

Morgan Community College

AQIP Pathway Systems Portfolio

May 2015

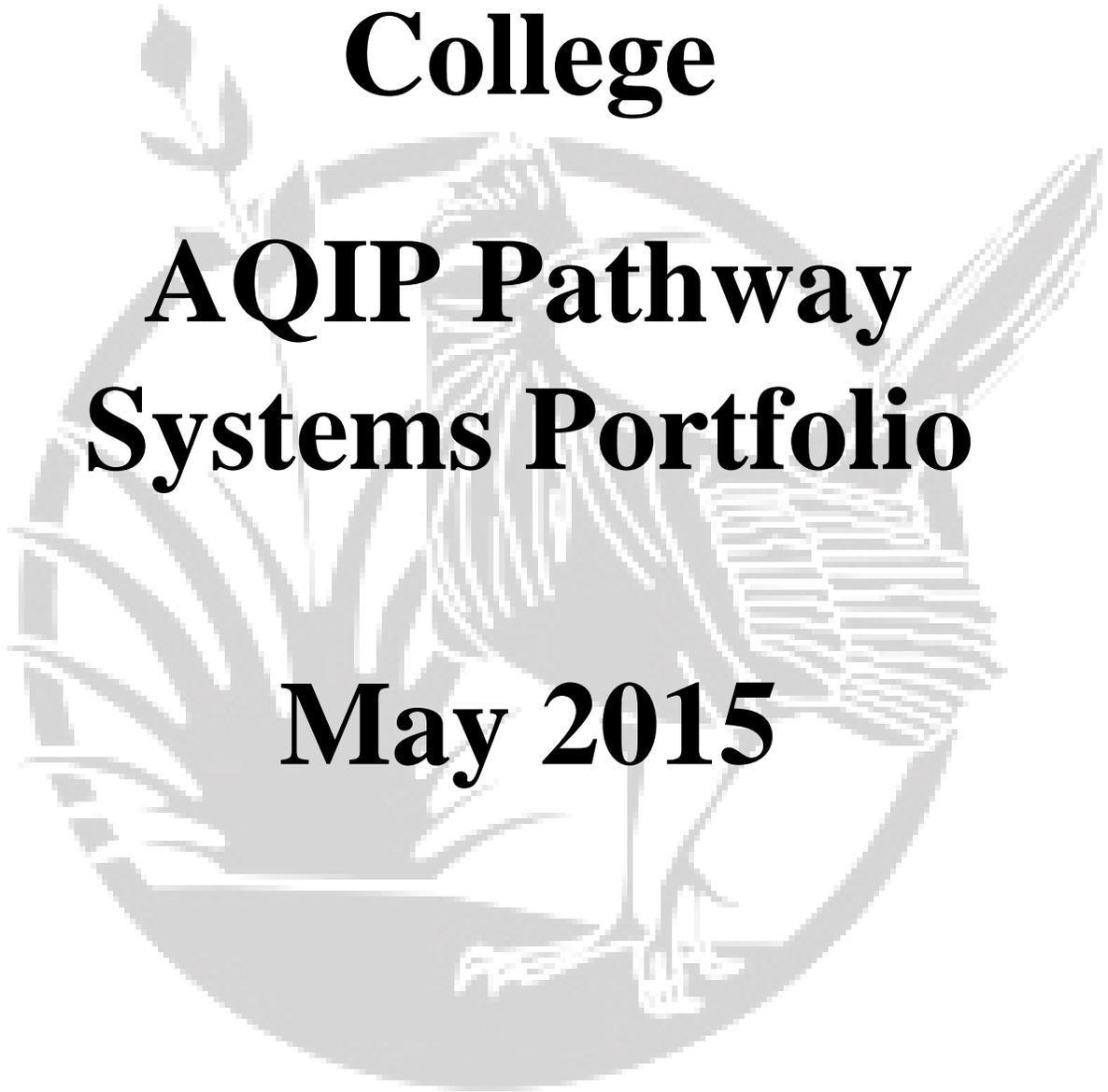


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Institutional Overview

The institution's mission, values and/or strategic vision

Morgan Community College (MCC) is one of thirteen State Community Colleges that make up the Colorado Community College System (CCCS). It is a small rural institution serving over 11,500 square miles in Eastern Colorado. With one main campus and four satellite Centers, MCC is the primary source of Higher Education for small rural communities throughout the region.

Mission: We partner with students in imagining, believing, and achieving their goals.

Vision Statement: We commit to providing relevant learning by responding to evolving student and community needs.

Values:

- The individual
- Learning
- Excellence
- Integrity
- Innovation
- Community

The numbers and types of students, faculty and staff

Morgan Community College serves a diverse set of needs throughout its communities. Like most community colleges, MCC serves both full-time first-time students as well as non-traditional students returning to education. On average, the College serves approximately 2,500 students each year (65% female and 35% male) with about 15% of students enrolled full-time and 85% part-time. Twenty percent (20%) of students reported a minority ethnicity with Hispanic students making up the largest portion of minority students (15%).

For fall 2013, MCC's student-faculty ratio was fourteen students to one faculty member. There were 32 full-time and 100 part-time faculty as well as 56 full-time and four part-time staff.

The level and scope of academic offerings

MCC offers three transfer degrees (Associate of Arts, Associate of Science, and Associate of General Studies). Within the AA and AS programs, students may also elect to specialize in one of 23 Degrees with Designation. The designation is an articulation agreement with all Colorado public 4-year institutions that ensures a student transferring to one of these schools will be guaranteed 60 transfer credits in their major and will transfer with junior (third-year) status in the specified program. In addition, MCC also offers 31 certificates and Associate of Applied Science degrees in career and technical fields such as Automotive Collision Repair, Automotive Service Technology, Nursing, Welding, Radiologic Technology, and Multimedia. MCC also serves a significant number of high school students enrolled in concurrent courses designed to provide high school and college credit. Further, MCC hosts adult basic education classes to assist students pursuing their GED or students learning English as a second language. Finally, MCC also strives to support the communities in its service area with continuing education, professional development, and workforce education courses.

Campuses and additional instructional locations

MCC was founded in 1964 as the Morgan County Junior College District, aiming to provide education opportunities for the residents of Morgan County. Its first courses were offered in 1970. In 1973, the district was dissolved and MCC joined the Colorado Community College System under its current name. By 1980, MCC relocated from leased spaces and a downtown office building to its present

location. Through various funding initiatives, the College has continued to grow to include three wings of the main classroom building and three additional campus instructional buildings.

Over time, the College expanded its services to the 11,500 square mile service area through four satellite Centers located in Bennett, Limon, Burlington, and Wray. The satellite Centers are staffed by a Director and an Assistant Director, and provide educational opportunities to meet the unique needs of each community. Although Wray and Burlington Centers have some classroom space available in their buildings, all four Centers also collaborate with area high schools and other public entities to provide classroom space.

Distance delivery programs

MCC has utilized a variety of distance instruction methods such as hybrid, online, and two-way video transmission courses for several years. In 2014, MCC was formally approved by HLC to provide distance education programs. The College utilizes the D2L Learning Management System and two-way video transmissions to provide distance education offerings. The D2L platform is utilized in many course offerings to provide supplemental material for traditional courses as well as primary instruction for hybrid and online courses. Although MCC offers a small selection of online courses developed by MCC faculty, most online courses are offered through the common CCCS online course system. MCC selects courses that fit the needs of MCC students and programs, but courses are offered through a common system available to all 13 community colleges. This enables MCC to meet the diverse needs of students while still providing a rigorous curriculum. Two-way video transmissions are primarily used to provide instruction to high school students located in a variety of locations and among the main campus and Centers. Many faculty will travel to teach from different locations so students can benefit from in-class instruction and broadcast from that site to all others on the network.

Other key campus characteristics

- Morgan Community College is the only rural community college in the Colorado Community College System without resident halls and athletic programs.
- Since 2011, Morgan Community College has been recognized by the *Chronicle in Higher Education* as a “Great College to Work For” and has been named to the Honor Roll for three of those four years for exceptionally high scores in multiple categories. MCC recently learned it is a finalist for the 2015 year as well.
- MCC has the largest service area in the Colorado Community College System (11,500 square miles) – one of the largest geographical service areas of any community college in the United States, coupled with a very sparse population. The College has achieved success in its outreach mission through the unique implementation of strategically placed satellite Centers that can provide individualized services and instructional programs to the populations in their regions.

Key Challenges, Accomplishments, Failures, and Future Opportunities

The Quality Improvement journey that MCC embarked upon since joining AQIP is fully summarized in 6P1. Since the last Systems Appraisal in 2011, however, three key challenges have been identified: 1) to become a more data-driven institution; 2) to develop a more effective institutional assessment plan; and 3) to fine tune the balance between formal and informal processes and communication within the institution. MCC has made progress in all three areas. The future opportunity of focus at the time of this writing is to increase the number of recent high school graduates in the MCC service area who select MCC as the first step in their higher education journeys.

Category One – Helping Students Learn**Introduction**

MCC's last Systems Appraisal (2011) rated the following items as strengths: 1P1, 1P2, 1P3a, 1P4, 1P5, 1P6, 1P7, 1P8, 1P10a, 1P11, 1P12, 1P13, 1P15, 1P17, 1P18a, 1R1a, 1R3a, 1R5, 1R6, 1I1a, 1I2.

MCC's last Systems Appraisal (2011) rated the following items as opportunities: 1P3b, 1P9, 1P10b, 1P14, 1P16, 1P18b, 1R1b, 1R2, 1R3b, 1R4, 1I1b.

Items Addressed: 1P3b, 1P9, 1P10b, 1P14, 1P16, 1P18b, 1R2, 1R3b, 1R4.

Reviewers commented on the large amount of data available to faculty and staff and few cases in which this information was applied. MCC now makes information and training available across the College and requires faculty and staff to incorporate data and stakeholder input into requests for new programs and other instructional support. Further, College-wide professional development activities have provided training to all employees on learning styles and learning barriers to increase faculty and staff awareness of student needs. All programs have objectives that are shared with students and reviewed regularly by stakeholders, faculty and staff.

Items Not Addressed: 1I1b.

Student assessment is still a priority for MCC. A MCC team is currently planning for its second year of participation in the *Academy for Assessment of Student Learning*. The MCC leadership continues to work toward completion of this objective.

Levels of Maturity:

MCC has identified its level of maturity for *processes* as *aligned* and its level of maturity for *results* as *systematic*.

Planned Improvements:

Affecting all sections within this Category is the institution's acceptance into and commitment to the *Academy for Assessment of Student Learning* in June of 2014. This multiyear activity will assist MCC staff and faculty with implementation of a sound program of assessment. Outcomes and measures of success are fully described in the Category One narrative. Specifically:

- MCC will investigate the development and implementation of a systematic process to survey stakeholders regarding need and viability of new programs;
- MCC will reuse the CCSSE survey as a means of evaluating student satisfaction with the College's support services; and,
- MCC will decide if the Maxient software is the best tool to use to centralize the collection of student conduct data.

Common Learning Outcomes

1P1 - Common Learning Outcomes focus 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.

Aligning common outcomes to the mission, educational offerings, and degree levels of the institution.

The General Student Learning Outcomes at Morgan Community College are aligned with the Mission and Strategic Commitments of the College through a collaborative process involving the Strategic Planning Team, the College's faculty, and the Assessment Team (described in detail under "Determining Common Outcomes" below). The MCC *Assessment Team* takes the College's mission into consideration when determining common learning outcomes. **(3.B.1, 3.B.2, 3.E.2)**

The outcomes align with the competency criteria of the statewide guarantee transfer courses referred to as Guaranteed Transfer Pathways (gtPathways). In order to qualify as a statewide guarantee transfer course, the course must substantively address most of the stated competency criteria. The competency criteria include critical thinking, math, reading, technology and written communication. Details about these competencies can be found at

<http://higher.ed.colorado.gov/Academics/Transfers/gtPathways/Criteria/competency.html>.

Determining common outcomes

The **General Students Outcomes** are posted on the MCC website. The MCC process for determining and assessing common learning outcomes is currently under review. Mixed results of MCC Action Projects since 2008 have provided an impetus to join the HLC *Assessment Academy*. The evolution of this change is more fully described in Category **6P1**. In 2008-2009, Morgan Community College developed General Student Learning Outcomes through input from all faculty and staff. This was an Action Project led by the *Assessment Team* consisting of faculty, staff and administrators from across the institution. **(4.B.4)** Faculty and staff identified common qualities they expect graduates from the College to possess. Based on these qualities, a proposed list of outcomes was developed. Feedback on these outcomes was obtained and the list underwent many revisions. A final vote was held approving the General Student Learning Outcomes for Morgan Community College. Once the outcomes were developed, subsequent AQIP projects revolved around developing processes to measure them. These processes are described below. **(4.B.1)**

Articulating the purposes, content, and level of achievement of the outcomes.

The process of AQIP Action Projects is currently undergoing review. Challenges encountered in articulating and measuring common student outcomes led MCC to join the HLC *Assessment Academy* in 2013, the effect of which is yet to be determined. Fundamentally, though, the process involves the development of rubrics for each of the identified outcomes. **(3.B.2, 4.B.1)** The College is currently working on a project designed to improve the measurement and use of the established General Student Learning Outcomes.

Incorporating into the curriculum opportunities for all students to achieve the outcomes.

MCC is in the early stages of incorporating opportunities for all students to achieve the projected curricular outcomes. Until reliable assessment data is obtained, uniformity of implementation is limited. Efforts are currently focused on obtaining this data. Since the establishment of General Student Learning Outcomes in 2009, faculty members are required to include the outcomes on their syllabi. A cohort of full-time degree seeking students is tracked to measure the achievement of the outcomes by graduation. The new *Academy for Assessment of Student Learning* project will provide a more grass roots approach to assessment of the outcomes. Faculty members will determine the appropriate method of measuring the outcomes as well as choose which outcomes are most pertinent to their course. **(3.B.3, 3.B.5)**

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs.

The outcomes are reviewed regularly by the Assessment Team. As feedback is obtained from staff and faculty, their revisions are made through a collaborative process. In order to align the outcomes with current needs, faculty are given the opportunity to interpret them in relation to their specific discipline. Faculty choose the most reliable method of measurement and determine the expected level of achievement for their area. This process makes the outcomes more relevant for each discipline/program.

(3.B.4, 3.E.2)

Designing, aligning, and delivering co-curricular activities to support learning.

Faculty and Administrators work with the Student Life Coordinator to sponsor student events and organizations that integrate their academic and career goals. Students have the opportunity for early exposure to various careers through participation in organizations and to representational governance through participation in student government. Organizations also offer students the opportunity to compete in contests and attend events that develop leadership skills and teamwork. The outcomes achieved through student participation in these organizations reinforce the curricular learning objectives.

(3.E.1)

Selecting tools/methods/instruments used to assess attainment of common learning outcomes.

In 2013, the Assessment Team collaborated with faculty and staff to develop rubrics to be used to measure the General Student Learning Outcomes. This was a lengthy project that involved reviewing many rubrics from other colleges, gaining feedback from faculty and staff, making revisions and finally coming to a consensus on the rubrics.

(4.B.2, 4.B.4)

Assessing common student learning outcomes.

Common student learning outcomes are assessed by blind faculty evaluation of student cohorts.

(4.B.1, 4.B.2, 4.B.4)

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

The implementation of the current project to measure General Student Learning Outcomes was initiated this academic year. Data from this new process is not yet available. The results, which are included below, are from the pilot project conducted in which MCC determined that the process needed refinement. It was determined these results could not be effectively applied to improve student learning. This was the rationale for seeking acceptance into the Academy for Assessment of Student Learning and creating a more effective approach to measuring the General Student Outcomes.

(3.B.3, 4.B.4)

Outcomes/measures tracked and tools utilized.

The rubrics developed by faculty and staff are used to measure the General Student Learning Outcomes. The rubrics were developed through input from faculty and staff. The measures used to rate student achievement on the rubrics were determined by faculty.

Summary results of measures (include tables and figures when possible)

Following are the results to date.

Information Literacy:

Overall	CATEGORIES	
	Locating Info	Evaluate Sources
Students scoring "Adequate" or higher	81.77%	77.33%

Student Progress from 1 st Assessment to Last	Locating Info	Evaluate Sources
1 - No Change	69.35%	70.97%
2 - Improvement	24.19%	22.58%
3 - Significant Improvement	6.45%	6.45%

Communication:

Overall	CATEGORIES		
	Effective Writing	Effective Verbal	Interactions
Students scoring "Adequate" or higher	89.37%	84.72%	83.80%

Student Progress from 1 st Assessment to Last	Effective Writing	Effective Verbal	Interactions
1 - No Change	82.26%	80.65%	83.87%
2 - Improvement	17.74%	18.55%	16.13%
3 - Significant Improvement	0%	0.81%	0%

Quantitative Reasoning:

Overall	CATEGORIES	
	Math Operations	Statistical Info
Students scoring "Adequate" or higher	89.13%	67.39%

Student Progress from 1 st Assessment to Last	Math Operations	Statistical Info
1 - No Change	87.9%	81.45%
2 - Improvement	12.1%	18.55%

Figure 1R1.1: 2014 Learning Outcome Assessment ResultsComparison of results with internal targets and external benchmarks

An indirect target for MCC is to ensure that the gPathway courses offered meet both the content and competency criteria required. Since our General Student Learning Outcomes encompass the statewide criteria, MCC is meeting that target. As those criteria change, the College needs to be sure it's still in alignment with them.

The results of the pilot project, though limited, provide an initial benchmark against which the College can measure future results. Current results suggest some flaws in the process design. This has triggered a review by the *Assessment Team* of the overall process and testing methods. This is further addressed in Category [111](#).

Interpretation of results and insights gained

Through the pilot project, MCC recognized the need for major revision of the process used to measure outcomes. The data collected was not useful to faculty to make revisions to the curriculum and ultimately improve student learning. Improvements to address this result are discussed in [III](#).

1I1 - Based on 1R1, what improvements have been implemented or will be implemented in the next one to three years?

The current approach to measuring the General Student Learning Outcomes involves a more faculty driven approach than what has been done in the past. Through the pilot project conducted in 2011-2012, it was determined that in order to impact learning, faculty need to have a greater buy-in to measuring the General Student Learning Outcomes. Therefore, in the current assessment project there is an emphasis on cultivating understanding and buy-in from faculty. To launch the new project, sessions on orientation to assessment were held in each Division of the College. This allowed question and answer sessions as well as open dialogue on concerns with assessment. Faculty were asked to volunteer to be in the first round of outcomes assessment. The goal was to have at least one volunteer from each of the three divisions as a starting point. After the three volunteers were secured, one of the Co-Chairs for Assessment met with the individuals to discuss assessment and the rubrics used to measure the outcomes. This allowed the faculty to decide how to interpret the outcomes in a relevant way for their course and discipline, and to foster more effective measurement. The goal was to then use the resulting data to improve learning. The data gathered was not useful in allowing a benchmark or internal target to be set. This is another reason for pursuing participation in the Academy, as MCC recognized its need for guidance.

As the assessment process is refined, trends from individual courses will be collected and data will be compiled and disseminated in an aggregated format in order to determine achievement of the outcomes by all MCC graduates. Measurement of outcomes will be gradually introduced throughout the disciplines. A key aspect is the incorporation of opportunities to share how the data is being used to improve learning and have faculty share what they have learned as they participate in the project. Once several rounds of assessment of outcomes have been completed with volunteers, it will be required of all faculty.

Mentoring and feedback through the Academy for Assessment of Student Learning will assist in making refinements to the process of measuring outcomes and moving towards an institutional wide assessment plan. Under the guidance of mentors from the Academy, MCC has implemented a new process to measure the General Student Learning Outcomes. A link to this Action Project can be found at http://www.morgancc.edu/files/9913/8868/7640/AP-38_Academy_for_Assessment.pdf

In MCC's current Academy for Assessment of Student Learning project, feedback from the users of the rubrics is being compiled to be used to make revisions in the future. MCC has developed a timeline for this project. The timeline is:

- December 20th, 2013- Submitted application packet for acceptance to the Academy for Assessment of Student Learning
- Spring 2014- Developed proposed assessment project for Academy Portfolio
- June 25-27, 2014- Team of 5 attended the Academy Roundtable
- Year 2 (Fall 2014-Spring 2015)
 - Implemented action portfolio and received mentoring and feedback from the Collaboration Network
 - By the end of fall 2014 semester, provided orientation to assessment project for each of the three divisions of the College
 - By the end of fall 2014 semester, identified the programs and/or disciplines from each of the three divisions of the College that will develop plans
 - Finalized timelines for measuring and reporting the general student learning outcomes

- With support from the Director of Institutional Effectiveness and the Assessment Committee, designated programs/disciplines submitted an assessment plan by the end of Feb. 2015
- Plans were implemented in spring 2015
- Disseminated results by the beginning of May 2015
- An annual review of the assessment process will be conducted to make recommendations for future planning cycles.
- Year 3 (fall 2015-spring 2016)
 - Complete an Impact Report and send team of 5 to the Academy Results Forum
 - Define post-Academy strategies
 - Trend the data and report to overall College
 - Offer best practice sharing opportunities for faculty and staff
 - Incorporate ongoing assessment training
 - Continue annual review of assessment process for revisions and improvements.

To date, MCC is on time with this project and is reaching its goals. **(4.B.3)**

Program Learning Outcomes

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.

Aligning program learning outcomes to mission, educational offerings, and degree levels of the institution

All new programs offered at Morgan Community College (MCC) must go through the College Curriculum Committee. This committee ensures that all programs align with the mission of the college. In addition to the College Curriculum Committee, all programs go through a program approval process at the Colorado Community College System. This ensures all programs align with the degree levels of the institution. All AA and AS degrees are further reviewed and approved by the Colorado Department of Higher Education. **(3.B.1, 3.B.2)**

There are programs that map their specific program level outcomes to the mission of the College. **(3.B.4, 3.E.2)** This mapping is required for accreditation. As an example, Table 1P1.1 is an excerpt from the mapping of the nursing program outcomes to the mission of the College.

MCC Mission, Vision, and Values	Department of Nursing Mission	Major Concepts	Student Learning Outcomes	Nursing Dept. Program Outcomes
MISSION: <i>We partner with students in imagining, believing, and achieving their goals</i>	Provide excellent education that prepares the learner to become a member of the nursing profession, meeting the needs of a diverse population.	Knowledge, skills, and attitudes: In nursing education there are three domains of learning in which faculty engage students. Professional identity involves the internalization of core values and perspectives recognized as integral to the art and science of nursing.	Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.	At least 80% of graduates will be satisfied with level of preparation for beginning nursing practice gained through their program of study.
MISSION: <i>We partner with students in imagining, believing, and achieving their goals</i>	Provide excellent education that prepares the learner to become a member of the nursing profession, meeting the needs of a diverse population.	Cultural competence is the ability to respect the beliefs, language, interpersonal styles, and behaviors of individuals, families and communities receiving services as well as the health care professionals who provide the services. Culture is the integrated patterns of human behavior that include the language, thoughts, actions, customs, beliefs, and the institutions of racial, ethnic, social, or religious groups	Promote a culture of caring to provide holistic compassionate, culturally-competent care.	At least 90% of graduates will be employed in the field of nursing six to nine months after graduation.

Table 1P1.1: Nursing Program Outcomes Mapping Example

Determining program outcomes

Specific program learning outcomes in transfer programs are determined in part by the Colorado Department of Higher Education (CDHE), in part by the Community Colleges of Colorado System (CCCS) and in part by the institution itself. Specific learning outcomes in career and technical programs are further determined by national accreditation guidelines.

Transfer degree programs - Following the passage of the legislation (i.e., King Bill) in 2003, CDHE established the General Education 25 Committee (GE-25), which set the required number of hours in core areas (e.g., social sciences, humanities) for guaranteed transfer associate degrees, and identified the general education courses that were allotted guaranteed transfer status.

CCCS has a common course numbering system to facilitate transfer of courses among the two-year colleges and from two to four year colleges. CCCS statewide faculty discipline groups determine common course titles, numbers and course learning objectives. Individual institutions cannot change these parameters without System-wide consent.

Career and Technical Programs (CTE) - Many program learning outcomes are based on national accreditation guidelines. Degree programs are approved by CCCS and CDHE, and certificate programs are approved by CCCS only. CTE programs, like transfer programs, share a common course numbering system.

In addition to the above agencies, institutional and state curriculum committees assure that new courses meet professional standards.

CTE programs also work closely with College-based Advisory Committees to review and update program outcomes as needed to be sure they are current and relevant to the industry. (3.B.5, 4.B.1, 4.B.4)

Articulating the purposes, content, and level of achievement of the outcomes.

Program outcomes are published in student handbooks. The College-wide general student learning outcomes are published on the College website and are listed on course syllabi. (3.B.2)

For specialized national accredited programs, such as nursing, program outcomes are threaded throughout the curriculum. All course competencies are mapped to the program level outcomes. In addition to mapping, methods of measuring achievement of the outcomes are tracked. Program outcomes are reviewed with students to be sure they understand the expectations for successful completion of the program. **(4.B.1)**

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs.

Advisory Committees play a key role in ensuring programs and outcomes are relevant to the current workplace. All CTE programs are required to hold a minimum of two Advisory Committee meetings a year which provide an opportunity to share information on the needs of the community and potential employers of MCC graduates. In addition to this information, employer and graduate surveys are distributed at least yearly. The information gathered from the Advisory Committees and the surveys are reviewed and programs are adjusted as necessary. Program level outcomes are reviewed for currency.

In addition, the Colorado Community College System's process for program approval and renewal further ensures the relevance of the curriculum to the current employment market. Employment data and completion rates are included as part of this process. **(3.B.4, 3.E.2)**

To meet the career needs of those students planning further education beyond an associate's degree, meetings with four-year colleges across the state are held yearly. Discipline-specific content is reviewed to ensure seamless transfer to four-year institutions.

Designing, aligning, and delivering co-curricular activities to support learning.

Co-curricular activities are designed to enhance learning and support the outcomes of the curriculum. There are many student organizations that engage in leadership activities which build upon basic skills that are part of the General Student Learning Outcomes as well as align with program level outcomes. For example, the Health Occupations Students of America (HOSA) encourages the development of intra/interpersonal responsibility by requiring completion of projects to present at the State Conference. Students compete in a variety of categories that incorporate communication skills and foster leadership skill development. There are many other student organizations such as Skills USA and Phi Beta Lambda (PBL) that participate in the same type of activities. The Student Government Organization is actively engaged in community events throughout the year. The Creative Writing Club provides an opportunity for students to regularly engage in writing as well as get feedback at workshops and public "Open Mic" events. The mission of the MCC Center for Arts and Community Enrichment (CACE) is to enhance the quality of lives in the community through artistic, cultural, social, and intellectual activities. Founded in 2011, CACE sponsors over twenty local events annually, featuring performing artists, speakers, poets and visual artists. CACE provides an opportunity for students to be involved in artistic activities. An event calendar for the CACE can be found at <http://www.morgancc.edu/about-mcc/community-connections/cace/> **(3.E.1, 4.B.2)**

Selecting tool/methods/instruments used to assess attainment of program learning outcomes

Methods for assessment of the attainment of program learning outcomes are determined by program faculty. Individual faculty members determine the appropriate method of assessment. The tools/methods/instruments are shared with students so there is transparency in expectations. Faculty members have the opportunity to share tools, methods and best practices annually when they meet with faculty from other community colleges.

There are also graduate and employer surveys sent out each year to collect data on achievement of program outcomes. Graduates are asked to self-rate their level of achievement of the program outcomes. Employers are given the program outcomes and asked to rate how well graduates demonstrate achievement.

The process for program approval by the Colorado Community College System includes collecting and examining data on outcomes through the VE-135. The VE-135 is a database which is primarily used to report demographic and programmatic information for post-secondary level students. The database

provides a 5-year trend report for all programs that includes job placement rates, continuing education rates, non-traditional enrollment rates, and completion rates. The program results are compared to statewide data. In order to renew a program approval, the institution must review all data reported on the VE-135. If the program does not meet the established benchmark then an improvement plan is required before approval is granted. (4.B.2, 4.B.4)

Assessing program learning outcomes

Program level outcomes are measured in a variety of ways. The faculty in each program determine appropriate methods of assessing whether or not students are achieving the desired outcomes. A variety of tools/instruments are utilized to measure whether a student is meeting the outcomes. For example, in many of the CTE programs that have a clinical component, there are behavioral performance evaluation tools as well as rubrics for all assignments. General education courses use rubrics and consistent measures of student achievement as well.

An indirect method of assessing program learning outcomes is whether or not a student passes the licensure exam after graduation. In addition, data from employer surveys is useful in determining the extent to which graduates are demonstrating achievement of outcomes. (4.B.1, 4.B.2, 4.B.4)

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

Outcomes/measures tracked and tools utilized

Examples of Course Embedded Activities	Measures	Program Level Progress	External Measures
Research Papers	Rubrics	Capstone Projects	
Exams	Grades	Performance on Standardized Exams	Licensure exams/certification exams
Case Studies	Grades		
Clinical Performance	Performance Tools	Capstone Experiences Portfolios	Employer feedback
Presentations	Rubrics		
			Completion rates

Table 1R2.1: Tools and Measures Used to Track Program Learning Outcomes in Academic Program (4.B.3)

There are multiple layers of assessment within the institution. There is course level assessment in which faculty determine the level at which students achieve course competencies. There is also programmatic assessment in which assessment of program level outcomes must be measured and tracked. There is institutional level assessment in which performance measures are tracked and reported in areas such as retention and completion.

Assessment of the General Student Learning Outcomes occurs across the institution. This is the focus of the current action project enacted as part of the Academy for Assessment of Student Learning. Various disciplines/programs engage in assessment of the outcomes using the common rubrics. This data will be aggregated and used to improve student learning. Eventually this data will be used to set benchmarks for the institution. (4.B.4)

Summary results of assessments (including tables and figures when possible)

All programs use a variety of assessments to determine if program outcomes are achieved. The successful completion of the program indicates students have met the outcomes at an appropriate level.

Year	% Graduated within 6 semesters (150% of program length beginning with first nursing course)	Estimated Level of Achievement (ELA)
2009-2010	78.9%	80%
2010-2011	73%	80%
2011-2012	87%	80%
2012-2013	78%	80%
2013-2014	83%	80%

Table 1R2.2: Nursing Completion Rates

There are programs that include a capstone course or capstone project that measures the attainment of the program outcomes. Both Nursing and Radiologic Technology have Capstone courses. To successfully complete this course and graduate from the program, the students must demonstrate achievement of program outcomes.

Several programs consider the pass rate of licensure or certification exams as an indicator of students achieving outcomes. Examples of these programs include Nursing, Physical Therapy Assistant (PTA), and Radiologic Technology. If students do not achieve the outcomes at a satisfactory level, they do not graduate and are not allowed to take the licensure exams.

The VE-135 also provides trended data for all programs. The following table is an example of a 5 year trend report for the Business program. The District/College section illustrates the results for the entire college in the same time period.

5 Year Demographic Trends															
School Year	Status	MCC Business Program								MCC College-wide					
		Total Enroll	Male	Female	Ethnic Minority	Disadv	Disab	Limited English	Total Enroll	Male	Female	Ethnic Minority	Disadv	Disab	Limited English
13	Active	27	H	H	H	H	0	0	2534	831	1703	427	739	H	0
			H	H	H	H	0%	0%		33%	67%	17%	29%	H	0%
12	Active	33	H	H	H	H	0	0	2623	860	1763	486	853	H	0
			H	H	H	H	0%	0%		33%	67%	19%	33%	H	0%
11	Active	36	H	H	H	H	0	0	2877	974	1903	486	1028	H	82
			H	H	H	H	0%	0%		34%	66%	17%	36%	H	3%
10	Active	36	H	H	H	H	0	H	2957	1126	1831	449	517	H	88
			H	H	H	H	0%	H		38%	62%	15%	17%	H	3%
9	Active	28	H	H	H	H	0	H	2684	981	1696	417	692	H	42
			H	H	H	H	0%	H		37%	63%	16%	26%	H	2%
5 Yr Avg		32	6.6	25.4	6.2	20.4	0	0.4	2735	954	1779	453	766	9.2	42.4
			21%	79%	19%	64%	0%	1%		35%	65%	17%	28%	0%	2%

'H' means that the sub-population number is less than or equal to 30 students. For privacy purposes, the number and its percentage are both hidden in this public report. Administrative users at the school can see the actual counts once they are logged into the Program Approval website.

Table 1R2.3: Sample VE-135 Results Data

The data from the VE-135 is used to improve programs. The data is reported to advisory committees and whenever the benchmarks are not met, a specific plan for improvement is developed. The program approval cannot be renewed without the plan for improvement.

Comparison of results with internal targets and external benchmarks

The nursing program benchmark for NCLEX pass rates is to be at or above the national average for first-time test takers. These performance rates are monitored for trends.

The VE-135 provides external benchmarks in the areas of completion, job placement and non-traditional enrollment as shown in the table below.

	2009	2010	2011	2012	2013	2014
MCC Year Averages	86.67	100	88.89	95.83	82.61	78.57
National Averages	87.61	86.46	87.89	90.34	83	81.78

Table 1R2.4: NCLEX RN Pass Rates

Interpretation of assessment results and insights gained

The program level assessments have been effective in measuring outcomes. MCC has many long standing successful programs. The challenge is to link the various program level outcomes with the College's General Student Learning Outcomes. The current Academy for Assessment of Student Learning project is designed to eventually provide that connection. By approaching assessment of the General Student Learning Outcomes from a programmatic/discipline level, faculty will be able to develop plans that embed the College outcomes into the program outcomes. This strategy will provide a more seamless approach to assessment and provide a greater faculty-driven approach to the overall assessment plan. (4.B.3)

Monitoring of specific program results such as NCLEX first time pass rates provide an opportunity to look for trends in performance. If a trend is identified, then the program can make necessary changes for improvement. The results are presented to the Program Advisory Committee to obtain feedback from valuable stakeholders on methods for improvement.

1I2 - Based on 1R2, what improvements have been implemented or will be implemented in the next one to three years?

The next three years will focus on a new assessment project as described in [1I1](#). The assessment project will allow faculty to review the assessment of their program outcomes and begin to embed the General Student Learning Outcomes into that plan. The ultimate result of this project will be improved student learning, as well as the provision of sound data on which to base decisions and improve curriculum as needed. (4.B.3)

Academic Program Design

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.

Identifying student stakeholder groups and determining their educational needs

Morgan Community College has a diverse student body in terms of ethnicity, socioeconomic background, gender and age. In addition, the geographic diversity of the 11,500 square miles MCC serves in eastern Colorado and the unique needs of each community contribute to the richness of the College's student population. Morgan Community College celebrates this diversity and is committed to

our mission of partnering with all students in imagining, believing, and achieving their goals. MCC's vision statement also commits the institution to providing relevant learning by responding to evolving student and community needs. **(1.C.1, 1.C.2)**

Courses and programs arise out of an established need for instruction in a given discipline area. New programs are often a direct result of specific workforce needs of employer partners as well as a response to interest from the community. Specific courses are added to programs as part of the continuous process of aligning student preparation with expectations of employers and transfer universities. Courses may also be added based on student interest and special faculty expertise.

Academic programming is aligned with marketplace demands to ensure students receive an education that is rigorous and relevant, allowing them to be successful in their chosen fields of study. Advisory Committees play a key role in providing information on the realities of the employment market. All CTE programs are required to hold a minimum of two Advisory Committee meetings a year which provide an opportunity to share information on the needs of the community and potential employers of MCC graduates. In addition to this information, employer and graduate surveys are distributed at least yearly. The information gathered from the Advisory Committees and the surveys are reviewed and programs are adjusted as necessary.

In addition, the Colorado Community College System process for program approval and renewal allows an avenue for ensuring the relevance of the curriculum to the current employment market. Employment data and completion rates are included as part of this process and information from the Occupational Outlook Handbook is reviewed to see what occupations are projected to grow or develop in response to a changing workforce.

To meet the career needs of those students planning further education beyond an associate's degree, meetings with four-year colleges across the state are held yearly. Discipline-specific content is reviewed to ensure seamless transfer to four-year institutions and state-wide processes guarantee transfer of academic courses. A Statewide Transfer Articulation Agreement is an agreement among Colorado community colleges and universities. These agreements allow a student to graduate from a community college with a 60-credit Associate of Arts (A.A.) or Associate of Science (A.S.) degree with designation, such as an Associate of Arts in Business; enroll with junior status at a university; and complete the bachelor's degree in no more than an additional 60 credits (for a total of 120 credits). The following table lists these articulated degrees:

Statewide Transfer Articulation Agreements		
Agriculture Business	Early Childhood Education	Philosophy
Animal Science	Economics	Physics
Art History	Elementary Education	Political Science
Biology	English	Psychology-BA
Business	Geography	Psychology-BS
Chemistry	Geology	Sociology
Communication	History	Soil and Crop Sciences
Criminal Justice	Mathematics	

Table 1P3.1: Current Statewide Transfer Articulation Agreements

Identifying other key stakeholder groups and determining their needs

College personnel utilize census data, governmental demographic data, enrollment trends, changing business and industry trends, changes in housing, high school enrollments, and the economics of the area to reveal new needs in program and curriculum offerings.

Other activities which help identify new student and stakeholder groups include:

- Advisory committee feedback
- Faculty/staff serving on external advisory committees for industry
- Statewide System initiatives

- Economic development research
- Local chambers of commerce
- Seats on service area-wide boards and committee
- College personnel in the various service area communities serve as the “eyes and ears” of the needs of those communities. (1.C.1, 1.C.2)

Developing and improving responsive programming to meet all stakeholders’ needs

MCC monitors the currency and effectiveness of programs through internal and external processes. Internal processes include feedback from faculty and students as well as the College's program review process that looks at program viability through enrollment trends and fiscal resources. External processes include advisory committees composed of industry professionals that are knowledgeable of the program content, changes mandated by CCCS and CDHE, and outside accreditation requirements. Data gathered from national certification exams such as those offered by nursing, physical therapy assistant and radiologic technology organizations also allow the College to be responsive in improving instruction. (1.C.1, 1.C.2)

Selecting the tools/methods/instruments used to assess the currency and effectiveness of academic programs

MCC uses several means to track and monitor the viability and effectiveness of its programs. When they are found to be at risk, appropriate adjustments are made. When programs are found to be no longer viable, they are eliminated. Some of these means are:

- FTE Report - One tool in estimating the currency and effectiveness of programs and courses is to look at the number of people enrolled in them. The Director of Institutional Research prepares daily FTE reports that are reviewed by stakeholders in the institution and is then used to make curriculum decisions.
- R.O.I. (Return on Investment Report) - This is used to determine the economic feasibility of starting new programs and continuing existing programs. This process is fully described within responses to Category Five.
- The Institutional Program Review - This is a financial report for an academic department, which shows how much income the department is generating vs. how much it costs to fund that department. It allows us to determine the economic viability of a specific program.
- National Accrediting Agencies - Certain programs (primarily those in Career and Technical Education) are subject to reviews by national accrediting agencies. One of the functions of such agencies is to prescribe specific curriculum for specific programs. In order to maintain accreditation, MCC must meet prescribed guidelines for the specific programs, which may involve adding, changing or removing specific courses.
- Colorado Department of Higher Education and the Colorado Community College System – Both entities require periodic reviews of degree and certificate programs, and the information used to generate those reports is also used by the institution in changing or discontinuing programs.

Reviewing the viability of courses and programs and changing or discontinuing when necessary

Each year a review of current programs is conducted for relevancy and efficacy. The process discloses which programs are no longer viable and where there are areas of potential growth and development. MCC is constantly scanning the educational environment to make certain that it stays competitive with other institutions using the tools, methods, and instruments described in the previous section to assess currency and effectiveness of academic programs. In addition, policies and procedures for program approval at the Colorado Community College System and the Colorado Department of Higher Education impacts decisions regarding course and program viability. (4.A.1)

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

Outcomes/measures tracked and tools utilized

Changes to any programs are initiated at the department level and then are reviewed and approved by the MCC Curriculum Committee using an online tracking program. The curricular processes require justification for program changes, including currency alignment with professional and disciplinary standards, and responsiveness to stakeholder needs. MCC Curriculum Committee forms can be found on the Academic Forms tab of the employee portal and results of actions taken by the Curriculum Committee are logged in a Wufoo database. (4.A.1)

Summary of Curriculum Committee Actions						
	Programs/Concentrations			Courses		
	Add	Change	Delete	Add	Change	Delete
2014-15*	0	1	0	8	2	0
2013-14	2	3	2	25	43	10
2012-13	4	8	3	23	11	31

Table 1R3.1: Curriculum Committee Actions

*Through March 1, 2015

Program or course changes requiring additional approval by the Colorado Community College System are submitted through the System-wide program approval and common course numbering process. Program approval at the System level is designed to assure quality and relevancy of MCC's educational programs. Items reviewed include:

- The program prepares students for advanced education and/or entry level employment.
- The instructor(s) will have the appropriate Career and Technical Education (CTE) credential.
- The program is in compliance with the Common Course Numbering System.
- The program provides opportunities for students to participate in work-site based learning (i.e., co-op, internship, externship, apprenticeship, clinical-based, supervised experience).
- A Plan of Study has been created and put in place for this program.
- There is a Five-Year Plan on file that describes the program's strengths and weaknesses, defines the program's goals for the next five years, includes the results in the attainment of the program's established benchmarks, and includes the concept of continuous improvement over the next five years.
- The classroom/lab is sufficiently equipped to permit adequate training and education.
- The classroom/lab meets all requirements as listed in section II of the Administrators Handbook and Specific Program Requirements & Quality Indicators document.
(http://www.coloradostateplan.com/admin_handbook.htm)
- The classroom/lab meets environmental safety standards as listed in section II of the Administrators Handbook.
- Performance Indicators
 - Steady, sufficient enrollment or increased enrollment
 - Steady or increased completion rate
 - Steady or increased continuing education/related employment rate

A list of approved programs can be found at http://ctep.cccs.edu/energizer/reports/report_list.jsp#allapp.

Summary results of assessments (include tables and figures when possible)

The following table (Table 1R3.3) reports results for additional oversight and review of MCC programs by external agencies. These accreditation processes further demonstrate our commitment to ensuring quality education programs. (4.A.1)

Program Name	Accrediting/Approval Agency	Accrediting Period
Morgan Community College	HLC	<i>Last Reaffirmation of Accreditation: 2009 – 2010</i> <i>Next Reaffirmation of Accreditation: 2016 - 2017</i>
Nursing	ACEN	Full accreditation through 2022
Radiologic Technology	JCERT	Seeking initial accreditation
Nurse Aide	Colorado State Board of Nursing	Bi-yearly with next approval due Fall 2015
Auto Collision Repair	NATEF	Full approval through 1/2017
Auto Service Technology	NATEF	Full approval through 12/2016
Welding	AWS	Instructor certified annually and program seeking accreditation Fall 2015.

