

## Institutional Overview

Morgan Community College is a public two-year college that is part of the Colorado Community College System (CCCS), the largest system of higher education in Colorado. The *Washington Monthly* [2010 College Guide](#) ranked Morgan Community College in the top 50 community colleges in America, the only Colorado school to have that distinction.

MCC, a not-for-profit institution, serves a rural [geographic area](#) of 11,500 square miles, the largest service area of any of Colorado's thirteen community colleges. Located 82 miles northeast of Denver on the High Plains of Colorado, Fort Morgan is home to the main campus and administrative offices. Additional MCC Centers are located in the Eastern Colorado communities of Bennett, Burlington, Limon, and Wray. Each center is staffed by a director and an assistant. Bennett and Limon Centers maintain administrative offices, but hold classes in the area high schools; Wray Center shares a building with Ameritown (mini-model city used to teach elementary students how local government and businesses work); and the Burlington Center is located in the Burlington Community and Education Center.

Morgan Community College provides the first two years of a college degree, career and technical education programs including a welding program that is located off-site, adult basic education, concurrent enrollment for eligible high school students seeking college credit classes, continuing education, community workforce training, workplace education in the local Cargill Meat Solutions beef packing plant facility, and provides in-kind support for the Small Business Development Center.

The 2010-2014 [strategic plan](#) presents the college's mission, vision, values, and strategic commitments, along with common student outcomes.

**History:** In July 1964, a committee of past chamber of commerce presidents in Fort Morgan studied the feasibility of establishing a junior or community college district that would serve the educational needs of Morgan County residents. In May 1967, Senate Bill 405 created the Morgan County Junior College District and in September 1967, a board of trustees was elected. The first courses began in September 1970 in rented buildings in Fort Morgan adapted to the uses of the College. In June 1973, the local junior college district was dissolved by a vote of the people and the College joined the Colorado Community College System under the new name of Morgan Community College.

A Main Street historically restored bank building that was given to the College for administrative offices and classroom space now serves as the offices and meeting rooms for the MCC Foundation and SBDC.

A fund drive was initiated in 1978, and the College acquired a ten-acre site east of Fort Morgan for the site of a permanent campus. An additional ten acres was acquired in 1981. The Colorado State Legislature appropriated construction funds in 1978 for the first building on the campus. Construction began in 1979 and the first courses were held on the campus in June 1980.

A Vo-Tech/Administrative building was completed in 1985 and major remodeling of the Student Services and Learning Resource Centers was completed in 1998. The campus at Fort Morgan continued to grow: in 2000, a new Student Center was dedicated and in 2001, Elm Hall was completed to house the automotive programs. Also in 2001, Spruce Hall was renovated for new classrooms, offices, and laboratories and meeting rooms. Cedar Hall was financed by the MCC Foundation and constructed on the campus in 2009 to accommodate the adult basic education program. The following year, the Spruce Hall nursing, health technology and science addition and renovation became a reality.

2010 marks the institution's 40<sup>th</sup> anniversary. A [historical timeline](#) can be found on the college website.

**Explanation of item choices in the Categories.** Overall we believe MCC to be at the Systematic stage of organizational quality development; as such, our focus in most categories is on articulating the

college's processes. Readers will see more emphasis on **Process** questions over **Results** and **Improvement** questions in these categories. The exceptions to this are Category Two, where we see ourselves as shifting from a Reacting approach to a Systematic approach, and Category Six, where we see ourselves as shifting from a Systematic approach to an Aligned approach. Category Two thus has the fewest questions answered in detail, reflective of its infancy; Category Six has the most Results and Improvement questions answered in detail, reflective of its relative maturity.

Please note also that approaching the 2011 Portfolio with a clearer understanding of the task at hand, we have chosen to answer afresh *all* questions, even those which were perceived as strengths in the 2007 Portfolio.

## **01 - Helping Students Learn**

***What are your goals for student learning and shaping an academic climate? What are your key credit and non-credit instructional programs, and educational systems, services, and technologies that directly support them?***

MCC creates and maintains a climate that celebrates intellectual freedom, inquiry, reflection, respect for intellectual property, and respect for differing and diverse opinions.

