

Meeting the Community College Mission while Adding Bachelor's Degrees

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The challenging times we live in require that each of us rise to the occasion and contribute to not only developing our personal capacity to exist successfully within our communities, but simultaneously contribute to the greater good within these communities. Institutions of higher education have a responsibility in helping us achieve this goal. Our college is striving to better meet the needs of its communities by undertaking the offering of bachelor's degrees while retaining its two-year mission and menu of offerings.

Background & Rationale

In fall 2009, our President announced that based on the interest expressed by community members in having access to bachelor's degrees at Colorado Mountain College's (CMC's) numerous rural locations, the college would immediately begin the work necessary to obtain approval from accreditors for adding four-year degrees to the college's existing offerings. This task appeared daunting considering the increasing accountability demands on colleges to help provide a skilled workforce and global citizens. We began by conducting needs assessments of our communities and the bachelor's initiative took on a life of its own because of the tremendous interest our external and internal stakeholders had in it (see reports in Appendix starting on page 13). The data suggested a great need for a Bachelor's degree within our communities, particularly in the areas of Business, Education, Health Care, Sciences & Social Sciences and Environmental Studies. Since a primary source of the college's funding is local property taxes, the college would like to be able to offer its communities affordable educational opportunities at both the two and four year levels, starting with programs that are not only in high demand but will allow the college to capitalize on its existing resources i.e. a Bachelor of Science in Business Administration (BSBA) and a Bachelor of Arts in Sustainability Studies (BASS). That the BASS was chosen as one of the first two degrees was also due to the passion of internal and external constituents regarding sustainability. They wanted a degree that would provide students with a maximum number of learning opportunities dedicated to helping the planet and improving the future quality of life. The majority of the business owners who responded to surveys stated that they would hire graduates from the college's potential bachelor's programs. Although online degrees are available, being mostly rural residents without access to physical locations that offer bachelor's degrees, stakeholders wanted easy access to bachelor's degrees as soon as possible.

The need for the college's new degree programs arises from pressing issues facing our region and the nation. The primary issue is the failure of our current educational system to supply the sheer number of baccalaureate degree graduates needed to meet industry demands. By 2018, the U.S. labor force is predicted to need 51 million workers with college degrees, the largest portion being Bachelor's degrees (38.2 million). Unfortunately, using current practices, higher education will produce 3 million *fewer* graduates with college degrees than demanded by the labor market (Carnevale, A.P., Smith, N. & Strohl, J. 2010. *Help Wanted: Projections of Jobs and Education Requirements Through 2018*. The Georgetown University Center on Education and the Workforce.). In our rural areas, this shortfall can partially be explained by the lack accessibility to cost effective baccalaureate degree programs. Most of the state's higher education institutions are located adjacent to urban centers. Higher education institutions in the remainder of the state are sparse. There's a serious accessibility issue for rural place-bound students. Distance learning programs tend to be expensive and articulation agreements with outside institutions of higher education usually have residency requirements that necessitate relocation.

The US Department of Education has been stressing that colleges increase the numbers of completers and those that are gainfully employed. Unemployment rates in this state have been relatively low compared with those of other states, but are expected to remain higher than pre-recession rates for the next few years as macroeconomists are expecting a slow emergence from the recession. The population is projected to grow by about a million people over the next decade, with the fastest projected growth in the counties the college serves. This region has historically had lower unemployment rates than the rest of Colorado and is expected to grow faster due to its smaller economies, in general, and to tourism and retiree spending. According to local Economists, an additional 10,100 jobs will be created in 2011 statewide. The largest growth will be in the professional and business service sectors (about 7,000 jobs), but it may take up to five years for employment to get back to normal. What does the unemployment rate, economic and population growth mean for the college? For the past two years, unemployment rates have been comparatively high for the college's service area and an increasing number of residents have sought educational opportunities at this college. Many individuals who either have an Associate's degree or are close to graduating would prefer to stay in our communities for further education. There are data to support that unemployment tends to decrease with increasing levels of education and is lower for individuals with a Bachelor's degree compared with those with lower levels of education, while earnings tend to increase commensurately with

higher levels of education. Unemployment rates and the need for job readiness will continue to provide an impetus for individuals to seek college degrees. Through the provision of its first Bachelor's degrees in the areas of Business and Sustainability, the college will help promote overall job success as well as stimulate the economy for existing and new residents by increasing the number of completers and job ready individuals, thereby contributing to the greater good and the betterment of our world.

Plan for BA Program Development & Implementation

It's not surprising that bachelor's degrees quickly became a catalyst for strengthening our two-year processes while building the capacity for the offering of four-year programs. What follows in this presentation is a delineation of how this college galvanized its existing resources over a short time to create a framework for successfully seeking and obtaining the necessary approvals for the offering of bachelor's degrees, as well as implementing these programs. CMC is accredited by the Higher Learning Commission (HLC), which is a part of the North Central Association of Colleges & Schools. Being an Academic Quality Improvement Program (AQIP-HLC's alternative accreditation) school since 2001, we naturally relied heavily on the use of continuous improvement methodology and data. Our President has experience with training teams in process improvement using continuous quality improvement techniques. At least 200 employees have been trained college wide.