Table 1R3.3: Accreditation Affiliations

Comparison of results with internal targets and external benchmarks

Increasing the number of new programs is set as a broad goal in the College's strategic planning, but no specific number of programs to be developed has been established. Programs are added when a proven need arises using internal processes. The internal and external target set for program review aligns MCC processes with the schedule required by the Colorado Community College System and external accrediting bodies.

Interpretation of results and insights gained

Morgan Community College works closely with the community through various advisory committees to ensure workforce needs are being adequately met. There are a broad variety of programs/courses offered throughout the service area. Workforce needs must be continuously monitored for changes in order to keep abreast of new demands for the workforce. MCC has done a good job of this and must continue to make this a priority.

1I3 - Based on 1R3, what improvements have been implemented or will be implemented in the next one to three years?

MCC has been responsive to workforce needs as evident in program offerings. As one example, the area personal fitness facilities requested that the College start a program to increase the number of personal trainers in the community. As a response to this request, MCC investigated the feasibility of offering this as a certificate. The first cohort of personal training students is enrolled for spring 2015. An area for improvement could be systematizing the process for new program generation. Regularly scheduled interest surveys and/or feasibility studies could be implemented that would provide more structure for the process and provide the most useful data.

Academic Program Quality

1P4 - Academic Program Quality focuses on ensuring quality across all programs, modalities, and locations.

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue

Faculty in each discipline, based on their expertise, determine the prerequisite knowledge needed by students to be successful in each course and program. These decisions are influenced by recommendations from statewide discipline groups, advisory committees and the College Curriculum Committee. There are statewide prerequisite levels set in the areas of English and math. (4.A.4)

The Colorado Department of Higher Education (CDHE) implements legislative policies specific to state supported institutions of higher education. The adoption of assessment practices for first-time undergraduate students is stipulated in these policies. Prior to 2014, all students with declared majors were required to take the Accuplacer test or provide ACT/SAT scores to show preparedness for college level work. The Colorado Commission on Higher Education (CDHE) has established the base reading, writing and math skills a student must have to enter college level writing and math courses. CCHE also stipulates that remedial education must be completed within the first 30 credits of education.

In the fall of 2011, The Colorado Community College System, in collaboration with the Colorado Department of Higher Education, convened a taskforce made up of 35 developmental education leaders to review and analyze how policy and practice regarding developmental education could be reformed to increase student success. The Developmental Education Redesign has been a multi-year initiative that has reengineered the state's developmental education process. Specifically: the curricula was reworked, adapted and enhanced; the anticipated time for students to complete their remedial studies was accelerated; and a new diagnostic assessment system is under development and will be launched by fall of 2015. An explanation of the process and anticipated outcomes may be viewed at <https://resources.cccs.edu/education-services/developmental-education-task-force/>

State and national accrediting bodies establish and oversee common competencies in many career and technical education programs. State standards generally hold Associate of Applied Science degrees to a maximum of 75 college credits with a minimum of fifteen credits in general education. These guidelines align MCC's programs with industry standards.

Communicating the preparation required of students for the specific curricula, programs, courses, and learning is critical to student success at MCC and begins with a focus on the student and his/her personal educational goal.

New students first meet with an advisor in Student Services. The goal of initial advising is to direct students toward an appropriate degree and/or certificate program that matches their educational and career goals. Once the degree and/or certificate program has been identified, advisors work with students to select and register for courses within their chosen program. After initial advising, students are assigned a faculty advisor to help them with course selection for succeeding semesters.

Students without clear goals are encouraged to meet with the Director of Guidance and Placement. The Director discusses at length with students their options and provides information on a variety of career interests. Students are also encouraged to complete the Choices battery of self-examinations offered through www.collegeincolorado.org. These exams help students identify areas of interest, aptitude, strengths, and weaknesses as they relate to career options and learning goals. Students are then provided with extensive information on a range of related careers. Students also have the option of borrowing books from a career library and completing other self-examinations like the College Majors Scorecard. Results of all exams reviewed and discussed with the Director of Guidance and Placement and the student. **(3.A.2)**

Expectations of needed preparation are communicated to students in a variety of different ways:

- College orientations conducted by student services and individual programs convey many expectations.
- College catalog and current class schedules are posted on the MCC website. The website also provides detailed descriptions of the services MCC offers, faculty and course web pages, and links to other sites.
- Printed communications include the College Catalog, schedule of courses, program brochures and handbooks for specific programs, and the MCC Student Handbook.
- Instructors inform students of requirements for specific courses through individual course syllabi. These syllabi include sections on prerequisites, course objectives, work required and the basis for grading. Faculty are always available for individual meetings with students to discuss course and prerequisite expectations.

- Admissions, Student Services and Advising assist with the communication of expectations to students in the following ways: individual advising, input into catalog and webpage content; new student orientations; meetings with area high school counselors to register students in MCC courses (as well as visits to area high schools to meet with prospective students); partnering with job services to assist displaced workers in education or career changes; and holding job and career fairs regularly in conjunction with the Work Force Center and other agencies.

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual-credit programs

MCC courses are delivered through a variety of modalities including face-to-face, live video, and online instruction. Hybrid delivery combines modes. MCC has the authority to deliver both courses and programs through these modalities by HLC approval. The quality of courses is ensured across modalities by embedded course and program assessments, course evaluations, faculty orientation, professional development and mentoring, and oversight by program and faculty curriculum committees. All courses are in alignment with the Colorado Community College System Common Course Numbering System which obligates all System institutions to deliver common content. In addition, the process for common content in state-wide guaranteed transfer courses (GtPathways) means that both two-year and four-year institutions in the state have participated in a faculty-driven review of that curriculum. The rigor of program reviews, both internally and by outside accrediting processes also ensures that the same program rigor is applied at all locations and through all delivery methods. (3.A.1, 3.A.3, 4.A.4)

Program quality was addressed during the comprehensive distance education HLC site visit in June of 2014 and the review team's final recommendation included this rationale: "Morgan Community College demonstrated its ability to offer quality distance courses to its students, as well as provide a comprehensive array of services to support the distance learner. Both the College and the System support the training of faculty, library resources, faculty development, and up-to-date technology, all of which support quality distance education. The College's expanded distance delivery initiatives are consistent with their mission and support the needs of an expansive rural community college district. The College has a history of involvement in distance delivery through their ITV delivery and they have articulated the expectation to all faculty members that delivery over this medium is a part of the teaching position at the College."

Awarding prior learning and transfer credits

Prior Learning - The Colorado Community College System Board Policy 9-42 states "The State Board recognizes the value of prior learning in the achievement of academic goals. It is the policy of the Board that a student's college level learning shall be evaluated for college credit at the student's request. Students have the right to clear and concise information concerning how Prior Learning Credit (PLA Credit) might help them reach their academic goals." The complete policy may be found at <https://www.cccs.edu/wp-content/uploads/2012/08/BP9-42.pdf>. (4.A.2)

Processes created to carry out Board Policy 9-42 are found in CCCS System President's Procedure SP 9-42. These procedures clarify the standards for awarding PLA credit as:

- PLA Credit is not awarded for experience, but for college level learning which entails knowledge, skills, and competencies that students have obtained as a result of their prior learning experiences.
- Once a student has been admitted to a program of study with a declared major, the student becomes eligible for PLA.
- Academic credit will be awarded only for those courses directly applicable to the student's declared program of study as outlined in college publications.
- PLA Credit may not be used to meet the residency requirement.
- All work assessed for PLA Credit must meet or exceed "C" level work.
- PLA Credit will be assessed by subject matter experts.

Approved methods for awarding PLA Credit include: standardized tests, Institutional Challenge Examinations, Published Guides, Portfolios, and successful completion of a CCCS approved Department of Corrections CTE certificate program. The Colorado Community College System provides further guidance to individual colleges in the “PLA-C Manual for Faculty and Staff” which is due to be published in the summer of 2015.

Transfer Credit - If a student plans to complete a degree or certificate with applicable transfer credit, an official transcript must be sent to the College.

The transfer of academic credit to the College is governed by the following policies and procedures:

- The College will accept transfer credit only from post-secondary institutions accredited by one of the six regional accrediting associations. Depending on the program of study at MCC and courses taken, some classes are not eligible for transfer after seven years.
- Courses accepted in transfer MUST match the content and meet or exceed the rigor of the accepting institution as determined by the professional judgment of the Transfer Evaluator or Vice President of Instruction/Division Chair.
- Transfer credit is accepted as specified by legislated and Colorado Community College System (CCCS) articulation agreements and policies. <https://www.cccs.edu/wp-content/uploads/2012/08/BP9-71.pdf>
- The College may examine credits to insure that the content is not outdated or obsolete.
- Courses will be evaluated against the Colorado Community College Numbering System (CCCNS) catalog as appropriate. **(4.A.3)**

Selecting, implementing, and maintaining specialized accreditation(s)

MCC maintains specialized accreditation for its programs as educationally appropriate. If an outside accreditation is an option and is directly related to student success and employment after graduation, MCC works to pursue that credential. In some programs, MCC is required to maintain that accreditation for students to be able to sit for national exams. Implementation and maintenance of any accreditation requires a thorough review of the curriculum and processes and that external assessment is important for evaluating the effectiveness of programs. Please see the table in [1R3](#) for a list of specialized accreditations. **(4.A.5)**

Assessing the level of outcomes attainment by graduates at all levels.

The assessment of student learning outcomes is described for MCC’s common learning outcomes in 1P1-1R1 and for academic program outcomes in [1P2-1R2](#). Faculty develop course assessments that are mapped to course and program outcomes and monitor levels of attainment. Specialized accreditations provide for program reviews across modalities and utilize measures consistent with industry standards.

Selecting the tools/methods/instruments used to assess program rigor across all modalities

The selection of tools/methods/instruments used to assess program rigor across all modalities in relation to common learning outcomes and program outcomes is discussed in [1P1-1R1](#) and [1P2-1R2](#). Academic rigor of programs can also be evidenced using a variety of methods such as program accreditation, graduate employment rates, and transfer rates. A more detailed list is included below in section [1R4](#).

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

Outcomes/measures tracked and tools utilized

Measures of students' learning and development that are collected and analyzed regularly, and support the assessment of program rigor, include:

- Course grades and student GPAs are important indicators of student learning.
- Enrollment and demographic data as well as graduation and retention rates

- Some CTE programs use standardized testing packages that provide students an opportunity to compare their performance on specialized exams to similar students across the nation. This is also an effective tool to determine if the curriculum is rigorous enough to provide the necessary knowledge to pass licensing examinations.
- Pass rates on State and National examinations
- The VE-135 is a database which contains demographic and programmatic information and is primarily used to report enrollment and follow-up (placement) information for CTE students, but information for post-secondary students having academic and undeclared majors is also collected.
- Transfer success rates as students move from MCC to other higher education institutions
- Students who place at the state or national level in student organization competitions or who are elected to leadership positions in student organizations are tracked as indicators of student success and program rigor.
- The Measure of Academic Proficiency and Progress (MAPP) is administered to students at program completion to assess student proficiency in core academic skill areas and to identify strengths, weaknesses and opportunities to improve curriculum and instruction.
- Assessing outcome attainment is also a result of the process for maintaining specialty accreditations which includes a review of all programs across modalities and locations. These comprehensive program reviews utilize a variety of measures such as pass rates on national certification exams, employer satisfaction surveys, and student employment/placement rates as indicators of consistency in delivery and quality of curriculum at any of our sites. (3.A.3, 4.A.6)
- Employer satisfaction rates are important to determine if graduates have the required skills to be successful in the field for which they were trained. For example, employer satisfaction surveys are sent out six months after graduation in the nursing program.

Summary results of assessments

Placement Rates - Successful placement of students after graduation is reported for CTE programs in the following table which represents data from the Colorado Community College System VE-135 data reporting system. Total positive placement data indicates that students have the necessary skills to be employed and/or continuing their education.

Morgan Community College VE-135 CTE 5-Year Placement Trends							
Year	Completer	Employed Related	Employed Unrelated	Unemployed Seeking	Continuing Education *	Total Positive Placement	Respondent
2013	301	199	35	6	113	276	287
Resp. Ratio	69%	12%	2%	39%	99% ‡	95% ‡	
2012	333	204	57	5	140	306	317
Resp. Ratio	64%	18%	2%	44%	99% ‡	95% ‡	
2011	339	212	61	7	149	298	313
Resp. Ratio	68%	19%	2%	48%	98% ‡	92% ‡	
2010	305	142	61	7	146	244	262
Resp. Ratio	54%	23%	3%	56%	98% ‡	86% ‡	
2009	263	182	32	0	103	235	240
Resp. Ratio	76%	13%	0%	43%	100% ‡	91% ‡	
5 Year Avg	308.2	187.8	49.2	5.0	130.2	271.8	283.8
5 Year Avg **		66%	17%	2%	46% ‡	88% ‡	92%

Table 1R4.1: VE-135 Placement Trends

*The count in the column "continuing education" for postsecondary level programs includes students continuing their postsecondary education only and may or may not be employed

‡These columns are calculated based on total number of completers.

**The 5 year average percentage for all columns is based on respondents except for the respondent (R) rate

Employer Surveys - Specific employer surveys that address employer satisfaction are also used to help the College assess program quality. A sample of the data obtained for the Nursing program is illustrated in Table 1R4.2.

Year	Very Good/Good Overall Rating	Less than Good (unacceptable)	Expected Level of Achievement
2010 ¹	86%	14%	Majority at Very Good/Good
2011 ²	*No Data	*No Data	Majority at Very Good/Good
2012 ³	89%	11%	Majority at Very Good/Good
2013 ⁴	100%	0%	Majority at Very Good/Good

Table 1R4.2: Nursing Employer Satisfaction Survey Results

1 - 20% Return Rate/ Sent out 10 surveys

2 - *0% Return Rate /Sent out 10 surveys

3 - 30% Return Rate/ 3 Facilities Responded/ Sent to 10 Facilities/ Total of 4 Graduates addressed

4 - 44% Return Rate/ 4 Facilities Responded/ Sent to 9 Facilities/ Total of 18 Graduates addressed

Transfer Rates - Until recently, transfer rates have been the standard at MCC to show evidence that students who enroll in general education programs are receiving adequate preparation to transfer into a 4-year university. Starting in 2012, MCC began reporting transfer rates to IPEDS on the annual completion report. This reporting process is standardized by selecting the First-time/Full-time students from the target cohort and submitting a records request to the National Student Clearinghouse. On the return file,

any student who did not graduate from MCC but enrolls and completes the first term at a 4 year institution after their attendance at MCC is counted as a transfer student. This process provides a side-by-side comparison to the College's peers in Colorado as well as other similar colleges in our region.

There are two limitations to this process. The first is that the IPEDS survey only considers first-time/full-time students which is a very small population at MCC. In fact, only about 5% of students (50-70 students) enrolled at any given time match this definition. This means that results are not very representative of the overall success of all students. This is especially evident in that a recent student survey showed 42% of students attending MCC were considering transferring to a 4-year institution. In addition, the percentage of transfer students can vary widely as each student can account for a 1-2% swing in either direction. In addition to these challenges, the IPEDS report only looks at transfer-out rates of students who do not transfer and not the overall transfer rates. For this reason, the Director of Institutional Effectiveness provides a report of overall transfer rates to the MCC President each year. This transfer rate looks at all students for a given year enrolled in a transfer program (AA and AS). While this figure is not useful as a comparison tool, it does provide an internal benchmark of performance and success of students.

Figure 1R4.3 shows the most recent IPEDS Data Feedback Report for graduation and transfer rates. It shows that while the transfer out rate is slightly below that of comparison institutions, the graduation rate is much higher. With the assumption that similar percentages of graduates would transfer, it would imply that MCC students are succeeding at rates equal to or greater than other Colorado Community Colleges.

Figure 15. Graduation rate and transfer-out rate (2010 cohort); graduation rate cohort as a percent of total entering students, and retention rates of first-time students (Fall 2013)

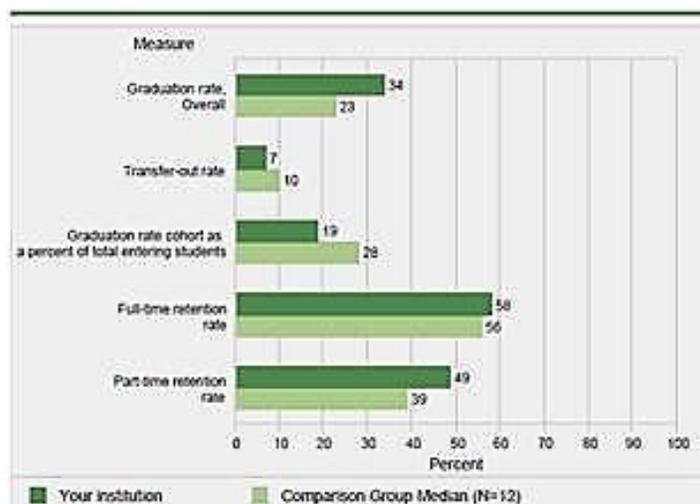


Figure 1R4.3: MCC Transfer rate comparison to Colorado 2-year comparison group.

The most recent total transfer rate was analyzed in the summer of 2014. This report showed that from AY 2012 to AY2013, the total transfer rate dropped from 27.1% (n=613) to 25.5% (n=655). This drop is not a statistically significant drop and is explained by an increase in enrollment in these programs. We anticipate an increase in this figure for the next analysis.

Comparison of results with internal targets and external benchmarks

Internally MCC examines data from the items listed above in the outcomes/measures tracked and tools utilized section above to track trends and implement changes when needed. Much of the infrastructure MCC uses for initial data collection and subsequent selection, management, and distribution is provided by CCCS. MCC most often compares performance to that of the other twelve colleges that

make up the Colorado College System and to other Colorado higher education institutions through the Colorado Department of Higher Education. Some required measures MCC collects also allows comparisons on a more national level.

MCC is able to compare individual CTE program data against statewide results and can use that information to make decisions about the quality of its curriculum to help identify needed changes. The table below (Table 1R4.4) for the Automotive Collision Technology program provides a sample of how that comparison information is reported.

Morgan Community College Automotive Collision Technology Program														
MCC Program Data								State Wide for this Program						
Year	Completers	Employed Related	Employed Unrelated	Unemployed	Continuing Education	Total Positive Placements	Respondents	Completers	Employed Related	Employed Unrelated	Unemployed	Continuing Education	Total Positive Placements	Respondents
13	5	3	0	0	2	4	5	139	47	21	3	45	90	94
		60%	0%	0%	40%	100%	100%		50%	22%	3%	48%	98%	68%
12	6	4	0	0	1	5	5	42	9	2	1	10	19	21
		80%	0%	0%	20%	100%	83%		39%	26%	11%	36%	89%	69%
11	13	4	0	0	7	11	12	42	9	2	1	10	19	21
		33%	0%	0%	58%	100%	92%		43%	10%	5%	48%	95%	50%
10	10	8	0	1	9	10	10	64	13	2	4	21	23	30
		80%	0%	10%	90%	100%	100%		43%	7%	13%	70%	88%	47%
9	6	3	1	0	1	6	6	61	17	9	12	33	46	49
		50%	17%	0%	17%	100%	100%		35%	18%	24%	67%	96%	80%

Table 1R4.4: Sample of program comparison data for Automotive Collision

An example of a comparison with an external benchmark is the nursing program NCLEX pass rate that is included in section [1R2](#).

Interpretation of results and insights gained

The data collected is important to the decision-making process at MCC. The systematic collection of this data allow for comparisons from year to year and provides means to measure the College against similar institutions and programs.

One of the challenges noted in data collection is getting adequate response rates from employers. Area employers are very good at attending the Advisory Committee meetings but often fall short on returning formal surveys. The data that is available shows employers are very satisfied with the graduates. Employment rates and pass rates are demonstrating that the programs offered are rigorous and do meet the workforce needs of the community.

1I4 - Based on 1R4, what improvements have been implemented or will be implemented in the next one to three years?

A different methodology for collecting data from employers is being used during the current academic year. Surveys are being personally handed to employers instead of being solely emailed. Hopefully, this will improve the return rate and data collection.

A new opportunity implemented this year is the establishment of formal dual enrollment agreements with two four-year nursing programs. This demonstrates the high quality and rigor of the nursing program at MCC. Once students are accepted into the MCC nursing program, they may become dually enrolled in a BSN program at either the University of Colorado-Colorado Springs or the University of Northern Colorado. This provides an effective pathway to earn a Bachelor's Degree in nursing.

Participation in the HLC Assessment Academy will be a driving force behind implementation of improvements in data collection and the use of significant results in programming planning and evaluation across the institution.

Academic Student Support

1P5 - Academic Student Support focuses on systems designed to help students be successful.

Identifying underprepared and at-risk students, and determining their academic support needs

MCC has a strong developmental education program that addresses deficiencies in basic skills as identified through the initial placement process. Courses in math, college composition and reading, and academic achievement provide students with the necessary knowledge they need to advance successfully to college level performance. A detailed description of the developmental education placement process is discussed in section [1P4](#) of this report. **(3.D.1)**

One means of detecting discrepancies between the necessary and actual preparation of students is the Early Alert system. Approximately four weeks into the semester, instructors refer students who are underperforming academically or not attending class regularly to the Director of Guidance and Placement. These students are contacted about the instructors' concerns and given an opportunity to benefit from support services. Students are informed about the Student Support Center (tutoring), asked to communicate with the instructors to receive help working through their issues, and notified of final dates and procedures for withdrawal from class. **(3.D.1)**

Faculty in non-developmental courses address discrepancies through a variety of instructional delivery methods, prerequisites, performance standards, and learning activities. Appropriate academic support strategies are identified for underprepared and at-risk students and referrals are made as needed. The goal is to provide early detection, intervention, and assistance while supporting a student's academic freedom of course selection. **(3.D.1)**

The Student Support Center provides individual and small group tutoring for students who need extra assistance. Individual program faculty also provide tutoring specific to their disciplines.

Deploying academic support services to help students select and successfully complete courses and programs

Academic Support Activities		
Academic Support	Required	Recommended
Placement Testing*	X	
New Student Orientation		X
Program Orientation**	X	
D2L Online Learning Orientation		X
LRC Orientation		X
Centralized Advising		X
Faculty Advising		X
Student Support Center (tutoring)		X
Early Alert		X
ADA Support		X
Financial Aid Advising		X

Table 1P5.1: Academic Support Activities

*Math and English/Reading

**Health Occupations Programs

Ensuring faculty are available for student inquiry

All full-time faculty members maintain 10 office hours per week during which time they are expected to be available to work with students who have questions or need individualized help. Part-time faculty make themselves available before or after class sessions to work with students as well. All faculty

make use of the College email system and many use the discussion, email, and chat tools in D2L (the online learning platform), as a means to address student inquiries. **(3.C.5, 3.D.2)**

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty

Communication of Needs. Students, faculty, and staff needs in all areas of student support are determined through formal and informal means: formally, by conducting surveys on a periodic basis, and informally, through e-mail and direct contact. Channels include: **(3.D.1)**

- Program evaluations
- Student course evaluations
- Faculty course evaluations
- Communication between faculty and students
- Communication between faculty and support departments
- Materials requested through the library
- Requests made through IT
- Tutoring requests by students and faculty

There are several areas of learning support, including IT, distance education, classroom technology, the Learning Resource Center (library), the Testing Center, work-study opportunities, the Student Support Center (tutoring), advising, disability services, and the bookstore that are equally important to student success. All of these areas determine student and faculty needs by formal and informal means: formally, by conducting surveys of student and faculty needs on a periodic basis, and informally, through e-mail and direct contact with students and faculty. Needs that have been identified in these areas have been addressed in each of the areas below: **(3.D.1, 3.D.3, 3.D.4, 3.D.5)**

Information Technology (IT). MCC has a full service IT department staffed by three full-time employees and work study students. IT supports student learning and development by providing the means for students to use technology in today's society. It provides the infrastructure, the technology and the access for students at the Fort Morgan campus, four Centers, a downtown facility, and the Workplace Education Center, located at Cargill Meat Solutions. **(3.D.4)**

Distance Learning and Classroom Technology Support. Closely related to IT, MCC offers a variety of classes through online and 2-way interactive TV media across its broad service area. Hard wire connections to distance learning labs in some high schools allow students to take college classes. MCC provides and maintains the equipment, connections, and daily classroom support needed to keep the courses running efficiently. Technical support for all classrooms is managed by two full-time staff members. **(3.D.4)**

MCC's *Instructional Media Specialist* also supports online learning and manages the online learning platform, D2L. The Specialist provides reference and technical assistance to students and faculty, including print materials, website resources, online tutorials, orientation and training sessions (one-on-one or group), and also maintains a Help Desk to support students and faculty distance learning activities. Additional support for online learners is available through the CCCOnline infrastructure at the Colorado Community College System office. It also maintains a 24/7 Help Desk that students can access. **(3.D.4)**

The Learning Resource Center (LRC) is a central hub at the Fort Morgan campus, supporting the student learning and development process by providing: **(3.D.5)**

- Print and non-print materials which support curriculum and programs
- Bibliographic instruction to groups of students as well as to individual students
- Interlibrary loans
- Technology to students (laptops, digital cameras, audio recorders, etc.)
- Reference and technical assistance to students
- Training in use of library resources (database searching, etc.)

The Testing Center, located in the LRC, administers placement tests for incoming students and proctors tests throughout the school year for various courses. **(3.D.1)**

Student Support Center (SSC). The Student Support Center offers tutoring services to MCC students in all subjects. It is managed by a staff member and assisted by faculty, work-study students and volunteers. Students provide ongoing feedback to Center staff as to optimal operating hours, materials needed, and subjects in which they need tutoring. **(3.D.2)**

Work Study opportunities are intended to support student learning and development as well as provide financial support. As much as possible, the Director of Financial Aid tries to match eligible Work Study students with jobs that will provide them an experience that parallels a career goal. **(3.D.1)**

Advising. The College's advising program is intended to help ensure student success. Students may take advantage of advising through the One Stop Center (Student Services), program faculty advisors, or specialized advising for health occupations students.

On occasion, MCC is the recipient of grant funding which provides advising support. One such grant from the Federal Department of Labor, provided three years of funding for a *Career Coach* position that focused on Developmental Education students. The coach helped students define career goals, identify potential barriers to college goals attainment, and helped students through a transition from the old Developmental Studies schedule of courses to a new streamlined integration model, fully implemented during the fall of 2014. **(3.D.1, 3.D.3)**

Degree Works/Degree Check. This online program is a comprehensive academic advising and degree audit solution that allows the student and advisor to monitor progress toward degree completion. This tool allows students to stay motivated and to graduate on time. **(3.D.1, 3.D.3)**

Disability Services. In accordance with the requirements of the Americans with Disabilities Act and the regulations published by the U.S. Department of Justice, 28 C.F.R. & 35.107 (a), MCC has a designated ADA Coordinator. For students who self-identify and provide medical documentation of their disabilities to the ADA Coordinator, "reasonable accommodations" are made. **(3.D.1)**

Bookstore The MCC Bookstore assists students by carrying a selection of study aids and supplies that have been identified by each program as important to student success. **(3.D.4)**

Ensuring staff members who provide student academic support services are qualified, trained, and supported

As discussed in Section [3P1](#) of this report, requirements for employment are influenced at various levels. MCC ensures that staff members who provide student academic support services are qualified through this hiring process that establishes the minimum requirements for education and experience as well as knowledge and skills. A detailed job description matches the position to the skills required. Training and support of key academic support personnel also occurs at many levels and is a part of that employee's annual professional development. New hires attend an employee orientation and are mentored by key members of their work groups. Attendance at state-wide training sessions, College Professional Development Days, webinars, and conferences is encouraged. Please see section [3P3](#) for more information on employee development. **(3.C.6)**

Communicating the availability of academic support services

The types and availability of support services are communicated using a variety of channels. These include:

- The MCC website providing descriptions of the services offered by MCC.
- Printed communications including the College Catalog, program brochures for specific programs, and the Student Handbook
- At the course level, instructors discuss appropriate types of support services with the students in their classes.
- Admissions, Student Services and Advising assist with the communication of available support services to students through individual advising, input into catalog and webpage

- content; new student orientations (held at the beginning of each semester) and through the Early Alert system.
- The student bulletin, The Roadrunner Review, regularly includes reminders to students about the availability of the Student Support Center, as well as information about topics such as financial aid assistance. (3.D.2)

Determining goals for retention, persistence and program completion

Goals for retention, persistence, and program completion are discussed in detail in Category 2, Section 2P2. MCC recognizes the need to monitor the need for support services as it relates to these goals and to adapt activities when needed. (4.C.1, 4.C.2, 4.C.3, 4.C.4)

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of support services

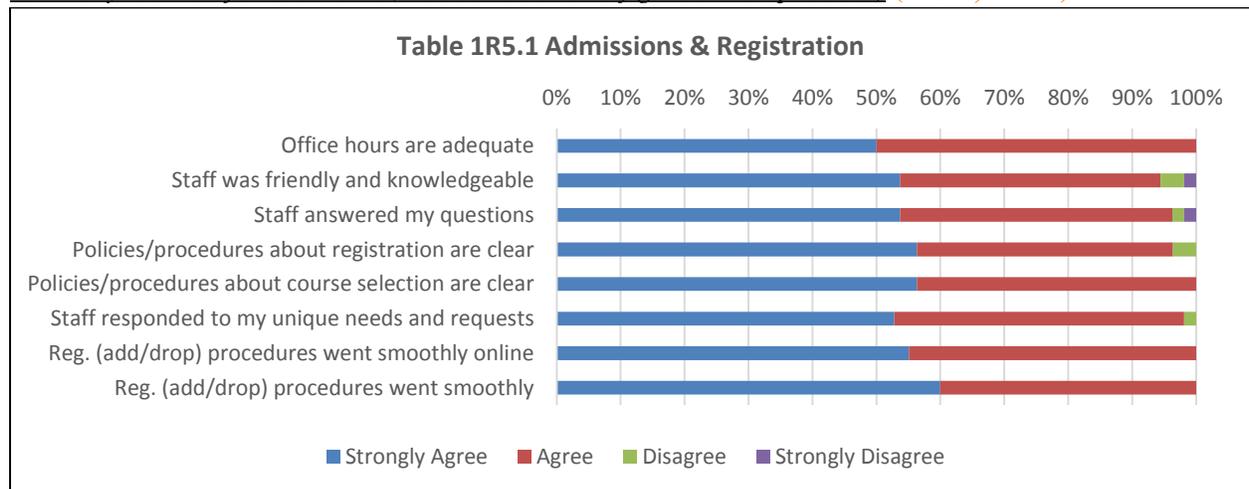
In selecting tools/methods/instruments for this section, the institution focused on data elements directly related to use of student support services. MCC has identified data collected in the areas of placement testing, student satisfaction with support services, and use of the Student Support Center for tutoring. Other tools that measure retention, persistence, and program completion are discussed in Category 2, Section 2P2.

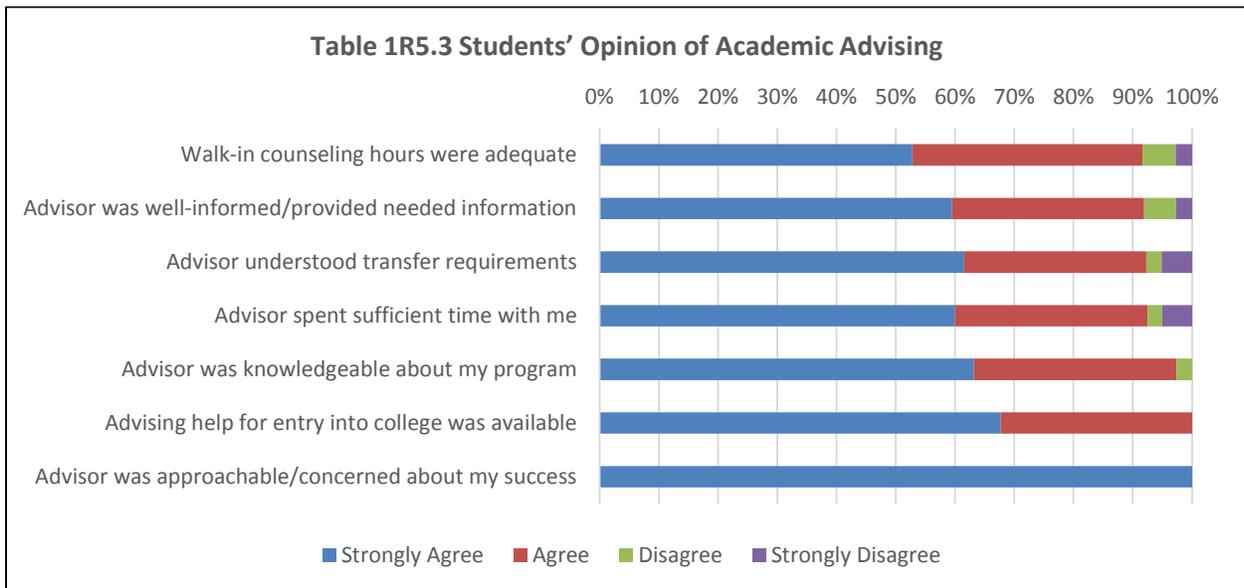
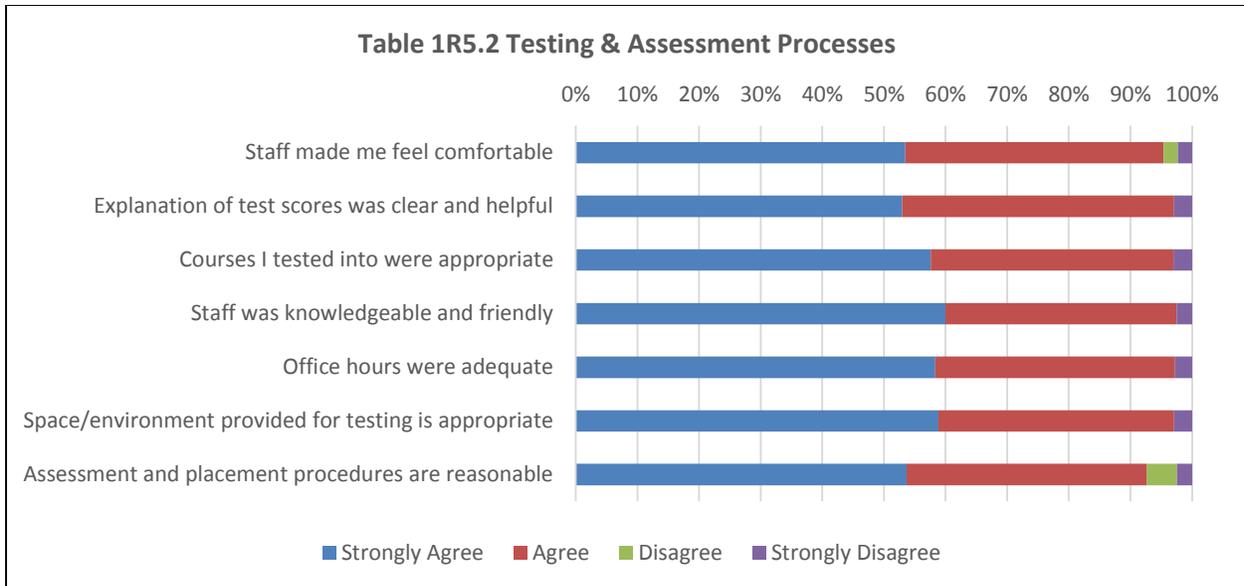
1R5 - What are the results for determining the quality of academic support services?

Outcomes/measures tracked and tools utilized

In spring 2014, Colorado Community College System (CCCS) students were surveyed regarding their experiences at CCCS colleges. The spring 2014 survey was the fourth in a series of biennial surveys designed to capture information on why students attend CCCS colleges and then, more specifically, to solicit their opinions on their satisfaction with instruction, student services, and assessment and advising. The three charts below contain data for Morgan Community College students only.

Summary results of assessments (include tables and figures when possible) (4.C.2, 4.C.4)





The following table summarizes usage of the Student Support Center for terms beginning spring semester of 2013 through fall semester 2014. While tutoring is available in a wide variety of subjects, math help is the most commonly requested assistance. In the fall of 14, the redesign of developmental education courses attributed to the increase in visits to the SSC.

Student Support Center (Tutoring) Hours			
Term	# of Students	# of Visits	Total Hours
Fall 14	82	905	1224
Summer 14	12	44	69
Spring 14	67	294	391
Fall 13	61	351	572
Summer 13	8	27	34
Spring 13	86	325	499
Totals	316	1946	2789

Table 1R5.1: Tutoring Hours

Comparison of results with internal targets and external benchmarks

The CCCS Student Satisfaction Survey shows that MCC students believe they are receiving strong support in the areas represented above. In the Admissions and Registration area, MCC students rated three of the eight categories at 100% for Strongly Agree/Agree. In the other categories no Strongly Agree/Agree rating was less than 96%. MCC rated higher in every category than the average for all CCCS schools. Students also had positive opinions of the Testing and Assessment processes. Students were asked several questions about staff, the experience of taking tests, and the appropriateness of the results, and no area received less than 93% Agree or Strongly Agree responses from MCC students and the lowest category for CCCS combined was 90%. The last chart, regarding Academic Advising, shows the combined CCCS ratings fell between 80% and 90% of students who provided positive feedback to the survey questions as compared to MCC students who rated all areas greater than 91%. One hundred percent of MCC students strongly agreed that their advisor was concerned about their success.

Interpretation of assessment results and insights gained

Academic support services at MCC are viewed favorably by students in the reports the College has available.

115 - Based on 1R5, what improvements have been implemented or will be implemented in the next one to three years?*Interpretation of assessment results and insights gained*

While the data collected from the CCCS survey is helpful, it would be beneficial for the College to conduct a more localized look at these services. In 2010 MCC administered the CCSSE survey to students and believes that the information compiled through that instrument yields better data for decision-making. MCC will explore the feasibility of bringing back that product, or a similar product, that can be consistently administered and used for data comparison. **(4.C.3)**

MCC continues to see value in the support provided by the Student Support Center (SSC) and looks for opportunities to expand the operating hours to provide access to more students. A comparison of individual student use to individual student retention, persistence, and completion could also provide MCC with useful information for program improvement. This is an area of strength for MCC and therefore no immediate improvements are planned. Surveys will continue to be administered, including CCSSE, and monitored for actionable feedback.

Academic Integrity

1P6 - Academic Integrity focuses on ethical practices while pursuing knowledge. Describe the processes for supporting ethical scholarly practices by students and faculty.

Ensuring freedom of expression and the integrity of research and scholarly practice

Morgan Community College is committed to freedom of expression and the pursuit of truth in teaching and learning. Three documents in the Morgan Community Student Handbook address issues of integrity and honesty including integrity of scholarly works. The Colorado Student Bill of Rights, the MCC Student Rights and Responsibilities Statement, and the MCC Student Code of Conduct address the expectations for students in the academic community.

http://www.morgancc.edu/docs/student_handbook.pdf#page=27.

Further, in its Faculty Guide, MCC provides the following information on its support of *Faculty Rights*:

“Morgan Community College endorses the academic freedom portion of the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure. Furthermore, the College is committed to providing the following, within resources available:

- The establishment and maintenance of a physical environment in which faculty can practice their profession as college teachers to the maximum advantage of their students and themselves
- As much opportunity for study, professional advancement, and attendance at professional conferences as is consistent with the needs of the College's instructional program
- Adequate administrative support assistance and office facilities
- Equipment, supplies, library and other instructional resources appropriate to the teaching field
- The provision of a clearly-stated set of board policies and institutional policies
- Opportunity to participate in both the setting of policy and decision-making, particularly as related to instruction and matters directly concerned with faculty welfare
- Open channels of communication which allow the faculty to express their views, make recommendations, air grievances, and seek appropriate action individually or collectively through authorized representatives
- An administration which accepts as its primary responsibility the development of the instructional program to its highest possible level of quality and service to students.” (2.D.)

Ensuring ethical learning and research practices of students

The three documents referenced above in the MCC Student Handbook detail the expectations of the College concerning academic dishonesty, plagiarism, confidentiality, grade appeal processes, and course rules.

Faculty are also encouraged to include references to the handbook and those same student policies in their syllabi and to convey their expectations clearly at the beginning of each course. Specific program handbooks also reference these documents and policies are in alignment with those expectations. (2.E.2, 2.E.3)

The library (Learning Resource Center) offers both formal and informal instruction to guide students in accessing, evaluating, and using information resources, primarily using the library catalog and online databases. Formal in-class instruction is provided upon instructor request, while informal instruction is provided in the library on an as-needed basis for individual students. Instruction on plagiarism and evaluating Web resources is also available. In the 2013-14 academic year, 407 students participated in 24 formal in-class library instruction sessions. The library also offers students guidance in documenting sources used in research. Formal class instruction in APA citation is provided to incoming nursing students each fall, and informal individual assistance is provided by library staff to all students as needed. Documents covering the basics of APA and MLA citation are available to students on the library website, along with sample papers illustrating the use of each format. Table 1P6.1 represents a three-year look at class instruction provided by the LRC. (2.E.2, 2.E.3)

In-Class Library Instruction Sessions		
Fiscal Year	Number of Sessions	Total Attendance for all Sessions
FY14 (2013-2014)	24	407
FY13 (2012-2013)	37	453
FY12 (2011-2012)	40	612

Table 1P6.1: In-Class Library Instruction

Ensuring ethical teaching and research practices of faculty

Faculty members are governed by the State Board for Community Colleges and Occupational Education policy BP3-70 which outlines the Colorado Community College System Code of Ethics

<https://www.cccs.edu/wp-content/uploads/2012/08/BP3-70.pdf>. The policy states that those who serve the people of the State of Colorado as public officials should do so with integrity and honesty, and should discharge their duties in an independent and impartial manner. If issues arise regarding resolving academic complaints, the MCC Student Handbook addresses processes for the resolution of those complaints as well as grievance procedures and FERPA compliance. The Colorado Community College System also provides policies and oversight to student and faculty research practices <https://www.cccs.edu/about-cccs/institutional-review-board/>. Support Services to ensure scholarly practice are provided by the Instructional Division as requested by faculty or students. Other State Board Policies and System President Procedures govern faculty and staff rights and grievance processes should an individual perceive that his/her rights are being violated. (2.E.1, 2.E.2, 2.E.3)

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Instances of student academic and behavioral misconduct are logged in the office of the Vice President of Student Success. This tracking system allows MCC to better examine patterns in this behavior should they occur. In addition, the Human Resource office maintains all records on faculty personnel issues, which would also contain patterns of student complaints or difficulties with institutional policies. Individual faculty have the ability to examine the integrity and originality of written student work through the use of Turnitin software that is integrated in the Desire2Learn course management system.

1R6 - What are the results for determining the quality of academic integrity?

Outcomes/measures tracked and tools utilized

Academic integrity is most closely monitored at the course level with faculty responsibility for ensuring course policies and student code of conduct issues are addressed. When an issue is deemed to need further review, the types and frequency of reported incidents of academic misconduct are tracked and centralized within the Office of the Vice President of Student Success and are reviewed annually.

Summary results of measures (include tables and figures where appropriate)

Reported incidents in the last three years have been statistically insignificant and show no discernable patterns that need to be addressed. The following table summarizes information maintained by the Vice President of Student Success.