[Common learning outcomes](#) help establish the pattern of knowledge and skills that all students will apply upon completion of their studies. At program end students will demonstrate:

- Communication - Construct effective written communication; deliver a clear, well-organized, verbal presentation and demonstrate the ability to utilize oral, written and listening skills to effectively interact with others.
- Critical Inquiry - Formulate solutions to problems by using analytical reasoning, which would include: identifying a problem or argument, isolating facts related to the problem, differentiating facts from opinions or emotional responses, generating possible solutions to the problems, and predicting consequences.
- Intra/Interpersonal Responsibility - Demonstrate the ability to plan, organize, manage, and successfully complete projects within defined time lines and Collaborate effectively with others toward the accomplishment of common goals.
- Quantitative Reasoning - Perform a variety of basic mathematical operations and interpret and apply statistical information in various forms.
- Information Literacy - Use current technology to access information and evaluate the quality of information sources.

MCC's mission as a comprehensive community college supports key credit and non-credit instructional programs that includes transfer education (AA, AS, AGS degrees), career and technical education programs (AAS and Certificate), workforce development, adult basic education and community education courses. 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. MCC offers courses in traditional classroom, hybrid, and two-way interactive television formats. In addition, MCC students can take online classes (offered and staffed by Colorado Community Colleges Online). Courses are offered in day, evening, and weekend formats, as well as shortened sessions (eight week semesters) and mini-semester.

MCC is considered a leader among Colorado's community colleges in delivering distance education. The Fort Morgan campus and four centers provide physical locations for classes; online and hybrid courses further expand student access. MCC has two distance learning networks to provide course work through

fully interactive audio-video fiber-optic systems. High school students and members of the community who qualify may take college credit classes at any one of the sites. Classes taught by MCC instructors are "live" at one site and simultaneously broadcast to students at other sites. The system makes it possible for college classes to be delivered to sparsely populated areas that otherwise might not have enough students at any one location.

Technology is critical in meeting the needs of students in our service area. Connectivity must be maintained for online and hybrid classes. Up to date hardware and software is needed in our computer labs and on staff desktops throughout the campus and at the centers. Keeping instructional technology available in the classroom is a high priority, including smart boards, multimedia projection systems, DVD players and VCRs. 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 there can take college courses.

Online learning has allowed MCC to expand offerings to help meet the needs of the students and is currently using a new learning management system (Desire2Learn) that has been adopted by the Colorado Community College System.

Targets for improved performance in Helping Students Learn will reflect the status as a small, rural community college with a unique culture and infrastructure. At the same time, as part of the larger Colorado Community College System, performance will also be in part mandated by system initiatives. MCC will continue to use a strong college budgeting process to obtain data that will help address the best way to align programs, curriculum, and human resources to support student learning.

## **02 - Accomplishing Other Distinctive Objectives**

***What key organizational services, other than instructional programs, do you provide for your students and other external stakeholders? What programs do you operate to achieve them?***

After careful review of the 2007 Systems Portfolio, the college has redefined its Other Distinctive Objectives. In the 2007 Portfolio two specific objectives were listed: (1) "leading and supporting economic development within the region", and (2) "increasing growth and organizational capital." The first declaration sprang out of the college's longstanding relationship with the local branch of the Small Business Development Center (SBDC). However, in 2009 MCC relinquished its part in that relationship to the University of Northern Colorado. "Increasing growth and organizational capital" has also been removed from this category; it is better addressed under Category 9, since it is primarily through partnership with the MCC Foundation that this goal is achieved. There was a misunderstanding by the writers of the 2007 portfolio that the Foundation was a part of MCC, rather than an independent organization with whom MCC partners.

MCC is a small, two year, non-residential, public college on the plains of Northeastern Colorado. With no dormitories, no athletic programs, no alumni office, and no private or religious affiliation, it would appear that the college has no other objectives beyond instructing students, yet the college's culture and prominence in the community argue against it. The interim period of reflection has revealed that MCC does indeed have a commitment to its stakeholders beyond instruction. Broadly and simply defined, MCC's other distinctive objective is *service to the community*. This takes many shapes and follows many avenues, manifesting in diverse and independent projects. Through independent initiatives and collaborations with external partners, MCC works steadily to improve the quality of life in its community.

