to the efficacy of its programs.
Comparison of results with internal targets and external benchmarks	Reacting: Summary results were provided in a previous section related to some assessment metrics, but no data related to program review was provided. It is not clear what results are compared to, whether internal targets for selected measures have been established, or what external benchmarks are being employed.
Interpretation of results and insights gained	Reacting: Aims CC tracks student success rates and enrollment trends; however, it is unclear how institutionalized this practice is. The one example provided (for the Peace Officer Academy) would have been more instructive if the two graphs were combined for easier comparisons.

113. Based on 1R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
<p>In an effort to better track and predict future market programming demand, Aims CC contracted with EMSI and Burning Glass Technologies. The College has also made efforts to address the needs of its growing Hispanic student population.</p> <p>The portfolio suggests that Aims CC has robust processes in place for academic program review and other quality initiatives related to program design. Because the College did not provide results from its efforts, the College appears to be at the reactive stage of maturity. The College may indeed be collecting and using data to make improvements; however, the portfolio did not provide evidence of such institutionalized practice.</p>

1P4. **Academic Program Quality** focuses on ensuring quality across all programs, modalities, and locations. Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue	Aligned: Aims CC uses the Accuplacer to assess student preparedness. Course and program prerequisites are aligned with standards determined by statewide discipline committees, and the College participates in the Colorado Common Course Numbering System (CCNS). Program requirements are communicated via standard channels such as publications and orientations.
Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs	Systematic: Aims CC aligns how it evaluates and ensures program rigor with the state system. However, at the local level the College is just beginning implementation of its assessment process and working to ensure that its dual enrollment instructors are appropriately credentialed. Further, the College asserts that assessment of CLOs and PLOs is used, when it seems clear from earlier sections that data is not yet being comprehensively collected.
Awarding prior learning and transfer credits	Aligned: Aims CC has established policy and procedure for the acceptance of transfer credit and credit for prior learning based on state agencies. These are communicated to stakeholders through the College’s website.

Selecting, implementing, and maintaining specialized accreditation(s)	Systematic: Aims CC maintains specialized accreditation as appropriate for the programs involved. Several Aims CTE programs hold specialized program accreditation. In some cases, program accreditation is mandatory for student licensure. It is not clear which programs (or how many; nine examples are presented) choose to seek specialized accreditation or why.
Assessing the level of outcomes attainment by graduates at all levels	Reacting: Aims CC measures the success of graduates through licensure examination pass rates benchmarked against peer institutions, a national average, or targets set by program accreditors. Job placement rates, employer satisfaction, and the rate of continuing education after graduation are also considered. The College has developed a process for assessing the level of outcomes attainment by its graduates through the assessment of CLOs and PLOs; however, limited data appear to have been collected to date. The College seems to be in the early stages of implementation.
Selecting the tools/methods/instruments used to assess program rigor across all modalities	Reacting: For programs with licensure exams required by specialized program accreditation, Aims CC has tools and measures in place. The College is developing processes for the assessment of learning outcomes. Aims CC indicates that it has measures in place to measure rigor across course sections, locations, delivery methods, dual credit, and the like; however, the portfolio did not provide sufficient description of processes it has in place for establishing measures.
Other identified processes	

1R4 What are the results for determining the quality of academic programs?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Aims CC regularly employs several measures of program quality, including student retention/course completion rates, employer satisfaction surveys, and credentialing exam pass rates. The College has an opportunity to measure and provide results for consistency across locations and modes of delivery.
Summary results of measures (including tables and figures when possible)	Systematic: VE-135 data for CTE programs was provided in the portfolio. This is state-mandated for CTE (Perkins) programs. The College has an opportunity to also provide similar measures (such as transfer rates, etc.) for its academic and transfer programs.
Comparison of results with internal targets and external benchmarks	Reacting: While comparisons were presented for some programs, the portfolio did not provide evidence that comparisons exist for all programs. The College has an opportunity to establish comparative measures for all programs and to consider some measures across programs and potentially college-wide metrics.
Interpretation of results and insights gained	Reacting: Aims CC uses program accreditations to benchmark its results against national data, where it exceeds national averages. The College has an opportunity to expand its range of results beyond these instances and discussion of its KPIs to gain broader insights across all programs offered. The College indicates that the limited metrics provided are improving, but neither the data itself nor the interpretation of such data was presented in the portfolio.

1I4. Based on 1R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
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Aims CC described improvements recently made to its required program review process. The College also plans to implement an expanded alumni survey in 2016-17 to gather information regarding alumni perceptions of the value of their degrees.

Because student learning assessment is a significant component of ensuring academic program quality across modes of delivery, populations, and locations, the College must move forward with data collection, analyses, and improvements. Further documenting processes and providing evidence of data-informed improvements is key to the assessment cycle, especially for an AQIP institution.

1P5. **Academic Student Support** focuses on systems designed to help students be successful. Describe the processes for developing and delivering academic support to students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying underprepared and at-risk students, and determining their academic support needs	Aligned: Aims CC uses Accuplacer to identify underprepared and at-risk students. The College aligns with the Statewide Remedial Education Policy to ensure consistency and employs the Starfish Early Alert System to determine just-in-time support needs for enrolled students.
Deploying academic support services to help students select and successfully complete courses and programs	Aligned: Aims CC provides substantive support for students in need of remediation and who take college-preparatory courses. Developmental students must take an Advancing Academic Achievement (AAA) course; assessment results have shown improved retention for students who have completed an AAA course. Aims CC also sponsors Emerging Scholars and TRiO/CORE programs, as well as iFocus workshops.
Ensuring faculty are available for student inquiry	Systematic: Full-time faculty contracts require two hours per day and at least 10 hours per week for office hours/student consultation. Syllabi contain contact hour information, though the portfolio did not specify how this is enforced or whether similar requirements are in place for part-time (adjunct) faculty members.
Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty	Aligned: Aims CC uses Accuplacer, FTLC, the Emerging Scholars Program, the Starfish Early Alert System, and the Noel-Levitz CESS to determine learning support needs.
Ensuring staff members who provide student academic support services are qualified, trained, and supported	Aligned: Aims CC ensure staff members are qualified in the hiring process. Orientation is provided for new staff members, and all staff are eligible for professional development funding to enhance work skills. The College trains and supports staff through its Learning Commons, FTLC training, and professional development.
Communicating the availability of academic support services	Aligned: Support services available to all students are promoted through orientation sessions, posters, and newsletters. Additionally, advisors regularly refer students to available support services. The Starfish Early Alert System has also been helpful in identifying students and facilitating referrals for necessary academic support.
Determining goals for retention, persistence and program completion	Systematic: Aims CC determines goals for retention, persistence, and completion through the state performance contract and by setting internal goals for retention and persistence.
Selecting the tools/methods/instruments used to evaluate the effectiveness and	Reacting: The portfolio described procedures and processes used to determine student needs. However, it did not describe the process(es) used to select the methods by which it evaluates the efficacy and comprehensiveness of the support services.



comprehensiveness of support services	
Other identified processes	

1R5 What are the results for determining the quality of academic support services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Aims CC uses completion rates of remedial courses, Learning Common surveys, the Noel-Levitz CESS, and the CCSSE survey to measure outcomes. An opportunity exists for the College to use measures such as success for students who use selected services versus those who do not. Measures do not seem to align across departments. No internal or external benchmarks are provided.
Summary results of measures (including tables and figures when possible)	Reacting: The College uses a variety of methods to track retention and completion/graduation rates. IR&A assists the College in determining the appropriate data points to use to monitor program effectiveness, but describing measures is not evidence. Data are not provided. While retention and completion data are one possible measure, the College does not appear to disaggregate the data related to students who avail themselves of student support services. This type of analysis may provide the College with better opportunities to understand the effectiveness of the services provided.
Comparison of results with internal targets and external benchmarks	Systematic: While Aims CC uses the Noel-Levitz CESS to monitor and identify student support needs, the College has an opportunity to monitor results as well as needs, and to set internal targets.
Interpretation of results and insights gained	Systematic: Faculty and student surveys indicate that implementation of the Starfish Early Alert System was perceived to have a positive impact. Based on observed spring to fall retention gains, the Advancing Academic Achievement course was changed from optional to mandatory for all developmental students. The College is encouraged to adopt such measures consistently for support services and to look at trend analyses.

115. Based on 1R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Aims CC has adopted the Starfish Early Alert System, which has proven to be a valuable asset in identifying students in need. The College has identified several planned improvements which will also strengthen its ability to identify and support students, including a data dashboard to monitor retention, persistence, and completion results. Aims CC would benefit from a more aligned process for the establishment and monitoring of internal benchmarks in this area.

1P6. **Academic Integrity** focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Ensuring freedom of expression and the integrity of research and scholarly practice	Aligned: Academic freedom is ensured through College policy, and both instructional units and support services promote the integrity of research and student scholarly practice. The College uses Turnitin to monitor plagiarism. The Student Code of Conduct and the Students’ Rights and Responsibilities policies help inform students of processes related to academic freedom and the integrity of research.

Ensuring ethical learning and research practices of students	Aligned: Aims CC has a Students' Rights and Responsibilities policy, which is tied to a Student Code of Conduct policy. These are used in tandem with a suite of other policies dealing with copyright, file sharing, and other intellectual property issues. The College uses Turnitin to monitor plagiarism.
Ensuring ethical teaching and research practices of faculty	Aligned: Faculty are bound by a general employee code of ethics and a faculty-specific policy on scholarly ethics. College standards are communicated to new faculty through a formal orientation, reinforced through a faculty mentoring program, and remain available through an online faculty toolbox. Aims CC has an Institutional Review Board in place to ensure the ethical treatment of human subjects used in research projects.
Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting Academic Integrity	Reacting: Both the Maxient Conduct software tool and Turnitin have the capability to provide the College with tools/methods/instruments that may be used to evaluate academic integrity among students. Aims CC has an opportunity to describe its processes for selecting methods of assessing the effectiveness of these tools in assuring academic integrity.
Other identified processes	

1R6 What are the results for determining the quality of learning support systems?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Aims CC described its use of the Maxient system to track student behavior and Turnitin to detect plagiarized student work.
Summary results of measures (including tables and figures when possible)	Reacting: Summary results from the Maxient system indicate a consistent decline in conduct issues over the past four academic years. Similarly, Turnitin data indicates a decrease in highly unoriginal submissions, consistent with the use of Turnitin and efforts to educate students about academic honesty and integrity. Aims CC has an opportunity to set predetermined targets and use data to inform its practices.
Comparison of results with internal targets and external benchmarks	Reacting: Other than a stated focus on "educating students about academic integrity," the College cites no internal targets or external benchmarks. Setting a priori targets would allow the institution to set performance goals and then measure its actual results to determine efficacy of its efforts.
Interpretation of results and insights gained	Reacting: The portfolio offers an association between use of software products and the appointment of a Student Behavioral Officer to the apparent downward trends in conduct issues. Unfortunately, the portfolio offers little interpretation, and the results presented are limited. The College has an opportunity to address broader ethical and integrity issues that go beyond student conduct.