Academic Year	Academic Misconduct Instances Reported
14-15	0
13-14	2
12-13	0

Table 1P6.2: Academic Misconduct Instances

Comparison of results with internal targets and external benchmarks

While no specific internal or external benchmarks have been identified for comparison of academic integrity, the annual review of the incident log would be used to monitor any increase in activity that would result in a need for a change in any of the College's processes.

Interpretation of results and insights gained

The implementation of the electronic plagiarism software, the formal and informal training and tutorials offered by the library, and greater emphasis by faculty on academic integrity through statements in syllabi has resulted in very few incidents of reportable academic misconduct. The College will continue to emphasize the importance of ensuring academic integrity.

1I6 - Based on 1R6, what improvements have been implemented or will be implemented in the next one to three years?

Data regarding academic integrity and issues of academic misconduct have been gathered at an informal level and the College could improve the use of this data by formalizing a more centralized approach. The College is exploring the purchase of the Maxient software program, a student conduct management system that would provide centralized reporting and recordkeeping for all things relative to conduct at the institution. The system is capable of tracking traditional student conduct or “judicial affairs”, academic integrity, mediation, restorative justice, threat assessment, behavioral intervention, and even just “FYI” issues.

Category Two – Meeting Student and Other Key Stakeholder Needs

Introduction

MCC's last Systems Appraisal (2011) rated the following items as strengths: 3P1, 3P2, 3P3a, 3P4a, 3P5a, 3P6a, 3R1, 3R2, 3R3, 3R6a, 9P1a, 9P2, 9P4a, 9P5, 9P6, 9P7, 9R2.

MCC's last Systems Appraisal (2011) rated the following items as opportunities: 3P3b, 3P4b, 3P5b, 3P6b, 3R4, 3R5, 3R6b, 3I1, 3I2, 9P1b, 9P3, 9P4b, 9R1, 9R3, 9I1, 9I2.

Items Addressed: 3P3b, 3P4b, 3P5b, 3P6b, 3R4, 3R5, 3R6b, 3I1, 9P3, 9P4b, 9I1, 9I2.

Morgan Community College has become more focused on reviewing and using survey results and CCCS and CDHE comparative data when responding to requests from students and stakeholders. While some collaborative partnerships might be *temporary* or *project-based*, the majority of these are valued by the College as primary means of linking with the communities served. MCC recognizes the importance of not only maintaining these partnerships, but also building them into win/win synergistic entities ensuring that all members gain from the experience, and that each partnership results in improved services and programs for students. During this past cycle partnerships have also focused on the needs of special populations such as recent high school graduates and senior citizens.

Items Not Addressed: 3I2, 9P1b, 9R3.

MCC is beginning a process to better align its activities within its culture and infrastructure. Results of this process are not yet available. MCC is also in the process of identifying specific partnerships that could benefit the College, the communities served and students. More time is needed to develop these processes and to evaluate results.

Maturity Levels:

Morgan Community College identifies its maturity level for *processes* as *aligned* and its maturity level for *results* as *systematic*.

Planned Improvements:

Based on the results identified in Category Two, MCC will be focusing on the following *improvements*:

- Investigate opportunities for ongoing customer service training for frontline staff
- Identify community resources to assist with the mental health needs of students
- Continue to support an intradepartmental Retention Team at MCC to research effective retention strategies
- Support outreach efforts to increase the recent high school graduate population
- Identify ways to attract new stakeholders to the table to assure that MCC is reaching all segments of the communities served
- Implement a student conduct management system
- Develop a survey instrument to be used with members of collaborative partnerships to collect reliable data on the effectiveness of these partnerships.

Current and Prospective Student Needs

2P1 - Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students.

Identifying key student groups

Colorado state statutes define the service area in which MCC and the other community colleges in the state are to provide educational opportunities. The key student groups are: currently enrolled students, (undergraduate full-time and undergraduate part-time), high school/concurrent, and prospective. Within these groups are subgroups: traditional, non-traditional, underserved, first-generation college students and Pell Grant-supported students.

Currently Enrolled Students	High School/concurrent	Prospective Students
Traditional Age High School Graduates: Enrolling at MCC directly from high school: Some will enter with credits from high school concurrent enrollment courses and others with no credit/first generation.	Career and Technical: Enrolling at MCC to earn high school credit and post-secondary career skills	High School Students: Graduating seniors in 24 area high schools connected to MCC through the 4 Centers, Fort Morgan campus and recruiters to introduce prospective traditional age college students to programs of the College.
Non-Traditional/Adult Population: Enroll some years after high school graduation. May have some college and/or work experience. Some may have certificates/degrees, but are studying to upgrade skills or change careers.	Academic: Qualified students enrolling to earn high school and college credit for academic/transfer credits.	Non-Traditional: Adult population or returning adults seeking education to complete a certificate/degree and/or to support career change or advancement.
Developmental Education students: Based upon the results of the placement exam these students are placed in developmental courses prior to/along with enrolling in college level courses.		Adult Basic Education/GED Students: Student completing a high school credential or English Language Learning (ESL) students enrolling for post-secondary/career skills.

Table 2P1.1: Key Student Groups

Determining new student groups to target for educational offerings and services

The College identifies new student groups to target through analysis of demographic reports. The most recent report utilized by MCC was the Clarus Study completed in 2014. When new student groups are identified and new programs or revisions to an existing program are identified, a course of action is defined and presented to a supervisor, department, Program Director, Division Chair, or Vice President and shared with the administration. Depending on supervisor/leadership response and recommendation, a course of action may be implemented immediately or may be referred to a higher level for support/approval.

Additionally, information provided through advisory groups and key stakeholders informs the College of areas of unmet program needs that direct the College's efforts in targeting new groups of students. For example, the College plans to target recent high school graduates from underrepresented groups (minorities) with a financial aid package that promotes full-time enrollment. This program builds on MCC's strengths and aligns with the strategic objective of addressing the needs of an underserved population in the College's service area.

Meeting changing student needs

In order for MCC to understand the needs of students and to design actions to meet those needs, it is essential to build strong relationships. MCC purposefully begins building relationships with students before they actually enroll through community activities and collaborations with elementary, middle and

high schools. Relationships with prospective students are fostered through visits by faculty and staff to local high schools, community events, campus visits and personal contact/visits. Each school year the College hosts students from local junior high and grade schools.

On campus, an experienced front-line staff apply listening skills to ably assist potential, existing, and former students with their needs and/or direct them to the correct person or department. A dedicated switchboard operator is available so that a “real” person can be contacted when calling the College. This all-important first contact with the College is a positive experience. Faculty and Advisor posted office hours indicate to students their availability and willingness to help current and returning students on a regular basis.

Activity	Effect
Student Government	Students involved with peers, faculty/staff and community
Student Organizations	Students involved with peers, faculty/staff and community
Faculty/staff/administration interaction	Faculty/staff builds relationships with students
Students on advisory committees	Provides opportunity for students to share their insights and to build relationships with students
Student representative on State Student Advisory Committee (SSAC)	Students interact with peers and leaders from other community colleges
Work-study students	Gives faculty/staff opportunity to interact directly with students in a work situation while providing students with valuable experiences (and financial aid)
Phone calls for registration	Staff/Administration/Faculty call students directly to support them in registering
Faculty advisor for each student organization	Faculty interact in a more informal setting with Students
Luncheons/workshops	Informal settings for students/faculty/staff to Interact
Career Fairs	Opportunity for students to build relationships with potential employers
Website	Students can send questions and request Information
Orientation for new students	Administration/staff/faculty interact with new students
Student/President events	Conversations between students and the College president

Table 2P1.8: Activities that help build student relationships

Relationships with current students are built through personal interactions with faculty in and outside the classroom, staff and the Activity to Increase Retention (AIR) program. The AIR program is a semester long activity in which selected staff and administrators visit students enrolled in developmental math and English courses. During those visits the staff and administrators present a specific topic from the area they represent. For example, the Vice President of Student Success talks about the Student Code of Conduct, Student Disciplinary Procedures and filing of student complaints.

Faculty and staff handle most student needs on an individual basis. When a common unmet need arises, it is passed on to the administrator of that area (e.g., Vice President of Student Success); if need be it is passed on to the highest decision making group, the Management Leadership Team (MLT). Student Government Association (SGA) along with student organizations provide a format for students to express their needs. Student organizations have the support of at least one faculty member. Delegates from each of the student organizations participate in SGA.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans)

Many subgroups are identified by the course sections in which they enroll, such as *distance learners*. The many different delivery networks are managed/and monitored by full-time staff, both at the originating (sending) end (College, high school, BOCES) and at the receiving end. In addition, MCC is a partner within the Colorado Community College Online (CCCOOnline) consortium which provides a wide array of academic courses for students. A student with a disability, or disabilities, can self-identify to the ADA Coordinator by meeting with him and discussing the need for and requesting accommodations. The student and the Coordinator discuss and come to an agreement on appropriate and reasonable accommodations. The student then communicates directly with instructors about accommodations approved by the institution. In situations where time, distance, and instructor availability are issues of concern, the Coordinator will often facilitate this communication process by faxing, emailing, or delivering information on behalf of the student. Veterans are identified through the VA education certifying officials, and their needs are addressed within the context of their enrollment as adult learners. Developmental education learners are identified based on placement scores. These students are advised into appropriate courses and monitored by developmental faculty. **(3.D.1)**

Deploying non-academic support services to help students be successful

A wide array of non-academic support services are in place to meet the needs of all groups of students. MCC is a commuter campus and has no food service but does provide vending and drink services throughout the Fort Morgan campus and at the Burlington and Wray Centers. The bookstore collaborates closely with the faculty and staff to make its services available online and on-campus. Items such as uniforms and medical equipment required for students in health related professions can also be purchased through the bookstore. Career Counseling identifies student needs, develops relationships, and provides connections to additional resources and job listings. Academic and Transfer Advising are available from both faculty and professional staff to assist students in their career pathways. **(3.D.2)**

Faculty in each discipline, based on their expertise, determine the prerequisite knowledge needed by students to be successful in each course and program. These decisions are influenced by recommendation from statewide discipline groups, advisory committees and the College Curriculum Committee. There are statewide prerequisite levels in the areas of English and Mathematics. **(1.P.5)**

The Colorado Department of Higher Education (CDHE) implements legislative policies specific to state supported institutions of higher education. The adoption of assessment practices for first-time undergraduate students is stipulated in these policies. All students with declared majors are required to take the Accuplacer or Colorado College Placement Test (CCPT) – i.e., the Colorado Community College System is transitioning from Accuplacer to a customized placement exam – or provide ACT/SAT scores to show preparedness for college-level English and Mathematics. CCHE also stipulates that remedial education should be completed within the first 30 credits of education.

New students generally meet with an academic advisor in student services, at their local Center or within their program of study. The goal of initial advising is to direct students toward an appropriate degree and/or certificate program that matches their educational and career goals. Advisors then work with students to select and register for courses based on their placement exam scores and/or their chosen program requirements. **(3.D.2)**

Service	Role
Academic Advising	Provides academic counseling to help students make decisions about their personalized academic/career pathways. Helps students in academic crisis, academic probation, or suspension.
Career Advising	Assists students with identifying interests, values, skills and personality to help with program selection. Helps student identify life circumstances that affect college entry/success.

Transfer Advising	Helps student locate four-year schools that have the programs of study the student wants. Assists student in course selection so that they maximize their transferability to selected institutions/programs.
Financial Aid Services	Assists students with securing funding for tuition/fees and books by grants, scholarships, work study jobs, and student loans. Provides advising and support for Higher One banking services.
Transition Services	Assists GED students with entry-level exploration and all aspects of the application process. Helps students to establish connections with areas of the College relating to needs.
Veterans Services	Provides assistance with paperwork and obtaining education benefits.
Behavioral Intervention Team (BIT)	Provides assistance/referral for students in crises and or students of concern.

Table 2P1.9: Non-Academic Support Services

Ensuring staff members who provide non-academic student support services are qualified, trained, and supported

Non-academic support services are facilitated by staff who have earned the credentials required or received training to provide the identified service. Staff training is provided through professional development both on and off-campus. For example MCC provides on-going training for the BIT, Sexual Harassment, and Title IX investigations. MCC has no counselors on staff; however, MCC has a MOU with the local mental health agency to provide counseling support services on an emergency basis. Continual monitoring of demands and requirements occurs at the leadership level of the College to ensure appropriate staffing and training are available to provide the appropriate resources to students and staff.

(3.C.6)

Communicating the availability of non-academic support services

Non-academic support services are communicated to students in a variety of ways:

- College orientations conducted by student services and individual programs
- The College Catalog and current schedules are posted on the MCC website; these provide detailed descriptions of the support services MCC offers, faculty and course web pages, and links to other sites.
- Printed communications including program brochures and the student handbook
- Faculty information on specific course requirements through individual course syllabi; these include sections on prerequisites, course objectives, work requirements and the basis for grading
- Admissions, Student Services and Advising assist with the communication of expectations for students through individual advising, new student orientations, and transitions services with GED/ABE, meetings with area high school counselors, and partnering with job services to assist displaced workers, sponsoring job and career fairs.

Student Services and Center staff coordinate high school recruiting activities and adult recruiting events. During orientation sessions (new student, program level) students are introduced to student support services through presentations and tours. For example, students are taken to the MCC Bookstore and Student Services and introduced to the staff and the services provided. The College website, portal and Student Planner & Handbook contain listings of student services. Faculty also recommend a particular service to their students as appropriate. **(3.D.2)**

MCC currently has 11 recognized student clubs & organizations. Most of the clubs focus on applying in-class learning to co-curricular settings (e.g. Student Nurses Association, PTA Club and Skills USA) but also include clubs for students with special interests such as the Journalism Club, Creative Writing Club and Future Teachers Club. **(3.D.2)**

Selecting tools/methods/instruments to assess student needs

MCC has used Community College Survey of Student Engagement (CCSSE) along with department surveys to assess student needs. CCSSE enables MCC leadership to compare MCC to other similar institutions. Departmental surveys have had limited use/participation. During 2015-16, the college plans to administer the CCSSE again. MCC will then compare the results between the 2009-10 survey and 2015-16 survey.

The College has begun to collect information on students of concern that are reported to the Behavioral Intervention Team (BIT). Like colleges across the nation, the MCC student body includes an increasing number of students with behavioral and mental health issues.

Assessing the degree to which student needs are met

In addition to the CCCS Student Satisfaction Survey (discussed below) informal evaluations are completed based on staff and faculty observations. Also many departments collect informal qualitative information (see 2.R.1).

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

Outcomes/measures tracked and tools utilized

In spring 2014 CCCS students were surveyed regarding their experiences at CCCS colleges. The spring 2014 survey was the fourth in a series of biennial surveys designed to capture information on why students attend CCCS colleges and then, more specifically, to solicit their opinions on their satisfaction with instruction, student services and assessment and advising at the colleges. The charts below (Charts 2R1.1 and 2R1.2) contain data for MCC students only. Summary of the overall System results can be found at http://www.morganc.edu/docs/io/AQIP/AY2015/2R1Student_Satisfaction_Results.pdf

In the recent marketing report done by Clarus, an opportunity was identified for the College to increase enrollment by converting more of the concurrent enrollment students into actual College enrollees after high school.

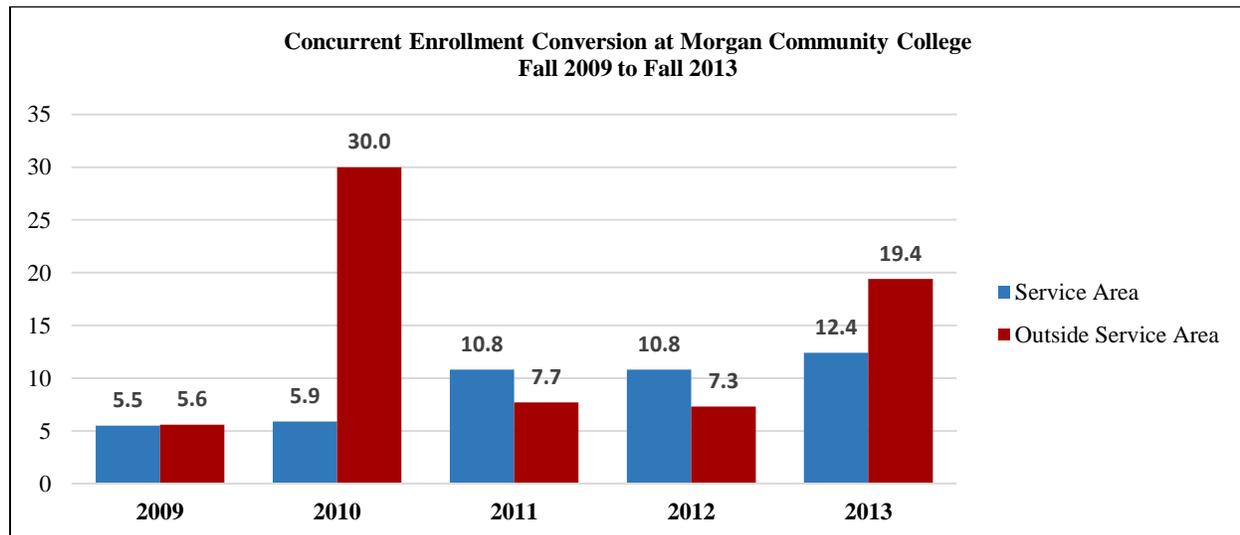


Chart 2P1.2: Clarus Report Chart – Concurrent Enrollment Conversion

To grow this enrollment the College needs to expand the information about concurrent enrollment and programming for high school students. While some high schools have not been as active in the programs offered at the College, there is interest from parents and students and the information needs to

be readily accessible to parents without having to rely on the high schools to market/supply enrollment options. A Sophomore Scholars Program was developed to support a one-year associate degree for the AA transfer market for the high school students who have completed at least 30 concurrent liberal arts credits in the high schools and who intend to transfer to a four-year college after high school graduation.

According to the Clarus Report the best measure of how well a community college is doing among the high school market is by calculating the high school market share. The high school market share is the percentage of the number of high school graduates at a high school in the spring who follow through and enroll at the College in the fall. The following chart represents the number of high school graduates in the College's service area and the graduates in high schools outside the service area where the College has been offering concurrent enrollment courses.

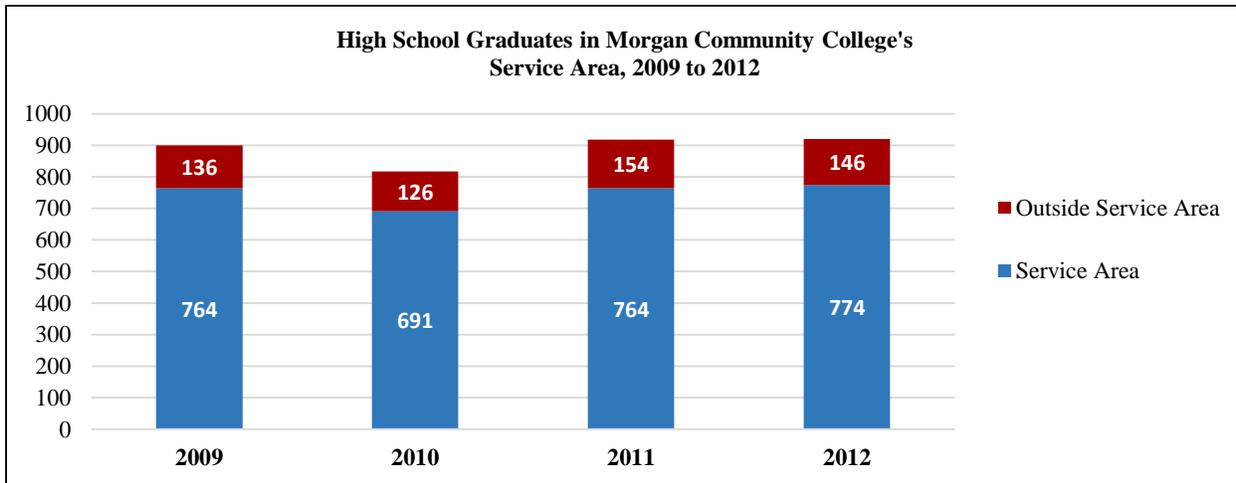


Chart 2P1.3: Clarus Report Chart –High School Graduates

Morgan Community College's high school market share is calculated from the total graduates – the percentage of the high school graduates in the spring who enroll at the College that fall is the high school market share. Chart 2P1.4 depicts the high school market share for the service area and outside of the service area for Morgan Community College.

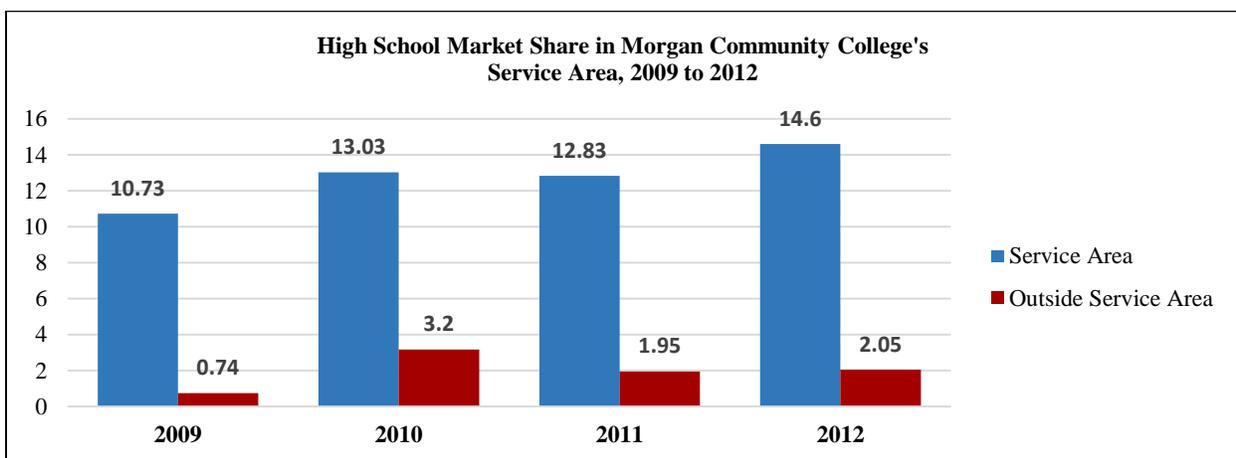


Chart 2P1.4: Clarus Report Chart – HS Market Share

Without residence halls the College is limited to attracting high school students in its immediate service area – where the high school students have relatives or friends with whom they can stay, or those

within a 30-mile driving radius of the Campus or Center. For many of the high school students in the service area of Morgan Community College, a major goal is to leave the area in which they attended high school.

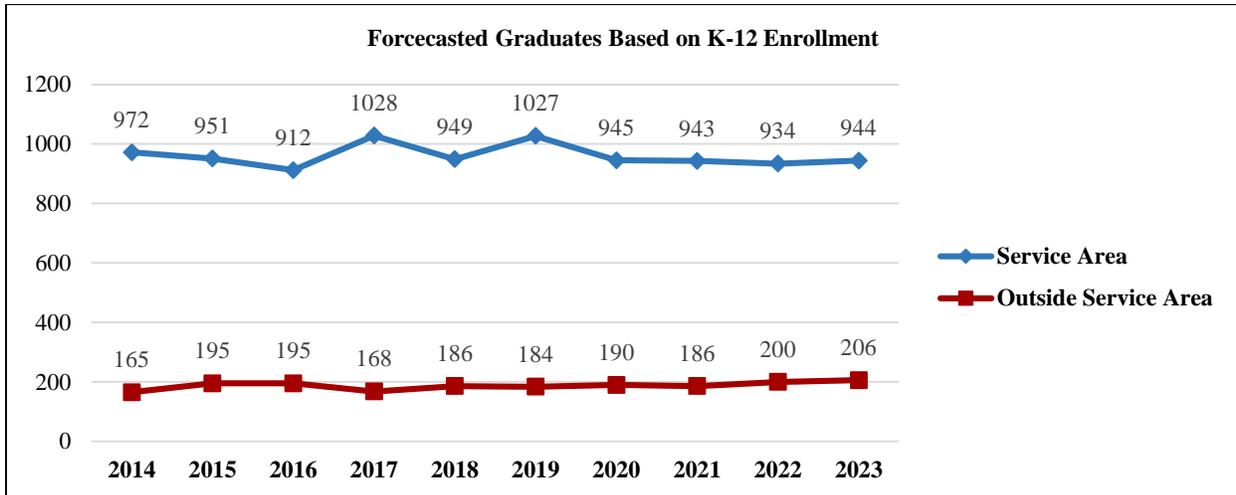


Chart 2P1.5: Clarus Report Chart – HS Graduate Forecast

The forecasts for high school graduates, based on current K-12 enrollments, are shown in chart 2P1.5. Graduates in the service area are expected to decline with the exception of increases projected for 2017 and 2019.

Examining the ethnicity by grade, the highest concentration of Hispanic or Latino students is found in the younger grades. Many Hispanic/Latino students drop out before reaching college level. The College will need to start working with students in elementary and middle school and their parents to change this educational outlook.

Changing demographics will also present both challenges and opportunities for Morgan Community College in the high school market in the coming years. As seen in Chart 2P1.6, in 2012, over half of the enrollees in the Morgan County K-12 system were Hispanic or Latino, as compared to 15 percent in Adams County, 12 percent in Arapahoe County, 31 percent in Kit Carson County, eight percent in Lincoln County, 12 percent in Washington County, and 37 percent in Yuma County.

This creates an opportunity for Morgan Community College, but it also creates challenges in that the Hispanic market is less likely to seek higher education and is more likely to look for jobs. The College will need to expand its activities with students in elementary and middle school and their parents to change this educational outlook.

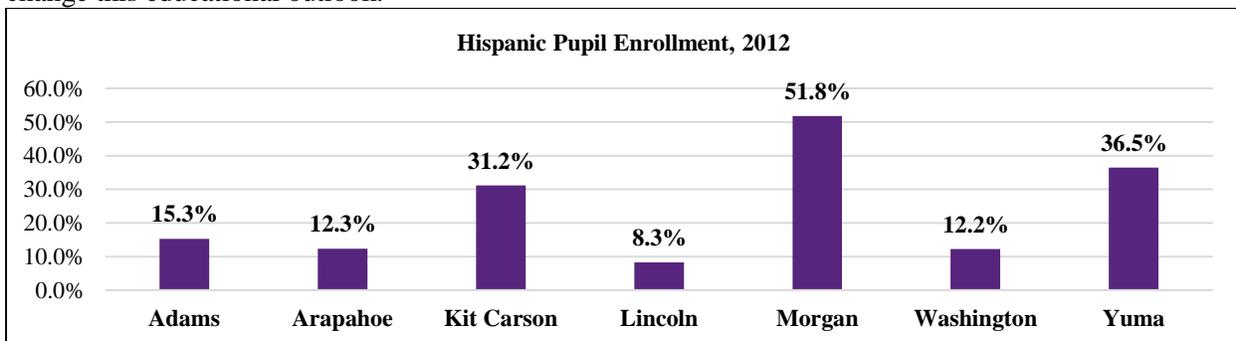


Chart 2P1.6: Clarus Report Chart – Hispanic Enrollment by County

The goal for high school students not attending college is job attainment. For many, the family needs the income from these students. The College needs to direct marketing aimed at the high school students not interested in “college” but in a “job” and focus on the technical and career programs available at MCC that lead directly to jobs. The College needs to market to parents of this population of potential students explaining that an education at MCC is a good next step for their high school students.

With a high school graduation dropout rate of 2.5 percent per year across grades 7 to 12, more than 15 percent of high school students appear to be dropping out of high school. Combine that with the percentages of adults without a high school diploma in the service area and the increasing numbers in the GED programs, the College has an opportunity for increased enrollment from among these populations. The key is to get the GED completer to move directly into college-level work and not sit out for a year or two. The GED Bridge program is designed to build an easy transition into college work.

GED conversion rates for MCC are displayed in Chart 2P1.7 (Chart 27 of the Clarus report):

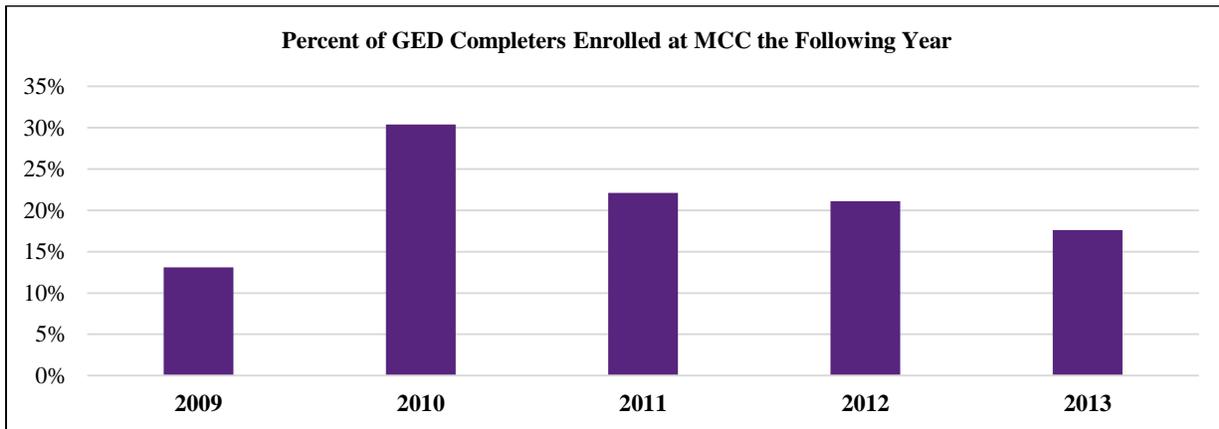


Chart 2P1.7: Clarus Report Chart – GED Conversion Rates

Summary results of measures (include tables and figures when possible)

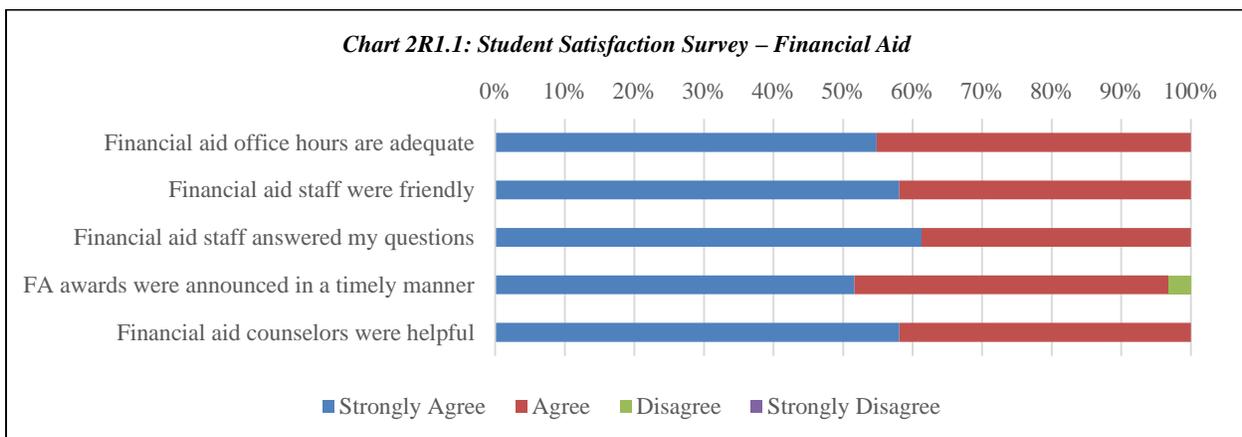


Chart 2R1.1: Student Satisfaction Survey – Financial Aid

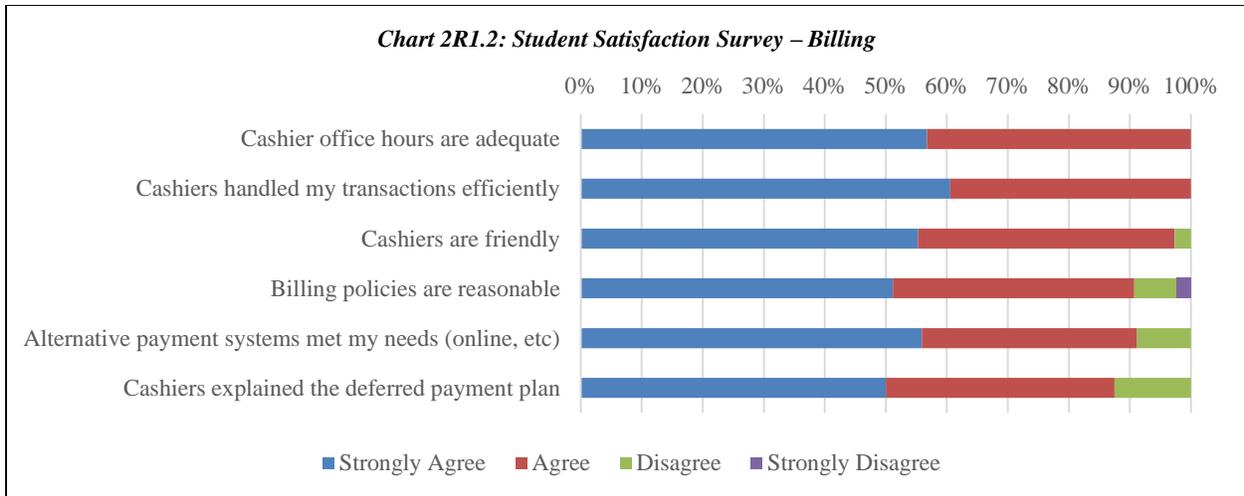


Chart 2R1.2: Student Satisfaction Survey – Billing

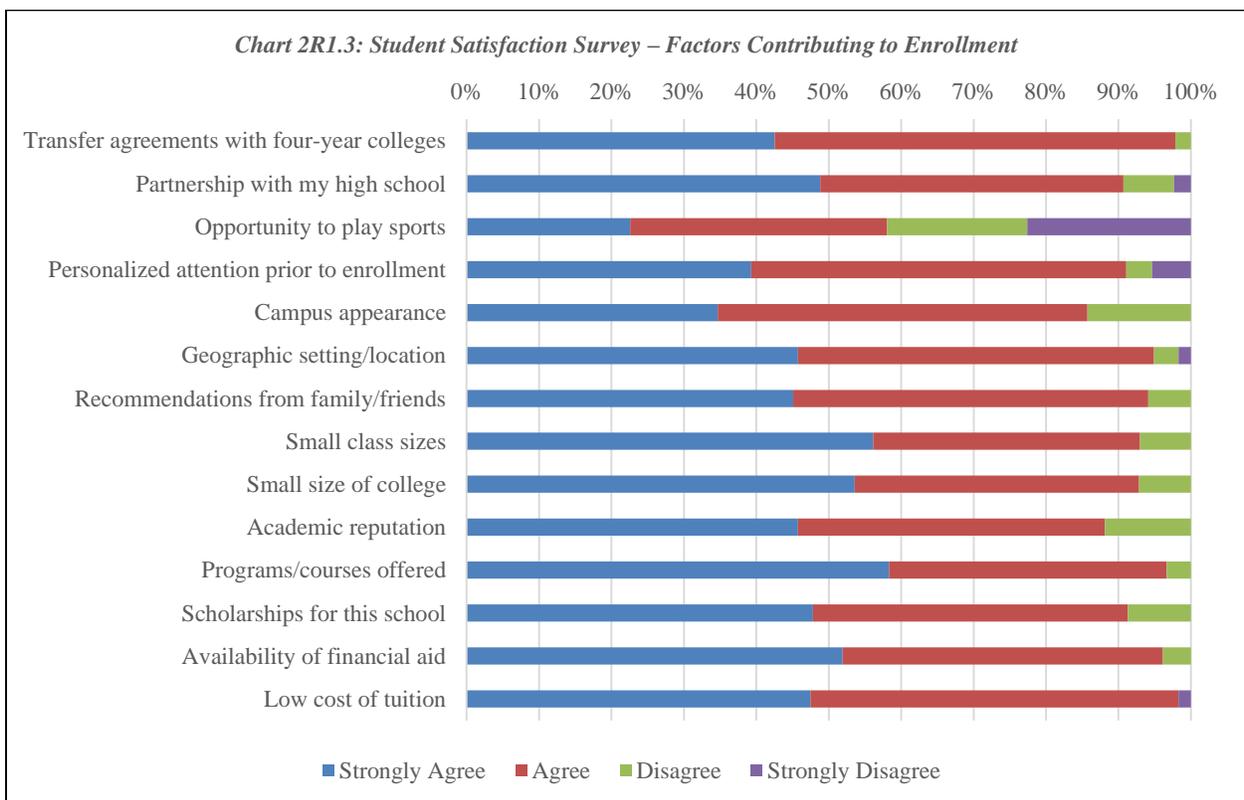


Chart 2R1.3: Student Satisfaction Survey – Factors Contributing to Enrollment

Comparison of results with internal targets and external benchmarks

The CCCS Student Satisfaction Survey shows that MCC students believe they are receiving strong support in the non-academic support services listed above. In the Financial Aid area, MCC students rated four of the five categories at 100% for Strongly Agree/Agree with the other category at 97%. MCC rated higher in every category than the average for all CCCS schools. Students also had a positive opinion of Billing. Students were asked questions about staff, efficiency of transactions and payment options. No area received less than 91% Agree or Strongly Agree satisfaction rating.

Low tuition cost is one of the greatest factors influencing a student's decision to enroll at MCC, with 98 percent of students so indicating. Geographic location is also very important (95 percent), as are the programs offered (97 percent). Opportunity to play sports, campus appearance and academic reputation appear to be the least important factors contributing to students' decisions to enroll at the College. Chart 2R1.3 provides information on student responses to a range of potential factors contributing to student decisions to enroll at MCC.

Interpretation of results and insights gained

Students are satisfied with the current services offered and continue to place a high value on personal interactions with staff. The majority of students attend part-time without a residential campus life and have a variety of risk factors to complicate the ability to be successful in college. The challenge for MCC is to design and deploy models of services that are dependent upon student-initiated requests. Student populations are experiencing more mental health, drug and alcohol issues than ever before resulting in the need for counselors focused on helping students deal with those higher order issues.

2I1 - Based on 2R1, what improvements have been implemented or will be implemented in the next one to three years?

MCC needs to continue to invest in professional development for the faculty, staff and administration. Specific attention needs to be paid to the support and frontline staff and the customer support services provided. The College continues to monitor the need for and look at the options for professional mental health services for students on campus.

Retention, Persistence, and Completion

2P2 - Retention, Persistence, and Completion focus on the approach to collecting, analyzing and distributing data on retention, persistence, and completion to stakeholders for decision-making.

Collecting student retention, persistence, and completion data

Morgan Community College regularly collects, compiles, and analyzes student retention, persistence, and completion data. Like many institutions, MCC relies heavily on IPEDS to provide comparative data for these measures. Annually, MCC submits all IPEDS data surveys. MCC representatives work in conjunction with the other CCCS institutions to report consistently among the colleges. This means that comparing MCC's IPEDS data with that from the other CCCS colleges provides a consistent comparative report. In addition, MCC has established a custom national comparison group in IPEDS made up of colleges with similar attributes to MCC. A Data Feedback Report (DFR) of this comparison group is also run annually. The CCCS and national DFR are made available to MCC administrators to help make informed decisions on retention, persistence, and completion data trends. (4.C.2)

Another source of comparative data is the statewide Student Unit Record Data System (SURDS). This system is maintained by the Colorado Department of Higher Education (CDHE) and is primarily used to develop reports for legislatures and public information. The system provides standardized definitions and reporting methods that are tailored to the needs and structure of Colorado Higher Education. The SURDS Report provides some unique comparison data amongst Colorado Community Colleges as well as 4-year institutions. (4.C.4)

Determining targets for student retention, persistence, and completion

The primary source for determining retention, persistence, and graduation targets is the Colorado Community College System's Performance Contract with CDHE. The contract was developed with input from representative of the community colleges and approved by CDHE. The structure of these contracts is currently under revision due to new legislation tying higher education funding to these measures. Until those metrics are finalized, CCCS and Morgan Community College continue to utilize the existing performance contracts as a guide. The current contracts related to retention and graduation include:

Goal #1: Increasing Attainment

1.1 Increase undergraduate credentials awarded by one percentage point per year

Goal #2: Improving Student Success

2.5 Annually increase retention rates across all student levels

2.6 Annually increase remedial course completion rates while completing the implementation of the CCCS remedial task force recommendations by fall 2016

Goal #3: Reducing Gaps

3.2 Annually reduce disparities in credential completion between resident underserved and resident non-underserved students

3.6 Annually reduce disparities in the transfer-out rate between resident underserved students and resident non-underserved students

In 2015-16, the following adjustments to the targets are expected to go into effect:

- Increase number of certificates and degrees awarded by one percentage point annually (Unchanged from Goal 1.1 of current structure)
- Exceed the national fall-to-fall retention rate for full and part-time students by 2025
- Increase transfer of students to four-year institutions who earn at least 15 credits, specifically for underserved populations, by 2% per year beginning in FY 2017

The new model will include weighting these goals with relation to students pursuing/completing Science, Technology, Engineering and Mathematics fields and underserved populations. CDHE maintains a website updating the progress of the new funding model at: <http://higher.ed.colorado.gov/Publications/General/1319/default.html>.

Analyzing information on student retention, persistence, and completion

To analyze MCC's attainment of these goals, the Director of Institutional Effectiveness maintains a database of all SURDS data submitted by the college to CDHE. This allows the College to use the same data that the System Office and CDHE use to determine attainment of these goals. Data for the current term is updated as needed. Once each SURDS report is finalized, the data is frozen to ensure the data in the local database matches the state level records.

MCC has determined that these methods provide helpful comparisons with other institutions. However, the relatively small size of the College also creates large fluctuations in results over time in many of these measures because most official measurements include only first-time/full-time (FTFT) students in annual cohorts. MCC's FTFT population is quite small and can vary significantly year-to-year with populations ranging from 34 to 86 students in the last several years. In years where this population is particularly small, performance of individual students can cause significant swings in overall results. For example, over the last three years the IPEDS retention rate, which is based on full-time/first-time students, dropped from 61% to 51% and rose the following year to 58%. To account for these fluctuations, the College will often run the same metrics on all first-time students. As with the retention rates example, expanding the definition to include all first-time students showed the same three-year period of retention rates to be 40.9%, 40.6%, and 43.7%. While there are more variables associated with such analysis, the College has found that these measures often provide a more meaningful picture of longitudinal trends and help to interpret the more drastic swings in "traditional" data analysis.