## **03 - Understanding Students' and Other Stakeholders' Needs**

***What are the short and long term requirements and expectations of the current student and other key stakeholder groups you serve? Who are your primary competitors in serving these groups?***

Key stakeholders and their short and long term requirements/expectations can best be expressed in the following table. Each stakeholder group's requirements and expectations differ based on their relationship with the college.

<b>Table OV-3.1</b>		
<b>Groups</b>	<b>Short-Term</b>	<b>Long-Term</b>
Students	Access Affordability Quality education Program variety Safe environment Support services Personal enrichment	Transferability Lifelong Learning Employability
Employees	Safe place to work Shared governance Adequate compensation	Continuing education/professional development
Employers	Trained workforce Competitive advantage	Continuing education
Community Members/ Tax Payers	Academic quality Social skills Trained workforce	Social responsibility
High Schools	Quality education Student success	Transferability
State/Federal Agencies	Accountability Compliance Fiscal responsibility Student success Quality	Collaborations

Primary competitors are other higher education institutions in the state and the Midwest. Private organizations and public agencies, especially those that reach beyond traditional physical boundaries with technology, also present a significant challenge within our service area. Examples would include private proprietary schools, in-house training by employers, and programs offered through libraries and other public agencies.

#### **04 - Valuing People**

***What are your administrative, faculty, and staff human resources? What key factors determine how you organize and use them?***

In the fiscal year ending 6/30/2010 MCC employed 340 individuals (including hourly workers). Compensation for Faculty and Exempt Staff (Administrators and Professional/Technical) is approved annually by the State Board for Community Colleges and Occupational Education. Classified staff compensation is set by the State Department of Personnel. There are no collective bargaining units at any of the Colorado state-supported community colleges.

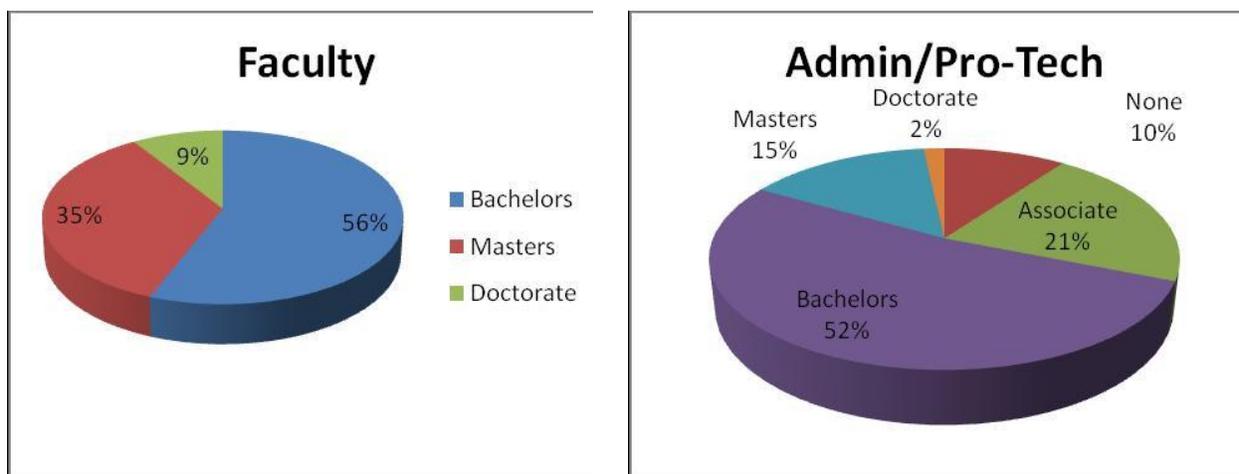
Table OV-4.1 recaps staffing for FY2010:

Category	Count	Male	Female
Full-Time Faculty	34	13	21
Part-Time Instructors	125	36	89
Exempt Administrators, Professional Technical	44	9	35
Classified Staff	12	5	7
Non-Student Hourly	31	9	22
Work Study Hourly	94	22	72
<b>TOTALS</b>	<b>340</b>	<b>94</b>	<b>246</b>

Seventy-two percent of MCC employees are female, which mirrors the student body. For FY2010, the average faculty compensation was \$46,998 and part-time instructor compensation was \$7,011. Average faculty tenure is 8.5 years. The student to faculty ratio is 12 to 1 with a direct instructional cost per student of \$1,297.