1I6. Based on 1R6, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Aims CC has effectively implemented the Maxient system to track student behavioral issues and utilized the Student Behavioral Officer position to provide faculty and students with a resource for addressing behavior, academic dishonesty, and classroom disruption issues. Code of Conduct violations are monitored and tracked by the Dean of Students.

### AQIP Category Two

**MEETING STUDENT & OTHER KEY STAKEHOLDER NEEDS** focuses on determining, understanding and meeting needs of current and prospective students' and other key stakeholders such as alumni and community partners.



2P1. **Current and Prospective Student Needs** focuses on determining, understanding and meeting the non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Identifying key student groups	Systematic: While Aims CC defines key student groups by state statute, the College has an opportunity to consider more fully the unique student populations who attend Aims CC and how to effectively serve these students.
Determining new student groups to target for educational offerings and services	Systematic: Through a recent institutional SWOT analysis, Aims CC identified an opportunity to develop additional partnerships with local high schools and developed targeted programs to assist underprepared students. The implementation of the SWOT analysis is not clear if performed on a regular basis. Aims CC has an opportunity to document and evaluate their process for determining new student groups.
Meeting changing student needs	Systematic: Aims CC uses a variety of nationally benchmarked student surveys to monitor student satisfaction and needs, which are linked to student support services, particularly for students who test into developmental education. The College has an opportunity to evaluate the efficacy of these support services.
Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)	Systematic: The College has multiple methods for identifying and supporting the needs of students within various student subgroups. Advisors use demographic information and survey results to guide students toward appropriate support services.
Deploying non-academic support services to help students be successful	Aligned: The College has developed a suite of programs and services, which are components of its intensive advising strategy.
Ensuring staff members who provide non-academic student academic support services are qualified, trained, and supported	Aligned: Aims CC assures staff qualifications through its hiring process, provides job-specific training during new staff orientation, and offers professional development opportunities including membership and participation in regional and national professional organizations.
Communicating the availability of non-academic support services	Systematic: Aims CC communicates availability of non-academic support services through the student handbook, campus posters, and electronic communication. The College has an opportunity to assess the efficacy of these various communication channels to see if students receive and respond to the messages.
Selecting tools/methods/instruments to assess student needs	Reacting: When a unit identifies a need, the institution states that it reacts by forming a committee to consider the request. Aims CC has an opportunity to add insight regarding its processes. For example, how funding is obtained to ultimately acquire the recommended tool or instrument. There is also an opportunity to develop an evaluation method.
Assessing the degree to which student needs are met	Systematic: Aims CC uses both direct and indirect measures to assess the degree to which available support services meet student needs, but the processes are not clear for how direct and indirect measures are selected and used.
Other identified processes	

2R1. What are the results for determining if current and prospective students' needs are being met?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Aims CC describes several measures, and the College may be systematic in the use of this data; however, the only evidence provided by the institution was four-year trend data from Accuplacer scores.
Summary results of measures (including tables and figures when possible)	Reacting: Aims CC presented tables containing data from Accuplacer, the Emerging Scholar program, TRiO, CCSSE, Catalyst, and Noel-Levitz CESS. In order to move to a systematic level of maturity, the College should consider a more holistic approach to these data and work to summarize the results.
Comparison of results with internal targets and external benchmarks	Reacting: Aims CC provides results pertaining to persistence and satisfaction with academic advising; however, it does not appear that targets have been established for many of these measures, nor does it appear that the College is aligning them for a more holistic view of its ability to meet student needs.
Interpretation of results and insights gained	Reacting: The portfolio depicted some important data points and described results; however, little interpretation of those results was offered.

211. Based on 2R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Aims CC has established programs to support first-time, first-generation, and low-income students, and the College uses a variety of student satisfaction surveys to determine student needs. Aims CC might consider enhancements to meet the needs of students across the demographic breadth of its student body. The College might also consider the use of data in a more integrated manner to develop strategic initiatives that can raise the level of service across programs and departments. Evidence of measurable targets is not present.

2P2. **Retention, Persistence, and Completion** focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision-making. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting student retention, persistence, and completion data	Aligned: The College collects retention and completion data as required for state and national reporting and has a committee in place to review data sets prior to submission. Data is disaggregated for use in program reviews. In addition, this data is tracked for some special student populations, such as Emerging Scholars, TRiO, CORE, and AAA students.
Determining targets for student retention, persistence, and completion	Systematic: Aims CC has developed targets for student retention, persistence, and completion through the State Performance Contract requirements. These targets were recently incorporated into the strategic plan. The College has an opportunity to describe its processes for setting internal targets.
Analyzing information on student retention, persistence, and completion	Systematic: Aims CC utilizes a five-year analysis cycle concerning the VE-135 Report, participates in the National Community College Benchmark Project, and provides a mechanism to share retention and completion data with program advisory committees. In order to move toward a more aligned stage of maturity, the College might consider how it analyzes these data and uses those analyses to inform continuous quality improvement initiatives.
Meeting targets for retention, persistence, and completion	Reacting: Aims CC developed programs to aid retention, persistence, and completion and indicates that targets have been met or exceeded;

	however, the process for establishing and meeting these targets is unclear. Additionally, it is not clear how universally various initiatives exist across all programs in the College.
Selecting tools/methods/instruments to assess retention, persistence, and completion	Systematic: The portfolio includes a description of the metrics collected for federal and state reporting, and the College discussed seeking best practices. Aims CC might consider a more formalized process to evaluate, select, and deploy assessment tools or methods.
Other identified processes	

2R2. What are the results for student retention, persistence and completion?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Aims CC uses IPEDS, Perkins Performance Data, and the State Performance Contract for tracking retention, persistence, and completion data. In order to move toward a more aligned stage of maturity, the College might consider incorporating increased evidence that outcomes are tracked across the institution.
Overall levels of deployment of assessment processes within the institution	Reacting: Though a variety of tables and figures are in other sections, measures appear to be in place; however, direct evidence is lacking, and it is not clear how universally assessment processes exist across the College.
Summary results of measures (including tables and figures when possible)	Systematic: The portfolio presents selected retention, persistence, and completion data for some programs and student groups, but there does not appear to be a holistic analysis of these results.
Comparison of results with internal targets and external benchmarks	Systematic: Aims CC reports retention, persistence, and graduation rates against both internal and state-mandated performance benchmarks. The College also compares programs over time during the program review process. In order to provide the review team with a more robust view of institutional performance, Aims CC has an opportunity to include holistic data across more programs and incorporate a discussion of these results.
Interpretation of results and insights gained	Reacting: Aims CC describes itself as being comparable to its peers and has an opportunity to set and interpret its own targets of student success and then to implement programs to better serve those student needs. The College has an opportunity to articulate insights gained from these assessment efforts.

2I2. Based on 2R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Aims CC has clearly invested continuing effort into improving persistence and completion. The College acknowledges the need to include these initiatives within its institutional objectives and strategic planning processes. Aims CC has an important opportunity to document improvements planned and implemented as a result of these efforts, as well as evaluation methods to determine whether these improvements are effective. Data use is systematic, but data do not seem to be aligned from program to program or across services offered to students.

2P3. **Key Stakeholder Needs** focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
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Determining key external stakeholder groups (e.g., alumni, employers, community)	Reacting: Aims CC has defined its external stakeholder groups; however, it did not describe its process for identifying those stakeholder groups.
Determining new stakeholders to target for services or partnership	Systematic: The College determines new stakeholder groups through program gap analyses, SWOT analyses, and input from program advisory committees. The College might consider describing the process by which specific entities are selected to include in stakeholder groups.
Meeting the changing needs of key stakeholders	Systematic: Aims CC solicits input from program advisory committees, stakeholder focus groups, and community surveys. While it is clear that feedback is received and is generally positive, it is less clear how this feedback is used to inform a process for meeting changing needs.
Selecting tools/methods/instruments to assess key stakeholder needs	Reacting: Aims CC lists the tools/methods/instruments for assessment, but it is not clear what process was used to select them or how frequently these surveys are administered.
Assessing the degree to which key stakeholder needs are met	Systematic: Aims CC relies on surveys and other feedback mechanisms to assess the degree to which it is meeting the needs of its key stakeholders. The College has an opportunity to consider the frequency of survey distribution and establishing a priori targets for measures and response rates.
Other identified processes	

2R3. What are the results for determining if key stakeholder needs are being met?

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	Reacting: The College has in place a number of measures for this category; however, it is unclear what outcomes or measures are tracked institutionally.
Summary results of measures (including tables and figures when possible)	Reacting: Aims CC presents results for a single implementation of its employer satisfaction and community needs survey (Table 2.18). The response rate is not included, and it is not clear how the College will use the information to target improvements. The College has an opportunity to present more longitudinal results.
Comparison of results with internal targets and external benchmarks	Reacting: Except for the Higher Education Partner Satisfaction Survey that provides a benchmark of peer institutions, it is not clear that the College has established any other external benchmarks or internal targets for comparison.
Interpretation of results and insights gained	Reacting: While Aims CC plans to continue to improve key stakeholder relationships, the results in this section are limited. Consequently, the College lacks the ability to extrapolate trends and discuss comprehensive results along with the insights gained. In addition, it is not clear whether the College has plans in place to improve in those areas for which it has received less than favorable ratings.

2I3. Based on 2R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
With a long-running employer satisfaction survey, Aims CC has an opportunity to use these results to develop continuous quality improvements to programs and stakeholder satisfaction. The College has made recent efforts to implement improvements and has an opportunity to ensure that it is reporting comprehensively, as opposed to selectively, against established targets and benchmarks.