Meeting targets for retention, persistence, and completion

MCC is focused on increasing the retention rates for developmental education students as a way to increase completion. All initiatives and activities are student-centered on retention, persistence and completion. Initiatives include *Activities to Increase Retention (AIR)*, financial aid counseling, raising scholarship funds to support students in need, *Student Support Center (SSP)*, the developmental education re-design, etc.. In order to improve retention, persistence and completion, the MLT has created a *Retention Team*. The MCC President has challenged all faculty and staff to help develop and/or suggest initiatives to support increased enrollment and completion rates. (4.C.1)

Selecting tools/methods/instruments to assess retention, persistence, and completion

The Student Information System (Banner) and reporting system (COGNOS) capture information from admissions through graduation. Representatives from student services and academic services review reports and make recommendations for changes and programs to address retention, persistence and completion. Through the *Early Alert System* faculty refer students who are struggling academically for support and/or advising. The College has also developed reports to identify students who have not enrolled from term to term and those within 15 hours/credits of graduating. Student Services staff use these reports to make personal phone calls to these students to support them in getting enrolled. (4.C.4)

In selecting tools/methods/instruments for this section, the College focused on data directly related to the tracking of students from enrollment to graduation. (4.C.4)

2R2 - What are the results for student retention, persistence, and completion?Outcomes/measures tracked and tools utilized

The student success measures are tracked using data gathered for reporting to IPEDS and Colorado SURDS, and the CCCS Fact Book. The data is pulled for both full- and part-time college students. Fall-to-fall retention is tracked as well as three, four, and five year graduation rates.

Summary results of measures (include tables and figures when possible)

Student retention rates for fall-to-fall cohorts have remained fairly consistent at 51.1% or greater over the previous five years with a slight increase in the 2013 retention rate according to the CCCS 2013-2014 Fact Book. In comparison to other CCCS colleges, MCC is consistently in the top one third when it comes to fall-to-fall retention. When looking at the three-year graduation rates for the fall 2010 cohort, MCC is again in the top third among the 13 colleges. Although the College's transfer-out rate is only 6.9%, when coupled with the graduation rate MCC is once again in the top third of the CCCS colleges with a combined rate of 41.1%. (4.C.1)

Fall to Fall Full-and Part-Time Retention Trends: Fall 2009 to Fall 2013					
College	Fall 2008 Retained Fall 2009	Fall 2009 Retained Fall 2010	Fall 2010 Retained Fall 2011	Fall 2011 Retained Fall 2012	Fall 2012 Retained Fall 2013
ACC	46.7%	39.6%	43.0%	41.5%	
CCA	45.9%	45.3%	40.7%	41.0%	43.8%
CCD	42.9%	43.7%	40.5%	40.6%	41.0%
CNCC	42.4%	46.0%	46.7%	49.0%	51.1%
FRCC	51.0%	51.3%	51.2%	51.4%	50.7%
LCC	50.2%	49.0%	48.8%	54.7%	56.2%
MCC	52.0%	51.2%	51.9%	52.8%	54.9%
NJC	50.6%	49.1%	49.1%	48.6%	53.1%
OJC	61.1%	59.6%	56.0%	56.3%	58.4%
PCC	54.6%	52.8%	48.0%	48.5%	50.0%
PPCC	51.4%	50.7%	47.3%	48.7%	49.5%
RRCC	47.0%	46.9%	48.5%	49.0%	51.2%
TSJC	52.9%	53.9%	55.3%	53.9%	56.8%
CCCS Total	49.2%	48.1%	46.9%	47.1%	47.8%

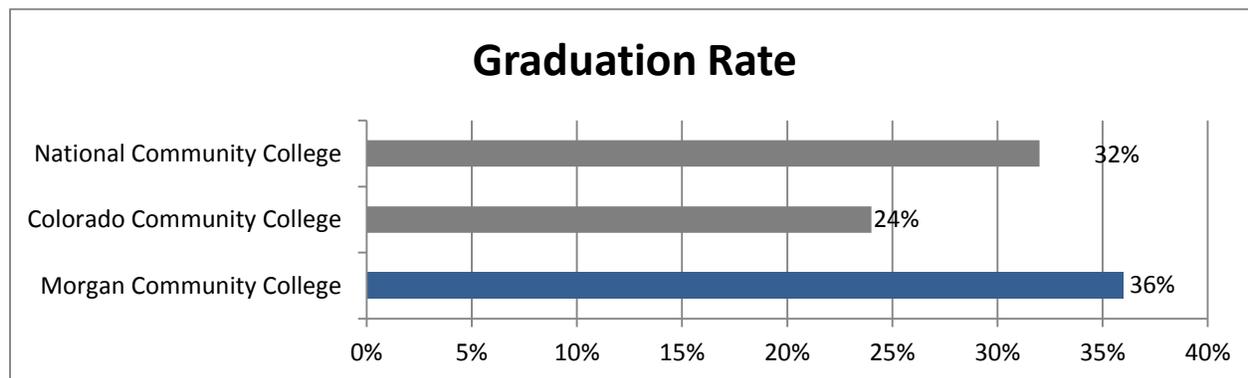
Note: Fall-to-fall retention of all students adjusted for graduations and awards.

Table2R2.1: Retention Trends by College

Three-Year Graduation and Transfer Rate For First-time, Full-time, Degree/Certificate-Seeking Students						
Fall 2010 Cohort Graduating in 2013						
College	2010 Cohort	Graduates	Graduation Rate	Transfers	Transfer Rate	Graduation and Transfer Rate
ACC	452	81	17.9%	67	14.8%	32.7%
CCA	475	96	20.2%	43	9.1%	29.3%
CCD	873	91	10.4%	96	11.0%	21.4%
CNCC	166	54	32.5%	12	7.2%	39.8%
FRCC	1,540	278	18.1%	183	11.9%	29.9%
LCC	134	38	28.4%	8	6.0%	34.3%
MCC	87	30	34.5%	6	6.9%	41.4%
NJC	407	146	35.9%	45	11.1%	46.9%
OJC	283	85	30.0%	32	11.3%	41.3%
PCC	666	157	23.6%	22	3.3%	26.9%
PPCC	1,305	188	14.4%	78	6.0%	20.4%
RRCC	836	176	21.1%	232	27.8%	48.8%
TSJC	301	118	39.2%	25	8.3%	47.5%
CCCS	7,525	1,538	20.4%	849	11.3%	31.7%
Total						

Table 2R2.2: Graduation and Transfer Rate Comparison by College

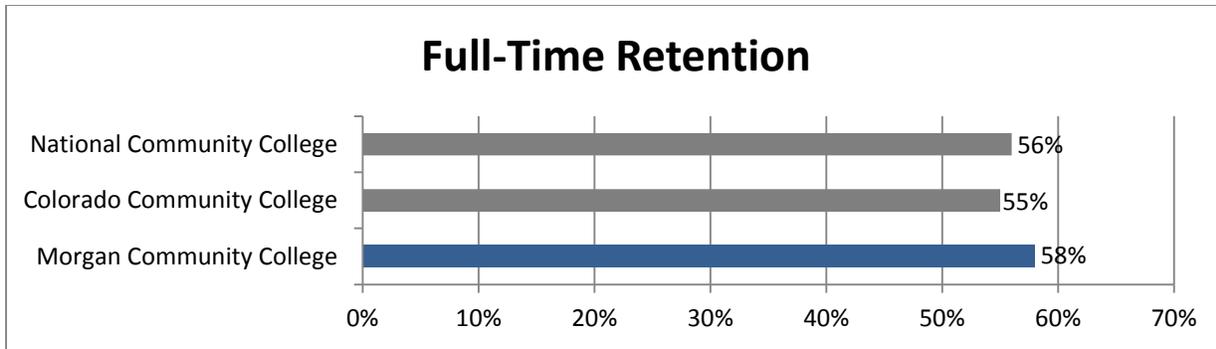
The results of the IPEDS DFR Reports comparing graduation and retention rates of MCC to other Colorado Community Colleges and National colleges is outlined in Chart 2R2.1. As illustrated, MCC has performed well, attaining a graduation rate 4% higher than its national peers and 12% higher than other Colorado public community colleges. Further, in relation to the target of increasing the number of awards by 1%, MCC increased from 396 certificates/degrees awarded in 2013 to 418 certificates/degrees awarded in 2014, more than a 5% increase.



Source: 2012 IPEDS Data Feedback Reports, 2010 First-time Full-time Cohort

Chart 2R2.1: IPEDS Graduation Comparison

The results for retention are also largely positive. The most recent IPEDS DFR (Chart 2R2.2) showed that MCC has maintained a strong retention rate of 58% for first-time full-time students. This compares to 55% for all Colorado Community Colleges and 56% compared to national peer institutions. Within MCC, there is a growing trend toward retention of all first-time students with a 41% overall retention of the Fall 2010 cohort growing to 44% of Fall 2013 first-time students being retained to Fall 2014.

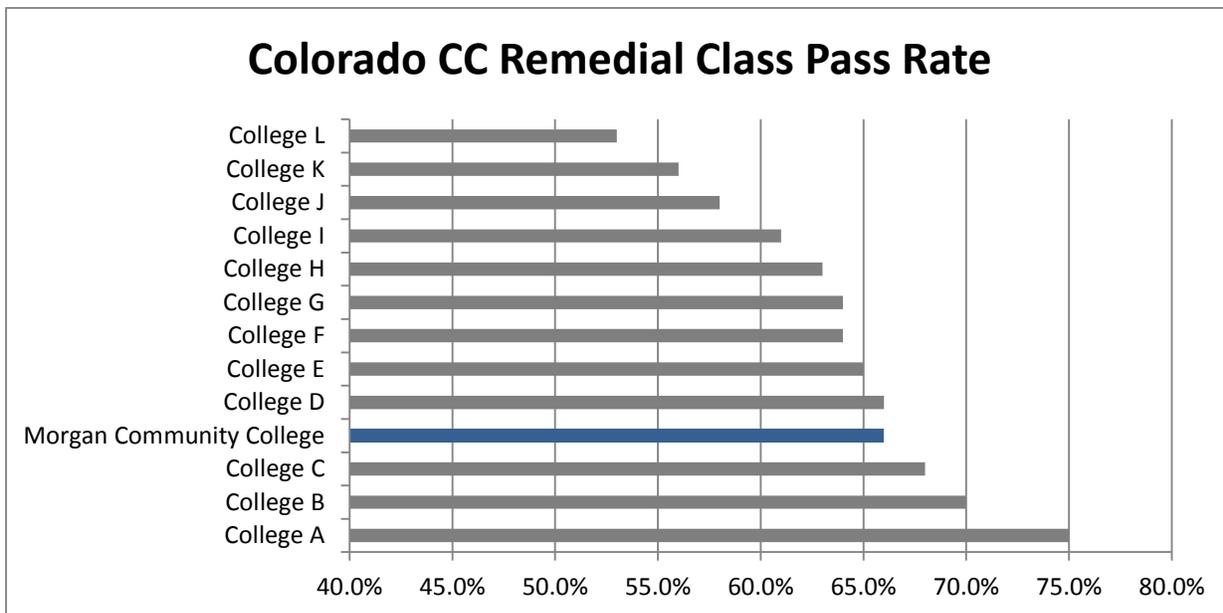


Source: 2014 IPEDS Data Feedback Reports, Fall 2013 First-time Full-time Cohort

Chart 2R2.2: IPEDS Retention Comparison

Comparison of results with internal targets and external benchmarks

MCC continues to exceed the CCCS average for Fall-to-Fall Full and Part-Time student retention. The retention rate has continued to rise between fall 2009 and fall 2012 and appears to be in line with the Performance Contact. When looking at the three-year graduation and transfer rate for first-time, full-time Degree/Certificate Seeking students, MCC exceeds the CCCS average for graduation and Transfer rates by almost 10% for the Fall 2010 Cohort. With respect to persistence and retention, the success of students placed into remedial courses is an important indicator of overall student persistence. In this respect, MCC continues to excel in this metric compared to other community colleges with 66% of remedial students passing their courses. Only three other colleges surpassed this achievement. However, when compared to the pass rate of 70% for the previous year, there is an indication that there may be room for improvement as the downward shift fails to meet the target of increasing these pass rates.



Source: 2014 CDHE Remedial Education Report, All students registered in remedial courses

Chart 2R2.3: IPEDS Remedial Pass Rate Comparison

Interpretation of results and insights gained

The most significant issue for improvement is to increase remedial pass rates. While MCC’s performance in this area is relatively strong, there are indicators that performance in this area can be improved. After several years of research and discussion, a System-wide redesign of remedial courses in

Colorado Community Colleges has recently been implemented. The goals of this project are to reduce the time for students to move into college-level courses and thereby increase retention and completion rates by removing the barriers of extended remedial course work. Since the redesign was just implemented in fall of 2014, it will be several years before MCC can fully evaluate the effectiveness of the redesign.

2I2 - Based on 2R2, what improvements have been implemented or will be implemented in the next one to three years?

In the fall semester of 2013, the Colorado Community College System offered Innovation Funds to each of the community colleges in the System that outlined innovative ways they would spend the money in order to benefit the college and its students. Some of this money was designated for retention purposes, which served as the impetus for Morgan Community College to create the Retention Committee. It was formulated with members from a cross section of campus departments: IT, disability services, academic advising, faculty, Vice-President level administration, Financial Aid, Institutional Research, and student activities. The purpose of the committee is to research best practices and seek implementation of programs that apply to Morgan Community College. Members of the Retention Committee are committed to continually working toward improving retention and meeting the Committee's purpose. Over the next couple of years, the College is also pursuing ways to track and support those students in the first-time full-time cohort. (4.C.3)

This past fall the College president created the MCC Educational Opportunity Council (EOC). The purpose of the MCC Educational Opportunity Council and its mission is to reach high school students that might either be at risk of dropping out of high school or who might otherwise not consider post-secondary opportunities. The membership of this council includes representation from Morgan Community College, OneMorganCounty (a non-profit organization dedicated to helping immigrant families integrate into the community), Fort Morgan High School, Fort Morgan Middle School, Morgan County School District, FMHS students, and MCC students. A pilot program with Fort Morgan High School is expected to expand to the entire MCC service area.

As part of the efforts of the EOC, the Morgan Community College Admissions Recruiter and an FMHS Counselor collaborated to develop a schedule of high school visits. The recruiter along with a MCC faculty member went to FMHS and presented to students about the different programs, degrees, certificates, and courses MCC offers. The faculty member that went along represented the program that was being highlighted during that visit. There were a total of six visits made to FMHS in March 2015.

In 2015, during the month of April and May, FMHS has held parent meetings for the ESL (English as a Second Language) & ELL (English Language Learner) students. These sessions were held at and hosted by MCC. FMHS counselors talked to the students and parents about the opportunities for college during those meetings. The MCC president and MCC recruiter took 15-20 minutes of the meeting to talk to the group specifically about post-secondary opportunities at MCC. At that time FMHS students and parents had an opportunity to take a tour campus. The intent of the activity was to get students and parents comfortable with being in a college environment.

Key Stakeholder Needs

2P3 - Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups including alumni and community partners.

Administrators, faculty, and staff interact with parents, alumni, government officials, public school personnel, advisory committees, business and industry employers, and System administrators to seek feedback for suggestions for program/curriculum development, trends in leading edge technology, best practices in student support services, and capital construction that supports instruction, student services, and community event venues.

MCC advisory committees for CTE programs and the MCC Advisory Council are comprised of individuals from local businesses, school districts, and government offices. These members assist in identifying changing needs among external stakeholders in the workforce. In turn, representatives from

the College participate in local Chambers of Commerce, Economic Development Corporations, community service clubs, and serve on Boards of Directors for some of the area businesses that employ MCC interns and graduates. The interaction with business, public educational institutions, and governmental stakeholders provides the College participants with relevant information in meeting changing student and workforce needs. Information is gathered through reports from the community committees and through direct questioning of workforce representatives on MCC Advisory Councils and Committees. In addition to the local external stakeholders, a number of faculty, staff, and administrators attend local, regional, and national conferences to stay current with trends and best practices.

Additional tools/methods/instruments that help foster partnerships and assess stakeholder needs include the MCC Foundation's fundraising event (an annual Gala) that support MCC students; judging, participating in, and hosting specific educational events such as "Brain Bowl," science fairs, career and technical student organizations, and various competitions; participating in local parades and fairs; planting an annual community garden each year on the Fort Morgan campus to provide low-income families with produce in exchange for labor in the garden; and planning, organizing and hosting cultural events (performing arts, visual arts, and guest speakers) through MCC's Center for Arts and Community Enrichment (CACE). Questionnaires and surveys distributed at these events ask participants if the events are meeting expectations, and also solicit identification of additional needed programs and services.

An Alumni Recognition is held each year at the MCC Foundation Gala to celebrate alumni accomplishments from various program areas. The Director of Admissions holds regular "Counselor Breakfasts" meetings for high school counselors to keep communications open between the College's public school partners and MCC. College personnel also serve and actively participate in many local clubs and organizations. These range from community bands and choirs, to non-profit organizations that address topics like sexual assault, domestic violence, homeless shelters, food banks, and impoverished families.

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

Key stakeholder needs are often included in individual College Performance Evaluations and Goals. Information collected is passed on to the appropriate College unit and leadership of that unit is asked to report back to the College leaders on actions taken or not taken. In addition, many College publications such as the Annual Report, monthly Campus Reports that are submitted to the State Board for Community Colleges and Occupational Education, and press releases and public service announcements speak to accomplishments and outcomes with partnerships with various key stakeholders.

Whenever possible, evaluations and surveys are employed. In all CACE events, for example, each participant is given an evaluation at respective performing arts and guest speaker events. These are used to determine future planning of similar or contrasting activities. Visual art exhibits include a register with a place for comments for suggestions from those attending the exhibit. MCC Foundation also employs evaluation meetings after each fundraising event to assess future goals and activities.

2I3 - Based on 2R3, what improvements have been implemented or will be implemented in the next one to three years?

MCC has been successful in being deeply ingrained into the fabric of the communities it serves. With each new initiative that serves the community, there is a meaningful exchange of ideas and values that keep MCC relevant to local and global workforce needs; that enrich the quality of lives through cultural activities; and that provide a service to MCC's community constituents. MCC will continue to reach out and serve the community (including business, government, etc.), and by doing so, the value of MCC to the prosperity of the communities served by MCC will flourish.

Complaint Process

2P4 - Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key (non-employee) stakeholder groups.

Collecting complaint information from students

Most student complaints are funneled through the Vice President of Student Success who monitors patterns of concerns/complaints. Specific policies and directions for filing complaints from students regarding grievances, harassment/discrimination, and sexual misconduct are published in and/or electronically linked to the College website, College catalog, and the Student Planner & Handbook. There are formal processes for certain types of complaints as outlined below. Complaints are also collected through informal processes such as word of mouth or informal conversations with students/faculty/staff and other stakeholders. If complaints are about specific academic issues (teaching, etc.) those complaints are shared with the Vice President of Instruction and/or the appropriate Division Chair for resolution. If complaints are not resolved at a lower level, student complaints are routed to the Vice President of Student Success, who investigates further and resolves as appropriate.

Links to formal processes can be found on the MCC website under legal notices and in the MCC Student Planner & Handbook.

MCC is a member of the Colorado Community College System (CCCS) and does not set its own policies; however it does have flexibility in some of its procedures.

Formal Grievance: For information on filing a formal grievance, please refer to Policies: [SP 4-31a](#) and [SP 3-50a](#).

Sexual Misconduct/Sexual Harassment: For more information on sexual misconduct please refer to policies: [SP-4-120a](#) and [SP-3-120a](#).

Collecting complaint information from other key stakeholders

The College has an advisory council and all career and tech programs have advisory committees. One of the roles of advisory groups is to be on the alert for complaints/concerns and opportunities for the College.

Because of the small size of the communities MCC serves, many of the faculty and staff are involved with organizations and activities and can also act as ears and eyes for the College. The open door policies of the leadership at the College make it easy for faculty and staff to report concerns or complaints and compliments they have heard in the community.

In addition to the Fort Morgan Campus (Primary Campus) MCC has four outreach Centers. These Centers are staffed with two permanent staff members: a director and an assistant. These individuals are active members of their communities as well, and report back and/or respond to concerns/complaints and suggestions they hear from local residents.

MCC also has a suggestion box on its website that both students and other stakeholders can use to submit anonymous suggestions for improvements and/or complaints.

The suggestion box receives very few items. The most recent one received 8/30/14 suggested a greater variety of vending food options. The lack of sales prompted the vendor to pull the cold vending machine last spring. In response to the request the bookstore has begun stocking fresh fruit and a wider variety of convenience snacks and foods.

Learning from complaint information and determining actions

Division level complaints are fielded by a Division Chair or Vice President, who determines whether the complaint(s) need to be addressed by the individual, department, or at a College-wide level. MCC has been very fortunate that the numbers of formal and informal complaints are so low that it is able to respond to issues quickly. The low number of complaints have not resulted in any identifiable trends or patterns of complaints that might lead to continuous improvement projects.

Communicating actions to students and other key stakeholders

Individuals who file formal grievances receive formal written replies outlining the results of the investigation and possible resolutions. The VP/Director is responsible for follow-up with the students or stakeholders who have registered complaints and for communicating the action taken and/or further options.

Selecting tools/methods/instruments to evaluate complaint resolution

Individual files are kept on formal complaints and a Complaint Log is kept by the VP of Student Success to track other complaints. Table 2P4.1 shows the MCC Complaint Log structure. The log can be viewed by contacting the VP of Student Success.

Date of Report	Name of Reporter	Incident/Concern	Outcome/Action Taken	Follow Up
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Table 2P4.1: Complaint Log Structure

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

Outcomes/measures tracked and tools utilized

Complaint logs and individual case files are kept on formal complaints, along with letters documenting responses that contain suggestions as appropriate for institutional improvement in processes and procedures. Recent cases have led to new information being added to program handbooks and course materials.

Summary results of measures (include tables and figures when possible)

Complaint results are tracked individually in the Complaint Log. There have been very few complaints reported/filed with the VP of Student Success so there is insufficient data to create tables or dictate measures at this time.

Comparison of results with internal targets and external benchmarks

There are no results at this time. The objective would be to continue to respond swiftly to any issues and mitigate the numbers of informal and formal complaints.

Interpretation of results and insights gained

For a college that serves approximately 2500 students each year over 11,500 square miles, the number of complaints is very low. Overall students and stakeholders are generally happy and satisfied.

2I4 - Based on 2R4, what improvements have been implemented or will be implemented in the next one to three years?

The College is exploring the purchase of the Maxient software program, a student conduct management system that would help provide centralized reporting and recordkeeping for all items relative to conduct/complaints at the institution. The system is capable of tracking traditional student conduct or “judicial affairs,” academic integrity mediation, restorative justice, threat assessment, and a spectrum of behavioral intervention issues.

Building Collaboration and Partnerships

2P5 - Building Collaborations and Partnerships focuses on aligning, building, and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

As a comprehensive community college, Morgan Community College (MCC) develops collaborative partnerships with businesses, education entities, governments and non-profit organizations to ensure that

the needs of the College's stakeholders are regularly being reviewed and that appropriate programs are implemented to meet those needs. In this way, partnerships will always align with the mission, values and goals of MCC. These collaborative partnerships can be found at three levels:

- *Institutional* – The MCC Advisory Council is an example of partnership at the institutional level. Development of this entity is guided by the State Board policy BP2-25, which ensures that the College is in touch with primary stakeholder groups throughout its 11,500 square mile service area. New members are recommended by the MCC President and existing Advisory Council and receive final official approval by the State Board for Community College and Occupational Education (SBCCOE). Current Advisory Council member information can be found at <http://www.morgancecc.edu/about-mcc/advisory-council>. MCC's outreach Centers located in Bennett, Burlington, Limon and Wray also employ the use of advisory committees made up of community leaders from those regions of the service area. Like the MCC Advisory Council, members represent local government, economic development, business and education.
- *Programmatic* – The use of program advisory committees is discussed in Category One. Great care is taken to invite members to serve on those committees who represent companies and organizations that employ MCC graduates, currently use up-to-date technology in their career field and/or have access to resources that could be donated to the College's training programs. In many cases these members also provide internship or clinical sites for MCC students. These stakeholder members along with program faculty meet at least twice a year to review curriculum and evaluate program resources. In support of transfer programs MCC leadership and faculty enter into partnerships with four-year colleges and universities to provide a seamless transfer of the two-year Associate's Degree into a four-year Bachelor's Degree. While there are several articulated statewide agreements in place for the Colorado Community College System (CCCS) colleges, most four-year institutions have specific requirements for transfer into *professional* programs with junior status. Therefore, it is important for MCC to enter into specific partnerships to guarantee MCC students ease of transition. When developing these partnerships MCC looks for partners who can serve the needs of MCC non-traditional students by providing flexible delivery systems and affordable tuition packages.
- *Ad Hoc* – On occasion MCC finds a need to develop a committee to address the needs of a special population of students. MCC will also hire an outside group to facilitate focus groups or to run a study of new methods for recruitment. Examples of this strategy include *The Clarus Group* to develop marketing strategies for the College, *The Educational Opportunity Council (EOC)* to develop strategies to recruit additional recent high school graduates, *The CACE Steering Committee* to bring together multiple independent cultural groups within Morgan County under the umbrella of the College's *Center for Arts and Community Enrichment (CACE)*, and *The Older Adult Resource Council* to have representatives from the region whose agencies provide services to older adults identify ways in which MCC can attract and serve this population.

Building and maintaining relationships with partners

As these different groups are formed, MCC representatives facilitate sessions to assist with the identification of ways in which all partners will be winners. MCC leadership understands that the time allocated to meetings is valuable to everyone and therefore, MCC wants to be sure that all members receive a benefit from their involvement. Terms are identified at the beginning of service and at the end of terms individuals are invited to return or to identify another representative from the agency or company they work with to fill the vacancy. Regular recognition is given to these community leaders. MCC understands that its involvement with these councils and committees ensures that MCC's programs and services remain relevant to community needs.

Selecting tools/methods/instruments to assess partnership effectiveness

MCC has not used a specific tool or instrument to evaluate the effectiveness of these partnerships. In most cases each group has a specific goal as related to a program or has tasks aligned with the College's *Strategic Plan*. Assessment strategies used by MCC to determine program effectiveness, community service and targeted population demographics are considered when evaluating the effectiveness of these partnerships.

Evaluating the degree to which collaborations and partnerships are effective

As stated above, evaluation is often a result of overall outcomes being met or falling below expectations. Evaluation is also often measured by the enthusiasm portrayed by those who agree to participate in the partnerships. For instance, members of several of the program advisory committees are so enthusiastic about the partnership that many resources are donated to the programs to be sure students have access to up-to-date technology. Similar to this example is how both area hospitals provide Radiologic Technology students with access to their radiology labs so that the College does not need to set up and maintain an expensive preparation lab for this program. Further examples will be found throughout discussions in other categories.

2R5 - What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

Outcomes/measures tracked and tools utilized

While no specific tools have been utilized within the committees, the College does regularly evaluate program effectiveness through its review of outcomes. For instance, MCC sets internal goals for transfer students. Transfer rates information is collected by the Colorado Department of Higher Education. The latest data can be viewed at http://higher.ed.colorado.gov/Publications/Reports/Enrollment/FY2013/2013_Transfer_Summary.pdf. MCC continues to work with transfer institutions to assure ease of transfer and to ensure students complete the correct lower division courses within the two-year transfer degree.

Summary results of measures (include tables and figures when possible)

Tables and student statistics on the effectiveness of these collaborative partnerships are displayed in other sections of this portfolio and are identified in the following section.

Comparison of results with internal targets and external benchmarks

Category One sections indicate the effectiveness of partnerships formed through the use of advisory committees and through examples of partnerships forged with four-year institutions. It further identifies employer partner satisfaction with MCC graduates.

Category Two sections provide statistics on student satisfaction with program content, program resources, program advising and level of training.

Category Three in the section on *development* includes information on the value of partnerships with area businesses and industries.

Category Four describes the great effectiveness of the partnerships with representatives in the MCC Advisory Council.

Category Five in the section on *operational effectiveness* identifies the importance of ad hoc groups to address issues and the effectiveness of partnerships within advisory groups to evaluate *program effectiveness*.

Most categories also address the importance of the *Clarus Group* study to assist MCC with branding itself and focusing on specific population segment growth through the use of specialized committees.

Interpretation of results and insights gained

MCC is proud of the many partnerships it has forged on behalf of faculty and staff and most importantly, on behalf of students. Some of these partnerships have identified areas in which MCC can

strengthen its outreach to the community and attract more students. Through the *Systems Portfolio* development process, it is apparent that MCC could implement a partnership evaluation system. MCC acknowledges that a partnership evaluation system could be of great worth.

2I5 - Based on 2R5, what improvements have been implemented or will be implemented in the next one to three years?

Over the next year, MCC leadership can take the opportunity to determine which partnerships should be evaluated and how that could be done without being a burden to the partners. MCC staff and faculty view these partnerships as ways to stay connected to the community and to maximize resources for students, staff and faculty. In the past, results of effectiveness have been measured through completion of program and project outcomes. This said, MCC also recognizes the great value represented by these partnerships. Each participating agency and business believes in the College's mission and value. Specific ways in which each partner views effectiveness toward supporting this mission could just strengthen the MCC *story*.

Category Three - Valuing Employees**Introduction**

MCC's last Systems Appraisal (2011) rated the following items as strengths: 4P1, 4P2, 4P3, 4P6a, 4P7, 4P8a, 4P9, 4P10a, 4P12, 4P13, 4R4.

MCC's last Systems Appraisal (2011) rated the following items as opportunities: 4P4, 4P5, 4P6b, 4P8b, 4P10b, 4P11, 4R1, 4R2, 4R3, 4I1-2.

Items Addressed: 4P4, 4P6b, 4P8b, 4P10b, 4P11, 4R1, 4R2, 4R3, 4I1-2.

Morgan Community College has implemented faculty and staff evaluations according to CCCS policies. Within that structure, work plans include items that align with the mission, vision and values of the institution. From new employee orientations through evaluation processes, all employees are aware of the College's history, mission, vision, values and strategic commitments. Evaluation processes include a component for involvement in the College's quality improvement efforts. Adjunct faculty are paired with a full-time staff or faculty member to help them develop teaching practices that align with the College's culture and infrastructure. Recognition of employees and alumni also focus on each individual's accomplishments and the ways in which they support the College's mission, vision and/or values.

Items Not Addressed: 4P5.

MCC has focused on developing robust processes to support College-wide professional development. Once these have been implemented and their effectiveness evaluated, the College can begin to focus on the viability of a succession plan.

Maturity Levels:

Morgan Community College identifies its maturity level for *processes* as *aligned* and its maturity level for *results* as *systematic*.

Planned Improvements:

- MCC maintains complete descriptive data on recruitment and hiring. The MCC Human Resources Department has set a goal for the coming year to create a template for an annual report with this data so that this success story can be shared internally with employees and externally as appropriate.
- CCCS is currently creating an Affirmative Action Plan. When complete this will need to be integrated into MCC processes and training provided to all employees. This plan is scheduled for implementation beginning FY16.
- MCC will focus on expanding opportunities for professional development by implementing common definitions of professional development among all departments. MCC is contracting with a third party for staff professional development opportunities for the next two years.
- MCC will continue its Wellness Program into the next Academic Year.
- MCC employees in some areas of the College have concerns about workload. MCC leadership will examine those concerns and identify possible ways to address them.

Hiring

3P1 - Hiring focuses on the acquisition of appropriately qualified/credentialed faculty/staff to ensure that effective, high-quality programs and student support services are provided.

Recruiting, Hiring, and Orienting Employees

Positions at Morgan Community College are defined as either classified or exempt employees. Per State Board Policy 3-10, classified employees fill positions within the Colorado State Personnel System, as defined by the State of Colorado Department of Personnel and Administration (DPA) Board Rules. Exempt employees are exempt from DPA pursuant to C.R.S. 24-50-135(1) and are contracted by the State Board for Community Colleges and Occupational Education System (CCCS or System) as Faculty, Instructors, or Administrators, Professional and Technical (APT) Staff.

MCC recruits in a variety of ways and places to attract the greatest number of applicants. Advertising for vacant positions is focused toward on-line sites; however, MCC also utilizes print advertising in local and/or regional newspapers, the MCC and CCCS System website, national publications, local job workforce offices, and other institutions of higher learning. Additionally, MCC relies on word of mouth advertising from staff, students, Advisory Council and MCC Foundation members to inform potentially qualified applicants. In recruiting for the Vice President of Instruction, the College President initiated an email campaign of the position announcement to staff in mountain states regional colleges.

The College's hiring process includes a search committee comprised of a cross-section of College personnel. Working with the Human Resources office, the search committee for an exempt position reviews candidate applications (and other pertinent information) which have been pre-screened by HR to ensure they meet the minimal education and experience requirements, develops screening criteria to evaluate the candidates, and develops interview questions. In addition, faculty candidates are required to demonstrate teaching ability. Many staff positions require a skills test including MS Office knowledge, applying skills to resolve an issue, etc. Interviews with key administrators are also included.

Tours of the facilities are conducted for every candidate as well as a review of benefits and other pertinent information which may be applicable to the particular position. Reference checks are conducted before candidates are invited to campus for interviews, and the committee forwards a list of candidates with strengths and weaknesses to the supervisor or Appointing Authority. Ultimately the President makes the final hiring decision.

New full-time and permanent part-time employees receive a general orientation session, a reference notebook, and an Employee Orientation Checklist, which is to be completed within 30 days of hire. Checklist items include one-on-one telephone training, e-mail account set-up, Outlook training, new key sign-out, purchasing policies, etc. During the first 30 days of employment, the new employee is oriented to his/her specific department by his/her new supervisor.

A copy of the College's strategic plan is included in the new employee orientation program including the overall mission, vision, and values of the institution. New adjunct faculty are assigned a mentor, typically a faculty member in their discipline or the division chair, who mentors the faculty throughout their first academic year. The same is done for new full-time Faculty, Administrators, Classified, and Professional-Technical employees.

Part-time (adjunct) instructors attend an orientation session at the beginning of each fall and spring semester. Items covered include the Faculty Information Guide, human resources and accounting processes, as well as campus access, safety/security and other resources at their disposal.

Designing hiring processes that result in staff and administrators who possess the required qualification, skills, and values

Requirements for employment are influenced at various levels. First, all searches must be conducted within College, System and/or State of Colorado guidelines and adhere to mandated criteria such as educational level for a teaching position. Administrative/Professional/Technical (APT) staff are those

whose duties are comprised of more than 50% administrative, supervisory, professional and/or technical duties. For some positions, additional criteria are set at the community college System level and additional criteria may be established locally. Before conducting a search to fill an exempt position, a representative from Human Resources meets with key personnel in the department that is hiring to establish the requirements for the position. A job description is created which includes organizational relationship, purpose/summary of job, essential job functions, required and preferred qualifications, and responsibility and decision making relative to the position. A timeline for the process is determined. Generally the top three candidates are invited to interview on campus. (3.C.6)

For a classified position, the College works within the rules of the State Personnel System and Personnel Director's Administrative Procedures. MCC's Human Resources office works closely with CCCS Human Resources Staff for hiring of classified employees. System staff reviews the applications and forwards the ones meeting the required minimum qualification to the MCC Human Resources office for further screening of skills by a search committee. When appropriate, a skills test may be administered to further assess the applicant's ability to perform the required duties of the job. The top three applicants are interviewed on campus.

Most exempt positions require a Bachelor's Degree or equivalent, as a minimum. Most State classified positions do not have a degree requirement but rely more heavily on experience. All job descriptions are reviewed by Human Resources and approved by the President or Appointing Authority before a position is announced. (3.C.6)

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs

All instructors are appropriately credentialed, including those who teach dual credit courses. Faculty members should have completed a significant program of study in the discipline they will teach at least one level above that of courses being taught. Those teaching general education courses typically hold a master's degree in the content area. Those teaching in non-transfer courses, such as career and technical programs, typically hold a degree one level above that of courses being taught with tested experience showing certification or licensure within the content area. Those who do not explicitly meet College minimum degree and course work requirements can be justified on an individual basis by documenting other qualifications. Approval from the President is required in order to teach. (3.C.1, 3.C.2)

The College requires official transcripts of an applicant's education from an accredited college or university, as well as copies of certifications which may be appropriate for a particular position. Criminal background checks are also a routine requirement for employment. (3.C.1, 3.C.2)

In addition, a Colorado Career and Technical Education Credential is required for all who teach a CTE course. The Colorado Community College System recognizes the Vice President of Instruction at MCC as the credentialing officer and credential records are retained for CCCS at the local level. (3.C.1, 3.C.2)

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities

The System and College have put policies and procedures in place to limit the number of credit hours faculty teach in order to uphold academic standards. State Board Policy 3-80 identifies the basic components of faculty workload to include classroom instruction, class-related work, and other duties which may include advising students, service on College committees, student recruitment, sponsoring of student activities, job placement and community outreach, participating in professional organizations which enhance the educational mission of the College, and developing innovative approaches to learning. In order to preserve the quality of education, CCCS limits assignments to no more than 21 credit hours per semester per faculty. Full-time faculty have a minimum of a 40-hour work week in keeping with the requirement for all state employees. Part-time (adjunct) instructors are hired as needed to help maintain academic standards. The maximum number of credits an adjunct instructor may teach is 12 credit hours

per semester. For extenuating circumstances, the College president may approve hours in excess of credit limits. **(3.C.1)**

Ensuring the acquisition of sufficient numbers of staff to provide student support services

Personnel requests are submitted during the budget planning phase each spring, where supervisors may request additional support staff or faculty positions. The College's Management Leadership Team (MLT) meets to discuss and prioritize positions in relation to budget dollars available on a yearly basis. Staff are notified of positions that are or are not funded. MCC also relies on department meetings to communicate staffing needs to the appropriate administrator who then takes those requests forward to the Management Leadership Team to prioritize. Additional requests can be brought forward throughout the year if circumstances warrant. The College needs to continue increasing staff in all areas as funds are available.

While human resources are adequate, there needs to be preparation to replace employees who will be retiring over the next five years. MCC has the fourth highest percentage of staff currently eligible for retirement and the sixth highest percentage in the next five years. A report from the Colorado Public Employees Retirement Association (PERA) in November 2014 indicates that 16.7% of MCC staff are currently eligible for retirement and 21% will be eligible in the next five years as shown in Table 5R2.4 below:

College	% Currently Retirement Eligible	College	% Retirement Eligible in Next 5 Years
TSJC	20.7%	PCC	26.0%
NJC	16.9%	TSJC	24.4%
CNCC	16.8%	CNCC	22.8%
MCC	16.7%	NJC	22.4%
ACC	15.6%	OJC	21.4%
PCC	15.0%	MCC	21.0%
PPCC	14.8%	FRCC	20.6%
RRCC	14.8%	PPCC	20.3%
SBCCOES	14.8%	RRCC	20.2%
OJC	14.0%	LCC	20.0%
FRCC	13.9%	ACC	18.6%
CCD	13.8%	SBCCOES	18.4%
CCA	10.6%	CCA	18.3%
LCC	10.5%	CCD	18.2%

Table 5R2.4: Retirement Eligibility Comparison

3R1 - What are the results for determining if recruitment/hiring/orienting practices assure effective provision for programs and services?

Outcomes/measures tracked/tools utilized

- The HR office tracks where each position is advertised and searches are broadened if an appropriate number or quality of candidates is not received.
- The College ensures the ethical practices of employees by communicating high expectations and by following state and federal policies and practices regarding ethics and equity for all students and staff. MCC uses a number of internal auditing processes, which include statewide audits for HR, the Accounting Department, Financial Aid, and individual program audits.
- Background checks are performed on all new employees to comply with state mandates, and potential employees may be disqualified based on identified CCCS guidelines.
- The College subscribes to nondiscrimination laws for employment and educational opportunities, and the Colorado Community College System of Ethics is distributed to each employee. Signatures are required on drug-free and loyalty oath forms.

- All positions exempted from the Colorado Personnel System must be approved by the HR Director and President.
- The College utilizes the Exit Questionnaire when an employee has resigned to help determine if MCC is meeting the staff needs for programs and services.
- CCCS conducts a Climate Survey every two years at all 13 community colleges in the System. The most recent one was completed in November 2014.

Summary results of measures

From 2012 to 2015, MCC averaged 12 searches per year combined for faculty, exempt, classified and temporary. This does not include adjunct positions as we do not currently track adjunct searches.

From 2012 to 2015, MCC averaged 8 exemption reviews or newly created exemptions per year. Exemptions are required for all exempt and faculty searches.

Most background checks on potential employees are successful. The Chart 3R1.1 shows an average of 110 run annually. Of that, there have only been two potential employees who were disqualified based on the results:

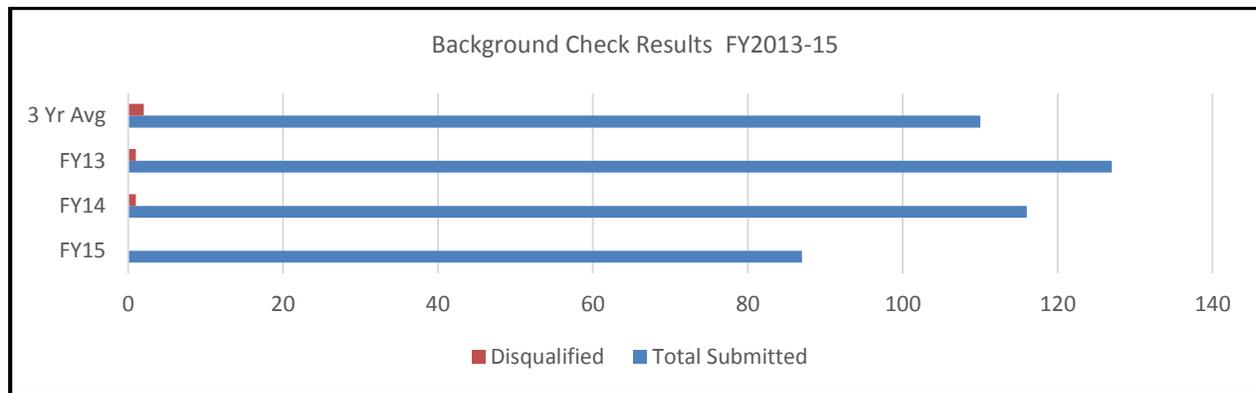


Chart 3R1.1: Background Check Results

From 2013-2015, there have been 24 searches where the number of applications were tracked. Table 3R1.2 indicates that while the total number of applications is down from last fiscal year, the number of qualified applicants is up significantly. The average number of qualified applicants was 2.25 per search in FY2014 and 9.08 in 2015.

Fiscal Year	Number of Searches	# Applicants	# Qualified Applicants
2015	12	157	109
2014	12	179	27

Table 3R1.2: Search Results

In 2014-15, two particular searches had a significant numbers of applicants. In spring 2015, the Vice President of Instruction search resulted in 49 applicants who met the minimum qualifications and the Director of the Bennett Center search had 28 qualified applicants. These are the largest pools of candidates MCC has had in many years.

As of February 2015, MCC’s Average Years of Service (based on first work date) is 9.43 years.

In the Climate Survey conducted in November 2014, the following results were reported:

- On average, 93% of faculty agreed that Orientations, Mentoring, Professional Development and Administrative Support are effective. CCCS reports a comparable average of 81%.
- 65% of faculty/staff believe their salary is competitive with other employers in the area where they could perform similar work. The System average is only 34%.