Forty-four percent of faculty have a masters or doctorate degree. Ninety percent of Exempt and Classified staff hold an associate's degree or higher. Figure OV-4.2 shows the educational level of faculty and staff.

**Figure OV-4.1: Educational Levels**



A college administrator oversees each college area, including Student Services, the Learning Resource Center, Human Resources, Administrative Services, and faculty departments. This [organizational structure](#) ensures that areas, departments, and activities are grouped logically based on specific job duties, which are often shared and/or are complementary.

College staff members are identified by several different employee groups: Classified, who work under the State Classified Employee Guidelines; faculty, who work under the requirements of faculty contracts; and exempt employees, who are bound by the guidelines and job descriptions established by the college in cooperation with each department and/or area. There are also three hourly classifications: Non-Student Hourly, Student Hourly (Non-Work Study), and Work Study who work in conjunction with their enrollment status and financial aid.

As of 2010, the college had 215 employees (excluding hourly workers), which includes 159 full-time and part-time faculty and 56 support staff. The institution's intent is for each employee to fulfill, directly or

indirectly, the college's mission and values, helping to ensure student success. The college continually examines process improvement, keeping in mind how the student moves through the college. Any changes made to the organizational structure are approved by the Management Leadership Team (MLT) in conjunction with the various departments involved.

A state-driven and governed hiring process, pay and salary guidelines, performance reviews, and college and faculty-designed annual work plans all affect the work environment and job classifications. The college's mission, goals, FTE, and budget are also determining factors. Although it is a challenge to find available workforce who are willing to live in a rural area, MCC strives to hire the most qualified people for all positions, to provide an atmosphere of equality, and to be the best small institution in the state. The college employs part-time staff in all areas. These include adjunct faculty, state and federal work-student students, and hourly-wage employees.

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## **05 - Leading and Communicating**

***What strategies align your leadership, decision-making, and communication processes with your mission and values, the policies and requirements of your oversight entities, and your legal, ethical, and social responsibilities.***

Morgan Community College is a comprehensive community college sustained by the four pillars of Academic Transfer, Career-Technical Education, Life-Long Learning for Personal Interest (Continuing Education), and Customized Training for the Workforce. It is one of thirteen community colleges in the Colorado Community College System (CCCS), with its service area designations written in state statute. The college adheres to state statutes and to CCCS policies and strategic plans, though it also formulates its own unique mission, values, and strategic commitments. While the college has autonomy in its leadership, decision-making and communication processes, these lie within the designated parameters of CCCS policies and CCCS strategic directives.

MCC's leaders set direction by assessing student and stakeholder needs, examining best practices, and aligning both needs and best practices with the college's strategic commitments. The college utilizes a collaborative style of decision-making, though final responsibility rests with the President. The President chairs the Management Leadership Team (comprised of the President and Vice Presidents) and President's Staff (comprised of the President, Vice-Presidents, President's Assistant, Center Directors, Director of Institutional Effectiveness, and the Director of College Communication and Marketing). Any stakeholder can attend President's Staff meetings or approach a representative on the President's Staff with any comments, suggestions, or concerns they would like addressed. Input from the college's Instructional Division, Administration and Finance, Student Services, committees, councils, and various boards is encouraged and utilized in the decision-making process.

The broader ethical and social responsibilities of the college are implied by and embedded in its [strategic commitments](#). These commitments, which are arrived at through a collaborative process, reflect a college-wide consensus about the role of the institution and its immediate priorities; they act as an institutional rudder, expressing the larger imperatives that inform the college's smaller decisions. The faculty, staff, and administration at MCC adhere to the imperatives of quality instruction, quality customer service for students, and maintaining currency with regard to the needs of a changing society.