2P4. **Complaint Processes** focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Collecting complaint information from students	Reacting: Aims CC has established processes for reporting Title IX violations, academic issues, and student conduct violations; however, the process for tracking complaints was not described.
Collecting complaint information from other key stakeholders	Reacting: There is no consolidated process to handle complaints from other key stakeholders, and the College has an opportunity to develop a process through which these complaints are tracked, recorded, handled, and analyzed.
Learning from complaint information and determining actions	Reacting: The portfolio did not specify how the College institutionalizes learning from complaint information which is the intended question in 2P4.3. Aims CC does not entirely understand the difference between student complaints and student conduct. While it has processes for monitoring and managing conduct, it is not clear that student complaints about such things as instructor conduct are tracked or analyzed for trends. (It is possible to manage both conduct and complaints in the Maxient software program).
Communicating actions to students and other key stakeholders	Systematic: The processes for filing complaints and grievances is communicated via a number of avenues. Resolutions of complaints are communicated to the grievant and respondent. To advance in process maturity, the College might consider how to more broadly summarize and communicate changes informed by complaints and trends.
Selecting tools/methods/instruments to evaluate complaint resolution	Reacting: The College investigated tools to collect/track complaints and student behavior issues and selected the Maxient product. However, Aims CC has an opportunity to develop a process to also evaluate its complaint resolution (not just its problems) which would allow it to assess the efficacy of the Maxient product as well as its ability to resolve complaints.
Other identified processes	

2R4. What are the results for student and key stakeholder complaints? This includes, but is not limited to, descriptions of the following:

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Though Aims CC tracks the number and types of complaints using the Maxient system, the portfolio omits measures and outcomes.
Summary results of measures (including tables and figures when possible)	Reacting: While summary data is presented for student cases, the results primarily reflect student conduct rather than student concerns and/or complaints. There is an opportunity for the College to collect and track the types and efficacy of resolutions. Additionally, the College could incorporate results for instances reported by other stakeholders.
Comparison of results with internal targets and external benchmarks	Reacting: It is not clear that the College has established internal or external benchmarks, other than desiring to reduce conduct instances and complaints.
Interpretation of results and insights gained	Reacting: The brief narrative presented in the portfolio did not provide evidence of intentional interpretation or data-informed improvements. The information presented was focused on conduct and not complaints.

214. Based on 2R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
It is not clear that the College is collecting and analyzing complaint information. The College should consider establishing predetermined targets for all measures and to document data-informed improvement plans and measures to determine whether those plans, once implemented, are effective. This section is closely related to Title IV requirements that students have formal means for registering complaints with a college, and that those complaints are collected and analyzed for trends and to make improvements.

2P5. **Building Collaborations and Partnerships** focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)	Reacting: Aims CC does not identify the process that is used for the selection of partners for collaboration; instead, the portfolio discusses actual partnerships.
Building and maintaining relationships with partners	Reacting: While it is clear that Aims CC builds and maintains partnerships, the process for doing so is not present in the portfolio.
Selecting tools/methods/instruments to assess partnership effectiveness	Reacting: Aims CC is in the process of developing metrics to measure success in the Early College High Schools, but none were listed. The process for the selection of tools/methods is not present in the portfolio.
Evaluating the degree to which collaborations and partnerships are effective	Reacting: The portfolio provided examples of how certain specific partnerships are evaluated for effectiveness; however, it is not clear whether such processes are institutionalized, conducted on a regular basis, or whether changes have been made as a result of information obtained through these efforts.
Other identified processes	

2R5. What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	Reacting: A few measures for the evaluation of K12 partnerships are indicated. Aims CC has an opportunity to develop outcomes, measures, and milestones to gauge the effectiveness of other partnerships.
Summary results of measures (including tables and figures when possible)	Reacting: The portfolio presents results for measures and from tools that are not included in the list of measures tracked. Additionally, the results as presented lack clarity, and it is not evident how the results were used for improvement. Furthermore, it is unclear how a clinical site evaluation measures partnership effectiveness.
Comparison of results with internal targets and external benchmarks	Reacting: Benchmark data from the HECI Partner Satisfaction Survey was provided; however, the portfolio did not indicate any existing internal targets for these measures.
Interpretation of results and insights gained	Reacting: The portfolio offers very general statements, with no data-informed interpretation or discussion of insights gained.



215. Based on 2R5, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
While the College has initiated some activity to understand and measure the relationships with its partners, these efforts are primarily in the reacting stage of maturity. The College has an important opportunity to ensure that measurement tools are in place for the full slate of partner types, that performance targets are set, that data gathered informs change, and that measures are in place to determine whether changes are effective.

### **AQIP Category Three**

**VALUING EMPLOYEES** explores the institution's commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

3P1. **Hiring** focuses on the acquisition of appropriately qualified/credentialed faculty, staff, and administrators to ensure that effective, high-quality programs and student support services are provided. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Recruiting, hiring, and orienting employees	Aligned: Aims CC's Human Resources department has a clearly defined process for recruiting and hiring employees. The Faculty Teaching and Learning Center (FTLC) facilitates a robust two-day orientation for faculty and is followed by a Faculty Peer Mentoring program, which pairs experienced faculty with new faculty. HR also routinely collects and uses feedback on the hiring process.
Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values	Systematic: In addition to the robust hiring and onboarding processes described above, the College has ensured current up-to-date job descriptions through the Position Description Questionnaire (PDQ) process, which included jobs filled with long-serving employees. However, no description of the process for designing hiring processes that result in staff and administrators who possess the required qualifications, skills, and values was offered.
Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual, and consortia programs	Systematic: The College has a well-designed procedure in place to ensure appropriate faculty credentials are met. In addition, the Faculty Consultation committee has designed a qualifications rubric at the individual course level which enables hiring committees to evaluate candidate qualifications that meet the new HLC guidelines. The College may wish to consider defining its random sampling plan to monitor faculty qualifications, including those in dual credit.
Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities	Integrated: Aims CC ensures appropriate levels of faculty staffing through a process that monitors FTE. Faculty to student ratios are set according to established standards, and varies appropriately in transfer, CTE, and specialty accredited programs. The College has set a strategic plan goal which is benchmarked against NCCBP peer institutions to provide full-time instruction in 60% of courses. The College should be commended for having predetermined targets in place.
Ensuring the acquisition of sufficient numbers of staff to provide student support services	Systematic: Aims CC benchmarks staff numbers against peer institutions and monitors student satisfaction through the Noel-Levitz CESS survey. The College analyzes longitudinal data to ensure that continued improvements are increasing student satisfaction. Additionally, the College established the 25 <sup>th</sup> percentile of the NCCBP for support services staff as its internal target to reflect a low student to staff ratio, and

	staffing levels are also related to a strategic plan goal. However, the portfolio did not sufficiently articulate the process.
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3R1. What are the results for determining if recruitment, hiring, and orienting practices assure effective provision for programs and services?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Systematic: Aims CC uses a variety of means for tracking both satisfaction and success in recruitment, hiring, and orienting including survey results from peer benchmarking, Noel-Levitz CESS, and its own post-orientation faculty survey.
Summary results of measures (including tables and figures when possible)	Reacting: Table 3.1 suggests that faculty are largely satisfied with the orientation; however, this was a subset of a larger (not disclosed) survey, and the portfolio provided only one year of data. Also, satisfaction is not a direct measure of staffing sufficiency. The College has provided no data directly related to recruitment and hiring such as ratio of new to existing employees and very limited data related to the success of orienting employees.
Comparison of results with internal targets and external benchmarks	Aligned: Aims CC uses the National Community College Benchmark Project data to compare faculty and support staff ratios with national averages. Survey results from both the Noel-Levitz SSI and internal surveys are compared over time. The College has also established internal targets for the percentage of courses taught by full-time faculty (55-65%) and staffing for student support services (25 <sup>th</sup> percentile or lower among peers).
Interpretation of results and insights gained	Systematic: Aims CC maintains a low student/faculty ratio (13:1), and has focused on maintaining or reducing its student/staff ratio. The College also reports a successful continuous process improvement effort, particularly with respect to career services, financial aid, and testing/assessment services. Aims CC describes other internal measures; however, except for one question, results of surveys that are mentioned are not evident in the portfolio, nor does the College identify areas for improvement.

3I1. Based on 3R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Aims CC describes a number of strategies and measures that have been improved related to recruiting, hiring, and orienting employees. However, the data presented do not provide sufficient evidence to document these improvements. Additional improvements planned for the near future will help the College advance its efforts, but setting predetermined targets and measurements to determine the efficacy of improvements are key to advancing in maturity in this area.

3P2. **Evaluation and Recognition** focuses on processes that assess and recognize faculty, staff, and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Designing performance evaluation systems for all employees	Systematic: Due to low employee satisfaction with the College's evaluation system, Aims CC worked to improve the processes with revised planning and evaluation forms, evaluation due dates aligned with the academic year, and the incorporation of college values into the evaluation matrix. The evaluation system utilizes multiple measures, incorporates goal-setting, and involves the supervisor(s) throughout the process.



	However, the process for designing the evaluation systems was not described, rather the content of the systems was listed.
Soliciting input from and communicating expectations to faculty, staff, and administrators	Aligned: Aims CC's <i>Policy 4:400: Evaluation</i> spells out expectations for and the timing of goal setting and performance review. The process allows for individual input into the goals that are set for each employee, which sets the expectations for the upcoming year.
Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services	Systematic: Faculty evaluations focus on three categories: teaching, scholarship, and service. These categories align with the College's mission and strategic plan. Evaluations for staff and administrators are based on the College's values and departmental goals. It may be beneficial for Aims CC to relate administrator goals directly to strategic and operational objectives, as well.
Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators	Aligned: Aims CC describes the process for its scheduled evaluations over the course of each year for staff and administrators and on a three-year cycle for faculty. These are guided by the Aims CC's <i>Policy 4:400: Evaluation</i> and standardized forms.
Establishing employee recognition, compensation, and benefit systems to promote retention and high performance	Aligned: Aims CC has a well-defined and robust suite of employee recognition and award programs. The College monitors compensation at peer institutions, participates in multiple salary surveys, and has set a compensation target of at least 70% of hiring minimums for similar positions among peers. It also has a benefits advisory committee which evaluates benefit plan usage, negotiates benefit packages, and recommends benefit funding levels to the Board of Trustees.
Promoting employee satisfaction and engagement	Systematic: Aims CC offers up to 30 hours/year for community service leave, hosts an annual wellness fair, provides funding for professional development, and has some mechanisms in place to ensure stakeholder input into College governance. The College also participates in the Noel-Levitz CESS Survey and has developed an internal quality of work life survey, but does not discuss insights gained from the data.