- On average, 93% of faculty/staff believe their health benefits (medical, dental, vision), leave policies (vacation/sick leave), and retirement benefits compare well with those offered by other employers in the area. CCCS reports only 73% agree.

For additional survey results see [3R2](#).

Comparison of results with internal targets/external benchmarks

The ultimate goal is to have all vacant positions filled following a successful search. At this time, MCC has struggled to keep all of the Nursing Faculty positions filled. There has been an ongoing search for one open Nursing Faculty position since summer 2014. The Director of Development search failed to find an acceptable candidate this academic year. The increase in the average number of qualified applicants per search provides MCC more choice when looking at the prospective candidates to hire.

- Of 330 new employee background searches, 99.4% were successful.
- MCC's average years of service is over nine years. The average for CCCS is seven years.
- In fiscal year 2013 MCC only had a 9% turnover rate with resignations and/or terminations. That number declined to 7% in fiscal year 2014.

The climate survey indicates MCC compares well to its peer institutions in the System in regard to orientation, mentoring and support. MCC is well above peer colleges in competitive salaries and benefits. That may be the nature of a small rural area as compared to an urban setting.

Interpretation of results and insights gained

Since MCC is a small school with what may be termed a "skeleton crew," it provides an intimacy that a larger school cannot achieve. As a result, employees who are hired generally stay for a number of years. The current average years of service shows that MCC employees stay longer than the average CCCS employee.

MCC's candidate pools are growing in number of qualified applicants. In addition, MCC has hired the majority of preferred candidates. Only two have been disqualified based on background check results in the last three years.

MCC does not track how applicants hear about job openings so the effectiveness of online vs. print advertising cannot be determined.

The CCCS Climate Survey indicates MCC has effective onboarding components and that salaries and benefits are comparable to other employers in the area.

3I1 - Based on 3R1, what improvements have been implemented or will be implanted in the next one to three years?

MCC recognizes the need for a recruitment and hiring annual report in order to track recruitment and applicant information in a more coordinated manner. The data is available, but needs to be reported in a new format for better utilization. The Human Resources office will make this a goal in 2015-2016.

CCCS is working on an Affirmative Action Plan which each college will implement beginning FY16.

Evaluation and Recognition

3P2 - Evaluation and Recognition focuses on processes that assess and recognize faculty, staff and administrators' contributions to the institution.

Designing performance evaluation systems for all employees. Soliciting input from and communicating expectations to faculty, staff, and administrators. Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff, and administrators.

The evaluation tools utilized by MCC are designed to promote better understanding between supervisors and employees about job responsibilities and performance expectations. They are also

designed to reward excellence in job performance and directly link job performance to pay. Employees are evaluated according to their documented responsibilities, job description, and the ability to meet program and College goals related to their areas of responsibility. **(3.C.3)**

Because Morgan Community College is a state agency, employee status is determined to be either classified or exempt. Classified employees are evaluated under the Colorado Department of Personnel and Administration (DPA) processes. Exempt employees (Faculty and Administrators, Professional and Technical (APT) Staff) are evaluated under the State Board for Community Colleges and Occupational Education System (CCCS or System) processes. **(3.C.3)**

Exempt non-faculty (APT) evaluation - For planning and evaluation, exempt non-faculty employees use the APT Planning and Evaluation Form.

System President's Procedure 3-31a defines the evaluation of APT annual job performance. At the beginning of the evaluation period, the supervisor and employee meet to discuss and/or establish the core work competencies, major job responsibilities, and goals. This input is vital to establishing the expectations for the coming fiscal year. Institutional goals and objectives are typically included in goal-setting. All employees are evaluated using the following core work competencies: 1) Planning, organizing, and coordinating; 2) Interpersonal relations and communications; 3) Problem analysis and decision making; 4) Organizational commitment and adaptability/professional contributions and accomplishments; 5) Supervision/Management.

At the mid-point of the evaluation period, the supervisor and employee meet for a progress review. During this time, they can make changes to goals if needed. At the end of the evaluation period, the supervisor and employee meet to discuss overall performance. Performance evaluations and ratings are narrative and not numerical. Exempt employees are rated as Exemplary, Commendable or Needs Improvement. If the employee is given an overall "Needs Improvement" rating, a Performance Improvement Plan is completed. APT evaluations are not grievable; however, an employee may submit a written response to the evaluation to be included in the personnel file by completing the "Employee Comments" section on the last page. A supervisor may choose to utilize various methods of gathering information on which to base the performance evaluation, including self and other staff member input and evaluation. (http://www.morgancc.edu/docs/io/AQIP/AY2015/3P2-APT_Evaluation_Form.doc)

Classified staff evaluation - This follows the same basic procedure as the exempt non-faculty staff (APT) evaluation, using the DPA Classified Performance Planning and Evaluation Form as a communication tool for the employee and supervisor. The employee is also evaluated on mandated Uniform Statewide Core Competencies (USCC): Communication, Interpersonal Skills, Customer Service, Accountability, and Job Knowledge. In rating each job duty, the supervisor is to consider the following: To what extent does the employee demonstrate occupational/professional competence, maintain/update job knowledge, work cooperatively with others, meet schedules and deadlines, and meet a level of quality and quantity for the assignment, take responsibility for decisions made, resolve day-to-day problems. Evaluations and ratings are narrative and not numerical. Classified employees are rated as Meritorious, Meets Expectations or Needs Improvement. If the employee is given an overall "Needs Improvement" rating, a Performance Improvement Plan is completed. (http://www.morgancc.edu/docs/io/AQIP/AY2015/3P2-Classified_Evaluation_Form.doc)

Faculty Evaluation –System President's Procedure 3-31 defines the evaluation of faculty annual job performance. In FY2012-13, CCCS worked on a project to devise a new faculty evaluation plan for all colleges in the System. The new Evaluation of Faculty Job Performance was effective July 1, 2013 and faculty were evaluated under the new plan for the first time last fiscal year. The System requires training for all supervisors of faculty. Initial training took place in fall 2013 and is conducted annually as needed.

In the fall, faculty members meet with their division chairs to develop and submit an annual performance plan. Faculty are evaluated according to documented responsibilities and goals that determine the specific focus of the faculty member's work and evaluation in two principal categories: teaching and service. Faculty members typically are expected to devote 70% of their effort to teaching activities and 30% to service activities. **(3.C.3)**

The evaluation of teaching includes student evaluations and direct observation by the division chair. Evaluators consider all of the components of teaching including: class structure and organization, course materials, including syllabi, course outlines and lesson plans, command of subject matter, demonstrated currency in the field and in teaching methodology, presentation skill, professional and courteous interaction with students, availability to students during office hours, student engagement, promotion of student achievement, assessment of student learning, and documented teaching and curriculum improvement based on assessment results. (3.C.3)

Components of service include professional and courteous interaction with colleagues, staff and community as typically documented by active engagement, collaboration, and constructive cooperation in department and College activities, campus committee work, sponsoring and participating in student activities and attendance at College activities and events. (3.C.3)

In the spring, the faculty member and division chair meet to review the plan and determine level of achievement compared to targeted achievement. The instructor provides written narrative evidence of achievement in each area and a self-rating. The division chair reviews the narratives and rates the instructor. If the ratings differ, the instructor has the opportunity to challenge the division chair's rating and/or provide further evidence of achievement. Once differences are resolved, the document is signed by both parties. (3.C.3)

Faculty are rated as Exemplary, Commendable or Needs Improvement. Faculty members must meet the standards for Commendable performance or above in both teaching and service to receive an overall rating of Commendable. Faculty must meet the standards of Exemplary performance in both teaching and service to receive an overall rating of Exemplary. If the faculty member is given an overall "Needs Improvement" rating, a Performance Improvement Plan is completed. Only faculty members whose performance rating is Commendable or above are eligible for salary increases.

(http://www.morganccl.edu/docs/io/AQIP/AY2015/3P2-AWP_Evaluation_Form.doc) (3.C.3)

Establishing employee recognition, compensation and benefit systems to promote retention and high performance

The College has a number of different ways to recognize, reward, and compensate employees. An end-of-year picnic is held each May to recognize years of service in 5-year increments with a Certificate of Achievement and a small token of appreciation from the College. Also recognized are retirements, faculty/APT/classified employees of the year, individual awards for achievements, and so forth. The Faculty of the Year is determined by soliciting nominations from staff (including faculty) and students. Finalists are then voted on by staff and students. Classified Employee of the Year and APT of the Year are based on nominations from across the College. A committee then meets to determine who is selected each year. A person cannot receive the award more than once every five years.

The Crystal Apple Award is selected in conjunction with School District RE-3 (K-12) and recognized at a banquet sponsored by the local newspaper. Nominations are received from staff and the leadership team selects a recipient who has excelled in service to the community, institution, students, and staff in alignment with MCC's mission, vision, and values.

Articles are written and published in local newspapers as well as on the MCC website to recognize professional achievements for all faculty and staff throughout the year.

MCC technically offers a pay-for-performance incentive package. Compensation is calculated using a combination of pay for performance and cost-of-living increases. These advances in compensation are tied to the state legislature's funding of higher education and State Board parameters.

In May 2012, the State Board approved a 5-year plan to bring faculty salaries up to the national average. Increases were applied starting in fiscal year 2013 with the final increases planned in fiscal year 2017. While many CCCS colleges were significantly below the national average at the start of the five years, MCC's gap was only 4.69% below market, the lowest of all 13 colleges in the System. The estimated cost to MCC over the 5 year period is \$96,219. Because the national average salary is a moving target, a decision was made to keep the target salary static and apply a cost-of-living increase

each year on top of the identified gap increase through the remainder of the plan. Increases are all merit-based and there are no across-the-board increases applied to any faculty during this time.

Employees are provided benefits in accordance with State Board Policy (exempt) and Department of Personnel (classified). Benefits are used to enhance job performance and establish an environment which will attract competent workers in today's competitive job market. Benefits include health, dental, life and short-term disability insurance, optional vision and long-term disability insurance, annual leave and sick leave, paid holidays, bereavement leave, and tuition assistance for employees, spouses and dependent children at schools in the community college System. Family Medical Leave and Worker's Compensation benefits are applied as applicable.

Promoting employees satisfaction and engagement

The Colorado Community College System administers an employee Climate Survey every two years. MCC makes use of this shared data in consultation with the Management Leadership Team.

In 2011, MCC began participating in *The Chronicle of Higher Education's* "Great Colleges to Work For" survey. The survey covers 12 categories from Collaborative Governance, to Job Satisfaction, Respect and Appreciation, Teaching Environment and Work/Life Balance. MCC has been awarded recognition as a "Great College to Work For" for four years in a row and was on the Honor Roll for three of those years. As an Honor Roll college, MCC was one of four of the highest-scoring institutions for its size. MCC is the only 2-year institutions in Colorado to receive this recognition.

The College was recognized in the following categories:

- Collaborative Governance; Confidence in Senior Leadership
- Compensation and Benefits
- Facilities, Workspace & Security; Teaching Environment
- Job Satisfaction; Respect & Appreciation; Work/Life Balance

The College participated in this survey again results will be available summer, 2015.

MCC also participates in the CUPA-HR salary surveys, Mountain States Survey, and the American Association of University Professors survey. The results of all surveys are first discussed with the Management Leadership Team which take the information back to the departments. In addition, brown bag informational meetings are held regularly. Professional development days and semester kick-off meetings are also venues at which information is shared with all staff.

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

Outcomes/measures tracked and tools utilized

- Supervisors may choose to utilize various methods of gathering information on which to base the performance evaluation, including self and other staff member evaluations; portfolios, certificates of completion, and/or correspondence of recognition.
- In 2013 all supervisors of classified staff were required to undergo Performance Management training in order to ensure that evaluators were properly trained on policies, procedures, and protocol.
- In 2013 all Faculty evaluators attended three training sessions to effectively utilize the new Faculty Performance procedure which went into effect that year.
- According to the Colorado Community College System's President's Procedure SP 3-31, "Service includes fulfilling the mission and goals of the College outside of the classroom." Similar standards are in place for Administrative, Professional-Technical, and Classified performance evaluations.
- The Faculty evaluation process and salary pay plan were implemented to raise faculty salaries to a national average over a period of five years. Course evaluations are a part of the evaluation process.

- The Great Colleges to Work For survey covers 12 categories to determine overall employee satisfaction.
- In 2014, CCCS conducted a Climate Survey at all 13 community colleges in the Colorado Community College System.
- Employee of the Year awards are tracked to ensure no one receives the honor more than once every five years for faculty and APT of the year. For classified, it's every three years since that is a smaller pool of employees. Crystal Apple awards may only be received one time.

Summary results of measures

Overall average ratings from staff evaluations from the previous two years are as follow:

Faculty	Exempt (Admin/APT)	Classified
FY2014 – 2.5 Commendable*	3.2 Exceeds Expectations	3.0 Meritorious
FY2013 – 2.2 Exceeds Expectations	3.2 Exceeds Expectations	2.5 Meets Expectations

Table 3R2.1: Evaluation average results

*New faculty evaluation system with different final rating titles

There was only one Needs Improvement rating in FY2014. There were none in FY2013.

Regarding the Faculty Salary pay plan, in 2012, MCC was 4.69% from the target salary and by 2015, the gap has closed to .47%:

Faculty Pay Plan Update to State Board 2/2015									
	Initial 2012 Target Salary	FY12 Core Faculty Average Salary	Difference from 2012 Target Salary	FY13 Core Faculty Average Salary	FY14 Core Faculty Average Salary	FY14 Core Faculty Avg Diff from 2014 CUPA	FY15 Core Faculty Average Salary	Compounding Average Increase Given to Date	Difference from 2012 Target Salary Based on FY15 Avg
Morgan Community College	\$50,923	\$48,533	4.69%	\$49,854	\$48,695	8.21%	\$50,685	1.46%	0.47%

Table 3R2.2: Faculty Pay Gap Plan

Regarding the Great Colleges to Work For survey, results for 2013 and 2014 indicate:

- An overall survey average of 88% positive responses in 2013 and 85% in 2014. In comparison, in 2014 Carnegie Associated schools of similar size averaged only 68%.
- Highest satisfaction categories in 2014 were Pride 92%, Facilities 91%, Senior Leadership 91%, Faculty, Administration & Staff Relations 91%, and Shared Governance 90%. The average rating for all five categories for MCC is 91%. The comparison group average was only 68% for the same five categories.
- Lowest averages were in the Professional Development and Fairness categories with 80% each, and Communication with 77%. These were still well above the Carnegie averages of 73% for Professional Development, 63% for Fairness and 59% for Communication.

Topline Survey Results are available below:

[http://www.morganc.edu/docs/io/AQIP/AY2015/3R2Great Colleges Topline Survey Results.pdf](http://www.morganc.edu/docs/io/AQIP/AY2015/3R2Great%20Colleges%20Topline%20Survey%20Results.pdf)

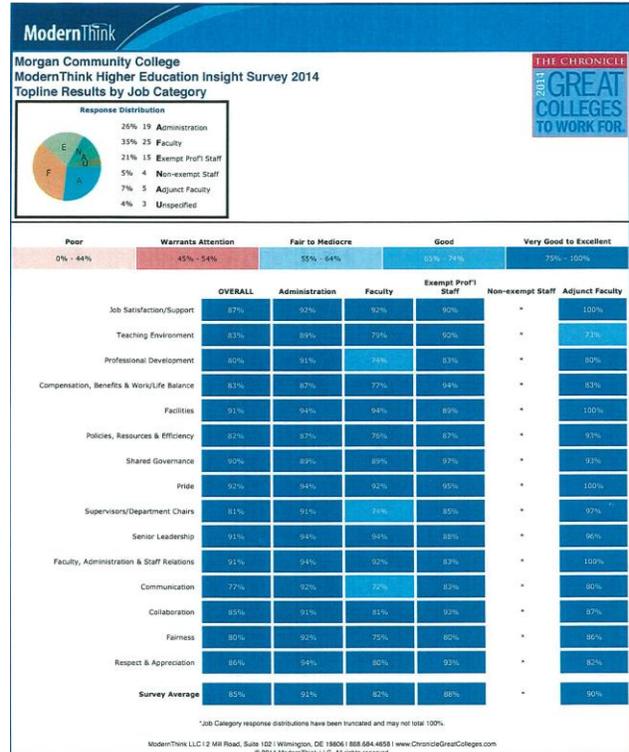
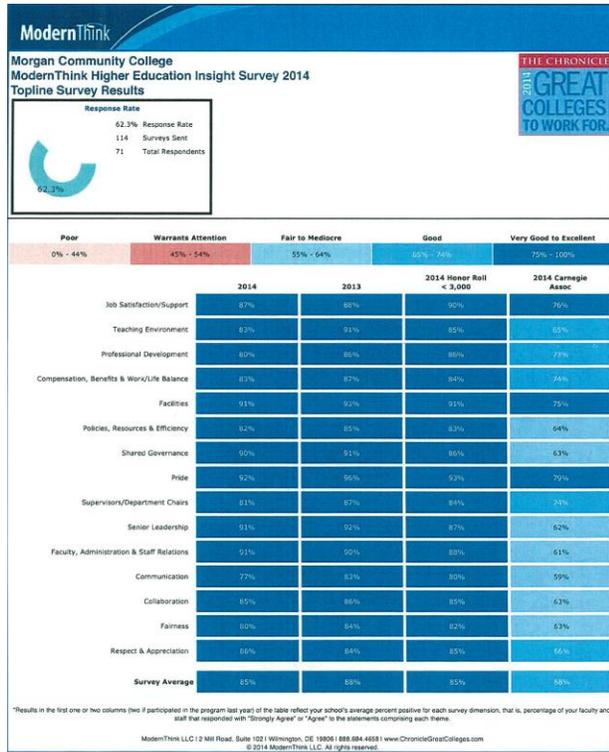


Figure 3R2.3: Great Colleges Topline Results (click page for larger view)

2014 Climate Survey Results administered by CCCS						
	MCC Responses			CCCS Responses		
	Faculty	Staff	Average	Faculty	Staff	Average
Number of Respondents	17	38		598	1,460	
Agree/Strongly Agree or Somewhat to Very Effective Responses						
Survey Question?						
The work I do is meaningful to me	100%	100%	100%	98%	97%	98%
Overall I like the work I do	100%	100%	100%	97%	96%	96%
I feel motivated to do a good job	100%	97%	99%	90%	87%	88%
My teaching load/workload is reasonable	82%	81%	81%	74%	69%	72%
My most recent performance evaluation was fair	81%	100%	91%	83%	84%	84%
How effective is your college in providing:						
a. Orientations	65%	NA	65%	80%	NA	80%
b. Mentoring	88%	NA	88%	75%	NA	75%
c. Professional Development	94%	NA	94%	87%	NA	87%
d. Administrative Support	94%	NA	94%	82%	NA	82%
Culture and policies support a healthy work/life balance	88%	92%	90%	50%	65%	58%
Feel encouraged to find new/better ways of doing job/improving processes	94%	97%	96%	79%	81%	80%
Feedback received during most recent performance eval was meaningful and has helped me to improve my work	69%	89%	79%	74%	73%	74%
I understand the revised faculty evaluation process as defined in SP 3-31	88%	NA	88%	70%	NA	70%
I am satisfied that the faculty pay-for-performance process is fairly applied	69%	NA	69%	49%	NA	49%
I feel I have good job security at my college	88%	97%	92%	76%	76%	76%
Overall I believe that my college is a well-run organization	94%	100%	97%	68%	71%	69%
Employees at this college are treated well and fairly	94%	89%	91%	64%	66%	65%
I believe that my salary is competitive with other employers in the area where I could perform similar work	69%	61%	65%	30%	38%	34%
I believe our health benefits compare well with those offered by other employers in the area	93%	86%	90%	62%	69%	65%
I believe our leave policies compare well with those offered by other employers in the area	100%	97%	99%	70%	87%	79%
I believe our retirement benefits compare well with those offered by other employers in the area	94%	86%	90%	71%	79%	75%

Table 3R2.5: CCCS Climate Survey Results

The results based on the Climate Survey conducted by CCCS in November 2014 include:

- MCC compares similarly to CCCS averages in the work they do is meaningful and they like the work they do, believe their most recent performance evaluation was fair, and the feedback they received during their most recent performance evaluations was meaningful.
- On average, 81% of faculty and staff felt their teaching load (faculty) or workload (staff) is reasonable. This is a decrease of 3% from the 2012 survey results for the College.
- 99% of MCC faculty/staff agreed they felt motivated to do their job compared to 88% of CCCS.
- 90% of MCC faculty/staff agree that the culture and policies of the College support a healthy work/life balance. CCCS reported only 58% agreed. For MCC, this is an 8% increase from the 2012 survey.
- 88% of MCC faculty agree they understand the revised faculty evaluation process as defined in System President's Procedure 3-31, compared to 70% of CCCS.

- 69% of MCC faculty agree that they are satisfied that the College's faculty pay-for-performance process is fairly applied. CCCS reported only 49% agreed. This is a decrease of 4% for MCC from the 2012 survey.
- 92% of MCC faculty/staff feel they have good job security at the College, compared to 76% of CCCS. This is a 13% increase for MCC from 2012.
- 94% of faculty/staff believe that overall, the College is a well-run organization and that employees at the College are treated well and fairly. CCCS reported only 67% agreed with both of those statements.

For additional climate survey data please visit the following links:

Employee Responses:

[http://www.MorganCC.edu/docs/io/AQIP/AY2015/3R2MCC 2014 Employee Climate Survey Responses.pdf](http://www.MorganCC.edu/docs/io/AQIP/AY2015/3R2MCC%2014%20Employee%20Climate%20Survey%20Responses.pdf)

Faculty Responses:

[http://www.MorganCC.edu/docs/io/AQIP/AY2015/3R2MCC 2014 Faculty Climate Survey Responses.pdf](http://www.MorganCC.edu/docs/io/AQIP/AY2015/3R2MCC%2014%20Faculty%20Climate%20Survey%20Responses.pdf)

Additional results from the 2012 climate survey compared to the 2014 survey include:

- A decrease of 6% in faculty perception of administrative support
- 26% increase in belief that salary is competitive with others in the area for similar work
- 16% increase in belief that leave policies compare well with other employers in the area

Table 3R2.6 details the primary employee-recognition awards given out from 2011-2015.

Fiscal Year	Faculty of Year	APT of Year	Classified of Year	Crystal Apple
2015	Bob Huber	Beth Carpenter	Rosa Fernandez	Kim Maxwell
2014	Ken Harrell	Dan Marler	Sandy Johnson	Cathie Nix
2013	Jessica Edington	Nancy Barden	Annette Lebsock	Gwen Steffen
2012	Ruth Tryon	Julie Beydler	Vickie Meyer	Laurie Morris
2011	Rachel Meschke	Mary Zorn	Jessica Trusty	Todd Schneider

Table 3R2.6: Employees of the Year by Classification

Comparison of results with internal targets/external benchmarks

- Faculty/staff evaluations indicate above average performance. Many perform in the highest category for their respective area.
- MCC is meeting the State Board's requirement of reaching a faculty pay national average by 2017.
- MCC rated significantly higher in the Great Colleges survey as compared to other institutions of similar size. MCC is one of only four colleges across the country that has been recognized and placed on the Honor Roll for three years for colleges with enrollments from 500 – 2999.
- MCC compares favorably to sister colleges in the System in nearly all of the Climate Survey areas. MCC was significantly higher than the System in providing a culture and policies that support a healthy work/life balance, in believing the College is a well-run organization, and that employees at the College are treated well and fairly.
- The MCC faculty rated MCC higher than the System in the College's pay-for-performance process being fairly applied, and understanding the revised faculty evaluation process as defined in System policy.

Interpretation of results and insights gained

MCC staff exceed the expectations of their supervisors in meeting their respective performance criteria.

MCC is making adequate progress toward the faculty pay national average and this year has in essence closed the gap on salaries.

The Great Colleges honor indicates a high degree of employee satisfaction with their work environment.

The Climate Survey indicates MCC is meeting expectations of most employees and in comparison to the last survey, they feel good job security and are happy with the benefits the College provides. There are some workload and staffing issues which MCC acknowledges and will work toward improving in the future.

Employee recognition is spread across the College to give all employees an opportunity to be recognized by their peers for their contributions toward meeting College goals and for their support of community activities.

3I2 - Based on 3R2, what improvements have been implemented or will be implemented in the next one to three years?

Supervisors of Classified employees and Faculty must attend a mandatory evaluation training before they are allowed to evaluate their employees. A similar training for Administrative/Professional-Technical employees is currently under development.

The Great Colleges to Work For survey indicates a need to focus on professional development and communication.

The Climate Survey indicates there are some concerns about workload. Funding will be needed to address many of those concerns, however, shifting of duties might also be helpful in the interim given minimal staff in most areas.

Development

3P3 - Development focuses on processes for training, educating, and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers within the institution.

Providing and supporting regular professional development for all employees. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes. Supporting student support staff members to increase their skills and knowledge in their areas of expertise. Aligning employee professional development with institutional objectives.

Morgan Community College encourages and supports employee training and professional development. Training is based on mandates, invitation, recommendation or request. Each department or division is responsible for identifying training needs for its individual work. Internal training is utilized whenever possible to reduce costs, time away from the job and to increase efficiency. Requests are considered based on how they align with the College's strategic commitments of Teaching Excellence, Valuing People, Operational Excellence, Innovative Leadership and Continuous Improvement. **(3.C.4, 5.A.4)**

MCC has adopted the motto "life-long learners" and all employees are encouraged to maintain professional and personal educational opportunities. The leadership of MCC believes that employees who are active in organizations outside of the school will bring back new ideas and programs that will strengthen instructional and non-instructional programs and services. **(3.C.4, 5.A.4)**

MCC is guided in supporting faculty and staff in professional development by SB 3-65 which commits the institution to providing professional development opportunities that foster organizational development through activities that promote a better understanding of the System/College role and mission, enhance student learning, develop leadership and management skills, and promote individual and organizational effectiveness. Faculty professional development includes both internal and external training opportunities. Professional development is included as part of division meetings and faculty also participate in CCCS state-wide discipline meetings. Professional development is a key component of Perkins activities for faculty in Career and Technical Education (CTE) programs. Over the last several years, several employees have continued their education and earned additional degrees. Faculty participate in professional development activities as evidenced in the Table 3R3.4 in the Results section. **(3.C.4)**

The CCCS, State of Colorado and federal government often require ongoing training to complete daily work in areas of instruction, academic support, student services and institutional support. System-wide training is often conducted by user groups and when there are significant changes to the Banner data base modules. Federal mandates such as Title IV financial aid and Title IX Administration and Investigation Training also allow employees to attend trainings and improve job skills. Many employees participate in CCCS user groups which meet on a monthly basis to discuss current trends and processes, with training often incorporated into the meetings. Many staff participate in professional development activities as evidenced in Table 3R3.4 in the Results section. **(3.C.6)**

Employees coordinate requests for activities with their supervisor and many include them as part of their evaluation planning for the year. Many departments fund requests through their ongoing operating funds, however, requests for activities can also be submitted through the budget request process for the following year. Management Leadership Team prioritizes these requests along with all other College requests in determining if funding is available. Alignment of the activity with College objectives is a consideration in reviewing requests.

Through System President's Procedure 3-60e, CCCS encourages employees to develop job skills and abilities which will benefit the employee as well as the System. The value of accessing educational services is supported by reimbursing all classified and exempt staff and their dependents for credit courses at CCCS colleges upon successful completion of a course with a grade of "C" or better. A maximum of 12 credit hours per semester or 24 credit hours per year may be taken.

[\(Tuition Assistance Form\)](#)

MCC has a voluntary program for employee health and well-being offered on a semester basis. It includes wellness discussions, activities and lunchtime seminars.

The College has a Professional Development Committee, comprised of a cross-section of College personnel, which meets, plans, coordinates, and implements a number of activities and events for Professional Development days. These mandatory in-service days are held twice a year during spring and fall semesters, and include a variety of topics pertinent to training and staff development.

3R3 - What are the results for determining if employees are assisted and supported in their Professional Development?

Outcomes/measures tracked and tools utilized

The College provided required on-line training for Sexual Harassment, Title IX and Bullying for all employees in FY2014. Trainings will continue on a biennial basis as required by the federal government. All staff have participated in the two required professional development days held each academic year.

For the last few semesters the College has offered a "Focus on Wellness" course, and a large number of employees have participated. Topics include discussion on a variety of wellness activities, healthy eating, exercise, speakers on wellness topics, etc. The course has been so popular that the College plans to continue to offer it every semester. In addition, the College established a Wellness Committee comprised of volunteers across the College. The Committee steers the Focus on Wellness course as well as helps plan and organize the annual Health Fair held each October. The System sponsors the fair through a third-party vendor and provides flu shots, blood draws, and a variety of wellness activities including vision exam, weight, bone density, and so on. In addition, the College recruits local vendor participation from area hospitals, athletic clubs, dentists, and some state agencies, including retirement planning. MCC students in the Nursing and Physical Therapy program get real-world experience by providing chair massages, paraffin wax hand therapy and blood pressure checks for MCC employees.

CCCS provided each College additional funding to foster innovation toward meeting College goals. These funds have been utilized in a variety of ways. MCC has included professional development and training for faculty and staff as a priority. In FY2013, a Retention Team was developed and attended a conference to learn about strategies that could be replicated at MCC. In FY2014 and FY2015 several faculty and staff attended the eLearning Conference which focused on training in classroom and workstation innovations. MCC was accepted to the HLC Assessment Academy and is in year two of a

four-year program to improve assessment of student learning. In addition, eleven staff members took part in other conferences and activities related to improving their knowledge and skills in their respective areas of work. In FY2015, funds have been appropriated for the Assessment Academy; several staff attended Advanced Investigator Training for Title IX and BIT Training conducted by CCCS; and ten faculty and staff attended conferences and activities to continue improving skills in their respective work areas with these funds.

All-College Professional Development Days have offered relevant training to faculty and staff. In fall 2013, Dr. John Nicoletti presented on Behavioral Intervention Training, Team Building Activities and Harassment Training. Spring 2014, a representative from the Colorado Statewide Training & Development Center of the Division of Human Resources presented on Customer Service and Team Building. Fall 2014 focused on Safety/Security and Drug Awareness, including presentations from local area law enforcement representatives, and spring 2015 was on Teambuilding through Positive Thinking with Chris Natzke presenting on Building Breakthrough Teams through Black Belt Communication.

Perkins Funds have been utilized to support professional development among the CTE faculty.

Fiscal Year	Purpose	\$ Spent
2015	Skills USA, PBL, HOSA Student Advisor Travel	\$5,400 (est)
2014	Welding Faculty training	\$2,991
2014	Auto Tech Faculty training	\$2,337
2014	Physical Therapy Assistant Faculty Assessment conference	\$4,278
2014	Multimedia Faculty training	\$2,216
2014	PBL, HOSA Student Advisor Travel	\$1,896
2013	Ag Business Management Faculty Conference	\$615
2013	Health Science Faculty Travel	\$492
2013	Faculty travel to CACTA and CACTE conference	\$1,279
2013	PBL, Skills USA, HOSA Student Advisor Travel	\$6,419

Table 3R3.1: Perkins Fund Use

Innovation Funds from CCCS as reported on an annual basis include the following professional development activities:

Fiscal Year	Number of Employees Participating	Number of Trainings or Conferences	Total \$ Spent
FY2015 (est. 6/15)	30	12	\$29,000
FY2014	23	11	\$39,819
FY2013	14	4	\$13,931

Table 3R3.2: Innovation Fund Use

Table 3R3.3 identifies participation in wellness-related activities sponsored by the College:

Fiscal Year	Health Fair	% of FT Employees	Focus on Wellness	% of FT Employees
2015 Spring	N/A	N/A	61	69%
2015 Fall	55	63%	81	91%
2014 Fall	42	45%	N/A	N/A

Table 3R3.3: Employee Wellness Activity Participation

In FY2015, 58 employees self-reported on various professional development activities related to their respective positions. A summary of self-reported employee professional development activities can be found at:

http://www.morgancc.edu/docs/io/AQIP/AY2015/3R3ProfDevActivitySummary_0215.docx

In FY2015, Professional Development all day trainings have focused on safety/security and teambuilding through positive thinking. A quick survey is provided at the end of each day to give feedback to the committee.

The Great Colleges to Work For survey is completed annually. The CCCS Climate Survey is completed every two years. Reports on both are found in [3R2](#) and the MCC website.

College funds have been used to reimburse tuition for courses taken by employees and their dependents. In addition, third-party funds have been used to pay for employees enrolled in the Focus on Wellness course.

Summary results of measures

System Innovation funds have been utilized to foster professional development for faculty and staff, including the HLC Assessment Academy, retention, and eLearning.

A majority of employees are participating in optional professional development as identified in the chart located [here](#).

Professional Development Day evaluation results from fall 2014 indicated a wide range of topics employees are interested in learning about.

In the FY2014 Great Colleges survey, one of the lowest averages was in the Professional Development category with 80%. This was above the Carnegie average of 73%, but a drop from the FY2013 average of 86%. The Great Colleges to Work for Survey results are found in [3R2](#).

The CCCS Climate Survey indicates the following:

- 94% of faculty feel professional development is important. CCCS compares similarly with 87%.
- On average, 96% of faculty/staff feel encouraged to find new and better ways of doing their job and improving processes. Only 80% across the System feel the same.
- 94% of faculty feel the College is effective in providing professional development. This is slightly higher than the CCCS average of 87%.

The College has utilized an average of \$11,204 annually to support employees' and their dependents' education. The following charts show the amount spent on both groups from FY2011-2015:

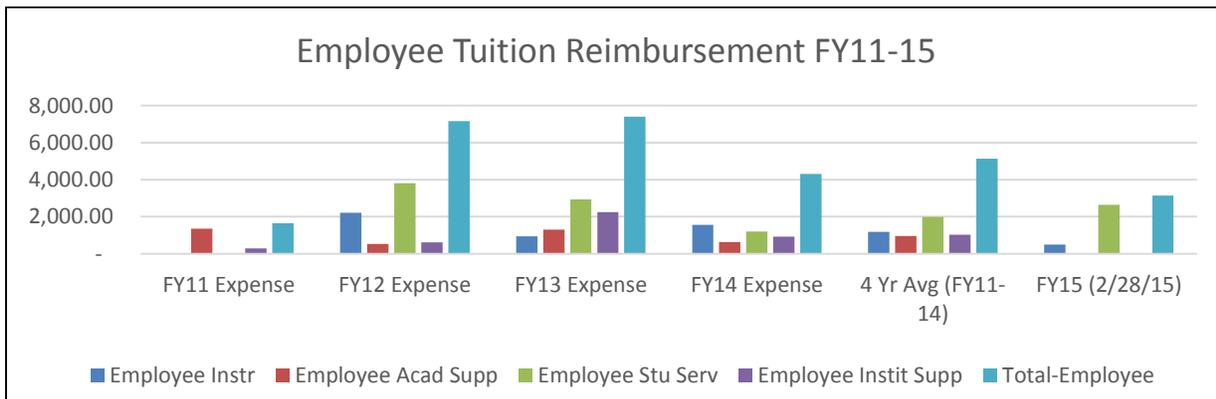


Chart 3R3.5: Employee Tuition Reimbursement Trend

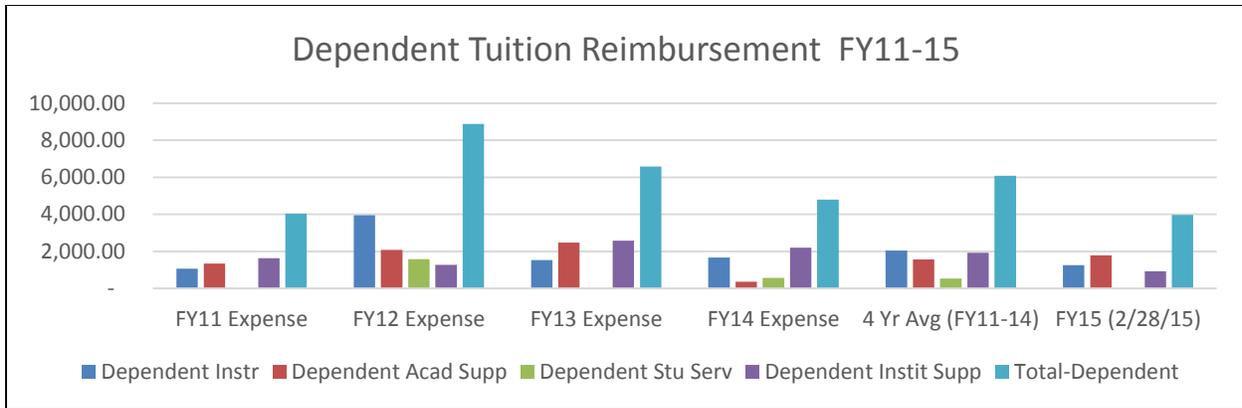


Chart 3R3.6: Dependent Tuition Reimbursement Trend

After a high of \$16,042 that was spent on both groups in FY2012, the amount of funds has decreased each year over the last three years. It was down to \$13,994 in FY2013 and \$9,103 in FY2014. To date \$7,113 has been spent in FY2015 (February 2015). More funds are spent on dependents than employees, with an average of \$6,075 spent on dependents and \$5,129 on employees.

Comparison of results with internal targets/external benchmarks

The College encourages staff to participate in optional development activities, and most are doing so. Attendance is required for all staff at the two professional development days held each academic year. The CCCS Climate Survey indicates that MCC compares favorably to the System in providing professional development opportunities and encouraging employees to find new and better ways of doing their jobs. The College has not established benchmarks for development that it collects and analyzes regularly.

Interpretation of results/insights gained

The Colorado Community College System administers an employee satisfaction survey every two years. MCC makes use of this shared data.

While the Climate Survey indicates the majority of staff feel development is important and the College is effective in providing opportunities, the Great Colleges survey indicates that fewer individuals feel the same way. The surveys are administered at different times of the year (Great Colleges in spring and Climate Survey in fall). Perhaps there needs to be education about what constitutes professional development. The term itself has multiple meanings. A common meaning, especially in response to surveys, might raise the College’s average participation.

Professional Development Day has resulted in good topics for training and the need to continue to find topics that apply to a broad range of employees.

Employees are participating in wellness activities. They are also participating in professional development activities.

Employees and their dependents take advantage of getting reimbursed for credit courses taken at System community colleges; however, the number of dollars expended is decreasing and more dependents than employees take advantage of this benefit. Although the average dollars expended for dependents is greater than that expended on employees, the effect of the former reduces the family debt by covering education costs that the employee would have had to finance.

3I3 - Based on 3R3, what improvements have been implemented or will be implemented in the next one to three years

Effective spring 2015, Human Resources will gather professional development information from employees on a yearly around the time of their annual evaluations. This will provide data to the

Leadership Team about the types of activities and the number of employees who are continuing to expand their skills and knowledge.

Professional Development Days are a good way to bring all the College staff together and present a wide variety of topics. The events are good for networking among employees as well as for training. Supervisors need to encourage employees to participate in professional development outside of these activities such as required CCCS trainings. They also need to ensure a common definition of the term “professional development” among all employees.

Wellness training (originally a one year pilot program in 2014-2015) will continue during the next academic year.

MCC will do further research on why employees are not taking advantage of the tuition reimbursement benefit. MCC recognizes an opportunity to make stronger use of survey feedback to improve its results in development.

Category Four - Planning and Leading

Introduction

MCC's last Systems Appraisal (2011) rated the following items as strengths: 5P1a, 5P2a, 5P4a, 5P5a, 5P7, 5P8, 5P9, 5I1.

MCC's last Systems Appraisal (2011) rated the following items as opportunities: 5P1b, 5P2b, 5P3, 5P4b, 5P5b, 5P6, 5P10, 5R1, 5R2, 5R3, 5I2.

Items Addressed: 5P1b, 5P2a, 5P3, 5P4b, 5P5b, 5P6, 5R1, 5R2, 5R3, 5I2.

Morgan Community College has progressed significantly since its last Systems Appraisal in this area. Formal evaluation systems with comparative data within Colorado and across the country indicate that faculty, staff and students understand the mission, vision and values of the College. Through the new *Strategic Planning Team (SPT)* MCC leadership assures that there is constant alignment with CCCS strategies and that MCC specific strategies speak to the unique needs of this institution and the communities it serves. The current *Strategic Plan* described within Category Four includes a commitment to *continuous improvement*.

Items Not Addressed: 5P10.

Morgan Community College has developed a successful recruitment and hiring plan as fully described in Category Three. While that section also describes training and professional development for current employees, the College has not formalized a process for training future College leaders.

Maturity Levels:

Morgan Community College has identified its maturity level for *processes* as *aligned* and its maturity level for *results* as *aligned*.

Improvements:

- Through the implementation of the *Educational Opportunity Council*, MCC will identify methods to improve access for the College's underrepresented populations. College-wide understanding of and commitment to the MCC *mission, values* and *vision* will be the impetus for this improvement.
- MCC will continue to improve its strategic planning process by assuring that the *SPT* continues to include membership from across the College, and that its work continues to be aligned with the MCC *mission, values* and *vision*.
- MCC leadership recognizes the importance of internal and external professional development activities. To this end, MCC leaders will continue to provide resources for staff and faculty and will specifically consider ways to encourage employees to take advantage of community college tuition benefits.
- MCC believes that employees can better thrive in a safe environment and where leaders emphasize the benefits of *wellness* activities. MCC will continue to identify ways in which the College can support healthy lifestyles for its students and staff.

Mission and Vision

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.