All of the college's employees work together to create an environment where the in-class and out-of-class experiences enable students to meet with success.

## **06 - Supporting Institutional Operations**

***What strategies align your key administrative support goals with your mission and values? What services, facilities, and equipment do you provide to achieve them?***

Administrative support strategies that help students in imagining, believing and achieving their goals include:

- providing student and administrative services that meet the needs of students and staff at all MCC locations;
- assessing and implementing successful strategies for student recruitment, retention and graduation;
- maintenance of a strong financial position and fiscal stability;
- maintaining functional and adequate facilities and technology; and
- capital planning for future space and technology needs.

**Services:** At MCC Admission, Registration, Advising and Financial Aid open the gateway toward partnering with students to help them reach their educational goals. These processes guide the student toward a field of study, class selection, and financing an education.

MCC provides additional services including orientation and support for online courses, a bookstore, a Learning Resource Center (library), computer labs and wireless internet access, student campus activities, Student Support Center for additional mentoring and help, and career and disability services.

Underlying these support services are budgeting, accounting, cashiering, human resources, purchasing, information technology, physical plant operations including facilities planning, maintenance, custodial services and campus safety and security.

**Facilities:** Morgan Community College's main campus is located in Fort Morgan and consists of 20 acres. There are three conjoined buildings and two separate buildings totaling 107,000 square feet. The main structure houses Cottonwood, Aspen and Spruce Halls. In Cottonwood Hall, the library and student support services were renovated in 1996. Aspen Hall houses administrative offices, a lecture hall, bookstore, student center, accounting and human resource offices. 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. Elm Hall is a separate structure completed in 2001 and houses the automotive programs and the college facilities department. Sagebrush is a separate outbuilding used for facility storage. Cedar Hall, built by the MCC Foundation in 2008 houses Adult Basic Education courses.

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, and Fort Morgan Chamber of Commerce.

**Equipment:** Each college office is equipped with a computer, access to network printers, and multi-function copiers. All employees have telephone voice mail and the college utilizes VoIP technology.

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. 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 10 programming.

Elm Hall, the automotive shop, has dual paint booths, a sophisticated air filtering system, mechanics bays with hydraulic lifts, computer diagnostic equipment, and a small computer lab.

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.

## **07 - Measuring Effectiveness**

***What determines the data information you collect and distribute? What information resources and technologies govern how you manage and use data?***

Understanding MCC's data management system requires a brief reiteration of the two tiered nature of community colleges in Colorado. MCC is a member of the Colorado Community College System (CCCS); each of the 13 member institutions began as a local district college and still retains its own independent boards, grants its own degrees and is independently accredited (that is, CCCS itself is not accredited but its individual members are).

Portions of many common functions have been effectively centralized at the System level; these include IT, HR, Finance, 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. MCC's responses to questions in category 7 (Measuring Effectiveness) must therefore acknowledge operations at both levels.

Much of the infrastructure MCC uses for initial data collection and subsequent selection, management, and distribution is provided by CCCS. While MCC has a voice in the System's decisions, many aspects of data policy, collection and technology are firmly the domain of CCCS, and MCC is responsible for adapting the System model to the particular needs and history of MCC.

In 2006 CCCS changed software platforms to SCT™ Banner, which is a web-based data management system. The Banner system is "live" with MCC students, faculty, and staff having access based on their role and access needs. The first modules to go online were student records, followed by the HR, Finance, and Budget modules. The Banner platform gives 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.

Another set of data called a "Data Warehouse" is generated from the Banner data, usually overnight. This data is a subset of the all the data that exists in Banner, and has been formatted and optimized for extraction and report writing. The data warehouse is "read only." Any editing or changes to data in Banner will be reflected in the next iteration of the data warehouse. A program called Cognos is used to query and extract data.

## **08 - Planning Continuous Improvement**

***What are the key commitments, constraints, challenges, and opportunities with which you must align your organization's short and long term plans and strategies?***

Commitments:

MCC's 2010-2014 [strategic plan](#) articulates commitments in the areas of

- Student Access
- Student Success

- Teaching Excellence
- Valuing People
- Operational Excellence
- Innovative Leadership
- Community Leadership and Partnership
- Continuous Improvement.