3R2. What are the results for determining if evaluation processes assess employees' contributions to the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Aims CC identifies the tools that are utilized to help determine that evaluation processes assess employees' contributions. However, the specific outcomes tracked are not indicated in the portfolio, and the portfolio did not share data specific to whether the evaluation processes assess employees' contributions to the College.
Summary results of measures (including tables and figures when possible)	Reacting: The portfolio presents results for Noel-Levitz CESS data, and the QoWL in-house survey. However, the results presented are dated and not representative of consistent years or time intervals. In addition, the College does not indicate the rate of return for either survey, making it difficult to assess the validity of the results.
Comparison of results with internal targets and external benchmarks	Reacting: Aims CC benchmarks its employee satisfaction with results from its QoWL survey and the Noel-Levitz CESS survey, but there is no discussion of internal targets. In addition, the data are not presented for consistent years or time intervals; in order to successfully use trend data, consistent timeframes for the data collection are important.
Interpretation of results and insights gained	Reacting: While Aims CC employees appear to be slightly more satisfied than benchmarked peer institutions' employees, the College failed to

	articulate a correlation between the results presented and insights into the satisfaction with these processes.
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312. Based on 3R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
Aims CC has implemented data-informed improvements to its well-designed employee evaluation systems. The College also uses a recognition system, benefits, and professional development opportunities to increase employee satisfaction. It is not clear whether the institution has set in place measures to determine the success or failure of these improvements, and the College may benefit from strengthening the use and interpretation of data within these domains.

3P3. **Development** focuses on processes for continually training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Providing and supporting regular professional development for all employees	Aligned: Aims CC promotes numerous opportunities for faculty and staff development. Aims CC's <i>Procedure 4:1525A</i> details the College's tuition waiver and reimbursement policies. Targeted professional development offerings are provided through the Faculty Teaching Learning Center (FTLC) and the Center for Professional Development (CPD).
Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes	Systematic: Aims CC ensures faculty are current through training offered by FTLC, peer mentoring, tuition reimbursement, professional development funds, sabbaticals, evaluations, and the hiring and training process. It is not clear how many faculty have participated in these opportunities or their levels of satisfaction with these experiences.
Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.)	Systematic: Departmental training, orientations, conferences, ongoing trainings, and funds for professional development are available to student support staff. The CPD plans sessions on an annual cycle and aligns offerings with current strategic initiatives and requests from senior leadership. It is not clear how widely used these opportunities are, how many staff have been served, or how they rate each of the professional development experiences.
Aligning employee professional development activities with institutional objectives	Aligned: The FTLC exists to provide professional development for faculty, much of which appears to be pedagogically-focused. The CPD plans sessions on an annual cycle and aligns offerings with current strategic initiatives and requests from senior leadership and will also assist units with offering training sessions specific to division/department goals.

3R3. What are the results for determining if employees are assisted and supported in their professional development?

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	Systematic: Aims CC uses its internal QoWL survey and the Noel-Levitz CESS to monitor employee perception of professional development opportunities.
Summary results of measures (including tables and figures when possible)	Reacting: Aims CC tracks satisfaction with professional development through attendance numbers and dollars spent. The College may want to set targets and more directly integrate the results in order to develop stronger usage of these data. It would also be helpful to know what percentage of faculty and staff are represented in the raw numbers

	provided in the tables, and whether the numbers represent duplicated or unduplicated headcount. Without this context the data lack context and interpretability.
Comparison of results with internal targets and external benchmarks	Reacting: Comparison results are provided for Noel-Levitz CESS and the QoWL surveys, but there is no discussion of internal targets. These data would be strengthened by more trend analysis, linking them to definitive targets, and disaggregating this data by faculty and staff.
Interpretation of results and insights gained	Reacting: Aims CC shows increases in satisfaction and mentions session surveys, but no data or results are present. It is unclear whether session evaluations are conducted for FTLC and CPD sessions and whether the institution attends to such feedback. The College has an opportunity to strengthen its efforts by integrating its evaluation efforts.

313. Based on 3R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
Aims CC has strong systems and financial support for its development activities. This has increased in recent years through the FTLC and increased professional development funding. However, it is not clear how widely used these opportunities are, how many faculty and staff have been served, or how they rate each of the professional development experiences. Results are collected related to satisfaction, and improvements are planned for the collection and integration of these data, but it is not clear whether session evaluations are conducted for FTLC and CPD sessions.

**AQIP Category Four**

**PLANNING & LEADING** focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

4P1. **Mission and Vision** focuses on how the institution develops, communicates, and reviews its mission and vision. Describe the processes for developing, communicating, and reviewing the institution’s mission, vision, and values and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Developing, deploying, and reviewing the institution's mission, vision, and values	Systematic: In addition to the College’s statutory mission, Aims CC has developed institutional mission, vision, and values. The portfolio states that the values were recently revised through a collaborative process. However, it is unclear if this process is a long-term commitment or whether it is the process most recently utilized.
Ensuring that institutional actions reflect a commitment to its values	Reacting: While Aims CC asserts that the mission, vision, and values are central to its strategic planning, the portfolio did not describe the processes through which the College ensures that institutional actions are aligned with its values.
Communicating the mission, vision, and values	Systematic: Aims CC communicates its mission, vision, and values to internal and external audiences through its annual report, website, and promotional materials.
Ensuring that academic programs and services are consistent with the institution’s mission	Reacting: Aims CC states that it ensures academic programs are consistent with its mission through department mission statements, new program development, and academic program review, but the portfolio does not clearly describe the processes nor does it address services.
Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values	Systematic: The College broadly describes allocation of fiscal resources through its annual budget development process that links budget activities to long-term goals and the College’s mission and vision. The College may benefit from linking program and department budgets to

	initiatives that advance the strategic goals and include action plans and measurable targets.
Other identified processes	

4R1. What are the results for developing, communicating, and reviewing the institution’s mission, vision, and values?

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
Outcomes/measures tracked and tools utilized	Reacting: Aims CC asserts that it uses the Noel-Levitz CESS to evaluate the success of developing, communicating, and reviewing the College mission, vision, and values; however, employee satisfaction is not a direct measure for the success of these processes. The College would do well to set annual performance measures and direct assessment regarding how the institution communicates and reviews its mission, vision, and values.
Summary results of measures (including tables and figures when possible)	Reacting: Results from the Noel-Levitz CESS indicate that employees are satisfied with the goals and objective of the institution, and that they are supportive of the mission. However, no direct measures are presented in the portfolio.
Comparison of results with internal targets and external benchmarks	Reacting: The College states that employees affirm the importance of its mission when compared to other institutions through the Noel-Levitz CESS. This assertion is based on one year of comparative data. The portfolio did not identify which institutions or types of institutions were included in the comparative data set, or why it chose not to disclose the same comparative data from 2012. With no internal targets identified in the portfolio, it may be beneficial for the College to develop direct measures, set internal targets, and identify external benchmarks from peer institutions in its region related to developing, communicating, and reviewing its mission, vision, and values.
Interpretation of results and insights gained	Reacting: Because employee satisfaction is not a direct measure of success, little evidence of the success of the processes for developing, communicating, and reviewing the mission, vision, and values was present in the portfolio. Additionally, the portfolio offered minimal learning based on data from its recent “Conversation Day,” nor did it suggest data-informed plans for improvement.

4I1. Based on 4R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
Aims CC recently revised its strategic planning process, aligned program and institutional mission statements, and incorporated institutional values into annual staff performance reviews. It will be important for the College to develop and document processes for this area to include a means for setting targets and benchmarks, evaluating success, developing data-informed improvement plans, and closing the feedback loop.

4P2. **Strategic Planning** focuses on how the institution achieves its mission and vision. Describe the processes for communicating, planning, implementing, and reviewing the institution's plans and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Engaging internal and external stakeholders in strategic planning	Aligned: The College has implemented a strategic planning cycle that involves internal and external stakeholders. Employees contribute by designing tasks and activities to achieve long-term and short-term goals, and employees demonstrate their individual contributions to these goals in their performance evaluations. The new College president met with over 500 stakeholders to discuss Aims CC's strengths and challenges.
Aligning operations with the institution's mission, vision, values	Reacting: Aims CC describes activities rather than documenting processes in its descriptions of these areas. The College has broadly defined the phases of its strategic planning process; however, the processes used to align daily operations with the College's mission, vision, and values are not described.
Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency	Systematic: Aims CC has instituted a business process review initiative in which process owners and users from across the institution work together to analyze and improve key institutional processes. The College has an opportunity to include the documentation of its processes as part of the business process review.
Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats	Reacting: The portfolio cites the SWOT phase of its strategic planning process as the process through which it identifies opportunities and weaknesses; however, it failed to articulate a process by which it capitalizes on opportunities and institutional strengths or a process by which it neutralizes the impact of institutional weaknesses or potential threats.
Creating and implementing strategies and action plans that maximize current resources and meet future needs	Systematic: The College's annual budgeting process captures projections for enrollment and tax revenues, and its SWOT analysis is leading it to increase institutional reserves, enhance programs, and expand infrastructure.
Other Identified Processes	

4R2. What are the results for communicating, planning, implementing, and reviewing the institution's operational plans?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: While the College asserts that long-term and mid-term goals are produced related to the SWOT analysis, no description of the measures tracked or tools utilized is present in the portfolio.
Summary results of measures (including tables and figures when possible)	Reacting: Aims CC presents a table with progress toward meeting the long-term goals and a table of satisfaction data from the Noel-Levitz CESS. However, this information does not convey the College's results for communicating, planning, implementing, and reviewing its operational plans. Furthermore, it is not clear whether the College has predetermined measures in place to determine the quality of completed activities, nor whether any results have been derived from completed activities.
Comparison of results with internal targets and external benchmarks	Reacting: Internal targets were not provided. The only benchmark results are for the Noel-Levitz CESS survey; these results are related to

	satisfaction, rather than a direct measure of the success of operational plans.
Interpretation of results and insights gained	Reacting: The portfolio suggests that the employee satisfaction results and 33% activity completion rate prove that the new strategic planning process is working. The College might be better served through a Baldrige-related quality rubric for assessing the quality of its strategic planning process and related goals/activities.

4I2. Based on 4R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
The College has revised its strategic planning process to broaden employee input and increase alignment with institutional mission, values, and goals. To improve its maturity rating in this area, Aims CC needs to establish performance targets, gather data to determine how effective its efforts are, and then develop improvement plans based on data gathered.