As one of thirteen community colleges in the Colorado Community College System (CCCS), the mission, vision, and values of Morgan Community College (MCC) must first align with state statutory requirements and second with CCCS policies and CCCS strategic plans. MCC does not have its own policies for governance; however, MCC has procedures that are flexible to address unique characteristics of the mission, vision, and values of the institution while maintaining compliance with System policies and System strategic directives. **(1.A.1)**

Unique to MCC (outside the parameters of state statutory requirements and CCCS policies), the president of Morgan Community College chairs a Strategic Planning Team (SPT) that includes faculty representation from the three instructional divisions (Health Occupations, Business and Applied Technology, and Arts and Sciences), the faculty senate president, representation from the four satellite Centers, instructional support staff, Student Services staff, the Director of Institutional Effectiveness, the Director of College Communication and Marketing, the AQIP Liaison, the Assistant to the President, and the three Vice Presidents (Instruction, Student Success, and Administration and Finance). **(5.B.3)**

The mission, vision, and values are reviewed by the Strategic Planning Team every five years (or sooner if needed to meet student and stakeholder needs or to comply with a change in CCCS strategic directives). The proposed new mission, vision, and values are presented to the MCC faculty, staff, students, administration, and other stakeholders through a variety of forums that include informal all-college Brown Bag lunch meetings, department meetings, email correspondence to all staff, face-to-face meetings with the MCC Advisory Council (a liaison to the State Board) and other external stakeholders (including the MCC Foundation) and various community organizations. These forums for communication provide faculty, staff, students, administrators, and external constituencies opportunities for input before a final decision is made on the revised mission, vision, and values. **(5.B.3)**

The three Vice Presidents and the President (i.e., called MLT or the Management Leadership Team) also juxtapose the new mission, vision, and values with existing instructional and support programs to ensure that academic programs and support services are consistent with the institution's mission. Once consistency is confirmed (or practices modified to align with the new mission, vision, and values), resources are allocated to communicate and help advance the new mission, vision, and values. **(1.A.2, 1.A.3, 5.C.1, 5.C.2, 5.C.4)**

The mission, vision and values statements are communicated via postings on the College's website and are included in several College publications such as the Student Handbook and Annual Report. Framed mission, vision, and value statements are displayed in hallways and classrooms throughout the Fort Morgan campus and the four satellite Centers. **(1.B.1)**

The mission, vision and values of the College are also incorporated into numerous other communication avenues, including branding, public relations, and marketing initiatives that include brochures, fact sheets, posters, press releases, social media communication, and other forms of print and electronic media. **(1.B.1)**

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

The collaborative process utilized in reviewing and revising the College's mission, vision, and values has led to a strong sense of understanding and buy-in by staff, faculty and community constituents. Employee surveys have consistently indicated a strong grasp of the College's mission, vision and values. For example, the Colorado Community College System conducts climate surveys for all thirteen community colleges in the System every two years. In November 2014, for the period encompassing 2012-2014, the survey questions regarding an all-College review of knowing and understanding of MCC's mission, vision, and values had the following results:

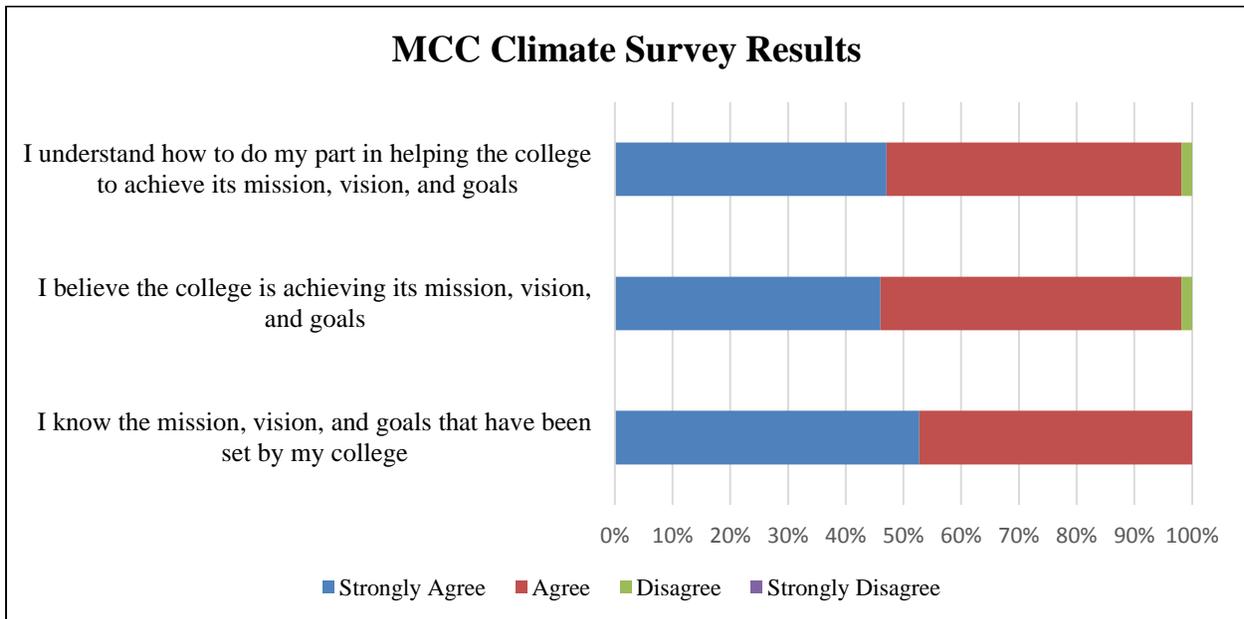


Table 4R1.1: Select results from 2012-2014 MCC Climate Survey

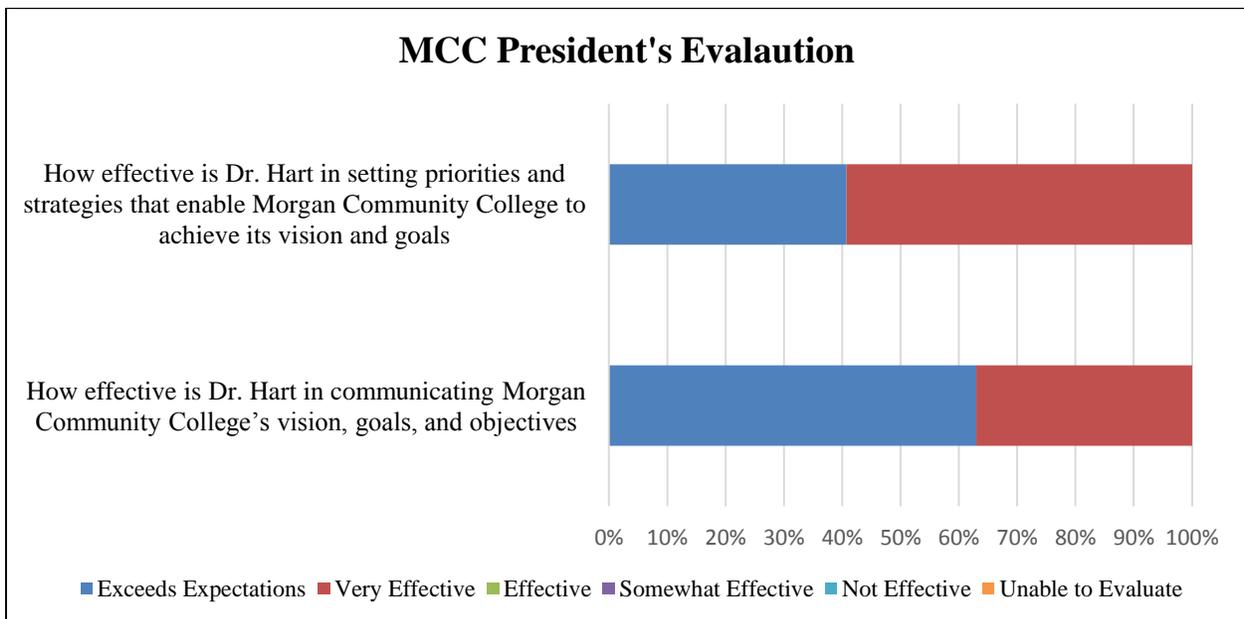


Table 4R1.2: Select results from 2013-2014 President's Evaluation

In addition to the internal benchmarks that support faculty and staff buy-in to the mission, vision, and values, MCC has participated in the *Great Colleges to Work For* survey done by the Chronicle of Higher Education – a national publication with international readership. The *Great Colleges* survey compares MCC to approximately 260 colleges and universities in the United States in various categories for determining benchmarks. Since 2011, MCC has been recognized as a *Great College to Work For* in multiple categories that include faculty and staff involvement in categories related to mission, vision, and values. For example, in the 2014 survey, 90% of faculty and staff strongly agreed with statements like

“Faculty, administration, and staff are meaningfully involved in institutional planning,” and “Senior leadership provides a clear direction for this institution’s future.”

During MCC’s last Strategy Forum in 2012, the Quality climate survey reflected these achievements when MCC scored higher than the other 15 participating institutions in the areas of Goal Clarity and Cultural Management.

A third external measurement benchmark (in addition to the *Great Colleges* survey and the AQIP Strategy Forum) was provided by an independent marketing consulting firm, Clarus. Kathi Swanson, owner of Clarus, provided the leadership of MCC with a 90-page analysis of branding and marketing strategies within the parameter of MCC’s mission, vision and values. The results of this study have led to steps for improvement that will be addressed in [4I1](#).

Employee understanding and subsequent support of the College’s mission, vision, and values has created a unifying factor that has helped MCC focus on “doing what it does best” rather than trying to become everything to everyone. This has enabled MCC to strive for (and in many cases achieve) excellence within the parameters of its mission, vision, and values. **(1.B.2, 1.B.3)**

The outcome of faculty and staff understanding the mission, vision, and values has also provided a framework for strategic planning. During the 2013-14 school year, eight strategic commitments were developed in alignment with the mission, vision, and values:

1. Student Access: MCC provides students with diverse pathways to learning.
2. Student Success: MCC partners with students in the acquisition of knowledge, skills, and values.
3. Teaching Excellence: MCC delivers quality instruction that enables students to develop critical thinking, creativity, and personal/professional responsibility.
4. Valuing People: MCC fosters a climate of trust, respect, and responsiveness in all professional relationships.
5. Operational Excellence: MCC demonstrates excellence as a steward of the public trust in the management of its resources within a safe and secure environment.
6. Innovative Leadership: MCC encourages both innovation and calculated risk-taking to create opportunities for student success.
7. Community Leadership and Partnership: MCC builds strong alliances with our students, our communities, and other institutions to improve the quality of life for those we serve.
8. Continuous Improvement: MCC develops and continuously reviews programs, procedures, and services to support a dynamic learning environment.

4I1 - Based on 4R1, what improvements have been implemented or will be implemented in the next one to three years?

The buy-in from all of MCC’s stakeholders in the mission, vision, and values is expected to bring anticipated change (improvement) in MCC’s demographic profile for a variety of reasons: 1) The inclusivity of the mission statement: “We partner with students in imagining, believing, and achieving their goals” – reaching all students, including the underserved populations of high school students that have previously been disconnected from knowing and understanding the value and availability of a college education; 2) The consistency in the delivery of the curriculum and the support provided to students for an optimum college experience as MCC responds to a constantly changing environment through the vision statement: “We commit to providing relevant learning by responding to evolving student and community needs;” and 3) The inclusivity and breadth of MCC’s values: “We value the individual, learning, excellence, integrity, innovation, and community.” The clearly defined and broadly understood mission, vision, and values, enable faculty and staff to hold to a prescriptive course of action with a specific focus in every interaction with students, governmental agencies, businesses, industries, public school partners, community leaders, and other constituency groups. **(1.D.1, 1.D.2, 1.D.3)**

The Strategic Planning Team is now in the process of developing tactical plans (reflective of the mission, vision, values, and strategic commitments) that will be implemented over the next five years to provide expansion of access to MCC, a continued emphasis on student success and teaching excellence,

the maintenance of an inclusive culture that values people, and an awareness of changing community and societal needs that foster operational excellence, innovation, and continuous improvement. (1.D.1, 1.D.2, 1.D.3)

It is anticipated that within the next three years, the profile of MCC will change significantly based on a greater professional image through branding and also with a larger underserved full-time student demographic through the initiatives described above.

Specifically, and based on the results of the *Clarus* report referenced above in [4R1](#), the following initiatives are being implemented that align with the new mission, vision, and values. These include: 1) the formation of an Educational Opportunity Council (a special advisory council) to help reach underserved and underrepresented high school students who may not otherwise realize the availability of post-secondary education; and 2) a comprehensive branding initiative that will require the cooperation of all departments (faculty and staff), cooperation from the satellite Centers, and an ongoing commitment of resources from the MCC administration. (1.D.1, 1.D.2, 1.D.3)

Strategic Planning

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.

MCC aligns its planning processes with the Colorado Department of Higher Education, the State Board for Community Colleges and Occupational Education, and the Colorado Community College System (CCCS). Internal planning is developed into a five-year college plan linked to the mission, vision, and values, as well as eight strategic commitments (i.e., long-term strategies that reflect the mission, vision, and values – see [4R1](#)). The outcome of this strategic planning process is under the general auspices of the CCCS strategic plan. This alignment is within general statutory mandates and does not preclude MCC from having autonomy in designing a strategic plan to meet the unique needs of MCC (see [4P1](#) for achieving the mission and vision through the strategic planning process).

The make-up of the Strategic Planning Team (SPT) is described in [4P1](#), paragraph 2. (5.B.3)

Members of SPT meet monthly during the fall and spring semesters to engage in the strategic planning process. Part of this process requires the members of SPT to assess student and stakeholders needs, examine best practices and strategies from other community colleges, and align strategic initiatives with AQIP action projects (i.e., a record for academic quality improvement activities over a designated time period – see Category 6). The overall strategic directives must reflect the mission, vision, and values of MCC.

The process for developing the college's strategic plan is as follows:

- Every five years (or sooner, if needed):
 - Review the current mission, vision, and values and revise as needed
 - Review the current strategic commitments and revise as needed
 - Review the current strategic plan and revise as needed
 - Develop tactical plans to meet the objectives of the strategic plan
 - Formulate AQIP action projects (a record for academic quality improvement activities over a designated time-period – see Category 6) to address the top priorities of the new strategic plan
- Annually/Ongoing
 - Implement the tactical plans and AQIP Action Projects
 - Obtain feedback from stakeholders
 - Review progress on achieving the tactical plans and update/revise based on changing needs and internal/external demands
 - Create new AQIP action projects as projects are completed

When SPT has formulated a new strategic plan and strategic directives, these are presented to the MCC faculty, staff, students, administration, and other stakeholders through a variety of forums,

including informal all-college Brown Bag lunch meetings, department meetings, email correspondence to all staff, face-to-face meetings with the MCC Advisory Council (a liaison to the State Board) and other external stakeholders (including the MCC Foundation) and various community organizations. These forums for communication provide faculty, staff, students, administrators, and external constituencies opportunities for input before a final decision is made on the new strategic plan. **(5.B.3)**

SPT develops a recommended strategic plan for the institution. However, ideas, goals, program development, and other strategic suggestions are solicited from all internal and external stakeholders through the varied formal and informal communication forums described above. **(5.B.3)**

After consensus is reached from all stakeholders, the members of SPT begin working with their respective departments to develop tactical plans (which may include AQIP action projects) to meet the goals and objectives of the overall College strategic plan.

Prioritization of proposed tactical plans is discussed and determined by SPT. All budget requests must indicate alignment with one or more of the College's strategic commitments and all AQIP action projects must indicate alignment with one or more of the College's strategic goals, objectives, or strategic commitments. This alignment is assessed by MLT (the three vice presidents and the president) and juxtaposed with priorities determined by SPT and all input provided through the various communication forums (both formal and informal). **(5.C.4)**

During MLT's process of assessing proposed tactical plans, SPT priorities are juxtaposed with data regarding current capacity (primarily through a trend analysis of program growth and decline); projected fluctuations of MCC's sources of revenue (provided through the Vice President of Administration and Finance's consultation with business officers throughout the community college System regarding funding formulas), State budget forecasts, tuition projections, and FTE comparison projections with other community colleges that affect MCC's revenue of State reimbursement dollars. Additionally, MLT examines grant activity and MCC Foundation asset projections as these may affect programs, student support (especially with scholarship allotment), and capital projects that can support programs. MLT also considers budgetary considerations for leading-edge technology, marketing – especially with demographic shifts – and external forces in an ever-increasing global economy. **(5.C.4, 5.C.5)**

MCC's budget process as it aligns with the strategic planning process is illustrated here:

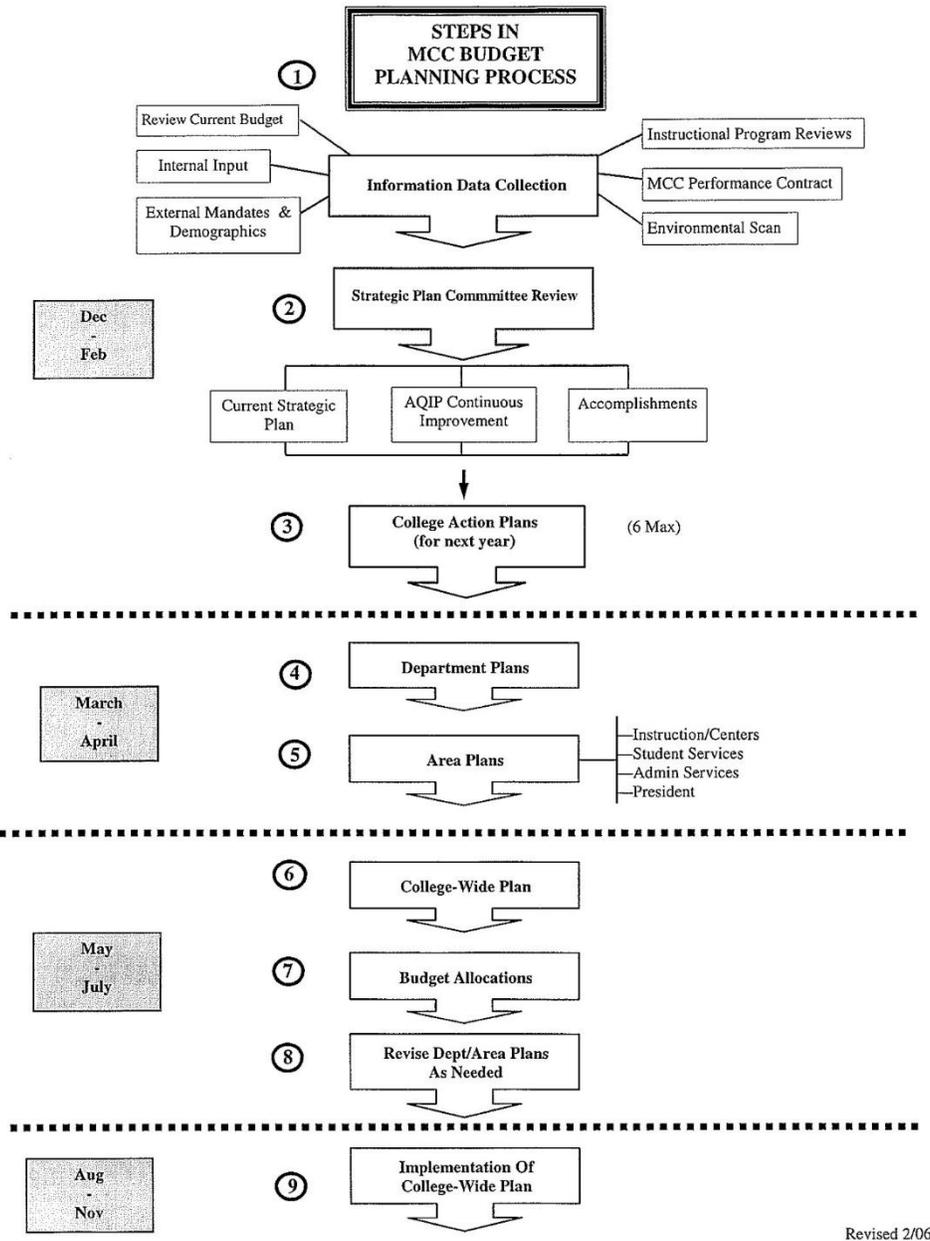


Figure 4P2.1: Budget Planning Process

Once tactical plans and AQIP action projects are approved by MLT, SPT establishes designated responsible parties (members of SPT and also faculty, staff, and administrators in general) to implement both the tactical plans and action projects.

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

The strategic planning process described above is relatively new. Prior to 2012, SPT was chaired by a staff member and the planning process had been confined to series of AQIP Action Projects. When the president realized this method was not as effective as it could or should be, he assumed chairing SPT (in

2012) and started the new process described above. Changes to the strategic planning process were necessary due to an increasing disconnect among MLT (the president and the three vice presidents) in making-informed data-based decisions regarding the allocation of resources. There was not a clearly defined justification for informed decision making. At a President's Staff retreat in June 2012, which incorporated a debriefing segment and SWOT analysis, consensus indicated that MCC needed a more substantive and clear directive in planning for the future.

The new strategic planning directive began in the fall of 2012. Since 2013, SPT has revised the mission, vision, and values statements; created the current eight strategic commitments; developed an overall strategic plan; and is currently refining the tactical plans recommended by each department. There has not been enough time at the time of this writing to see results or assess the effectiveness of the planning process.

The success of the new operational directive will be measured by an increase in attainment (i.e., number of degrees and certificates awarded in comparison to previous academic years); an increase in transfer rates of students taking twelve or more hours at MCC; and an improvement in student success as measured by outcomes in basic skills education, enhanced student support services, and a reduced average time to credential all students. In addition, with a strategic plan focus of reaching underserved populations, an additional measurement will be in attainment gaps among students from underserved communities in comparison to the general population of students. **(5.C.3, 5.C.4, 5.C.5)**

The measurements stipulated above will have both internal and external benchmarks. MCC's Director of Institutional Effectiveness routinely compiles data in each category described above and generates reports for the MCC leadership. This data is also available for all thirteen community colleges in CCCS and MCC has easy access to comparisons among its twelve other sister colleges. In addition, MCC receives governmental reports from the Colorado Department of Higher Education that provides state and national comparisons and benchmarks – i.e., IPEDS, etc.

4I2 - Based on 4R2, what improvements have been implemented or will be implemented in the next one to three years?

The new strategic planning process is a significant improvement in itself. The preponderance of AQIP Action Projects that dominated the strategic planning process from 2011-2013, while important and necessary for demonstrating continuous improvement, provided only temporary results in actual strategic planning, and that process has now been corrected.

Because of the newness of the new strategic planning process and limited results at this point, data-driven improvements are not yet discernable.

Leadership

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.

Morgan Community College (MCC) is one of thirteen community colleges in the Colorado Community College System (CCCS). CCCS is governed by a nine-member State Board for Community Colleges and Occupational Education (SBCCOE). The SBCCOE is unique in the nation, with responsibility for both secondary and post-secondary career and technical education and community college governance. Members are appointed by the Governor and confirmed by the State Senate for staggered four-year terms. One community college faculty member and one student representative serve in non-voting capacities for one year each. **(2.C.3)**

The SBCCOE is established by Colorado Statute with a prescribed mission to serve Colorado residents who reside in designated community college service areas by offering a broad range of general, personal, vocational, and technical education programs. By statute, each college is a two-year college and no college may impose admission requirements upon any student. The objective of the community and technical colleges is "to provide educational programs to fill the occupational needs of youth and adults in technical and vocational fields, two-year transfer educational programs to qualify students for admission

to the junior year at other colleges and universities, basic skills, workforce development, and a broad range of personal and vocational education for adults.” (2.C.1, 5.B.5)

The SBCCOE appoints a System President to oversee the thirteen community colleges, who in turn appoints a college president for each of the thirteen community colleges. In addition, the SBCCOE appoints a seven-member Advisory Council for each college. These Advisory Council members serve staggered four-year terms, with membership limited to two terms. By SBCCOE policy, the Advisory Councils are required to meet a minimum of four times each year. The MCC Advisory Council meets six times each year. (2.C.2, 2.C.3, 2.C.4, 5.B.6)

While accountability ultimately rests with the State Board for Community Colleges and Occupational Education, responsibility for the daily operation of CCCS is delegated to the System president, who also delegates responsibility for individual colleges to each of the thirteen college presidents. (2.C.4, 5.B.6, 5.B.7)

The current Morgan Community College president, Dr. Kerry Hart, operates with an inclusive and collaborative leadership style in which responsibility for instruction, student support, and the fiscal/operational matters of the College are delegated to three vice presidents and input and suggestions for College governance matters are solicited from faculty and staff through the organizational structure (faculty and staff that report directly to the president and to the three vice presidents) as well as through both formal and informal means of communication (see 4P1 paragraph 3). Commensurate with the delegation of responsibility is the delegation of authority from the president to the three vice presidents to work collaboratively with their respective faculty and staff in contributing to the governance of the college in matters of instruction, student services, finance, human resources, and the physical plant. (5.B.5)

While MCC utilizes a collaborative style of decision-making, the ultimate responsibility for internal decision-making rests with the MCC president. The president chairs a Management Leadership Team (MLT) comprised of the three vice presidents and the President. In addition, the president chairs a larger team of senior leaders (called President’s Staff) that includes MLT, four Center Directors, the Director of College Communication and Marketing, the Director of Institutional Effectiveness, and the Assistant to the President. Both MLT and President’s Staff meet regularly. President’s Staff meetings are open to all College constituents and faculty and staff may bring suggestions or questions to MLT during any scheduled meeting. Department meetings give all faculty and staff the opportunity to provide input on College governance that can then be passed on to President’s Staff and MLT. (5.B.7)

Communication for issues under discussion and/or for which decisions are required is also carried out through a comprehensive internal communication system that includes the distribution of President’s Staff minutes to all employees (and subsequent posting on the website portal), informal all-college Brown Bag lunch meetings, department meetings, email correspondence to all staff, postings on the MCC website and/or portal, face-to-face meetings with the MCC Advisory Council and other external stakeholders (including the MCC Foundation), and various community organizations. Center Directors and adjunct faculty have access to these resources and are included in all forms of communication soliciting input on College governance issues. These forums for communication provide faculty, staff, students, administrators, and external constituents with opportunities for input. The Director of Institutional Effectiveness provides data to the leadership which is shared with the College in general in order to optimize informed decision-making. (5.B.5, 5.B.7)

Leadership cultivation through professional development opportunities is a high priority for the College. Two all-staff professional development training days are provided each year. In addition, funding is allocated for faculty and staff to participate in professional conferences specific to their area of expertise. Internally, employees are encouraged to develop leadership skills by serving on committees, leading AQIP Action Projects, and taking on special assignments in the College. Conference calls and interactive video units are employed to enable those in outlying service area communities to attend meetings and trainings. Tuition reimbursement is provided to employees who desire to take College classes offered through MCC or other System colleges. Because MCC is a member institution in a larger

System, employees who aspire to grow into positions with greater degrees of responsibility have access to numerous resources and opportunities for leadership development.

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

MCC has measured its success in leading and communicating through survey tools provided by the Colorado Community College System (CCCS) that use comparative data among the 13 community colleges in the Colorado state System. (5.B.5) The most recent survey, encompassing the years 2012-2014, elicited the following responses to questions of leadership from faculty and staff:

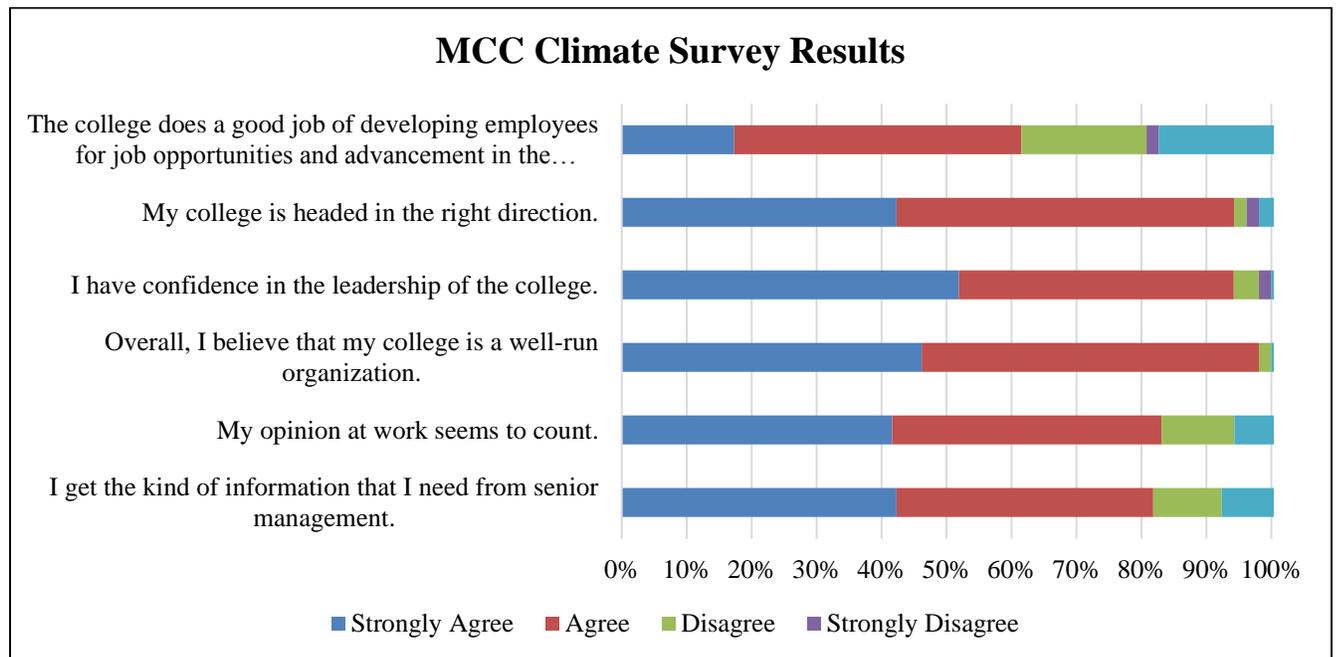


Table 4R3.1: Select results from 2012-2014 MCC Climate Survey

Additional details on results for the Climate Survey results can be found in section 3R2. For climate survey data please visit the following links:

Employee Responses:

[http://www.MorganCC.edu/docs/io/AQIP/AY2015/3R2MCC 2014 Employee Climate Survey Responses.pdf](http://www.MorganCC.edu/docs/io/AQIP/AY2015/3R2MCC%202014%20Employee%20Climate%20Survey%20Responses.pdf)

Faculty Responses:

[http://www.MorganCC.edu/docs/io/AQIP/AY2015/3R2MCC 2014 Faculty Climate Survey Responses.pdf](http://www.MorganCC.edu/docs/io/AQIP/AY2015/3R2MCC%202014%20Faculty%20Climate%20Survey%20Responses.pdf)

In addition, part of the MCC president’s annual performance evaluation requires a 360 degree feedback survey from faculty, staff, administration, Advisory Council members, Foundation Board members, and various community leaders.

- When asked, “How effective is Dr. Hart in providing educational/academic leadership for the College,” 59.3% of all constituency groups indicated he exceeds expectations; 40.7% indicated he is very effective, and no other categories were marked.

The 2012 Strategy Forum Quality Climate Survey reflected a similar result with respondents scoring MCC’s management style with an average of five out of six. This was the highest score out of the 16 participating colleges and the responses indicated staff feel senior leadership provide clear communication, assistance, and support. These measures help sustain a positive workforce climate and quality learning environment.

For an external benchmark, MCC has participated in the *Chronicle of Higher Education's* "Great Colleges to Work For" program that benchmarks leading and communicating criteria among all participating institutions of higher education in the United States. The data collected to evaluate and rank colleges in the "Great Colleges" program is done by ModernThink, a consulting firm under contract with the *Chronicle of Higher Education*. The data gathered by ModernThink includes an institutional IQ, in which every aspect of the College is examined and assessed based on a self-study report and also by an employee survey that is subsequently juxtaposed with the institutional IQ. The results are a comparative ranking with over 260 colleges and universities throughout the United States. MCC utilizes this data to establish benchmarks for maintaining strengths and addressing areas for improvement.

Here are the ranking statistics (based on a satisfaction survey and institutional IQ) of the Great Colleges to Work For survey for categories of leadership:

Leadership Category	MCC 2012	MCC 2013	MCC 2014	2012 Average of Comparison Colleges	2013 Average of Comparison Colleges	2014 Average of Comparison Colleges
Shared Governance	88%	91%	90%	62%	63%	63%
Senior Leadership	89%	92%	91%	64%	63%	62%
Collaboration	80%	86%	85%	65%	65%	63%

Table 4R3.1: Great Colleges Survey Results over time

Of particular note in the "Great Colleges" survey is that 91% of respondents to this last survey indicated that they felt senior leadership provides a clear direction for MCC's future.

Based on the two primary formal internal comprehensive assessment tools (CCCS Climate survey and the President's Annual 360 Performance Evaluation), coupled with the informal communication means that elicit shared governance (brownbag lunch discussions, departmental meetings, and other forums for verbal and written communication), the MCC leadership assesses the data and allocates resources to ensure strengths are maintained and areas for improvement are addressed with adequate staffing and operational budget considerations. When implementing resources to meet student needs and the needs of the institution, MCC uses comparative data with the other 13 community colleges' surveys, as well as comparing benchmarks on a national scale with the data provided by ModernThink in the *Chronicle of Higher Education's* program. (5.B.7)

4I3 - Based on 4R3, what improvements have been implemented or will be implemented in the next one to three years?

In addition to the internal communication mechanisms that are in place (both formal and informal) as described in 4P3, paragraph 7, MCC invites a member of the State Board for Community Colleges and Occupational Education to each Advisory Council meeting to maintain alignment with the governance policies and directives of the SBCCOE. (5.B.6)

In regard to developing leaders at all levels of the institution, MCC has reinstated required professional development activities for all employees and has allocated resources for faculty and staff development. During the economic downturn from 2008-2011, resources for professional development were frozen for three years. These have been reinstated since 2012 and faculty and staff have been responding very positively to these activities as indicated in section 3R3. In addition, the president and three vice presidents (MLT) have made individual professional development for faculty and staff a priority and have allocated resources to that end. This has also been fully described in Category Three under Development.

Because MCC is small and doesn't have depth in the organizational structure (e.g., there are many one-person departments that limit advancement within the organization), MCC has taken advantage of leadership development opportunities offered through the Colorado Community College System office. One of more recent opportunities was a Dean's Academy for Aspiring Presidents. MCC's president served as a panelist and took on a mentor role for a dean from another community college within CCCS.

One of MCC's division chairs participated in this academy, was also assigned a mentor from a sister community college, and is now seeking opportunities for advancement. The disadvantage of reliance on CCCS for leadership training is the inconsistent frequency of leadership training opportunities.

The senior leadership at MCC will continue to require two meaningful in-service professional development days each year, will continue to allocate resources for faculty and staff to engage in individual professional development activities, and will continue to encourage participation in System training initiatives for aspiring leaders. (5.B.5)

Integrity

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.

MCC follows federal and state policies and practices regarding civil rights, equal employment mandates, and other regulated guidelines in matters of ethics and equity. With personnel, background checks are conducted and drug-free and loyalty oath forms are signed by employees during the hiring process. The Colorado Community College System (CCCS) Code of Ethics is distributed to each employee and the senior leadership at MCC is required to update and sign Code of Ethics forms in various categories each year. (2.A.)

The State Board for Community Colleges and Occupational Education (SBCCOE) establishes policies to address ethical conduct. While none of the thirteen community colleges within the Colorado Community College System (CCCS) has the authority to write and implement policy, the individual colleges can, and do, write procedures and guidelines that reflect the practical application of SBCCOE policies, including those procedures and practices that are ethical in nature. Among the various documents that are procedural and unique to MCC and reference ethical conduct, are the following: (2.B.)

- Student Handbook - http://www.morgancc.edu/docs/student_handbook.pdf
- Faculty Handbook - http://www.morgancc.edu/portal/docs/faculty_instructional/facultyinformationguide.docx
- Catalogue - <http://www.morgancc.edu/academics/catalogs/online-catalog>
- The MCC website – www.morgancc.edu
- All HR documents (job announcements, etc.)

The MCC president is ultimately responsible for ensuring that the legal and ethical status of the College meets established standards of the federal government, state government, and CCCS regulations and policies. The Vice President of Administration and Finance, the Director of Human Resources, the Controller, and the Vice President of Student Success are key players in staying current on the legal, fiscal and ethical requirements for College personnel and students and for communicating related information through meetings, email, and other methods. Direct supervisors are responsible for monitoring and ensuring that ongoing standards are met, and any deficiencies are addressed through the performance appraisal process or disciplinary action in conjunction with the Human Resources Department. (2.A., 2.B.)

4R4 - What are the results for ensuring institutional integrity?

MCC has been at the forefront in establishing best practices in matters of fiscal responsibility, sexual harassment training, and matters of safety and security. Internal (CCCS) and external audits are conducted on an annual basis in all fiscal matters. MCC has not had any comments from auditors over the last two annual audits; and there were no comments from auditors that conducted a financial aid audit in 2013-14. In addition to the standard audits, MCC is in compliance with System mandates regarding the safe and expedient disposal of hazardous waste. These results are fully described within the narrative for Category Five. (2.A. and 2.B.)

In addition to the federal, state, and System mandates, MCC has taken the initiative to incorporate pilot training programs in sexual harassment prevention (and the MCC leadership subsequently required all employees to participate in this training via web training). Designated employees have been required to be trained on Title IX legislation, and various other training/educational programs specific to workplace behavior has been made available to all MCC employees. Training on matters of ethics and equity has been supported through resources earmarked for attendance at national and regional conferences for all employees desiring this training and it has also been required for employees in positions of authority regarding these matters (key individuals in student services and human resources). **(2.A. and 2.B.)**

4I4 - Based on 4R4, what improvements have been implemented or will be implemented in the next one to three years?

As a means to safeguard employee safety and foster employee well-being, the College has implemented an Emergency Response Team (ERT), which reviews campus safety, conducts emergency planning, and engages employees in unannounced periodic emergency response drills. These exercises are done in collaboration with local law enforcement. At Professional Development Days, when the entire College community is in attendance, time is devoted to community organizations committed to addressing such things as sexual assault and domestic violence, mental illness, drug awareness, behavioral intervention, emergency response, etc. **(2.A. and 2.B.)**

MCC has also implemented a Behavioral Intervention Team (BIT) to recognize the early stages of potentially dangerous or harmful behavior (either to the individual and/or to the College as a whole). Designated staff have received formal training and have been designated as BIT leaders. **(2.A. and 2.B.)**

During the summer of 2015, MCC will be conducting a re-tooling of the safety mechanisms on the Fort Morgan campus. This is a \$500,000.00 project to install security cameras located in strategic positions and re-key the entire campus with cutting edge internal and external door security.

As a holistic approach to fostering the well-being of MCC employees that goes beyond safety and security, MCC faculty have taken leadership in providing structured wellness activities, available for all faculty, staff, and administration. The MCC leadership has allowed employees to participate in wellness activities for college credit and receive a scholarship so that no out-of-pocket expenses are incurred by the participants. See category 2, Valuing People. **(2.B.)**

Of ethical importance is MCC's transparency to students and employees. Based on the Clarus Report (see [4R1](#) paragraph 4 and [4I1](#) paragraph 4), communication on topics such as civil rights and state and federal regulations, as well as general information about MCC, is being translated into other languages for publication on the MCC website and inclusion in all print and electronic media. Language choices are based on demographic statistics.

MCC will continue to allocate resources for various training opportunities in matters of fiscal responsibility, student and employee behavior, safety and security, and other matters of ethics and equity. MCC will continue to compare its progress with state and national benchmarks in order to maintain currency in these matters.

Category Five - Knowledge Management and Resource Stewardship

Introduction

MCC's last Systems Appraisal (2011) rated the following items as strengths: 6P1a, 6P2a, 6P3, 6P4, 6R4, 6R5a, 7P1, 7P2, 7P6a, 7P7, 7I1a.

MCC's last Systems Appraisal (2011) rated the following items as opportunities: 6P2b, 6P5, 6R1, 6R2-3, 6R5b, 6I1, 6I2, 7P3, 7P4, 7P5, 7P6b, 7R1, 7R2, 7R3, 7I1b, 7I2.

Items Addressed: 6P5, 6R1, 6R2-3, 6R5b, 6I2, 7P3, 7P4, 7P5, 7P6b, 7R1, 7R2, 7R3.

Morgan Community College has implemented processes and standard operating procedures to ensure that faculty, staff and administrators are receiving the information they need to make decisions that will ultimately result in continuous improvement to programs, and to student and support services. MCC has improved its use of data and reports to assist in making management decisions. Data analysis is better aligned toward meeting College goals or for planning improvements. Through review of information from various external groups such as NCES and IPEDS, MCC leadership has been able to assess and compare data to other institutions on a more regular basis. Using data from these reports, and paired with data from internal reports, decisions made assure a high level of stewardship among College decision-makers.

Items Not Addressed:

6P2b – Several strategies have been identified to develop and implement a more systematic process for the analysis and prioritizing of support services for MCC employees.

7I1b – Through participation in the HLC Assessment Academy, instructional departments have created new processes to assess learning outcomes. These new processes could be adapted by the service and support functions of the College, thus making assessment of these functions easier to achieve.

7I2 – MCC is just starting to build on local institutional research processes in order to measure their overall effectiveness in institutional planning initiatives.

Maturity Levels:

Morgan Community College has identified its level of maturity for *processes* as *aligned* and its maturity level for *results* as *systematic*.

Planned Improvements:

- MCC will continue to utilize CCCS reports as they are developed. These college-specific data sets will be integrated into the MCC report options for use within the decision-making processes.
- A *dashboard* for enrollment management by MCC department heads is also in the development stage. When this tool is available it should make the *program review process* less time intensive.
- A *Data Fact Book* for MCC is also the focus of a future *Action Project*. While this document could be used with external stakeholders, its primary function will be as a tool for internal decision making.
- MCC will develop a timeline for the completion of an updated facilities master plan.
- MCC has set an overall commitment to continually improve its use of data in all decision making.

Knowledge Management

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.

Selecting, organizing, analyzing, and sharing data and performance information to support planning, process improvement, and decision-making.

At Morgan Community College the traditional Institutional Research (IR) role is the responsibility of the Director of Institutional Effectiveness with direct reporting to the President. While some MCC departments or functions report data directly to regulatory authorities, the majority of data selection, management, and distribution is done by the Director of Institutional Effectiveness.

In the fall of 2006 the Colorado Community College System (CCCS) and its member colleges began using the instruction module of SCT Banner (an Internet-based data management system) as the primary data collection, storage and management software for data related to instruction. Other modules were added later, including Financial Aid, Finance, Budget, and HR. Data from the Banner system is processed and stored in a data warehouse where it can be accessed by authorized staff for reporting and ad hoc analysis. The majority of reporting out of the data warehouse is performed with the use of Cognos, an IBM reporting software solution.

The Banner and COGNOS platforms give CCCS a homogeneous data collection, management, and reporting system that generally meets the needs of each college while providing the System with more uniform reporting from each college, and the ability to aggregate the member colleges' information into one system report to the state legislature and general public.

The data collected in Banner aligns with its components including students, instruction, financial aid, finances, and human resources.

- **Student** data includes demographics supplied by the student upon application, academic history, and counseling/advising records.
- **Instruction** data includes course details, instructors, enrollments, credits, etc.
- **Financial Aid** encompasses the application, budget, and award details for students.
- **Finance** includes student charges and payments as well as institutional accounting, purchasing, and budgeting.
- **Human Resources** includes payroll and compensation information on all employees including work-study students.

In addition to the Banner student information system, the College also makes use of numerous other data storage and reporting resources. Although not exhaustive, Table 5P1.1 shows a list of the major data and reporting resources available. These resources are made available to faculty and staff as required by their position responsibilities.

Data Source	Access Method	Description
Banner	Internet Native Banner, Self Service Banner, MCC Portal	Central student information system shared by all CCCS Colleges.
D2L	MCC Portal	Learning Management System (LMS) available for all courses and the primary delivery method for online and hybrid course content.
Cognos	Web Based Interface	Data warehouse and reporting platform.
SURDS	Web Based Interface	State (CDHE) student level record reporting system.
IPEDS	Web Based Interface	NCES national annual survey system.
CDHE Reports	Public Website http://higherred.colorado.gov/Data/tools.html	State reports using data collected from secondary and post-secondary reporting.
Accutrack	On-site Database	Tutor and student service tracking.
CTE Reports	Public Website http://ctep.cccs.edu/energizer/reports	Reports for Career and Technical Education (CTE) programs including employment and completion rates, approved programs lists, and longitudinal trends.
National Student Clearinghouse	File Transfer Protocol (FTP)	Student transfer, enrollment, and completion data.
Survey Monkey	Web based survey software	Used to conduct course evaluations as well as general surveys of students and staff.