Constraints:

- MCC operates in a multi-tiered system that includes the Colorado Department of Higher Education (CDHE), the Colorado Community College System (CCCS) and the college itself. CCCS has a performance contract with CDHE and in turn sets performance objectives for its member colleges. Individual college planning then aligns with these objectives.
  - *Short term*: CCCS establishes yearly performance objectives for MCC in the areas of student access, student success and operational excellence.
  - *Long term* : CCCS generates a five-year strategic plan, with which MCC must align when generating its own five year plan.

While these mandated CCCS performance objectives may appear to be constraints for MCC, they in fact provide effective direction. MCC has consistently been able to effectively align short and long term plans with CCCS directives.

- Financial constraints, reflective of the budget crisis in higher education in the State of Colorado.

Challenges:

- Budget. Statewide financial constraints make effective planning even more important than ever before.
- Expansive geography. The connectivity, staffing, and course delivery challenges over MCC's 11,500 square mile service area must always be taken into account when planning.
- Declining population in the service area. A dwindling population base makes long term planning uncertain.

Opportunities:

- Curriculum and new program development.
- Increased use of data in planning processes. The college sees value in become a more data-driven institution.

**09 - Building Collaborative Relationships**

***What key partnerships and collaborations, external and internal, contribute to your organization's effectiveness?***

Internal partnerships and collaborations are summarized in table OV-9.1; External partnerships and collaborations are summarized in table OV-9.2.

	Team/Committee Name	Members	Frequency
Structure Contingent on Position	President's Staff	President, VP of Finance, VP of Instruction, VP of Student Success, Director of Marketing, President's Administrative Assistant, MOC Foundation Director, Center Directors	Meets the 2nd & 4th Monday of the Month
	Management Leadership Team (MLT)	President, VP of Finance, VP of Instruction, VP of Student Success	Meets every Monday morning
	Centers Leadership Team (CLT)	President, Center Directors	Meets once a quarter
	Instructional Council	VP of Instruction, Division Chairs, Director of the Learning Resource Center, Director of Adult Basic Education, Coordinator of	Meets every Tuesday
	Instructional Divisions	Division Chair and Faculty within the Division	Meets monthly
	Registration Team	VP of Student Success, Center Directors and others	Meets twice a year
State Mandated	Curriculum Committee		Meets monthly
	Faculty Senate	Officers elected from among faculty	Meets once a semester
	Faculty Peer Review Panel (2008-2010)	The Faculty Senate of Morgan Community College shall submit by September 30 of every even numbered year a list of 13 members duly elected by the Senate to the Peer Review Panel, as described in CP 2-44.	Meets as needed.
	Grievance/Appeals Committee	VP of Student Success, VP of Instruction, Division Chair(s), VP of the MCC Student Government Association (SGA) or a student representative	Meets as needed
	State Faculty Advisory Council (SFAC)	One faculty-elected representative from each college in CCCS	Meets monthly
	State Faculty Curriculum Committee	Two faculty-elected representatives from each college in CCCS	Meets monthly
Structure Based on Interest/Need/Specific Purpose	Strategic Planning Team	Elected representatives from all units of the college	Meets monthly; more often if needed
	AQIP Writing Team	AQIP Liaison, MCC Webmaster and others	Meets monthly
	Emergency Response Team	Selected members representing all areas of the college	Meets every other month
	Integrated Marketing Committee	Director of Marketing and Communication, Webmaster, Director of Admissions, Director of Purchasing/Bookstore, Telecommunications Director, and various other interested parties	Meets monthly
	Professional Development Team	Parties with an interest in planning and producing Professional Development Days events	Meets before and following Professional Development Days as needed
	Sunshine Committee	Various interested parties	Meets as needed
	Other committees/councils/teams with specific, (and usually) short-term goals	For example: 40th Anniversary Committee, MOC Foundation Gala Committee, Holiday Party Committee, Entertainment Team, and AQIP Action Project Teams	Meets as needed