4P3. **Leadership** focuses on governance and leadership of the institution. Describe the processes for ensuring sound and effective leadership of the institution and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Establishing appropriate Board-institutional relationships to support leadership and governance	Systematic: Aims CC is governed by a five-member elected Board of Trustees, and as outlined in state policy and statute, the Board has clear guidelines to define its relationship with the College. Aims CC establishes relationships with the Board of Trustees through orientation, tours, meetings with the President and Board members, an annual Board retreat, and encouragement to attend professional development opportunities. A focus on institution-specific processes rather than on activities would have been more illustrative for the purpose of an AQIP portfolio.
Establishing oversight responsibilities and policies of the Governing Board	Aligned: A variety of established policies outline the Board’s oversight responsibilities in alignment with Colorado statutes.
Maintaining board oversight, while delegating management responsibilities to administrators, and academic matters to faculty	Aligned: The Board of Trustees meets monthly, delegating operational decisions to the College president, administrative team, and various representative advisory committees. Faculty are responsible for oversight of the curriculum and course content.
Ensuring open communication between and among all colleges, divisions, and departments	Systematic: The College promotes open communication among units through a daily electronic newsletter, shared intranet resources, and standing meetings of various governance committees that include members from all employee groups. For the purpose of an AQIP portfolio, the College would do well to document its processes for ensuring open communication, rather than its activities.
Collaborating across all units to ensure the maintenance of high academic standards	Reacting: Aims CC describes its processes for policy creation, shared governance, and the Curriculum Committee, but the portfolio did not provide evidence of the processes used for cross-departmental collaboration.
Providing effective leadership to all institutional stakeholders	Reacting: The portfolio states that Board operations are governed by a number of College policies, and that the College president provides leadership through the development and support of an effective



	organizational structure. The College has an opportunity to document the processes used to ensure the effectiveness of these efforts.
Developing leaders at all levels within the institution	Reacting: While Aims CC broadly encourages professional development and offers training opportunities, it is unclear whether the College employs any intentional processes for leadership development or succession planning.
Ensuring the institution’s ability to act in accordance with its mission and vision	Reacting: The College’s strategic planning process, financial stability, independent Board of Trustees, and administrative transparency may ultimately serve to ensure that the institution is able to act in accordance with its mission and values; however, Aims CC has an opportunity to document the processes used to reach and maintain this position.
Other identified Processes	

4R3. What are the results for ensuring long-term effective leadership of the institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: No direct measures were present in the portfolio for the evaluation of ensuring long-term effective leadership.
Summary results of measures (including tables and figures when possible)	Reacting: Data suggests that Aims CC employees are more satisfied with leadership indicators in 2015 than they were in 2012; however, it is unclear whether the College set predetermined targets or what the response rate was on this survey. Aims CC would benefit from the establishment of direct measures of long-term leadership effectiveness and efforts to synthesize meaning from these results.
Comparison of results with internal targets and external benchmarks	Reacting: Results from the Noel-Levitz CESS are presented, but employee satisfaction is not a direct measure of ensuring long-term effective leadership. It is unclear whether predetermined targets were set. The College may wish to explore direct measures of leadership effectiveness such as 360 degree feedback tools.
Interpretation of results and insights gained	Reacting: While the limited data presented appear to be positive, the measurements are neither holistic nor sufficient. No interpretations or insights are offered. The portfolio fails to articulate opportunities for improvement or data-informed improvement plans.

4I3. Based on 4R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
The College’s improvements to enhance communication and reinforce leadership effectiveness include restructuring committees, increasing alignment between academic programs and support services, redesigning Board orientation, and revising communication strategies. To improve in this category, Aims CC needs to consider direct measures of leadership effectiveness, set predetermined targets, and use information gleaned to inform continuous improvement efforts.

4P4. **Integrity**, focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. Describe the processes for developing and communicating legal and ethical standards, monitoring behavior to ensure standards are met, and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
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Developing and communicating standards	Reacting: Aims CC asserts that it ensures legal and ethical behavior through policies and procedures, though the process for developing and communicating standards was not present in the portfolio.
Training employees for legal and ethical behavior	Reacting: New employee orientation includes training regarding Title IX, ethical use of technology, the College's code of ethics, and FERPA. Additional training regarding ethics is optional, and may be obtained through the Center for Professional Development. Unfortunately, the portfolio did not provide evidence of the processes through which it ensures employee completion of required training.
Modeling ethical and legal behavior from the highest levels of the organization.	Reacting: While the portfolio describes how the Board of Trustees operates according to state statutes and laws and how administration strives for transparency, no processes were articulated.
Ensuring the ethical practice of all employees	Systematic: Aims CC has adopted a code of ethics and faculty-specific policy on scholarly ethics. The College has an established grievance process to address violations. All final candidates for open positions undergo reference and background checks, and the annual evaluation process requires a rating of employees related to the College's stated values and their component behaviors.
Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty, and staff.	Systematic: Aims CC maintains a number of policies which address auditing, contracts, and procurement processes. Financial forms include appropriate signatures, and the annual financial audit monitors the College's financial systems. The College also has policies which address nepotism, discrimination and harassment, academic freedom, and anti-discrimination. While these policies suggest that processes are in place, these were not explicitly clear in the portfolio.
Making information about your programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents	Reacting: Aims CC complies with gainful employment requirements and offers a consumer information webpage that includes links to information regarding tuition, financial aid availability, accreditation relations, academic programs, student activities, support services, and campus safety. The process for ensuring that the requirements are met on a regular basis is not described.
Other identified Processes	

## 4R4. What are the results for ensuring institutional integrity?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Aims CC identifies an indirect measure, the Noel-Levitz CESS. The College would benefit from the development of direct measures and tools to ensure integrity, such as specific outcomes for trainings, and assessment related to the attainment of those outcomes.
Summary results of measures (including tables and figures when possible)	Reacting: The portfolio presents numbers of employees trained in Title IX compliance. It is not clear whether the numbers trained are faculty, staff, or students. It is also not clear what the completion percentage may be. However, these data are not direct measures of institutional integrity. They are also not cited in the question above, and no results from the Noel-Levitz CESS are presented.



Comparison of results with internal targets and external benchmarks	Reacting: Results from the Noel-Levitz CESS are presented, but employee satisfaction is not a direct measure of institutional integrity. Internal targets are missing.
Interpretation of results and insights gained	Reacting: Interpretation is limited to measures of employee satisfaction in 2012 and 2015. No other interpretation or insight regarding institutional integrity are offered.

414. Based on 4R4, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
Required employment background checks, increased campus safety staffing, and training in Title IX compliance are noted improvements in this area. However, it is not clear that these changes were informed by data or that measures are in place to determine whether the improvement efforts are effective once implemented. Additionally, the lack of direct measures of effectiveness leaves the College with gaps in its understanding of how students, staff, and employees apply the principles outlined in the various policies related to ethical behavior.

**AQIP Category Five**

**KNOWLEDGE MANAGEMENT & RESOURCE STEWARDSHIP** addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

5P1. **Knowledge Management** focuses on how data, information, and performance results are used in decision-making processes at all levels and in all parts of the institution. Describe the processes for knowledge management and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making	Reacting: Aims CC administration selects performance measures and then relies on Institutional Research & Assessment (IR&A) to manage data collection and analysis. While the portfolio states that Aims CC uses multiple tools to manage, organize, analyze, and distribute data, the College has an opportunity to describe the process used to select these data sources. In order to move toward a systematic maturity level, the College might consider involving other internal stakeholders in the processes for selecting, organizing, and analyzing data and further elucidating the process for sharing data and performance information to support planning and continuous improvement.
Determining data, information, and performance results that units and departments need to plan and manage effectively	Reacting: IR&A consults with college units to determine data needs and collects data to inform the program review process, including credit hour production, class size, and retention/completion rates. However, the portfolio fails to clearly articulate a <i>process</i> by which units determine, in an <i>a priori</i> fashion, the data and information they need to plan and manage effectively.
Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements	Systematic: Aims CC makes data, information, and performance results available through Board of Trustee meetings, weekly enrollment reports, posting of the annual budget, Aims Annual Report, and the website’s Facts and Stats page. Aims CC should consider offering greater clarity as to the processes for reviewing and updating data, beyond simply stating that it is available. It is not clear whether need-to-know information such as these reports and other regular assessment and institutional effectiveness measures are housed at a virtual location for ease of stakeholder access.

Ensuring the timeliness, accuracy, reliability, and security of your knowledge management system(s) and related processes.	Reacting: The portfolio suggests that maintenance of IT data systems is a top priority, as is FERPA training and proper training for accessing the institutional data systems. However, the portfolio failed to articulate the process(es) by which Aims CC ensures the timeliness, accuracy, reliability, and security of its knowledge management systems and related processes.
Other identified processes	

5R1. What are your results for determining how data, information, and performance results are used in decision-making processes at all levels and in all parts of your institution?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: The College uses the Noel-Levitz CESS to monitor employee perception. However, this tool is not referenced in 5P1.1 and employee satisfaction only provides an indirect measure of the availability of data - not a direct measure of the effectiveness of data usage in decision-making across the institution. Similarly, the calendaring tool used by IR&A suggests timeliness of reporting rather than serving as an outcome measure.
Summary results of measures (including tables and figures when possible)	Reacting: The portfolio presents data about employee satisfaction and course evaluation completion numbers, and while an analysis of the student completion of course evaluations based on delivery mechanism might be a worthwhile use of data, results are offered only for Spring 2016. None of the program review data mentioned in 5P1.2 is provided.
Comparison of results with internal targets and external benchmarks	Reacting: Aims CC provides comparisons limited to Noel-Levitz CESS results for a single question within the 2012 and 2015 surveys and course evaluation completion in Spring 2016. Results suggest that Aims CC employees are moderately satisfied with information availability as compared to peer institutions; however, it is not clear whether any internal targets or benchmarks were set for the few measures depicted in this section of the portfolio.
Interpretation of results and insights gained	Reacting: Aside from comparative Noel-Levitz CESS data, the portfolio did not evidence any in-depth analysis of measures pertaining to data, information, or performance results used in decision-making processes at all levels and in all parts of the institution. The minimal interpretations and insights offered are hindered by the limited data provided for the knowledge management section.