Table 5P1.1: Major Data and Reporting Resources

Determining data, information, and performance results that units and departments need to plan and manage effectively

Through the Cognos platform, the Director of Institutional Effectiveness has cross functional reporting for student and instructional data as well as limited financial aid data. Similarly, Directors of Financial Aid, Human Resources, and Finance have reporting access to their functional areas within Cognos. The Director of Institutional Effectiveness' access allows for ad hoc analysis of enrollment trends to aid in rapid response to institutional needs. In addition, the Director provides support to staff in other functional areas on data management and reporting needs. Currently, cross functional reporting is limited, but CCCS is evaluating the feasibility of expanding cross functional reporting abilities for Institutional Research positions.

The Director of Institutional Effectiveness fields data requests from faculty, administration, and staff, and integrates these requests with the Schedule of System-Wide IR Work Projects established by CCCS. This schedule generally encompasses deadlines for the US Department of Education's National Center for Educational Statistics (NCES) data collection system, IPEDS, as well as the Colorado reporting system, SURDS. In addition, the Director maintains reports that are requested on a regular basis for longitudinal analysis and internal or external comparisons.

The Director also provides support for ad hoc requests for information such as mailing/contact lists, enrollment patterns, one-time reporting, and internal surveys. Often these reports support marketing or short term improvement efforts.

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

Internally, the Director maintains several scheduled reports, error check reports, ongoing analysis and ad hoc reports for regular operations. Reports that run regularly (daily, weekly, quarterly, etc.) are typically automated out of the Cognos reporting system. These reports are designed to require minimal maintenance (i.e. changing filters or adding new data elements) and run automatically on a schedule. Once run, copies of the reports are saved temporarily in the Cognos system and a copy is emailed to the individual(s) requesting the report. These reports include items such as daily enrollment updates (FTE), course enrollment reports, program specific enrollments, and data integrity error checks.

Like all publicly funded institutions MCC reports performance data to several external regulatory agencies including the Colorado Department of Higher Education (CDHE), the US Department of Education, and the Higher Learning Commission. The College also reports to other entities as needed. A few examples include:

- Program Accreditation Organizations – Several of MCC’s CTE programs such as Nursing, Physical Therapy Assistant, Automotive Collision Repair and Automotive Repair maintain additional accreditations from professional organizations that require regular reporting updates.
- Granting Authorities - Data required as part of a grant application process. Typically this data includes demographic data on the target audience that would be affected by the grant.
- Grant Reporting and Tracking - Reporting performance data as specified in grants MCC or its partners have been awarded. One recent example is Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant Program.
- Workforce Centers - MCC cooperates with Workforce Centers in the MCC service area to provide instruction to Workforce clients. Part of the vetting process to be approved as a training provider includes providing data on past performance for both Workforce and general population students. MCC coordinates data from the Colorado Department of Labor and Employment in order to supply completion rates and wage data to Colorado Workforce Centers.
- Western University Exchange - MCC reports to the Western University Exchange (WUE) authority to account for students from participating neighboring states who attend MCC. WUE-qualifying students receive reduced-cost tuition in reciprocal agreement among the participating states.
- Benchmarking Studies – The College regularly participates in studies like the Community College Survey of Student Engagement (CCSSE) and National Community College Benchmarking Project.
- Directory Listings - MCC also participates in voluntary reporting for various directory listings.

Ongoing analysis of student learning assessment, course evaluations, and institutional comparisons are also completed on a regular basis. These reports include the processing of internal data from Cognos as well as other systems like surveys with external sources such as the National Student Clearing House and IPEDS. These reports are compiled and shared with target audiences within the College to assist in making management decisions. For example, annually the Director completes the Assessment of Student Learning summary and distributes it to all faculty members and administrative leaders to evaluate institutional effectiveness and direct planning efforts. Similarly, every semester an online survey for course evaluations is created and distributed to students through e-mail, course announcements and on the website. The results are compiled by course and distributed to the Division Chairs and each faculty member within two weeks of the start of the following term to allow for course adjustments and improvements.

Additionally, faculty and staff regularly conduct surveys of students and staff for continuous improvement efforts. Many of these surveys are conducted with the assistance of the Director of Institutional Effectiveness. The Director assists staff with the design of the survey to ensure useful results and then manages surveys through the use of the SurveyMonkey.com website. One successful example of such a survey system has been the CACE evaluations. Paper evaluations are issued to attendees at events. Generally, within one week, the results are posted into the Survey Monkey site by a staff member where results can be quickly processed to provide useful feedback to event presenters and organizers.

Ensuring the timeliness, accuracy, reliability, and security of the institution’s knowledge management system(s) and related processes

Data security typically aligns with these functional areas. For instance, Human Resource data will be made available to individuals working in roles related to Human Resources but others will not have access to this data. Cross-functional reporting is possible, though, by submitting a report request through

the System Business Intelligence Office. If the report meets established guidelines, then the CCCS staff will create the cross-functional report limited to the data required for the need. This process ensures there is an operational need for the cross-functional report and maintains the overall security of the data. Approval to access data systems is initiated at the institution level by an employee's supervisor. If approved at the institution, then the approval goes to the relevant System office for final approval. This ensures consistently applied policies across the 13 System colleges as well as helping to manage software licenses.

Reports to external agencies is typically completed through a secured data upload process or secured online survey form. This includes SURDS data sent to the state of Colorado, IPEDS surveys, HLC updates and reports, and National Student Clearinghouse reporting. Typically, a copy of the uploaded data file or a pdf of the completed survey is maintained for historical reference.

Other reports are generally transferred to individuals through the College's e-mail system or shared through a server shared folder to help ensure security. All emails include a precautionary warning to the recipient to follow FERPA guidelines in the management of any reports or data files attached. Reports to external emails are only allowed when there is an identified need that meets FERPA guidelines. For example, per the Solomon Act, directory information will be sent to military recruiters at their military issued email address only. All general external data requests are limited to institutional directory information as outlined in the College catalog.

Copies of all distributed reports are maintained on the secured institutional server for at least one year or longer as dictated by mandate or if specifically requested. With appropriate functional need, these reports are available on request by all faculty and staff. In addition, summary reports like the institutional enrollment report are maintained and available to staff through the College's website or portal.

Several error check reports are maintained to ensure data integrity and accuracy. While some reports run automatically, like a report that checks whether students' Social Security Numbers are valid, others are run by College staff manually as needed. These reports typically arise out of a need to improve practices or to work around known issues until a permanent solution can be implemented.

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

Every 2-3 years, the Director of Institutional Effectiveness conducts a [Data Resource survey](#) with faculty and staff about their data needs and usage. The last survey was conducted in 2013 through a Survey Monkey online survey. The survey was emailed to all permanent faculty and staff and 42 responses were received. Out of this survey, more than 90% of respondents indicated that accessing and using the data they need for their position was "Easy" or "Very Easy". Out of twenty-seven respondents that provided comments, twenty-one respondents provided positive feedback about the timeliness and effectiveness of current data request and reporting practices. Six respondents provided feedback on improvements they would like to see. Many of the improvement suggestions were already in place and therefore highlighted the needed for increased training and awareness.

In 2014, the System implemented a major update to the Cognos system which required a major overhaul of College reports. While the process has been time consuming, the results are starting to be realized. One of the new potentials of this update has been the opportunity to utilize score cards and dashboard solutions. Currently in development, these tools will enable administrators to have access to updated data from any computer with an internet connection. In addition to these new tools, the updated system has an improved data storage structure and more useful functions that allow reports to be created and updated much faster than before. In the past, there were occasions where multiple reports had to be created and run, then compiled outside of Cognos, before the final report could be sent out or posted. Now, almost all of these reports can be compiled and run within the system, saving significant time.

In 2014, the Director of Institutional Effectiveness created more than 40 permanent reports in the new system along with over 60 ad hoc reports. Many of the permanent reports have replaced permanent reports from the previous system while others are new, made possible by some of the new functionality. In addition, the system has created over 100 standard reports across all functional areas. These standard

reports help to ensure that MCC is reporting data to external sources in a consistent manner. One of the most recent and significant report series has been the creation of some reports for the Student Unit Record Data System (SURDS), the state mandated reporting. In the past, these reports were generated by a Banner Job Sub and could only be submitted and error checked once the state opened the SURDS system. With the migration of these reports to Cognos, colleges can complete data error checks much earlier than before as well as view data in more usable formats before exporting to the state database. As of spring 2015, two of the five mandated reports have been completed.

5I1 - Based on 5R1, what improvements have been implemented or will be implemented in the next one to three years?

One item that originated out of the “Data Resource” survey was the initiation of sending out a [weekly enrollment update](#) to all staff. The information in the update had always been available to staff through the College website, but the new report was a one page, easy-to-review summary that was emailed to employees. In addition to sending out this report, the email often includes tips and suggestions about how faculty and staff can request or find data to help them in their roles. Further, the email always includes links to the most current reports on the College website and other useful resources. There has been a greater effort on providing training about data resources and systems including workshops and in-service presentations.

After the completion of the spring 2015 in-service, the “Data Resource” survey will be completed again to compare results to the 2013 survey and identify areas of improvement and any additional areas that need to be addressed.

In the next two years, the System Office will continue to build and test the remaining three SURDS reports required by the state. Once completed, the goal is to then begin work on creating and testing standardized reports for IPEDS reporting requirements.

At the local level, the Director of Institutional Effectiveness is developing an enrollment management dashboard for use by College Administrators, Center Directors, and Division Chairs. This dashboard will supplement the current Tally report that is emailed to these individuals daily. The current Tally report is an Excel spreadsheet summary that staff must filter and sort to meet their needs and only contains limited information. The dashboard system will allow these individuals to drill through course records and even look at class rosters and individual student detail. The system should improve and expand enrollment management practices by helping staff identify low-enrollment courses early, identify enrollment trends over time, and manage faculty supervision such as grading.

Finally, the College is exploring the development of a new MCC Fact Book as a new AQIP Action Project. In the past, data and results have been shared through a variety of avenues. Reports from IPEDS and CDHE are sent out as they are released by those entities. Biennial surveys like the Student Satisfaction survey are often reviewed less regularly due to the cycle. Further, there are a myriad of marketing fact sheets and pamphlets that are sporadically updated throughout the year. The goal is to pull the most essential elements of all of these resources into one centralized document. Rather than an external marketing or reporting tool (though it can fill these roles as well), this fact book will be purposed as an internal tool for planning and decision making. This will allow for more consistent presentation of these reports and resources.

Resource Management

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.

Maintaining fiscal, physical and technological infrastructures sufficient to support operations

Service is a key component to ensuring student success. Student Services functions open the gateway to students to help them reach their educational goals. Underlying these services are budgeting,

accounting, cashiering, human resources, payroll, purchasing, information technology, physical plant operations including maintenance and custodial services, facilities planning, campus safety and security.

(5.A.1)

Relationships are built and maintained with students and staff by providing experienced front-line staff that have good listening skills and are able to assist with their needs and/or direct them to the correct person or department. Bookstore staff assist students in ordering textbooks from a third-party provider and serve as College cashiers. Accounting staff assist students in setting up a deferred payment plan. IT staff reset passwords for students. The College prides itself on service to students and staff. **(5.A.1)**

MCC is a member of the Colorado Community College System (CCCS). Although each of the 13 member institutions is individually accredited, portions of many common functions have been effectively centralized at the System level. These include IT, Finance, HR, Payroll, Purchasing, Legal, and Institutional Research. The economies of scale achieved for these functions have been beneficial but also have necessarily reduced the autonomy of the individual colleges. As a CCCS college, MCC staff have parallel resources at the System office and for many, at State offices. These resources provide MCC staff with opportunities to support and network with others in accounting (general ledger, accounts receivable, accounts payable), budgeting, payroll, purchasing, human resources, IT, and physical plant. **(5.A.1)**

The College is fiscally responsible, provides compliance with state and federal rules, has strict internal controls, and is accountable to the citizens of the state of Colorado. MCC's fiscal infrastructure is supported through Banner (college level) and CORE (state level). The CORE system is operated by the State of Colorado IT and higher education institutions feed their data to that system. The Banner system is robust and provides a sufficient backbone for fiscal operations. Reporting at the College and System level is adequate, and printed financial statements are generated annually. The College complies with Federal, State and CCCS fiscal guidelines as well as National Association of College and University Business Officers (NACUBO) and Governmental Accounting Standards Board (GASB) criteria. Financial audits are completed annually and MCC is consistently praised for its fiscal efforts. The College has not had any negative audit comments in over 15 years. **(5.A.1)**

Because MCC is a State of Colorado entity, purchasing is governed by the State Purchasing System to ensure cost effective purchases, in most instances. In the event a purchased service or good is not covered by State Purchasing policies and procedures, MCC strives to support local businesses. This practice cultivates relationships within communities and encourages local economic growth. MCC also strives to support small business, woman-owned businesses, minority-owned businesses and service-disabled veteran owned small businesses. The purchasing office is required to provide quarterly reports on dollars spent in these categories. Purchasing cards are utilized to expedite purchases as much as possible, allowing staff to make small dollar purchases (under \$5k). Purchasing training is a required part of new employee orientation and p-card training is provided to employees that have requested a p-card by the Director of Purchasing. **(5.A.1)**

MCC's primary campus is located in Fort Morgan and consists of 20 acres. There are three conjoined buildings and four separate buildings totaling 113,698 square feet. **(5.A.1)**

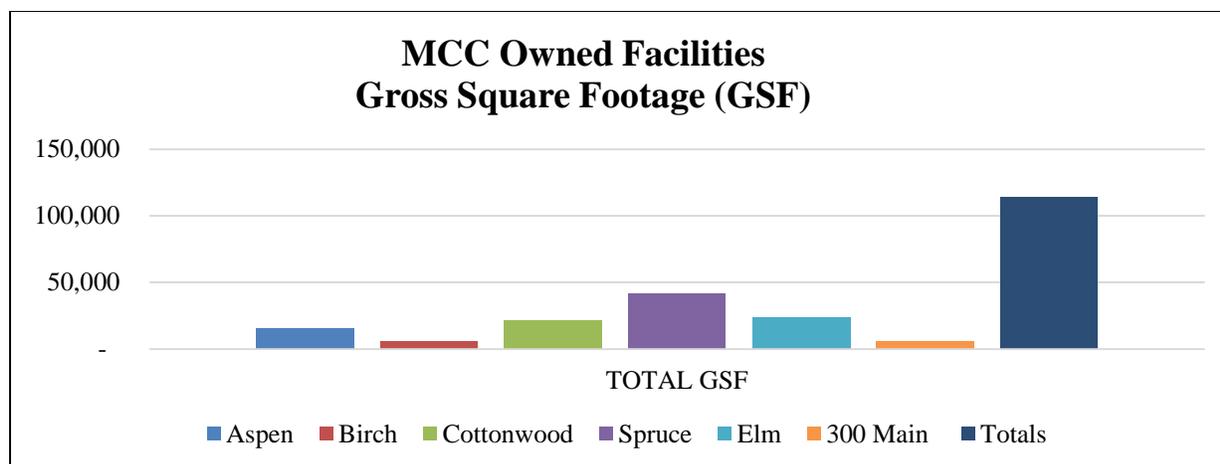


Chart 5P2.1: Gross Square Footage of facilities

The main structure houses Cottonwood, Aspen and Spruce Halls. In Cottonwood Hall, the library and student support services were renovated in 2006. Aspen Hall houses administrative offices, a lecture hall, bookstore, Student Center, academic support and institutional support functions. Spruce Hall was renovated in 2001 and houses a large community room, two science labs and health program facilities. Further addition to and renovation of Spruce Hall in fall 2010 added more health skills labs, a microbiology lab and classrooms. A separate ambulance garage/classroom was completed in 2011 adjacent to Spruce Hall. Elm Hall is a separate structure completed in 2001 and houses the automotive programs and College facilities department. Cedar Hall, built by the MCC Foundation in 2008, houses Adult Basic Education and GED preparation courses. Birch Hall, completed in February, 2015, houses the welding program and College storage. **(5.A.1)**

MCC also utilizes a facility in downtown Fort Morgan. At 300 Main Street, the Bloedorn Center for Community and Economic Development is listed on the National Register of Historic Places and was restored in 2001. It houses the MCC Foundation, Small Business Development Center, Fort Morgan Chamber of Commerce, and the CACE Gallery of Fine Art. In addition, a workplace education program takes place in conjunction with Cargill Meat Solutions at their facility in Fort Morgan. **(5.A.1)**

MCC leases space to house four off-campus Centers. At the Bennett and Limon Centers, the staff utilize a small suite of offices to provide student and administrative services while utilizing space in area high schools to provide course instruction. At the Burlington and Wray Centers, the College is provided space in conjunction with the local community. In Burlington, MCC has multiple offices for student and administrative services, classrooms, two computer labs, and a science lab. In Wray, MCC utilizes similar spaces but has one computer lab and no science lab. All Centers house a small cashier office with equipment that feeds to the main campus data bases. **(5.A.1)**

Technology is critical in meeting the needs of students and staff throughout the service area. Connectivity must be maintained for online and hybrid classes. Up to date hardware and software is needed in computer labs, for student support services, on staff desktops, and for enterprise resource platforms of Banner and CORE. **(5.A.1)**

MCC has a full-service IT department staffed by three full time employees and work study students. It provides the infrastructure, the technology and the access for students and staff at the Fort Morgan campus, four Centers, downtown facility, and Workplace Education Center. IT support services are robust and well designed and a strength of the institution as indicated in our last Systems Portfolio. **(5.A.1)**

A College Instructional Media Specialist supports online learning and manages the online learning platform D2L. The Specialist provides reference and technical assistance to students and faculty, including website resources, online tutorials, orientation and training sessions (one-on-one or group), and also maintains a Help Desk to support student and faculty distance learning activities. **(5.A.1)**

Classrooms on the Ft. Morgan campus are equipped with a computer, DVD player, projector, and multi-media switching system called Extron. Each College office is equipped with a computer, and access to network printers and multi-function copiers. All employees have telephone voice mail and the College utilizes VoIP technology. (5.A.1)

There are three computer labs in Cottonwood Hall. Business, multimedia and general use software is installed on all computers. The computers are replaced on a three-year cycle. There is also a Student Support Center and the Learning Resource Center which have computers available during operating hours. In total, MCC IT supports over 500 PCs and 11 servers. (5.A.1)

Aspen Hall houses administrative offices, accounting services, human resources, purchasing, institutional research, marketing, course scheduling, Bookstore, and a Student Center. The bookstore houses College cashiers, a copy center, and mail services along with a variety of goods for resale. (5.A.1)

In Spruce Hall, specialty equipment and simulation manikins furnish a realistic setting for health programs students and two science labs provide a state-of-the-art learning environment in physical and biological sciences. Spruce is also home to two computer labs, distance learning technology, and cable TV channel 190 programming. (5.A.1)

Elm Hall, the automotive shops, has dual paint booths, a sophisticated air filtering system, mechanics bays with hydraulic lifts, computer diagnostic equipment, and a small computer lab. (5.A.1)

Birch Hall, a combination welding classroom/shop, has 20 welding stations and a state-of-the-art ventilation/exhaust filtration system. There is additional square footage for College storage. (5.A.1)

The VNets distance education system serves schools along I-70. Sixteen schools participate in this network to offer general education offerings in small K-12 schools that would not otherwise be available. MCC supports two computer labs in Burlington and one computer lab in Wray. (5.A.1)

In 2006 CCCS changed software platforms to SCT Banner, which is a web-based data management system. The majority of reporting is through Cognos, a reporting software solution. See [5P1](#) for further information on Banner and Cognos. (5.A.1)

Many processes that are followed in support areas are determined by CCCS, the State of Colorado and the federal government. For instance, State Board Policy [3-125](#) is the overall Electronic Communications Policy for the System with guidelines, effective use of e-mail and internet and public records policy. System President's Procedures [3-125c](#) governs faculty, student and staff use of College computing resources. MCC staff utilize a variety of sources to develop department standard operating procedures to ensure consistency in delivering services and safeguarding state assets. (5.A.1)

As documented, MCC strives to maximize fiscal resources, capital assets, technologies and infrastructure to support College operations as well as to provide for future growth.

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs

Individual College goals align with yearly performance objectives as set forth by CCCS and the Department of Higher Education (DHE), and MCC's Strategic Plan in the following manner. (5.A.3)

Each department/service area is involved in the annual College budget process. Each support area submits its budget requests, with all requested items linked to a specific strategic commitment in the College's strategic plan. Through the budget process priorities are determined and the most highly prioritized items are funded. (See [5P3](#)) (5.A.3)

Administrative support goals include: (5.A.3)

- Providing institutional support services that meet the needs of students and staff at all MCC locations
- Maintenance of a strong financial position and fiscal stability
- Maintaining functional and adequate facilities and technology
- Providing a safe place to learn and work; and
- Capital planning for future space and technology needs

As part of fiscal stability, CCCS requires monthly reconciliation and reviews, which lead to monthly financial statements, quarterly tuition analytics and variance analysis, as well as an operating fund balance of a minimum 6% reserve.

Since 2012, CCCS has supported the colleges by providing funds to foster innovation toward meeting College goals. In total MCC has received \$400,000 for retention, student success, and professional development activities. In FY2013 the funds were used for curriculum development, expanded tutorial services and computer lab hours, Accuplacer Preparation Workshops, student leader training materials and guides, and professional development for faculty and staff. In FY2014 and FY2015 the items funded include participation in the HLC Assessment Academy, technology updates, new instructional equipment, student tutoring services, and professional development for faculty and staff.

The Performance Contract between CCCS and the Department of Higher Education in effect until 2017 covers College performance goals, standards and requirements including Restoring Fiscal Balance. As a System, the goals are to develop resources to promote affordability, accessibility and efficiency. In addition SB14-001 restricts the ability of governing boards to increase resident tuition more than 6%.

The State of Colorado requires that auxiliary enterprise fund activities break-even. Fiscal data revealed that bookstore processes were ineffective, leading to a change in those processes.

Goals for capital assets, namely physical facilities, come from various sources including facility master planning and facility audits.

Facility audits are completed every four years. The primary goal of a facility audit is to create a powerful, comprehensive document which identifies and quantifies areas requiring the necessary actions and costs to renovate, retrofit, restore, modernize or maintain existing buildings and equipment to a “like new” condition. The audit serves as a tool for administrators and maintenance personnel. It guides them to deficiencies and gives an overall condition of the buildings. It provides concise information that will assist in long range planning and budgeting activities.

The audit begins with the collection of historical information about the building and its infrastructure. The building components are reviewed for condition. The components are given a rating and those ratings are added up then multiplied by the component multiplier (taken from current RS Means Cost Manual). This provides a component deficiency which is multiplied by the cost of the building and this totals the replacement cost for the deficiency of the component. This information helps with determining controlled maintenance projects to correct building deficiencies.

Facility master plans help identify potential capital projects. MCC’s Facilities Master Plan was last approved in 2003 and needs to be updated, but because of the fiscal cost (\$50k+), staff time, and unstable enrollments, this project has not yet been funded.

In addition, the State of Colorado allows the College to request funding for controlled maintenance projects on an annual basis. MCC determines facility priorities based on facility audits and the five-year Controlled Maintenance Plan. From that, requests are prepared and reviewed by a member of the Office of the State Architect (OSA) who conducts an on-site review of the campus, and then prioritizes the request among all state agencies. The Legislature funds projects and they must be complete within three years.

Technology is critical in meeting the needs of students and operating effectively. Connectivity must be maintained for online and hybrid classes. Up-to-date hardware and software is necessary in computer labs and on staff desktops. Keeping instructional technology available in the classroom is a high priority including computers, wireless keyboards, smart boards, multimedia projection systems, DVD players, and so forth. Extensive fiber optic connections make it possible to offer two-way interactive television courses at remote sites, primarily in area high schools, so that advanced placement students can take college courses.

Online learning has allowed MCC to expand its offerings and help meet the needs of students. CCCS has adopted Desire2Learn as its learning management platform and this is administered at a System-wide level. The College provides training for faculty and students in the effective use of the system.

As a CCCS member college, MCC and its employees comply with CCCS IT policies and procedures for storing data, as well as the policies set forth by the State Board for Community Colleges and Occupational Education. As the internet infrastructure has improved, the trend has been to move servers and other hardware assets from Fort Morgan to the CCCS headquarters in Denver. As a consequence MCC has little direct influence on the physical security of some of its most important systems and data. CCCS continues to lead the technological goals of the System and MCC complies with these goals.

Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected

Statewide financial constraints make effective planning and budgeting more important than ever before. The MCC Budget Planning Process (see [5P3](#)) is the guiding document in allocating resources to meet goals. Inherent in this process is a review of strategic commitments, information data gathering and departmental requests which determine how the management team allocates available funds. **(5.A.2)**

In all the College does, instruction is the primary focus, and thus is the largest portion of the budget. In FY2015, instruction and academic support total over 57% of the budget. For FY2014, 42% of MCC’s \$9m dollar general fund was allocated to instruction and 14% to academic support, for a total of over 57% of total expenses. In addition, auxiliary and grant funds add another \$5.3m of resources, and there are plant funds allocated for capital and technology improvements to supplement the general fund. **(5.A.2)**

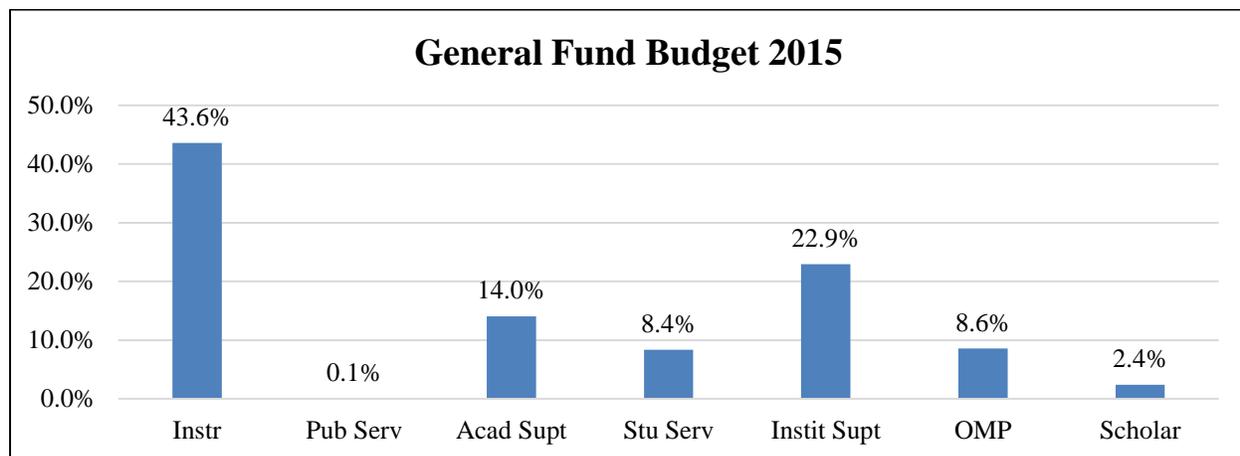


Chart 5P2.2: General Fund Budget by Category

The MCC Foundation supports the College by seeking financial resources for the growth and development of the College and promoting an environment for learning. An annual Gala serves as the primary special function of the Foundation. In recent years the Foundation has focused on scholarships and instructional equipment, plus the Foundation supports an endowed chair for Radiologic Technology, making MCC the first community college in Colorado to have a university-model endowed chair position. **(5.A.2)**

Human resources necessary to provide services are evaluated annually. The MCC budget process provides an opportunity for anyone to request new positions. Position requests include a job description and justification for the position. Succession planning is done throughout the year with human resources and the VP of Administration to analyze current staffing, age, and years of service. Potential retirement dates are considered in an effort to anticipate changes in staff. Enrollment numbers are considered in planning for future part-time instructors who may be able to fill temporary teaching positions and reduce the overload on full-time faculty. **(5.A.2)**

5R2 - What are the results for resource management?Outcomes/measures tracked and tools utilized

- A fiscal audit is completed by CCCS every year to ensure State/NACUBO compliance.
- Monthly financial reconciliations and reviews, including the generation of monthly financial statements are used for fiscal tracking.
- Quarterly fiscal variance analysis requires comments for anything more than 10% and over \$100k.
- MCC produces an annual Budget Book to submit to the State Legislature showing a balanced General Fund. See [5P3](#) for additional information.
- College FTE and Tally reports are sent daily/weekly to identify if enrollments are on target to meet budget projections. See [5I1](#) for example.
- System Weekly FTE reports indicate College enrollment across the System and the impact of that on future funding.
- Tuition increases are set and approved by the State Board for Community Colleges and Occupational Education with input from the college presidents.
- Instructional Program Reviews are utilized to review academic departments. This tool identifies income a department generates vs. expense for a department. It allows for a determination of the economic viability of an academic program.
- The College Bookstore profitability is analyzed monthly through a Net Income report. A physical inventory is taken twice per year and reconciled to the point of sale (POS) system. The College utilizes a FIFO inventory method.
- Enrollments help determine if capital projects will be pursued in future years. MCC's Facilities Master Plan is the guiding document for project requests. The previous plan has expired and a new plan has not been adopted as of the posting of this document. There has been a request to fund this project each of the last two years, but due to enrollment instability and time constraints, funds have not yet been resourced.
- MCC is required to submit a Five-Year Capital Construction Program Request annually. MCC has placed three projects on this list totaling \$23.68m. In order to submit project requests, an update to the Facility Master Plan is required.
- Facility audits are completed every four years to determine ongoing maintenance needs of College facilities. These results are used to create an Agency Controlled Maintenance request which is submitted annually for legislative funding. This is part of a College 5-Year Controlled Maintenance Plan as approved by OSA. The plan includes a total of \$2.2m in projects through FY2020.
- At this time there is not a College-wide assessment of either the hardware or software ERP (Banner) or the state financial records system (CORE). These systems are managed by resources outside of MCC's control.

Summary results of measures

MCC has had clean audits since the hire of the current controller in 2000, 15 years ago. See [5R3](#) for additional information.

MCC's budget allocation compared to the System identifies the largest portion of the budget as Instruction. A breakdown by NACUBO category follows:

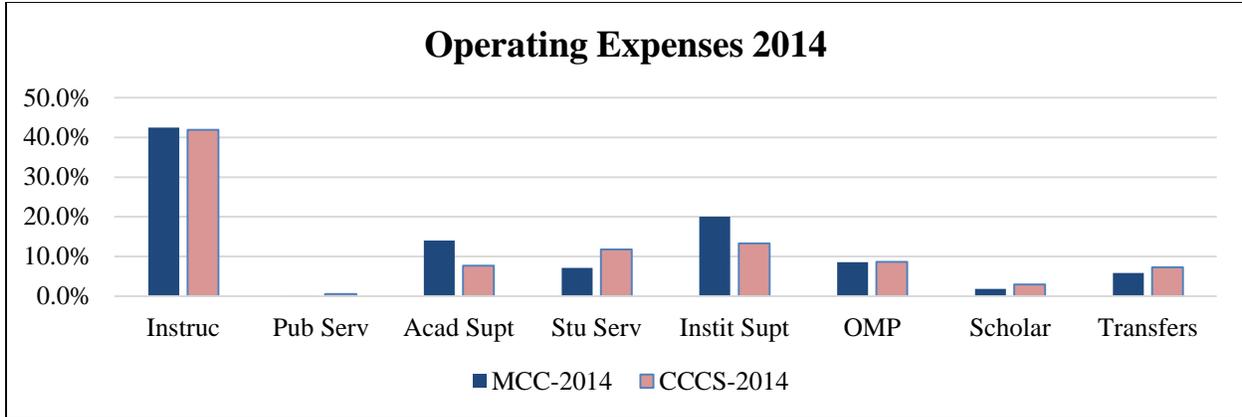


Chart 5R2.1: Comparative Operating Expenditures by Category

Table 5R2.2 below shows MCC’s general fund balance was at 85% at the end of FY2014, which is well above the CCCS 6% requirement indicating fiscal solvency. It is expected to drop at the end of FY2015 due to construction costs associated with Birch Hall:

MCC RESERVES FY2013-15					
Year	Unrestricted Funds Reserves	Plant Funds Reserves	Total Reserves	Operating Expenses	Fund Bal as % of Operating
2015 (est)	\$ 5,905,000	\$ 997,000	\$ 6,902,000	\$ 9,987,903	59.1%
2014	\$ 5,904,897	\$ 1,772,430	\$ 7,677,327	\$ 6,886,994	85.7%
2013	\$ 5,565,935	\$ 1,526,147	\$ 7,092,082	\$ 6,292,578	88.5%

Table 5R2.2: Reserves by Year

Tuition increases were 4.5% for FY2015 and 6% for FY2014 as approved by the State Board.

The College Bookstore had a net loss of \$40,007 in FY2012 but showed a net profit of \$44,232 in FY2014 (including a \$20k one-time signing bonus) as Chart 5R2.3 indicates. The goal is to break-even.

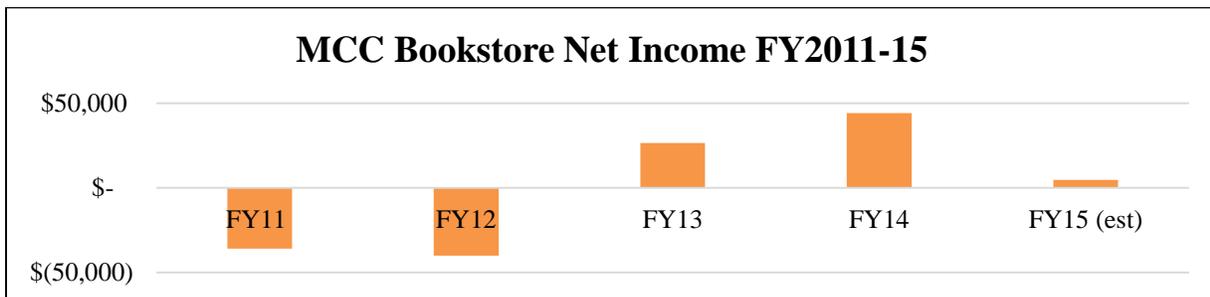


Chart 5R2.3: Bookstore Net Income by Year

The management team has given priority to cash funded projects to invest in capital assets and keep technology current. The dollars come from the Plant Fund. In recent years this has included:

- Birch Hall - \$937,000 for a dedicated welding shop/classroom and College storage facility due to program growth

- IT HVAC Upgrade - \$56k for replacing the HVAC in the server rooms to keep them at a constant temperature
- IT and Other Technology - \$66k for VoIP updates, \$22k to replace College data backup system and \$25k to install a new campus electronic (digital) signage system

Controlled maintenance projects funded from 2013 to 2015 totaled over \$1.1m and based on a rating and prioritization from OSA include:

Dollars	Project Number	Project Purpose
\$281k	C9114	Replace main campus roofs
\$297k	M13046	Interior lighting and ceiling replacement to improve efficiency- Cottonwood/Aspen Halls
\$553k	2009-162M14	Safety improvement including campus lock replacements and security cameras

Table 5R2.5: Controlled Maintenance Projects (past 3 years)

Grant funds in FY2015 include:

Dollars	Source	Purpose
\$188,146	CCCS	Perkins support for CTE programs
\$257,850	Colorado Department of Education	Adult basic education, GED preparation, Centers for Adult Learning (AEFLA)
\$237,582	MCC Foundation	Scholarships, salaries, operating
\$100,000	El Pomar Foundation, Regional Council	Replace aging distance delivery equipment at FM campus and sustainability of small business entrepreneurship program
\$30,000	USDA Rural Telecommunications	Upgrades to distance learning network (in partnership with East Central BOCES-Limon, CO)
\$3,000	Colorado State Library	Early learning/early literacy
\$2,600	Piton Foundation	Tax Help Colorado (income tax preparation)

Table 5R2.6: FY2015 Grant Funds

Comparison of results with internal targets and external benchmarks

In 2014, MCC spent 42.5% of its operating funds on instruction and the System spent 41.9%. There are comparable numbers in other NACUBO categories so MCC’s budget allocation is in line with System schools.

MCC targets a positive operating fund balance. At no time has MCC had a negative fund balance.

SB14-001 restricts the ability of governing boards to raise resident tuition by no more than 6%. CCCS tuition increase was below that for FY2015.

The Bookstore has had a net profit since the textbook changes were implemented in the last two years.

MCC does not currently compare its support system to other systems outside of CCCS member colleges. The College recognizes an opportunity to make comparisons of results with sister institutions a regular part of its operations.

Interpretation results and insights gained

MCC is fiscally stable.

The College internal budget process is a good tool for allocating our resources. See [5P3](#) for additional information.

The MCC Foundation and other external grants help to supplement state funding.

The College is maintaining capital assets and technology infrastructure while continually planning for the future, however, an updated facilities master plan is needed.

As a small college, MCC derives data informally and formally. Input is solicited and welcomed from individuals and departments to optimize resources. There is a need to continue to utilize data as a means of making decisions.

5I2 - Based on 5R2, what improvements have been implemented or will be implemented in the next one to three years:

The Bookstore saw several years of revenue reductions due to changing trends in how students rent or purchase textbooks. Following several years of fiscal losses, a decision was made two years ago to not stock open textbooks and a pre-order textbook process was implemented. This system worked well for a year, however, further erosion of revenue caused another review of the Bookstore profitability. A year ago the decision was made to out-source textbooks to a third party vendor in exchange for a commission, allowing the College to retain operation of all other phases of the Bookstore. This was implemented in summer, 2014 and to date, the commissions are close to meeting projections. However, reduced enrollment this academic year is resulting in lower revenue projections and future changes may be needed to keep the Bookstore operational. The MCC Bookstore will continue to outsource its textbook fulfillment for students.

Instructional Program Reviews have been a good tool for reviewing academic programs, however they are time intensive. The Institutional Research department is working on a new Administrative Finance Dashboard that will provide the data for these reviews in a more efficient format. ([See 5I1](#))

Cash funds, as well as grant funds, need to be continually invested to keep technology updated and current.

A new facilities master plan will be completed.

The need to utilize data in responsible decision making continues to grow. The College's small size and minimal hierarchy make this a challenge but it will continue to put it at the forefront of plans for the future.

Operational Effectiveness

5P3 - Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity into the future. Describe the processes for operational effectiveness and who is involved in those processes.

MCC's leaders set direction by focusing on the five year institutional planning process, the AQIP process, and the annual budget process. They assess student and stakeholder needs, examine best practices and strategies of other successful community colleges, and align these initiatives with the College's strategic commitments. The focus is on the needs and success of students. Consideration is given to CCCS priorities, legislative mandates, employment trends, and economic factors. MCC looks at how to develop short term strategies intended to produce results in a particular fiscal year along with long term strategies that are intended to keep the College poised to be successful into the future.

Building budgets to accomplish institutional goals

MCC's budget planning process provides for input from across the institution. The Budget Planning Process is also presented in [4P2](#) and can also be found at:

<http://www.morgancc.edu/docs/io/AQIP/AY2015/5P3Budget Planning Process.docx>

The initial step is to review data that is available including external mandates, DHE Performance Contract, current budget, and input from staff. Added to that is a review of the current Strategic Plan and goals for the next year. The staff are sent budget request forms in early spring and anyone can submit a budget request. The President and Vice Presidents review and prioritize their requests to create Area priorities in late spring. MLT meets to create the College priorities and the VP of Finance must submit a budget to CCCS by mid-May with the college presidents presenting to the State Board for approval in early June.

During spring, colleges send enrollment estimates to CCCS and the Board uses these to create revenue projections including disbursement of state funding by way of the System formula, and tuition

increases. MLT's discussions begin with enrollment projections and the additional funds (or reduction if estimates are down) that will generate. From these "givens," items that the College must do such as mandated raises, benefit plan and retirement plan increases, utilities, and so forth, are set aside. The remaining balance is prioritized based on requests from each area. The plans must align with one or more of the College's strategic commitments. Upon approval of the State Board in June, the staff continues to revise the College plan over the summer. By early August, the budget is finalized and loaded to the Banner system. A recap of items funded and not funded is communicated to all staff in August.

The state requires a Budget Book from every higher education institution. MCC's last two fiscal year budget books can be found here: http://www.morgancc.edu/docs/io/Glossary/Index_B.html. The fiscal officer prepares this in late summer for submittal in October. This includes a review of general fund enrollments, revenues and expenses by NACUBO functional category. Last year's actual and current year estimates are provided. The book is submitted to CCCS which subsequently rolls up all colleges into one book for presentation to the State Legislature. Budget Books are kept on file at the State Archives.

Monitoring financial position and adjusting budgets

Throughout the year, the management team discusses changes that impact budget. Revenue estimate to actual, enrollment actuals compared to forecasts, staffing changes, external mandates, and so forth that impact the dollars available cause review and adjustments to be made.

The institution has a well-developed process in place for budgeting and for monitoring expenses including: (5.A.5)

- College Weekly FTE enrollment and Tally reports identify if enrollments are on target to meet budget projections. Revenue adjustments are made for significant changes in estimates
- System Weekly FTE enrollment reports indicate enrollment growth or lag across the System and what that likely will mean for future College funding
- Review of expenses at least quarterly, and usually bi-monthly as time permits, by way of budget reports from Cognos (ERP reports)
- Staff can monitor their operating budgets in real-time
- Expense reports from CCCS by way of Cognos are provided to each President monthly
- Monthly and quarterly financial statements and variance analysis reviews by accounting staff and fiscal officer
- Staffing changes due to hires and separations that impact budget
- CCCS budget department process preparation and monitoring requires fiscal officer to look at data throughout the year and provide forecasts in preparation for future year

Maintaining a technological infrastructure that is reliable, secure and user-friendly

CCCS maintains major systems and costs are allocated annually for maintenance, upgrade and replacement. There is significant buying power by consolidating purchases on a System-wide level. MCC is billed annually for its share of each project. Some projects include VoIP, Cisco Smartnet Maintenance, Sophos anti-virus, and software projects such as Course Signals and Recruiter.

Maintaining a physical infrastructure that is reliable, secure and user-friendly

The connectivity, staffing, and course delivery challenges over MCC's expansive 11,500 square mile service area must always be taken into account when planning. See [5P2](#) for the various documents that MCC utilizes for planning including:

- Facility Audits
- Facility Master Plans
- Capital Construction and Controlled Maintenance plans and requests
- Security planning through the Emergency Response Team and CCCS initiatives

Managing risks to ensure operational stability, including emergency preparedness

Inherent in any planning process is the identification of risk. The areas of risk must first be identified, whether they are risks from competition with other institutions, socio-economic risk factors, data security, personal safety or the institution's ability to respond quickly to changing conditions.