Table OV-9.1

		Key Relationships	
		Partner	Relationship
Community Engagement	Business & Industry Connections	Area Employers/Industry	Curriculum Input, Placement, Advisory, Workplace Education
		Community Boards & Civic Organizations	Support And Collaboration
		Business Training & Development	SBDC, Community & Workforce Training - Support And Learning Partners
		Area Small Business Development Centers	Sharing Resources, Collaborative Planning, Identifying Needs Of Community
		Cite Advisory Committees	Advisory, Placement, And Financial Partners
		Cite Clinical & Internship Sites	Learning Partners And Advisory
		College/Department Advisory Committees	Programmatic Support/Curriculum Input
		Economic Development	Collaboration, Planning, And Industry Support
		Foundations	Local, State, And National Financial And Industrial Support
		Foundation Director	Fund 50/50 Of Salary
	Local & Regional Health Care Providers	Placement, Programmatic Support Through Clinic Sites, Learning, Partners, Advisory	
	Foundation Donors	Financial Support For Programs & Students	
	Community Service	Able, Buenohap, Workplace Literacy	Eal & Ged Instruction
Chambers Of Commerce		Collaboration, Needs Of Area Communities, Committee & Board Memberships	
One Morgan County		SpaceTech Support, Workshops, Community Committees	
Education	Associations & Organizations	Membership Of Employees (I.E. Community College Business Officers (CCBO), National Association of College & University Business Officers (NACUBO))	Support Of The Intellectual Capital Of Staff And Students Through Association Membership, And Concurrent Subscription And Conference Attendance
		Membership Of Students (I.E. Phi Theta Kappa (PTK), Skillsusa, Health Occupations Students Of America (HOSA))	Support Of The Intellectual Capital Of Staff And Students Through Association Membership, And Concurrent Subscription And Conference Attendance
	Higher Education	Higher Learning Commission (AQIP)	Accreditation
	K-12 Connections	Two And Four Year Colleges Of Colorado	Transfer Agreements, Articulation And Collaboration Through Gpathways, Cons, 60+60, Extended Studies, Business And Sociology
		Area Board Of Cooperative Educational Services (Centennial, East Central, & Northeast BOCES)	Share Resources, Collaborative Planning
	Students	25 Of The Local K-12 School Districts	Distance Learning, Share Resources, Collaborative Planning, Concurrent Enrollment (Pseo), Sophomore Scholars Scholarship Program, Vnets, Waves
		Non Traditional Students	Enrollment, Curriculum, Guidance & Counseling, Support
		Terminal/Certificate	Enrollment, Curriculum, Guidance & Counseling, Vocational Training & Retraining, Placement
		Traditional	Enrollment, Curriculum, Guidance & Counseling
	Governments & Government Agencies	Transfer	Enrollment, General Education Curriculum, Guidance & Counseling, Articulation Agreements
Agencies		City, County & State Agencies	Collaboration, Sharing Of Space
		Colorado Commission On Higher Education (CCHE)	Governance
		Colorado Community College System (CCCS)	Governance
		Local Governments	Support/Input On Community Needs
		Economic Development Agencies	Funding, Collaboration And Learning Partners
		Workforce Agencies - Workforce Investment Act (WIA)	Skills For Success - Funding, Collaboration And Learning Partners
		Colorado Department Of Corrections	Learning Partners
		U.S. Department Of Education	Funding
	Vocational Rehab	Funding	
Support	College Foundation Board	Financial Support For Programs & Students	
	Construction	Collaboration In Creation Of New Buildings For Programs & Students	
	Information Technology (IT)	Provide Up To Date Equipment	
	Local Foundations	Financial And Interest Support For Programs Buildings	
	Enterprise Zone	Financial Support	
	Operating Supplies And Materials	Collaboration In Providing The Best Product For The Job At The Best Price	
	United Way	Financial Support For Programs	
	Vendors For Books, Classroom Materials	Collaboration, Support Of Curriculum	
	Area Service Organizations	Financial Support For Students, Equipment, Etc.	
	Leased Space Partnerships With Businesses/Organizations	Collaboration, Sharing Of Space	
	Local Community & Social Agencies	Support For Community Residents/Campus Programs	

Table OV-9.2