5I1. Based on 5R1, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Aims CC has made a number of improvements in this area (annual program data monitoring, online course evaluations, improved IT infrastructure), and has additional notable improvements planned (data request ticket system, Data Cookbook, new institutional dashboards). The College has also implemented the ODS/EDW system and created a Banner governance body. Aims CC described items as improvements, but the items were not discussed in the process nor results sections. Given the sophistication of improvements both accomplished and planned, the relative lack of comprehensiveness in this section was concerning to the appraisal team.

5P2. **Resource Management** focuses on how the resource base of an institution supports and improves its educational programs and operations. Describe the processes for managing resources and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Maintaining fiscal, physical, and technological infrastructures sufficient to support operations.	Aligned: Aims CC's Fiscal Services Department has defined and repeatable processes used to evaluate and update fiscal plans, staffing levels, technology infrastructure, and facilities master plan. Processes are in place for training Banner users regarding fiscal functions and ensuring the system's capacity to handle the institution's financial models. The annual budgeting process and Special Projects Summit provide units an opportunity to request funding and/or equipment replacement, and a dashboard is used to monitor project progress. Facilities and Operations manages a rolling 10-year master plan.
Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs.	Reacting: While Aims CC utilizes SWOT analyses and states it links strategic planning to institutional goals and the budget cycles, the portfolio does not discuss processes for how goals are set or aligned with the mission, resources, opportunities, and emerging needs.
Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected.	Systematic: The College's annual budget development process allocates resources to fulfilling academic and administrative operations prior to the consideration of new strategic initiatives. Aims CC monitors anticipated funding streams, and the annual budget is based on current and projected economic factors, expected enrollment, state appropriations, and property tax revenues. While the majority (currently 64%) of the General Fund is allocated for academics, the College has an opportunity to describe the processes used to prioritize needs which determine the actual levels of funding.
Other Identified Processes	

## 5R2. What are your results for Resource Management?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: Aims CC tracks institutional budgeting by functional classification and also by strategic goals. However, it is not clear whether actual expenditures mirror these percentage allocations, or if functional allocations have changed recently due to shifting priorities as a result of strategic planning and campus-wide conversations.
Summary results of measures (including tables and figures when possible)	Reacting: The portfolio presents the current general fund allocations and technology expenditures for FY14-FY16. Results pertaining to how actual expenditures compared to planned allocations (in similar numerical or chart form) would be helpful. The institution surveys stakeholders regarding satisfaction with campus technology, but no results were presented regarding stakeholder satisfaction with the actual budgeting and fiscal allocation processes. The College should consider developing direct measures of the effectiveness of its resource management efforts.
Comparison of results with internal targets and external benchmarks	Reacting: While Aims CC set targets for increased instructional expenditures, it is not clear whether actual results align with these targets. No benchmark data was provided for the targets or actuals.
Interpretation of results and insights gained	Reacting: The portfolio describes recent increases in the percentage of the budget earmarked for instruction, but omits any discussion of the outcomes resulting from that investment. No substantive interpretation was offered, nor were any insights presented.

## 5I2. Based on 5R2, what improvements have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
<p>Aims CC has used its Business Process Review and a revised signatory authority procedure to redesign and enhance the procurement process. The College has also established a Digitization Task Force and has implemented an IT <i>Roadmap</i> which addresses staff effectiveness and computer hardware/software life cycle planning.</p> <p>It is not clear, however, the degree to which these improvements were informed by institutional effectiveness results or whether additional improvement efforts are planned for the future. In addition, Aims CC presents items in the improvement section that are not discussed in the process nor result sections.</p>

5P3. **Operational Effectiveness** focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. Describe the processes for operational effectiveness and who is involved in those processes. This includes, but is not limited to, descriptions of key processes for:

<b>Process</b>	<b>Team Comments on Process Maturity and Improvement</b>
Building budgets to accomplish institutional goals.	Systematic: Aims CC has mature and inclusive activities related to budgeting that incorporate revenue projections, operational needs, and strategic initiatives, and is aligned with strategic goals and institutional commitments, but the portfolio did not clearly articulate the processes (Plan-Do-Check-Act) for budget development.
Monitoring financial position and adjusting budgets.	Systematic: The Vice President of Administrative Services and Budget Director monitor the institutional budget status and present monthly updates to the Board of Trustees. Individual cost centers are monitored by budget administrators, as aided by budget reports available through Argos. Annual external audits keep the institution on a steady course with standard accounting practices and fiscal health monitoring.
Maintaining a technological infrastructure that is reliable, secure and user-friendly.	Reacting: While the portfolio described goals, structural changes, and data responsibilities, the College failed to articulate the processes by which it maintains its technological infrastructure.
Maintaining a physical infrastructure that is reliable, secure and user-friendly.	Aligned: The College has a Facilities Master Plan which is administered by Facilities and Operations department; F&O uses a benchmarked Facilities Condition Index conducted every five years to assess reliability, security, and user-friendliness of campus facilities. Additionally, the F&O maintains a space inventory and recently acquired a room scheduling system.
Managing risks to ensure operational stability, including emergency preparedness.	Aligned: The College has an Emergency Notification Plan and an alert system which are well-communicated to students and other stakeholders through multiple channels. Campus Safety maintains an Emergency Operations Plan, and the Emergency Action Guide is widely distributed; the Threat and Violence Assessment Team (TVAT) reviews the plan which helps prioritize training and plan revision according to threat ranking. Aims CC also has a Continuity of Operations Plan, should conditions cause one or more buildings to be closed, and is developing a redundant data center/back-up at its Windsor campus.
Other identified Processes	

5R3. What are your results for ensuring effective management of your operations on an ongoing basis and for the future?

Results	Evaluation of Results and Systems Improvement
Outcomes/measures tracked and tools utilized	Reacting: The College has an opportunity to incorporate measures from other aspects of 5P3 (such as the Facilities Condition Index) in addition to annual audit findings. Results for physical plant and IT infrastructure were not provided in the portfolio; however, the activities and processes in place for these units suggest that results may be available, and could have been presented.
Summary results of measures (including tables and figures when possible)	Reacting: Aims CC presents Desire2Learn survey results in Figure 5.7; however, student satisfaction with the College’s learning management system is an inadequate assessment of operational effectiveness. A recurring pattern in the portfolio is the College’s citation of results of measures that are not related to the activities discussed in the process sections.
Comparison of results with internal targets and external benchmarks	Reacting: Though space inventory data and FCI building scores are provided, it is unclear whether internal targets or external benchmarks have been established. It is also unclear how the Hazard Vulnerability Assessment is being used. “Space” is not included in the list of measures being tracked, nor in the summary of results.
Interpretation of results and insights gained	Reacting: Aside from the IT student survey results pertaining to campus technology, such as classroom computers and Desire2Learn, little was provided in terms of interpretation or insights. This piece is critical to a cycle of continuous quality improvement. These results are unrelated to earlier measures/tools cited in this category.

5I3. Based on 5R3, what improvements have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Aims CC has made several substantive, measurable improvements to help ensure the reliability, security, and user-friendliness of operations. These include the revision of the procurement process, development of an IT strategic plan, implementation of the EMS calendaring/room scheduling system, and investment in a security analyst position. The College has also implemented the Hazard Vulnerability Assessment to help in analyzing threats. However, it is not clear whether these improvements were informed by previous results or whether targets have been set for measuring the effectiveness of these improvements. Continuous quality improvement is a cycle that requires setting measurable targets, measuring performance, and using data gathered to inform continued and new improvement plans.

**AQIP Category Six**

**Quality Overview** focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the organization.

6P1. **Quality Improvement Initiatives** focuses on the Continuous Quality Improvement initiatives the institution is engaged in and how they work together within the institution. Describe the processes for determining, and integrating CQI initiatives, and who you involve in those processes. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Selecting, deploying, and evaluating quality improvement initiatives.	Aligned: Aims CC uses the All College Action Committee (ACAC) to select action projects each spring. The ACAC utilizes a rubric to review and rank potential projects, and four action projects are selected for each year.
Aligning the Systems Portfolio, Action Projects, Quality Check-	Reacting: While the portfolio describes a process of linking long-term and mid-term goals from the strategic plan to AQIP Systems Portfolio categories, the process used to align the goals with action projects, quality check-up, and strategy forums is not evident.

Up, and Strategy Forums.	
Other identified processes	

6R1. What are your results for continuous quality improvement initiatives?

Results	Evaluation of Results and Systems Improvement
What are your results for continuous quality improvement initiatives?	Reacting: The College presents a table with progress results of its LTGs and MTGs, and indicates good progress on many of these goals, but the outcomes included as evidence in the portfolio (e.g., maintaining fund balances) are not results of continuous quality improvement initiatives. The College has many initiatives in place that will increase their maturity level; however, many of these are too new to show results as yet.

6I1. Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next 1 – 3 years.

Evaluation of Improvement Efforts
Aims CC has many initiatives underway that will further its improvement efforts. The yearly action plan process is robust and appears to be working well for the College. To increase its maturity level, the College may find it helpful to document how these various initiatives are interrelated and how data has informed improvement initiatives. Another opportunity for improvement would be for Aims CC to focus on fully documenting its processes.

6P2. **CULTURE of QUALITY**, focuses on how the institution integrates continuous quality improvement into its culture. Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for:

Process	Team Comments on Process Maturity and Improvement
Developing an infrastructure and providing resources to support a culture of quality.	Reacting: The portfolio describes activities or initiatives to increase institutional knowledge and appreciation for quality and continuous improvement. These efforts seem to be largely reactive; the College should consider clarifying the processes used to select, implement, and evaluate its quality improvement initiatives.
Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.	Reacting: It is likely that CQI efforts are making significant impacts on campus culture and operations; however, the College has consistently failed to respond to portfolio process questions with clear documentation of its processes. In this section, the list of activities and their relationships does not constitute adequate documentation of the process for ensuring that continuous quality improvement is making an evident and widely understood impact on institutional culture and operations.
Ensuring the institution learns from its experiences with CQI initiatives.	Reacting: Aims CC states that the College collects, analyzes, and uses data as evidence of performance, but no process for those actions is discussed. Throughout the portfolio, the College has presented satisfaction data as documentation of its success rather than direct measures of success or evaluation of results that lead to improvement.
Reviewing, reaffirming, and understanding the role and vitality of the	Reacting: While the College sponsors two campus-wide events and has instituted a BPR, Aims CC has an opportunity to describe the process used to review, affirm, and understand the AQIP Pathway. It appears that AQIP has helped the College



AQIP Pathway within the institution.	to focus on continuous quality improvement; however, the consistent lack of process mapping or documentation and direct measures of success make it difficult for the review team to evaluate. Aims CC should consider applying the BPR to its AQIP activities to better document improvement processes and designate specific measures.
Other Identified Processes	

6R2. What are the results for continuous quality improvement to evidence a culture of quality?