With every decision that can have an impact on MCC, these steps are followed:

- 1) Conduct a formal or informal SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis on plans or proposals. If the strengths and opportunities outweigh the weaknesses and threats (risks), proceed to step 2. If the threats and weaknesses outweigh the strengths and opportunities, either the plan/proposal is abandoned or it proceeds to step 2 to confirm the intent to abandon.
- 2) Present the proposal to Management Leadership Team (MLT) for input. Informally discuss SWOTS. If the plan is supported by MLT, it proceeds to step 4.
- 3) If the plan involves any segment of the community, the plan/proposal continues from MLT to community stakeholders to solicit input and subsequent support.
- 4) If the plan is supported by MLT and the community leaders, it proceeds to step 5.
- 5) The plan is presented to President's Staff for further analysis, input, refinement, and subsequent support.
- 6) After appropriate leadership supports a plan, it is brought forward to the College in general.

Risk assessment is also built into the budget planning process. Some of the budgeting practices include:

- Anticipating enrollment increase/decrease. Since state funding is enrollment based, it is vital to gather internal/external information that indicates potential changes to FTE.
- Budgeting a reserve in case FTE does not meet annual projections.
- Reviewing current and proposed programs to aid in FTE projections.
- Allowing each department to submit annual budget requests.
- Monitoring proposed legislation during the annual legislative session.

Consistency in the budgeting process mitigates the risk of budgetary swings. Financial risks also include the constraints, reflective of the budget crisis in higher education in the State of Colorado.

There are a couple of processes used to mitigate risk in academic programs. First, the College utilizes a Return on Investment for new programs. This form is used to determine the economic feasibility of starting new programs or courses, and/or continuing existing programs. Second, there is an Instructional Program Review process. The purpose is to evaluate programs to determine their educational value and cost effectiveness, and to recommend a course of action based on the review outcome. Below is a summary of the Process:

Program Review Process for Existing Programs

Step 1. Each program is evaluated by analyzing the following data:

- A five year student enrollment trend pattern;
- Number of full-time and part-time faculty;
- A five year cost trend pattern based on a comparison of total revenue to total expenditures;
- Five year trend in number of program graduates;
- Success rates on state/national exams, where applicable;
- Employment trends for occupations related to the program area, where applicable;
- Other factors to consider: Relationship of program to the College's mission, placement trends, recommendations of advisory committees/accreditation agencies, transfer success rates, etc.

Step 2. Using the data gathered above, each program is identified as either "Growing", "Stable" or "Declining." The determination will be based on enrollment demand, cost effectiveness, employment projections, success rates, etc. or a combination of factors. The President, in consultation with MLT, shall make the final determination.

Step 3. If a program is identified as “Declining,” an Action Plan shall be prepared with recommendations for short-term and long-term changes needed to improve the program. The Action Plan shall include timeline targets and a date for subsequent review.

Step 4. A decision on the status of the program will be determined before the budget process begins for the following year.

The ability to prevent, mitigate, respond to and recover from emergencies and crises is essential to providing quality education. Per State Board Policy 19-40, the College shall take measures reasonably necessary to plan for emergencies and promote the safety of students, employees, facilities and property. The College has an [Emergency Response Plan \(ERP\)](#) and an Emergency Response Team, which reviews campus safety and emergency planning. The ERP will become an Emergency Operation Plan as required by CCCS and will undergo significant revision so all System college policies will have a consistent format. The goal is to have the revised plan ready by fall 2015. The team has representation from across the institution and meets throughout the year. Safety drills are conducted at least once per semester. In addition, Emergency Response Guides are located in all offices and classrooms and provides the basic response to a variety of emergencies. In fall of 2014, all staff spent part of the Professional Development day training on campus emergency procedures with the help of local law enforcement officials.

In summer, 2014, CCCS hired a safety consultant to evaluate and analyze every college’s emergency preparedness plans. MCC’s preliminary assessment of an emergency readiness evaluation rated well in many areas, however, it was determined the plan needed more substance in relation to response of man-made violent events and lacked information from each Center in relation to emergency response. The Center plans have been added to the existing plan and, as previously stated, MCC EOP is undergoing revision to be in compliance with the newly mandated CCCS format.

“MCC-Alert” is a College-wide alert plan to notify students and staff of safety or weather-related issues. Notices can be received by phone, cell phone, text message, Facebook, Twitter, email message or a combination thereof at work and/or home. Center Directors and adjunct faculty have access to this resource as well. Classrooms have been equipped with telephones for quick emergency responses or notifications.

MCC, through CCCS, has several Board policies and System procedures related to affirmative action, anti-discrimination, harassment, sexual misconduct and civil rights actions as follows:

- [Board Policy 3-120 Affirmative Action/Anti-Discrimination](#)
- [BP 4-120 Prohibition of Discrimination or Harassment](#)
- System President’s Procedure [SP 3-120a](#) and [SP 4-120a](#) Sexual Misconduct Procedure
- [SP 3-50b](#) and [SP 4-31a](#) Civil Rights Grievance and Investigation Process for Employees and Students

The College created a Behavioral Intervention Team (BIT) to promote and maintain the safety and well-being of the campus community through positive, proactive, and practical risk assessment and intervention. Information is provided on the website to identify when and how to submit an incident report. The team received an additional day of training from CCCS in February, 2015.

In 2014, MCC completed a Hazard Communication Program in response to a directive from CCCS to have a plan related to the safe management of chemicals and hazardous materials/waste in System colleges. An ad hoc committee was established in 2013 and over the course of a year, developed a plan, cleaned out old chemicals as needed, were trained by a consulting group and then conducted training sessions with MCC staff, and created a hazardous substances inventory. In April 2015, System President’s Procedure [19-40a](#) was approved, which requires a chemical safety management plan to which MCC will comply.

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

Outcomes/measures tracked and tools utilized

MCC's leaders are alert to and constantly pursue opportunities for developing new programs and meeting the needs of students, finding ways to improve distance education, raising additional revenue for the College, and involving employees in activities that lead to effective management of operations.

FTE reports at the College and System level provide a means of determining if enrollment goals are on target.

Faculty members regularly evaluate and revise curricular offerings in their program areas and establish goals in their faculty evaluation plans.

The System fiscal audit, which includes the College, is completed annually.

The grant writer is continually looking at opportunities to write for grants to improve programs or operations. The College president and MCC Foundation work cooperatively to pursue financial resources to help support students and operations.

Return on Investment analysis is used to determine the economic feasibility of starting new programs or courses, and/or continuing existing programs.

The MCC leadership, under the direction of the Vice President for Administration and Finance, issues a financial report for an academic department, which evaluates programs to determine their educational value and cost effectiveness, and to recommend a course of action based on the review process. In addition to the financial report, input is solicited from the Vice President of Instruction, the Vice President of Student Success, and the MCC President regarding meeting student needs as well as meeting local and global workforce needs.

Effective management begins with department processes that are followed on a regular basis. Because MCC is a state agency, the state of Colorado, CCCS, federal government, and other entities require consistent procedures to provide effective control over state assets.

The bookstore completes monthly net income reports, and an annual physical inventory. In addition, the store reviews and assesses customer's needs by distributing surveys occasionally and analyzes customer comments and suggestions.

CCCS conducted a student satisfaction survey in spring 2014 regarding their experiences at CCCS colleges. This was the fourth year for the survey. One question related to opinion of the billing processes.

The President's monthly Brown Bag discussions actively seek new program ideas. Additional input is gathered from advisory committee meetings and division meetings.

Employees are required to set quality improvement goals on their annual work plan or participate in an AQIP activity on an annual basis. Contributions from every employee help reaffirm that each employee is valued, that their ideas are worthwhile, and that their cooperation and job performance directly affect student success. The goals foster teamwork among employees which enhance the learning environment for the students and determine the level of achievement that will be reached by the institution as a whole.

MCC engages in sharing best practices with other community colleges in order to ensure that employees are both productive and satisfied. Employee satisfaction surveys are completed by CCCS every two years. The survey feedback is used to improve processes. See section [3P3](#) for additional information.

Professional Development of employees can lead to new ideas and opportunities to improve operational effectiveness. See section [3.3 Development](#) for MCC's response to ongoing development of faculty and staff.

MCC is required to create an Annual Security Report (ASR) to comply with the Crime Awareness and Campus Security Act of 1990, also known as the Clery Act. The report is available on the MCC website (<http://www.morgancc.edu/docs/securityreport.pdf>). This provides accurate information to potential and current students and staff about campus crime statistics, as well as policies regarding safety/security of the campus community.

Summary results of measures

MCC has a strong budget process that involves all employees.

The College purposefully spent cash funds to build Birch Hall and fund the IT HVAC project, both in FY2015, and made other commitments to fund integral equipment for physical facilities and information technology. See section [5R2 Resource Management](#).

CCCS has provided \$400,000 in the last three years to foster innovation in meeting College goals and for professional development activities. See section [3P3 Development](#) and [5R2 Resource Management](#).

Table 5R3.1 below identifies current standard operating procedures that have been developed to ensure consistency in department operations, many across all System colleges and state agencies:

Department	Documents
All MCC Employees	State Board Policies and System President's Procedures
Accounting	System Accounting Procedures and Statement of Compliance
Purchasing	State of CO Solicitation, Procurement and Contracts Policies/Procedures, CCCS Procurement Card Policies/Procedures
Bookstore	Point of Sale System and CashNet procedures
Human Resources	FLAC (faculty/adjunct contracting) procedures, Department of Personnel (state classified) procedures
Physical Plant-Construction	Office of State Architect policies/procedures

Table 5R3.1: Standard Operating Procedure Document List

Results from the 2014 student satisfaction survey: opinion of billing processes (Agreed-Strongly Agreed):

Process	2014-MCC	2014-System
Cashier office hours are adequate	100%	91.3%
Cashiers handled transactions efficiently	100%	95.3%
Cashiers are friendly	97.4%	93.2%
Billing policies are reasonable	90.6%	92.3%
Alternative payment systems met needs	91.1%	93.6%
Cashiers explained the deferred payment plan	87.5%	86.5%

Table 5R3.2: 2014 Student Satisfaction Survey – Opinion of Billing Processes

Additional survey information can be found in section [2R1 Current and Prospective Student Need](#).

The budget officer complies with CCCS Budget Reports and Timeline which ensure ongoing budget development and review.

Academic Program Reviews are completed as appropriate.

College and System FTE reports help with review of enrollment goals. Table 5R3.3 shows an example of a System FTE report from spring 2015:

Current Day: 03/11/2015		Spring 2015		Year over Year College Headcounts and FTE Comparisons												
Comparison Day: 03/12/2014		Spring 2014		Semester: Spring												
Resident Headcount				Resident FTE				Non Resident Headcount				Non Resident FTE				
College	Current	Comp Yr	Diff	Percent	Current	Comp Yr	Diff	Percent	Current	Comp Yr	Diff	Percent	Current	Comp Yr	Diff	Percent
ACC	9096.0	9675.0	(579.0)	-5.98%	2244.9	2444.4	(199.5)	-8.16%	524.0	523.0	1.0	0.19%	139.9	128.1	11.7	9.15%
CCA	6957.0	7291.0	(334.0)	-4.58%	1683.4	1776.6	(93.2)	-5.25%	813.0	946.0	(133.0)	-	199.0	236.9	(37.9)	-16.01%
CCD	8166.0	8486.0	(320.0)	-3.77%	2199.6	2246.3	(46.7)	-2.08%	1598.0	1568.0	30.0	1.91%	398.8	368.4	30.4	8.24%
CNCC	1024.0	1037.0	(13.0)	-1.25%	302.1	275.3	26.8	9.72%	175.0	157.0	18.0	11.46%	77.7	63.7	14.1	22.08%
FRCC	17137.0	18318.0	(1181.0)	-6.45%	4752.5	5152.5	(400.0)	-7.76%	1689.0	1590.0	99.0	6.23%	507.5	490.4	17.1	3.49%
LCC	676.0	677.0	(1.0)	-0.15%	240.6	238.7	1.9	0.78%	111.0	130.0	(19.0)	-	47.3	56.0	(8.7)	-15.59%
MCC	1700.0	1742.0	(42.0)	-2.41%	403.0	437.2	(34.3)	-7.83%	46.0	35.0	11.0	31.43	11.8	10.2	1.6	15.72%
NJC	1478.0	1663.0	(185.0)	-11.12%	534.6	544.6	(10.0)	-1.84%	121.0	128.0	(7.0)	-5.47%	45.6	48.6	(3.0)	-6.18%
OJC	1365.0	1421.0	(56.0)	-3.94%	426.8	460.8	(33.9)	-7.36%	132.0	130.0	2.0	1.54%	64.7	70.3	(5.7)	-8.08%
PCC	5158.0	5491.0	(333.0)	-6.06%	1655.3	1741.5	(86.2)	-4.95%	230.0	204.0	26.0	12.75%	77.0	63.4	13.6	21.48%
PPCC	10803.0	11395.0	(592.0)	-5.20%	3291.0	3421.9	(131.0)	-3.83%	2577.0	2832.0	(255.0)	-9.00%	835.8	865.5	(29.7)	-3.43%
RRCC	8093.0	8724.0	(631.0)	-7.23%	2451.1	2614.0	(162.9)	-6.23%	543.0	538.0	5.0	0.93%	182.6	173.9	8.7	5.00%
TSJC	1530.0	1538.0	(8.0)	-0.52%	481.2	516.8	(35.7)	-6.90%	263.0	263.0	0.0	0.00%	115.7	117.2	(1.5)	-1.31%
Total	73183.0	77458.0	(4275.0)	-5.52%	20666.0	21870.7	(1204.7)	-5.51%	8822.0	9044.0	(222.0)	-2.45%	2703.1	2692.5	10.6	0.39%

Table 5R3.3: Sample of System FTE Report

In total, MCC is estimated to spend \$206,795 in FY2015 for the following CCCS IT System-wide projects, most of which help to improve overall efficiency and effectiveness:

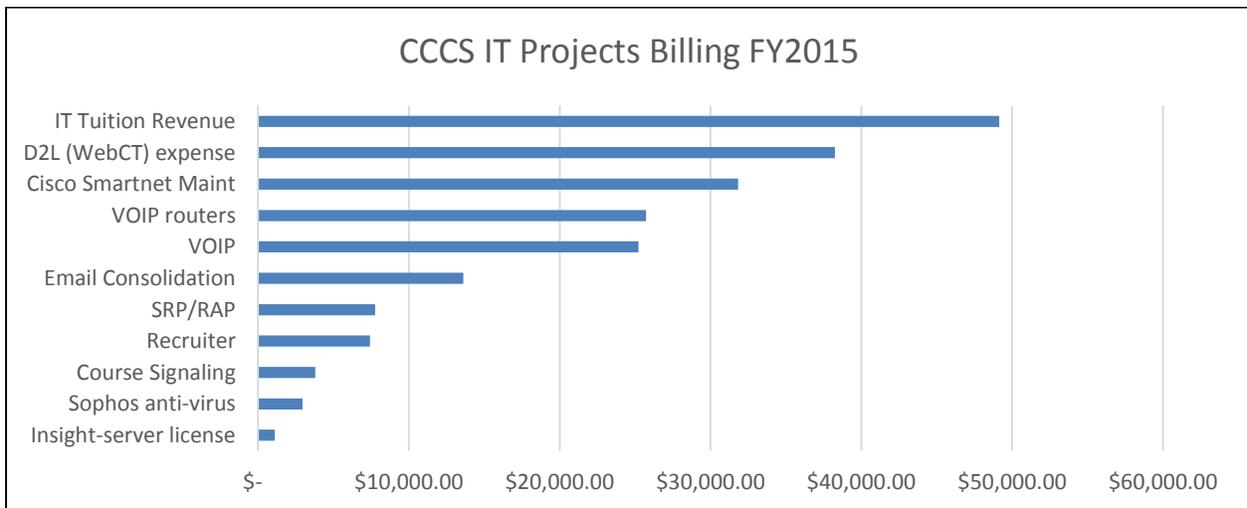


Chart 5R3.4: CCCS IT Billing by Category

The System sends MCC President and Fiscal Officer monthly budget reports for analysis. An example is shown in Table 5R3.5:

Org Level 1 Expenditures (Current Unrestricted)

Morgan Community College

As of: Feb 23, 2015

Fiscal Year: 2015

	Current Period Adopted Budget	Current Period Accounted Budget	Current Period Year to Date Activity	Current Period Commitments	Current Period Available Balance	Current Period Percentage Available
10-President	\$545,185	\$532,836	\$314,763	\$133,156	\$84,917	15.90%
11-Vice President- Admin and Finance	\$3,034,140	\$2,934,108	\$580,938	\$546,290	\$1,806,880	61.60%
12-Vice President of Student Success	\$1,130,437	\$1,094,429	\$646,982	\$200,114	\$247,333	22.60%
14-Vice President of Instruction	\$3,183,264	\$3,300,781	\$1,969,076	\$854,482	\$477,223	14.50%
15-Vice President Strategic Planning	\$1,379,488	\$1,400,303	\$764,034	\$286,618	\$349,651	25.00%
1-Morgan Community College	\$9,272,514	\$9,262,457	\$4,275,793	\$2,020,660	\$2,966,004	32.00%
Total	\$9,272,514	\$9,262,457	\$4,275,793	\$2,020,660	\$2,966,004	32.00%

Table 5R3.5: Sample System Budget Report

No on-campus crime has been reported since 2012 (two burglaries were reported in 2012), indicating an overall safe and secure campus environment.

MCC's Emergency Response Plan held up well to the CCCS consultant's review and is being updated to a new, more extensive format including more thorough information on emergency and crisis response.

MCC staff developed a [Hazard Communication Program](#) and have trained respective staff members.

Comparison of results with internal targets and external benchmarks

MCC's goal is that every full-time College employee will participate in some way with AQIP annually. Based on a review of FY14 evaluation documents, it appears that all employees have met this goal.

The fiscal officer has prepared an annual balanced budget, met all requirements for CCCS budget preparation and presentation to the State Board, and created a Budget Data Book annually.

CCCS did a System-wide procurement audit in 2013 and MCC was recognized as one of the top schools for audit compliance. In addition, the purchasing department was asked to make a presentation to the System Business Officers on college purchasing processes in spring 2014.

The student satisfaction survey from 2014 results indicate that MCC compares at or above the System average in all but two categories of the survey. Those two categories were just a couple of percentage points below the System.

CCCS's target for safety plans is that every college will have a comprehensive plan in place. MCC has met that goal, however, the plan will be undergoing redesign to meet the new CCCS format.

Interpretation results and insights gained

College results reflect a status as a small, rural community college with a unique culture and infrastructure. At the same time, as part of CCCS, College performance is in part mandated by System initiatives and resulting funding.

The College continues to use a strong budgeting process that is inclusive and to obtain data that will help address the best way possible to ensure continued effective management of operations. Budgets are maintained and adjusted as necessary.

Academic Program Reviews continue to be a good tool to financially assess instructional programs.

The College maintains a strong fiscal position that is due, in large part, to the excellent staff and day-to-day operations of many institutional support departments.

Often initiatives arise from within the organization. Employees continually identify what needs to be improved and a process is in place for them to follow through by turning observations into results that move MCC forward. One example of this is the effort to get all College employees involved in the AQIP process which has made excellent progress since the last System Portfolio.

A benefit of being part of CCCS is the System-wide investment in technology to keep all state community colleges current and operational. Experience shows these systems require significant fiscal support. The Banner and Desire2Learn systems are adequate and VoIP telephony is sustainable due to a System approach to purchases, operations and replacement of technology infrastructure.

College physical facilities are maintained adequately and cash has been invested in capital resources to supplement state funding as needed.

The College benefits from being a part of a System which collectively develops policies and processes to guide effective operations. The policies and support from the System also help create a safe, secure, and equitable environment to learn and work. Federal mandates, such as Clery, Title IX and VaWA, continue to take significant staff time to ensure compliance. The recent student satisfaction survey indicates general satisfaction with billing processes.

5I3 - Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

Since AQIP participation was included as an evaluation goal for every full-time employee, the College has seen improvement in participation and will continue this practice.

System policies and procedures related to operations will continue to emerge in the future. The College will adopt these as they occur.

Emergency response planning is critical to the safety and security of students and staff. The College will continue to practice emergency drills and execute a plan that prepares all, to the extent possible, in the case of a mass casualty. The staff work well with local law enforcement agencies. These agencies continue to assist with emergency planning.

In FY2015, MCC received \$553k of controlled maintenance funds to provide security updates. In summer 2015, MCC will be rekeying the entire Fort Morgan campus, upgrading exterior doors and locks, and installing a security camera system complete with a base software system and cameras located throughout the campus and in parking lots. This system is designed so to be expanded as additional funds are allocated to provide more cameras and as the campus physically grows.

The need to utilize data in making decisions related to effective management of operations continues to grow. Current size and structure make this a challenge, but the staff continue to work on it now and into the future.

Category Six - Quality Overview

Introduction

MCC's last *Systems Appraisal* (2011) rated the following items as strengths: 8P1, 8P2a, 8P3, 8P4, 8P6, 8P7, 8R2, 8R3, 8I1, 8I2.

MCC's last *Systems Appraisal* (2011) rated the following items as opportunities: 8P2b, 8P5, 8P8, 8R1, 8R4, 8R5.

Opportunities addressed (which processes, and what we have done about them):

8R1 - MCC has incorporated results from several independent surveys into its planning processes. These are described in 1P1, 1P2, 1P3, 1P4, 2P2, 3P1, 3P2, 3P3, 4P2, 4P3, 5P1, and 5P3.

8P5 – MCC leadership has consistently reflected the College's mission, vision and values in all decision-making. Since the last *Systems Portfolio* MCC leaders recognize the need to make this integration more evident to all stakeholders. Strategic Commitments are reached by consensus of the Strategic Planning Team members and reflect that body's sense of the College's mission and how that mission should manifest. The criteria is "What is best for the College, and, ultimately, what is best for the students who attend the College?"

8P8 – In the 2011 *Systems Portfolio* appraisers noted that "nurturing and developing employee's capabilities to address changing requirements is an opportunity of growth for the College." MCC has integrated new employee and continuing employee trainings and mentoring. These activities are described in 3P3.

Opportunities not addressed:

8R4 - MCC has focused on comparing its results for the performance of processes for Planning Continuous Improvement with other organizations. Some results of this focus have been described in Categories One, Two, Four and Five. *Planned Improvements* in these categories describe current plans to address *continuous improvement* in all areas of the MCC.

8R5 - MCC is developing measures to ensure that future data reports provide the link between its Action Projects and impacted areas in response to comments that MCC could better connect AQIP projects with results.

Maturity Levels:

MCC would categorize its stage of maturity as *systematic* for *processes* and *systematic* for *results* in the area of Quality Overview (formerly Planning Continuous Improvement)

Planned Improvements:

While MCC does not currently have any ongoing action projects for this category, *continuous improvement* and *maintaining a culture of quality* are built into the framework of the institution. Throughout this *Systems Portfolio* MCC has identified strategies that support *excellence* and *quality* within all its processes.

Quality Improvement Initiatives

6P1 – Quality Improvement Initiatives focus on the Continuous Quality Improvement (CQI) 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 is involved in those processes.

MCC is on the AQIP pathway for accreditation. Commitment to, and demonstration of continuous improvement, is a key component of this pathway.

MCC has gone through an evolution in terms of planning continuous improvement since joining AQIP in 2003. At first the College was uncertain how to integrate the inherited structure of AQIP into existing operations and it stood more or less as a separate entity. The College's initial process for selecting, deploying, and evaluating action projects was somewhat haphazard. Preparation of the first *Systems Portfolio* (2007) exposed this weakness, as well as areas of overlap and redundancy between AQIP and existing College functions. An institutional dialogue began about the integration of quality improvement initiatives (AQIP) and normal College operations; a dialogue which continued into the College's second Strategy Forum.

Following the 2008 Strategy Forum in Chicago, the College chose to merge the AQIP Steering Team with the College's existing Strategic Planning team. This began a closer integration between the College's planning efforts and its continuous improvement efforts. MCC also reconceived the size, scope, and nature of its improvement initiatives, honing them down to realistic, achievable projects with short-term (mainly one year) timelines and clearly measurable outcomes. However, there was still some separation of functions; improvement initiatives had to demonstrate a tie-in to the College's strategic commitments, but did not organically evolve out of them. This evolution is fully described within Category Four.

Integration between continuous quality improvement (AQIP) and the strategic planning process (SPT) has further deepened into a process in which 1) a strategic plan for the College is established, beginning with mission, vision and values statements, 2) pathways for manifestation of the mission and vision (strategic commitments) are formulated, 3) strategic plans for achieving the goals are formulated and prioritized and 4) tactical plans (specific Action Projects for accomplishing the strategies) are generated. (See figure 6.1) Tactical plans are adjusted yearly.

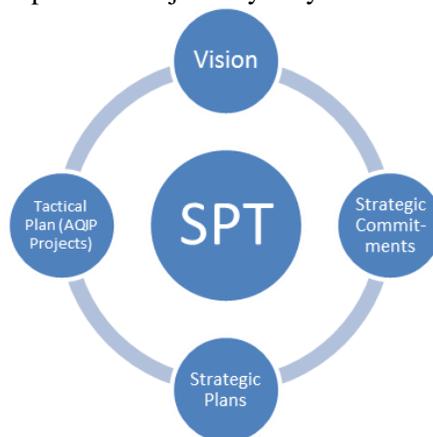


Figure 6P1.1: Strategic Planning Team Five Year Plan Development Process

MCC followed this process in developing its most recent (2015-2019) Strategic Plan. This will be the first time Strategic Planning and Continuous Improvement have been fully integrated into one process.

In developing a five year plan, MCC takes into account:

- 1) External parameters: MCC takes the CCCS strategic plan into account when it formulates its own strategic plan. MCC also takes the CCCS performance contract, which sets certain specific performance objectives for each of its member institutions, into account when it formulates its own goals and strategies. **(5.C.3)**
- 2) Internal parameters: MCC has substantial freedom within the above CCCS parameters to develop a plan unique to its own circumstances, and to establish its own short and long term goals and objectives. **(5.C.3)**

The process involves: **(5.B.3)**

- Reviewing current literature on strategic planning
- Reviewing strategic documents of other, similar institutions
- Reviewing the existing five year plan and determine what elements from the previous plan to retain, what elements to revise, what elements to formulate afresh
- Obtaining maximum feedback and input from stakeholders through all stages of the process
- Coming to consensus on mission, vision and value statements
- Formulating strategic commitments
 - Draft
 - Discussion
 - Revision
 - Approval
- Formulating goals pertinent to each commitment
- Formulating specific action projects to realize selected goals and establish measures of achievement for each project
- Designating selected action projects as subject to AQIP peer-review
- Announcing the plan to the staff and then to the public

It is important to note that quality improvement initiatives are not limited to the tactical plans arising via the strategic planning process. Action Projects can be initiated by any stakeholder at any time, though still are channeled through the Strategic Planning Team. There is no fixed number of initiatives, though at least three projects must be active at any given time, in keeping with AQIP policy. Those three initiatives are subject to a peer review cycle (the reviewers being from other AQIP affiliated institutions); projects in excess of three may or may not be submitted for peer review. The specific process is as follows:

- Any stakeholder may propose a project, though most come from members of the Strategic Planning Team. (For example: a recently approved project came out of the College's Wellness Team.)
- Project proposals are submitted using a [standard form](#) that includes the goal of the project, the rationale for it, what Strategic Commitment and what AQIP category the project aligns with, outcome measures, timeline, cost estimate, and a list of who will be involved in the project.
- Projects are approved by SPT. SPT also determines if the project is to be among the College's AQIP-reviewable projects.
- If the project has staffing or funding requirements, it is routed through the annual budget process. All budget requests must be linked to one or more of the College's strategic commitments. This assures that the money is spent in congruence with its mission and vision. **(5.C.1)**
- Progress is monitored at monthly SPT meetings.
- When finished, a completion statement is added to the document. A separate completion report is submitted for all AQIP-reviewable projects.
- All project documents are viewable on the College's website. The College as a whole is updated at professional development days, at brown bag events, and through the AQIP newsletter.

How do you assure that there is alignment between the Systems Portfolio, Action Projects, Quality Check-Up and Strategy Forums?

MCC has adopted AQIP structural guidelines, which cycles through each of these four elements on a regular basis. In this structure

1. A *Systems Portfolio* update is required once every four years. The *Systems Portfolio* is a document that communicates the operations of the College to various audiences, including sister AQIP institutions and the Higher Learning Commission.
2. The College receives valuable peer feedback on its *System Portfolio* in the form of a Portfolio Appraisal report a few months after submission of the Portfolio. The appraisal offers an evaluation of the College's strengths and its opportunities for improvement. This feedback is invaluable in triggering an institutional reassessment and disclosing direction for future improvement initiatives. For example, the main takeaway from MCC's 2011 Portfolio Appraisal was that the institution needed to take steps across the board if it wished to realize its goal of becoming a more data-driven institution. There has been a subsequent focus on defining and setting measures for all operations which can provide data that can be used to base decisions on.
3. Following the Portfolio Appraisal, a team from the College attends a Strategy Forum. Strategy Forums are where the team (1) renews its vision (2) connects with peers at other institutions for valuable cross-feed (3) lays the groundwork for ensuing action projects and (4) deepens its insight into what a high performance institution is and what steps need to be taken to further ourselves on that path.
4. Strategy Forums are followed by Quality Check-ups, where the College learns from an external review team where there might be gaps in its operations (or where the College may have failed to communicate its operations clearly in the *Systems Portfolio*), and then can begin to take action to correct the deficiencies.

Action Projects are executed throughout the cycle. AQIP requires that there be at least three active projects at any given time. There are three sources for projects: (1) Strategy Forums, (2) the Strategic Planning process (described above), and (3) other campus/stakeholder sources (grass roots initiatives). Regardless of the source, every project must demonstrate alignment with an AQIP category and with a College strategic commitment.

6R1 – What are the results for continuous quality improvement initiatives?

While there have been many reportable results and outcomes since the last *Systems Portfolio* was posted, they reflect a state of transition in the College's continuous improvement planning processes. The full results of the deeper integration of AQIP and Strategic Planning described above will be seen in a few years from the time of this posting.

MCC has maintained at least three active Action Projects since its entry into AQIP in 2003. The majority of these projects have been completed successfully. Between September, 2008 and September 2014, 40 projects have been undertaken; 32 have been completed; four have been retired and four are still in progress. This represents an 80% completion rate and a 10% retirement (projects not completed) rate. Some specific initiatives that have been completed since the last *Systems Portfolio* include:

- Improving part-time faculty training
- Developing the Center for Arts and Community Enrichment
- Formulating common learning objectives and a pilot project to assess them
- Developing an instrument to measure quality culture at the College
- Developing an IR Glossary Index
- Conducting of a marketing segmentation audit

The impact of quality improvement initiatives must be measured individually. There is no common scale to compare one against another. While an impact estimate for each project is provided by the project leader in the completion report for each project, there is acknowledgement that an objective system for

estimating the impact of individual projects is absent, and that sheer number of projects completed is not a sufficient measure of quality improvement.

As noted in [4R3](#) and [3R2](#), both the 2012 Employee Satisfaction Survey administered by CCCS and the *Chronicle of Higher Education's* “Great Colleges to Work For” survey show that MCC employees have a strong understanding of Mission, Vision & Values.

6I1 – Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Current (2014-15) Action Projects:

- Implementation of the Marketing Segmentation Audit Recommendations: This is a follow-up project to the previous year’s Marketing Segmentation Audit. Three specific recommendations to come out of the audit will be implemented this year: branding unification, production and distribution of Spanish language and bi-lingual marketing materials, and website redesign.
- Assessment Academy: This is year two of a three year project to improve MCC’s program assessment process through participation in the Higher Learning Commission’s Assessment Academy.
- Focus on Wellness: This project is designed to support MCC staff in designing and achieving personalized wellness goals. Average staff participation rate over two semesters has been 71%.

Beginning in 2014-15 there has been a greater integration of AQIP projects and the College’s strategic plan. Action projects are seen as the vehicle for manifesting various aspects of the College’s strategic commitments. The results of this integration, however, are not in as of the time of this posting.

In its aspiration to be a high-performance organization it has become clear to the College that data-based decision making is at the heart of a system for continuous improvement. In such a system established processes yield measurable results in every area of College operations; analysis of results exposes opportunities for improvement; improvement initiatives (Action Projects) result in modification of processes. The resulting cycle is one of continuous improvement.

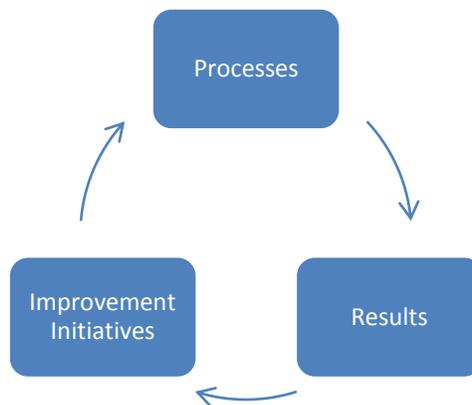


Figure 6I1.1: Continuous Improvement Cycle

MCC is in the process of redefining its operational processes in terms of yieldable data, so that the results will give a clear indication of what needs improved.

Culture of Quality

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.

MCC is a small college, with a typical range of 1000-1100 FTE. The small size and strong service orientation has contributed to an open culture where MCC employees feel they have a voice and where they have a personal stake in the success of the College. A good many of improvement initiatives arise

organically from within. Employees are quick to detect what needs to be improved. A process is in place for them to follow through by turning the observations into concrete action projects.

There are a number of identifiable elements that contribute to MCC's culture of quality. These include:

1. Small size and family atmosphere
2. Shared governance and collaborative style of leadership
3. Open communication at all levels
4. Transparency of operations
5. Consistency in hiring quality-conscious staff and faculty

One key aspect is embodied in the oft-used phrase, "the MCC family." Though not literal, the family model has been the source of the chief governing ethic at the College since its inception: treat those you work with as if they were members of their own family. This family includes the administration, faculty, staff, and students.

MCC has embraced the paradigm of continuous improvement, choosing AQIP as the path to reaccreditation in 2003. The College chose to enter the AQIP program not because it felt quality was lacking, but because AQIP was consistent with the culture that already existed. Though it was seen as a natural fit for the College, it has taken some time for the College to learn how to effectively integrate its principles and activities into the structure of the College. One of the most difficult aspects of MCC's "learning curve" was to make sure that the things done in support of continuous improvement were truly integrated into the operation of the College and not a duplication of efforts or a parallel structure. As noted in [6P1](#), recognition of the overlapping roles of the Strategic Planning Team and the AQIP Steering Team led to the merging of the two entities in 2007.

Three entities are instrumental in developing and maintaining the infrastructure of a quality of culture at MCC:

- The Management Leadership Team (MLT) is made up of the College's senior administrators. It is a highly responsive entity with the authority to determine procedures in all matters.
- The Strategic Planning Team (SPT) is made up of elected faculty, staff, and administrators representing every unit of the College. SPT develops the College's five-year plan and is also responsible for continuous improvement initiatives.
- The AQIP Writing Team, chaired by the AQIP Liaison, is responsible for producing all documents required for AQIP, including the *Systems Portfolio*; they are also responsible for keeping the staff informed of the College's continuous improvement efforts, which is done via a semi-annual newsletter. **(5.D.1)**

No financial resources are devoted specifically to maintaining a culture of quality; however individual Action Projects with financial implications are routed through the annual budget process before receiving approval. **(5.C.1)**

Some of the non-financial resources required to maintain a culture of quality are open communication and public acknowledgement of employee contributions. An example of the former is that the minutes from the President's Staff meetings are routinely shared with all staff. Examples of the latter are abundant: individual staff contributions are routinely acknowledged by peers and supervisors in the form of all-College e-mails. These expressions of appreciation are not required by policy, but are natural within the MCC culture. The President and other top administrators model this behavior for the rest of the staff.

How do you ensure the institution learns from its experiences with COI initiatives?

MCC has been in a growth curve since joining AQIP in 2003. Some of the key learning includes:

1. Learning not to take on projects that are too big. MCC's earliest Action Projects were vast in scope and tended to collapse under their own weight. The College learned from this to set achievable goals with a shorter (usually one year) time frame. Breaking large scope projects into smaller, achievable projects was another outcome of this. For example, the overall project of

redesigning the College's institutional assessment plan was formulated as a series of one year projects that included establishing a set of common learning objectives, developing an instrument to measure the achievement of common learning objectives, then piloting the instrument and evaluating its effectiveness. (5.D.2)

2. Learning not to take on projects that are too ambiguous. For some of the College's earlier Action Projects, it was difficult to tell if and when the outcome had been achieved because the outcome had been vaguely defined. MCC has since learned to set benchmarks, establish result measures, and to clearly define desired outcomes, so that completion of a project can be recognized and attendant results can be reported. For example, an early Action Project was to "maximize creative connections" at the College. The project description was: "This project is built on creative connections that must exist for the College to be its best. Where connections currently exist, they will be strengthened; where new ones are needed, they will be created. We will pursue a common goal with a oneness of all locations and cohesiveness within and among the Community College. The result will be "College Connected," a learning organization that allows all in the College to be partners for student success." There was little internal consensus as to what these fine sounding words meant and no useful measures established to tell us when the result had been achieved. The development of a standard Action Project declaration form has done much to alleviate this kind of ambiguity. (5.D.2)
3. Learning when to stop. Some of the College's earliest Action Projects became unachievable and had to be retired short of completion. It was determined that starting over with a better-defined project was more productive and valuable than persisting with an ill-formed project. Acceptance of mistakes, learning from them, and improving the process at the next opportunity has become an essential element of the College's operating style. (5.D.2)

MCC ensures that it will continue to learn from its experiences with CQI initiatives by the following mechanisms:

1. **Standard form for declaring C.I. projects.** This form asks for a the goals of the project, a declaration of intended results and what measures will be used to determine those results, who will be involved, what AQIP category it aligns with, what MCC Strategic Commitment it aligns with, the projected costs, and a timeline for completion with specific benchmarks indicated. Project declarations without intended outcomes or clearly defined measures are returned to project leaders for revision. (5.D.2) The College's declaration form closely parallels the Action Project declaration on the AQIP Action Project website. Action projects that are designated for AQIP Peer-review are subsequently entered into that directory.
2. **Annual updates and Completion reports.** (5.D.2)
AQIP requires annual updates on each Action Project and a Completion Report when a project is finished. MCC has a parallel requirement for any Action Projects in excess of those that have been designated for AQIP peer-review.
 - Annual updates confirm the status of the project, what remains to be accomplished and the target for completion.
 - Action Project completion discuss the accomplishment of the goal, including what was learned during the implementation of the project. This assures that some reflection on what the College has learned from the initiative takes place.
3. **Review process** (5.D.2)
Internal: Action Project leaders make regular progress reports to SPT; annual updates and completion reports are also shared with SPT.
External: Participation in AQIP comes with a built-in system of peer-review. Action Project updates and completion reports are read by AQIP readers (comprised of peers at other institutions of higher learning). This assures that there is always a fresh set of eyes looking at the College's continuous improvement initiatives and offering suggestions for further integration of learning.
4. **Reporting to the whole college** (5.D.1; 5.D.2)

The Writing team keeps the College informed via a newsletter about current and completed projects; this way institutional learning is widely disseminated.

Links to current and past newsletters, to current and past Action Projects, and to the HLC Homepage for AQIP are maintained on the College's website.

The MCC AQIP Employee portal includes the same links plus links to Action Project declaration forms (with instructions and examples).

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

As of this posting, MCC has been recognized as a "Great College to Work For" to work for by *The Chronicle of Higher Education* for four consecutive years, and for three of those four years, has placed in the honor roll (one of four institutions of its size for high scores in multiple categories). The ranking was based on a number of factors, including collaborative governance, confidence in senior leadership, job satisfaction, respect and appreciation, and teaching environment, all strong indicators of a culture of quality.

Every two years, an employee job satisfaction survey is conducted by the Colorado Community College System (CCCS). The results have been consistent over the last six years. The results indicate that that MCC's mission, vision, and values are widely communicated and understood. MCC ranked above the CCCS average for these questions. The following chart gives selected results from the 2014 survey pertaining to culture of quality:

Question	Answer	CCCS Response %	CCCS Response Count	MCC Response %	MCC Response Count
Faculty Response					
1. I know the mission, vision, and goals that have been set by my college.	Strongly Agree	28.8	157	68.4	13
	Agree	62.1	339	31.6	6
	Disagree	6.2	34	0	0
	Strongly Disagree	1.8	10	0	0
	Unknown	1.1	6	0	0
2. I believe that the college is achieving its mission, vision, and goals.	Strongly Agree	13.1	71	52.6	10
	Agree	57.4	312	42.1	8
	Disagree	16.4	89	5.3	1
	Strongly Disagree	4.4	24	0	0
	Unknown	8.8	48	0	0
3. I understand how to do my part in helping the college to achieve its mission, vision, and goals.	Strongly Agree	23.2	126	57.9	11
	Agree	64.3	350	42.1	8
	Disagree	8.5	46	5.3	1
	Strongly Disagree	1.8	10	0	0
	Unknown	2.2	12	0	0
Staff Response					
1. I know the mission, vision, and goals that have been set by my college.	Strongly Agree	22.2	283	47.2	17
	Agree	63.9	813	52.8	19
	Disagree	8.8	112	0	0
	Strongly Disagree	2.7	34	0	0
	Unknown	2.4	31	0	0
2. I believe that the college is achieving its mission, vision, and goals.	Strongly Agree	12	152	27.8	10
	Agree	58.5	743	69.4	25
	Disagree	14.6	186	2.8	1
	Strongly Disagree	4.2	53	0	0
	Unknown	10.7	136	0	0
	Strongly Agree	21.1	267	31.4	11

3. I understand how to do my part in helping the college to achieve its mission, vision, and goals.	Agree	64.1	812	68.6	24
	Disagree	8.5	107	0	0
	Strongly Disagree	1.9	24	0	0
	Unknown	4.4	56	0	0

Quality Culture Survey: An Action Project to create an instrument to measure quality culture at MCC was completed in 2013. Staff self-rated their involvement in continuous improvement based on a rubric developed by the project team. This rubric helps define quality culture by offering concrete examples of activities that constitute participation in continuous improvement. The survey showed that 80% of respondents actively participated or considered themselves a leader in continuous improvement efforts. A by-product of this project was a new simplified form to record continuous improvement efforts. Solicitations for these reports are sent out semi-annually and maintained by the Director of Institutional Effectiveness. **(5.D.1)**

New-employee orientation: Every new full-time employee must complete an AQIP orientation within the first month of employment. In 2014 this orientation was made available online and updated to reflect recent changes in the AQIP process. In addition, the rubric generated by the Quality Culture Survey project has been incorporated into this orientation. **(5.D.1)**

6I2 – Based on 6R2, what improvements to the quality culture have been implemented or will be implemented in the next one to three years?

- Current Action Projects that support a culture of Quality at MCC:
- Focus on Wellness: This Action Project focuses on supporting the health and well-being of faculty and staff, which goes to the heart of a culture of quality; when staff is taken care of, students will benefit. This project is expected to be extended.
- Assessment Academy: the second year of the HLC Assessment Academy will propel the College toward its goal of developing a comprehensive assessment plan, along with the tools necessary to administer it and review/evaluate it.