<b>Results</b>	<b>Evaluation of Results and Systems Improvement</b>
What are the results for continuous quality improvement to evidence a culture of quality?	Reacting: The College relies heavily on employee and student surveys to gauge satisfaction with various quality improvement objectives, services, and facilities. Aims CC developed a survey to understand the status of seven CQI indicators; employee responses indicate that most of the areas measure fall in the operational range. Interpretation of the data provided is limited due to the absence of contextual information such as the total population surveyed, the response rate, and a breakdown by either employee type or by departments. Data for the AAA students looks promising; however, the same limitations apply. Disaggregating data will provide more meaning for the institution and a sharper focus for its improvement efforts.

6I2. Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next 1 – 3 years.

<b>Evaluation of Improvement Efforts</b>
Aims CC identified its strategic planning process, BPR action project, membership in CQIN, and several other initiatives as examples of improvements of the integration of continuous quality improvement into the culture of the College. While these will help to move the College forward on its quality journey, a stronger emphasis on the Plan-Do-Check-Act cycle may help the College to focus these efforts more specifically. Incorporating better process documentation in the Plan step and direct measures of results in the Check step will help the College to mature. There is a notable lack of predetermined internal performance targets in both this category and the portfolio.



### APPENDIX C Criteria for Accreditation & Core Component Evidence Screening

**Criterion One. Mission**

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p><b>1.A.</b> The institution’s mission is broadly understood within the institution and guides its operations.</p> <p>1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.</p> <p>2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.</p> <p>3. The institution’s planning and budgeting priorities align with and support the mission.</p>	<p>1.A.1 Phase One of the new strategic planning process includes a review of the College’s mission and vision statements; this review provides an opportunity for potential revisions if necessary. It is not clear in the portfolio, however, whether the institution has in place a process for updating these statements or by whom those decisions are made.</p> <p>1.A.2 The College ensures academic programs are consistent with its mission through department mission statements, new program development, and academic program review.</p> <p>1.A.3 The strategic plan, based solidly in the Aims CC mission and vision, is the foundation of its annual budget development process. Funded priorities are linked to long-term and mid-term goals in the strategic plan.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>1.B.</b> The mission is articulated publicly.</p> <p>1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.</p> <p>2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of</p>	<p>1.B.1 Aims CC publicly articulates its mission, vision, and values in its annual report, program and institutional academic marketing materials, and its website.</p> <p>1.B.2 The College links its mission documents to its strategic planning, a process that ensures currency.</p> <p>1.B.3 The College’s statutory mission defines it as an open admission school serving Colorado residents in the service area through academic two-year degrees, basic skills, and vocational programs.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.</p> <p>3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.</p>		
<p><b>1.C.</b> The institution understands the relationship between its mission and the diversity of society.</p> <p>1. The institution addresses its role in a multicultural society.</p> <p>2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.</p>	<p>1.C.1 Aims CC sponsors several programs, activities, and groups to address diversity issues. These include the Curriculum Transformation Workshop, Campus Culture Survey, and the Cultural Inclusiveness Council.</p> <p>1.C.2 The College has a focus on success rates for under-served students and monitors diversity awareness through a student/employee Campus Culture Survey.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>Criteria 1.D.</b> The institution’s mission demonstrates commitment to the public good.</p> <p>1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.</p> <p>2. The institution’s educational responsibilities take primacy over other</p>	<p>1.D.1 Aims CC sponsors programs that offer support and training to local businesses, and the College provides a leave benefit for employees to engage in volunteer activities.</p> <p>1.D.2 The College is publicly funded, and thus Aims CC’s primary mission is focused on helping students achieve their learning goals.</p> <p>1.D.3 Aims CC responds to community needs through outreach and volunteer activities such as service learning projects for students and the volunteer leave policy for employees. The College also has a strong involvement with its external advisory committees.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</p> <p>3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.</p>		
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**Criterion Two. Integrity: Ethical and Responsible Conduct**

The institution acts with integrity; its conduct is ethical and responsible.

<b>Core Components (sub-components noted)</b>	<b>Evidence</b>	<b>Screening Feedback on Core Component</b>
<p><b>2.A.</b> The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.</p>	<p>2.A Aims CC’s Code of Ethics pertains to all employees and its Board of Trustees. The Code articulates an expectation for integrity, honesty, and impartiality. Thorough reference checks and background checks prior to hiring serve as mechanisms by which the College strives to prevent unethical behavior. In addition, employee evaluation instruments include required performance ratings for “model behaviors” which are based on the ethical standards articulated in the Code of Ethics. Procedures are in place for investigations pertaining to grievances and allegations of discrimination or harassment.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>2.B.</b> The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.</p>	<p>2.B Aims CC offers a consumer information webpage that includes links to appropriate information pertaining to programs, services, costs, accreditation and oversight. In particular, consumer information and Gainful Employment requirements are disclosed, and the website also provides a “Net Price Calculator” and information pertaining to program-specific accreditation. These items are reviewed and updated annually to ensure information currency.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>2.C.</b> The governing board of the institution is sufficiently autonomous to make decisions in interest of the</p>	<p>2.C.1 The College’s governing Board of Trustees operates under a number of policies and state statutes, including a directive to “promote the general welfare of the college for the best interest of education and the college district.”</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p>

<p>institution and to assure its integrity.</p> <ol style="list-style-type: none"> <li>1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.</li> <li>2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.</li> <li>3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.</li> <li>4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.</li> </ol>	<p>2.C.2 The College’s governing board includes two non-voting representatives from each of three groups: students, faculty, and staff, who are expected to bring the interests of their constituencies to the Board’s attention.</p> <p>2.C.3 Because Aims CC is a local district and its Board of Trustees are elected members, a certain amount of accountability to the general public helps to ensure that the Board remains independent. The CCCS Conflict of Interest for Trustees clearly defines conflict of interest and requires annual disclosure of actual or apparent conflicts of interest.</p> <p>2.C.4 The Board of Trustees delegates operational decisions to the College president, administrative team, and various representative advisory committees. Duties of the College President are articulated in CCCS policy, and the President’s performance is evaluated annually by the Board.</p>	<p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>2.D.</b> The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.</p>	<p>2.D Aims CC’s commitment to freedom of expression is articulated in its Academic Freedom policy, and in its Learner-Centered College philosophy, which engages learners as full partners with responsibilities related to their choices in the learning environment.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>2.E.</b> The institution’s policies and procedures call for responsible acquisition, discovery and application of</p>	<p>2.E.1 The College has adopted a faculty-specific policy on scholarly ethics, and library staff present classroom sessions on student research practices and plagiarism. The portfolio states that faculty “perform an intervention” for the first violation of academic</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p>

<p>knowledge by its faculty, students, and staff.</p> <p>1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.</p> <p>2. Students are offered guidance in the ethical use of information resources.</p> <p>3. The institution has and enforces policies on academic honesty and integrity.</p>	<p>honesty standards. However, it is unclear whether standard processes exist for discovering such violations, tracking violations, or for handling violations of these expectations.</p> <p>2.E.2 Aims CC has several policies that articulate student expectations, and these policies are readily available to students.</p> <p>2.E.3 After initial violations, subsequent infractions are referred to the Dean of Students and may result in sanctions up to and including expulsion from the College.</p>	<p><input type="checkbox"/> Unclear or incomplete</p>
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**Criterion Three. Teaching and Learning: Quality, Resources, and Support**

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component
<p><b>3.A.</b> The institution’s degree programs are appropriate to higher education.</p> <p>1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.</p> <p>2. The institution articulates and differentiates learning goals for its undergraduate, graduate, postbaccalaureate, post-graduate, and certificate programs.</p> <p>3. The institution’s program quality and learning goals are consistent across all modes of delivery and all</p>	<p>3.A.1 Course and program rigor is assured via alignment with the state common course numbering system, which includes expected competencies for each course. The College utilizes advisory committees and an annual review of curriculum by those committees to ensure CTE courses and programs are current; however, the review or implementation is not consistent across department or divisions.</p> <p>3.A.2 Aims CC presents course learning outcomes and program learning outcomes (PLOs) as evidence of ensuring courses and programs are current and consistent.</p> <p>3.A.3 Course sections offered through dual credit or online delivery modes use the same topics and competencies as those offered in traditional sections. Quality and rigor across locations and delivery modes are included as part of the program review process.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).</p>		
<p><b>3.B.</b> The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.</p> <p>1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.</p> <p>2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.</p> <p>3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in</p>	<p>3.B.1 Aims CC used a shared governance process to establish the five competencies that comprise the College Learning Outcomes (CLOs).</p> <p>3.B.2 Aims CC has established a student learning assessment team to assist in communicating the purpose and teaching of CLOs within courses and degree programs, but it is unclear if the College has determined a level of achievement for each CLO.</p> <p>3.B.3 The College is in the process of curriculum mapping to specify where each of the CLOs are addressed in programs. The process is ongoing.</p> <p>3.B.4 The College is encouraging diversity-focused revisions to the curriculum, with the aid of the Cultural Inclusiveness Council.</p> <p>3.B.5 The College did not address this sub-component in the portfolio.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p>developing skills adaptable to changing environments.</p> <p>4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.</p> <p>5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.</p>		
<p><b>3.C.</b> The institution has the faculty and staff needed for effective, high-quality programs and student services.</p> <p>1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including e.g., oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.</p> <p>2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.</p> <p>3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.</p>	<p>3.C.1 Aims CC ensures appropriate levels of faculty staffing through a process that monitors FTE. Faculty to student ratios are set according to established standards and varies appropriately by program.</p> <p>3.C.2 Aims CC 's <i>Procedure 4-700A</i> (aligned with HLC guidelines), and <i>Policy 4-400</i> to ensure faculty are appropriately credentialed. The Faculty Consultation committee has designed a qualifications rubric at the individual course level which enables hiring committees to evaluate candidate qualifications that meet the new HLC guidelines.</p> <p>3.C.3 Faculty evaluations focus on three categories: teaching, scholarship, and service. These categories align with the College's mission and strategic plan.</p> <p>3.C.4 Aims CC ensures faculty are current through training offered by FTLC, peer mentoring, tuition reimbursement, professional development funds, sabbaticals, evaluations, and the hiring and training process. It is not clear how many faculty have participated in these opportunities.</p> <p>3.C.5 Full-time faculty are required to hold two office hours a day or 10 office hours a week; the office hours are publicized on the syllabi. The provisions for adjunct and part-time faculty are not specified.</p> <p>3.C.6 Departmental training, orientations, conferences, ongoing trainings, and funds for professional development are available to student support staff. It is not clear the extent to which staff members use these opportunities.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>



<p>4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.</p> <p>5. Instructors are accessible for student inquiry.</p> <p>6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.</p>		
<p><b>3.D.</b> The institution provides support for student learning and effective teaching.</p> <p>1. The institution provides student support services suited to the needs of its student populations.</p> <p>2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.</p> <p>3. The institution provides academic advising suited to its programs and the needs of its students.</p> <p>4. The institution provides to students and instructors the infrastructure and</p>	<p>3.D.1 Aims CC provides typical student support services for its students, including substantial support for students in need of remediation and who take college-preparatory courses. These include Starfish Early Alert, TRiO and CORE programs, Emerging Scholars, AAA courses AAA to Catalyst, and IFocus student clubs.</p> <p>3.D.2 Aims CC uses Accuplacer, FTLC, the Emerging Scholars Program, the Starfish Early Alert System, and the Noel-Levitz CESS to identify the needs of its students and provides a number of academic and support programs to meet student needs. The College cites funding academic technology as a method for providing students resources.</p> <p>3.D.3 The College provides intentional academic advising to meet the needs of its students</p> <p>3.D.4 The College provides adequate infrastructure needed to support effective teaching and learning.</p> <p>3.D.5 Aims CC instructs students about the ethical use of information sources and academic integrity, but the efforts to provide guidance to students about the effective use of research and information resources is unclear.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).</p> <p>5. The institution provides to students guidance in the effective use of research and information resources.</p>		
<p><b>3.E.</b> The institution fulfills the claims it makes for an enriched educational environment.</p> <p>1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.</p> <p>2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.</p>	<p>3.E.1 Aims CC has developed a number of co-curricular programs to support learning, including those that focus on academics, learning financial literacy, social equity, and broad goal-setting.</p> <p>3.E.2 Aims CC did not address this component in the portfolio.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

**Criterion Four. Teaching and Learning: Evaluation and Improvement**

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Core Components (sub-components noted)	Evidence	Screening Feedback on Core Component

<p><b>4.A.</b> The institution demonstrates responsibility for the quality of its educational programs.</p> <ol style="list-style-type: none"> <li>1. The institution maintains a practice of regular program reviews.</li> <li>2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.</li> <li>3. The institution has policies that assure the quality of the credit it accepts in transfer.</li> <li>4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.</li> <li>5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.</li> <li>6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation</li> </ol>	<p>4.A.1 The College has established a five-year review cycle for programs, and various data are monitored annually to allow for early intervention if needed.</p> <p>4.A.2/4.A.3 Aims CC has policies and procedures in place regarding the evaluation and acceptance of transfer credit and credit for prior learning and these policies are in alignment with statewide standards.</p> <p>4.A.4 Course and program rigor is maintained through alignment with the statewide common course numbering system, standard syllabus elements, assessment of common and program learning outcomes, and hiring faculty with appropriate credentials. The College is working to incorporate all faculty teaching in dual credit programs in credential alignment.</p> <p>4.A.5 The College maintains appropriate accreditation in a number of career and technical education programs including nursing, police and fire, aviation, and automotive services.</p> <p>4.A.6 The state-mandated VE-135 report for graduates of CTE programs, and programs that lead to licensure track pass rates against national benchmarks. Transfer rates are tracked for AA and AS students, though those data are not depicted within the portfolio.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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<p>for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).</p>		
<p><b>4.B.</b> The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.</p> <ol style="list-style-type: none"> <li>1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.</li> <li>2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.</li> <li>3. The institution uses the information gained from assessment to improve student learning.</li> <li>4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.</li> </ol>	<p>4.B.1 The College's effort to establish outcomes and assessment practices for all programs is underway; however, Aims CC's rate of implementation is somewhat slow. The College states that it plans to deploy assessment of its CLOs across all programs by AY 2019-20.</p> <p>4.B.2 Aims CC does not present evidence in the portfolio that assessment of the achievement of learning outcomes for its co-curricular offerings is occurring.</p> <p>4.B.3 There are plans to incorporate CLOs into curriculum maps for general education programs, and to use assessment results to inform curricular improvements; however, the portfolio provides insufficient evidence that this practice is in place for all programs or that a commitment to the model has been adopted.</p> <p>4.B.4 Aims CC's plans for student learning assessment appear to be based in good practice and intent. With guidance from assessment staff, chairs and faculty design assessment projects that target specific program learning outcomes and align common learning outcomes. However, these plans do not clearly extend to the co-curriculum and are not yet in place across all academic programs.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>

<p><b>4.C.</b> The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.</p> <p>1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.</p> <p>2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.</p> <p>3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.</p> <p>4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but</p>	<p>4.C.1 The College’s State Performance Contract contains goals for retention, persistence, and graduation for CTE programs. Aims CC has consistently exceeded the State Performance Goals in all areas except for non-traditional completion; however, it is not clear whether similar goals exist for the College’s AA and AS programs.</p> <p>4.C.2 The College collects retention and completion data as required for state and national reporting and has a committee in place to review data sets prior to submission. Data is disaggregated for use in program reviews; however, while the portfolio depicted data for CTE programs, it did not depict data for transfer programs.</p> <p>4.C.3 The College has recently implemented a data dashboard to monitor retention, persistence, and completion rates. As a result, the College expanded tutoring services for online students.</p> <p>4.C.4 The College collects retention and completion data as required for state and national reporting. The processes and methodologies for collecting and analyzing these data outside of the VE-135 for CTE programs are not clear in the College’s portfolio.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
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institutions are accountable for the validity of their measures.)		
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**Criterion Five. Resources, Planning, and Institutional Effectiveness**

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

<b>Core Components (sub-components noted)</b>	<b>Evidence</b>	<b>Screening Feedback on Core Component</b>
<p><b>5.A.</b> The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.</p> <p>1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.</p> <p>2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.</p> <p>3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.</p>	<p>5.A.1 Aims CC's Fiscal Services Department has processes that are defined and repeatable which are used to evaluate and update fiscal plans, staffing levels, technology infrastructure, and the facilities master plan.</p> <p>5.A.2 To create and validate the budget, the Fiscal Services Department and college departments work together. The President’s Cabinet and Board of Trustees review the budget, and the VP and Budget Director monitor the budget. The College states that it uses 64% of the budget for educational purposes, and academic and administrative needs are considered first.</p> <p>5.A.3 Aims CC has mature and inclusive activities related to budgeting that incorporate revenue projections, operational needs, and strategic initiatives, and is aligned with strategic goals and institutional commitments.</p> <p>5.A.4 Aims CC promotes numerous opportunities for faculty and staff development and provides funding to support professional development activities. Targeted professional development offerings are provided through the Faculty Teaching Learning Center (FTLC) and the Center for Professional Development (CPD).</p> <p>5.A.5 The Vice President of Administrative Services and Budget Director monitor the institutional budget status and present monthly updates to the Board of Trustees. Individual cost centers are monitored by budget administrators.</p>	<p><input checked="" type="checkbox"/> Strong, Clear, and well presented</p> <p><input type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

<p>4. The institution’s staff in all areas are appropriately qualified and trained.</p> <p>5. The institution has a well-developed process in place for budgeting and for monitoring expenses.</p>		
<p><b>5.B.</b> The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.</p> <p>1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.</p> <p>2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.</p> <p>3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.</p>	<p>5.B.1 Aims CC has policies in place to ensure its Board of Trustees effectively leads and governs the College. The College has implemented a strategic planning cycle that involves internal and external stakeholders. Employees contribute by designing tasks and activities to achieve long-term and mid-term goals.</p> <p>5.B.2 Aims CC is governed by a five-member elected Board of Trustees, and as outlined in state policy and statute, the Board has clear guidelines to define its relationship with the College.</p> <p>5.B.3 Aims CC describes its processes for policy creation, shared governance, and the Curriculum Committee; however, it is less clear how collaboration across departments and programs takes place.</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>
<p><b>5.C.</b> The institution engages in systematic and integrated planning.</p>	<p>5.C.1 The College broadly describes allocation of fiscal resources through its annual budget development</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p>



<p>1. The institution allocates its resources in alignment with its mission and priorities.</p> <p>2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.</p> <p>3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.</p> <p>4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.</p> <p>5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.</p>	<p>process that links budget activities to long-term goals and the College’s mission and vision.</p> <p>5.C.2 The College has broadly defined the phases of its strategic planning process; however, the processes used to align budgeting, planning and evaluation of operations are not described, nor is there a link evident between assessment of student learning and Aims CC’s budgeting processes.</p> <p>5.C.3 Aims CC describes its planning and budgeting processes that include input from both internal and external stakeholders.</p> <p>5.C.4/5.C.5 Aims CC's planning and budgeting processes incorporate revenue projections, operational needs, and strategic initiatives, and are aligned with strategic goals and institutional commitments. The College uses SWOT analysis to address risks and challenges in its funding stream.</p>	<p><input type="checkbox"/> Adequate, but could be improved</p> <p><input checked="" type="checkbox"/> Unclear or incomplete</p>
<p><b>5.D.</b> The institution works systematically to improve its performance.</p> <p>1. The institution develops and documents evidence of performance in its operations.</p> <p>2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and</p>	<p>5.C.1 The College broadly describes allocation of fiscal resources through its annual budget development process that links budget activities to long-term goals and the College’s mission and vision.</p> <p>5.C.2 The College has broadly defined the phases of its strategic planning process; however, the processes used to align budgeting, planning and evaluation of operations are not described, nor is there a link evident between assessment of student learning and Aims CC’s budgeting processes.</p> <p>5.C.3 Aims CC describes its planning and budgeting processes that include input from both internal and external stakeholders.</p> <p>5.C.4/5.C.5 Aims CC's planning and budgeting processes incorporate revenue projections,</p>	<p><input type="checkbox"/> Strong, Clear, and well presented</p> <p><input checked="" type="checkbox"/> Adequate, but could be improved</p> <p><input type="checkbox"/> Unclear or incomplete</p>

sustainability, overall and in its component parts	operational needs, and strategic initiatives, and are aligned with strategic goals and institutional commitments. The College uses SWOT analysis to address risks and challenges in its funding stream.	
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