Based on recommendations from our AQIP accreditation Strategy Forum in fall 2009, we assembled a Quality Team with college wide representation to help oversee college wide continuous improvement efforts. In addition to the initial needs assessments for bachelor's degrees conducted by a consultant group in fall 2009, follow-up surveys were done by our Institutional Effectiveness department during fall 2010 and January 2011 (see Power Point starting on page 51 in the Appendix). The Quality Team used the data from these surveys as the basis for moving forward with the development of the bachelor's degrees. Our accreditation liaison, Dr. Stephen Spangehl came to visit the college in spring 2010 and his input helped guide how we went about creating teams that would research and develop plans to address all aspects of the college's infrastructure that would be impacted by the offering of bachelor's degrees. He advised us to step up our learning outcomes efforts for two-year programs and do a great job of developing learning outcomes for the bachelor's degrees from the start.

Sixteen "One College Teams" (refers to how the college has 11 spread out locations for serving its students plus a central office, but that CMC is still one college) overseen by the Quality Team

and trained by President Jensen in continuous improvement tools as needed, undertook various aspects of the approval and implementation processes using continuous improvement methodology e.g. Curriculum Development, Student Support, Fiscal Impact & the need to allocate sufficient resources toward four-year programs, Facilities, Marketing & Recruitment, researching & visiting other colleges who had sought approvals for bachelor's degrees, etc. It was stressed to the teams that we strengthen our processes for our two-year programs simultaneously and that the development of four-year programs not be at the cost of the college's basic function of providing access to education to all its community residents who seek it, but instead to expand upon that primary purpose. Many of these teams had sub teams as well e.g. Library Holdings. These teams and sub teams were in turn led by faculty and staff from all levels of the organization. It was a great example of employee involvement and engagement, as well as collaboration with external agencies and organizations. The sheer excitement that permeated the college and the students we serve regarding this endeavor energized our efforts despite the time constraints that had been placed upon it by leadership. One of the teams visited other colleges who had successfully (and also some that had been less successful) added on bachelor's degrees. We also researched such colleges extensively and incorporated the lessons learned into the design of our implementation processes. The two degrees have been crafted by college faculty with a curriculum designed to meet and exceed the needs and expectations of our students and communities. The BSBA and BASS degrees consist of 40 credits of upper division (300-400 level) courses. Lower division courses can be earned through current CMC associate courses. The high quality of the programs and academic rigor are aligned with that of other four-year institutions within the state.

The essential work of the One College Teams was to improve our existing processes, so that CMC's two-year programs and services would not be adversely impacted when creating the capacity for four-year degrees. Although the college's primary source of funding is property taxes and real estate values declined over the past four years, the real estate market has been improving since October, 2010 and any related financial shortfalls will be short-lived. CMC received additional property tax revenue in 2010 (\$1.1 million) due to the typical lag associated with this revenue source and that money was designated to the start-up costs for the bachelor's degrees. Also, another million dollars was reserved for these programs. If additional funding were to be needed, the college had 25% of its budget in other reserves to tide it through.

The Fiscal Impact Team, led by the Business Office, developed a model to reflect the impact of key variables (e.g. FTE, Tuition Rates, Ratio of Full-Time to Part-Time Faculty) on the projected

Net Income attributed to the bachelor's programs. The expenditures for and revenue from upper level classes were kept separate from those for two-year classes as much as possible. Enrollment projections, including campus distributions of FTE were based on survey data from potential students. The survey data indicated that college wide there would be about 200 prospective students for each of the four years of the Bachelor's program. Many more individuals expressed interest in the program, however it was unclear how many of them would enroll and when. Instruction is the most expensive and least flexible expense that drives the fiscal feasibility of the proposed program. The cost of delivering upper level courses will be covered by incremental tuition revenue generated by those classes. The process of determining tuition rates involved benchmarking with the tuition rates of other schools in the state of Colorado and proposing comparatively reasonable In-District, In-State and Out-of-State rates for the Bachelor's degree that would allow the college to more than break even with less than 100 FTE, yet create affordable educational opportunities for area residents. The Foundation Team developed a plan to raise additional scholarship funds for those students most needing it. Based on the interest already expressed by potential students in Business related programs, it is anticipated that enrollment will continue to grow for the Associate's and also be sufficient to help support the offering of the Bachelor's degree. Emphasis was placed on maximizing the usage of existing staff and facilities. However, three faculty and several new staff (e.g. for Career Services, transcript evaluation) were hired to specifically support the new degrees.

Delivery of instruction and scheduling would involve: access to pursue the BASS and BSBA and future bachelor degrees offered college-wide at all campuses and sites; face-2-face classroom instruction and IVS when needed; classes scheduled in the traditional 15-week semester, with some accelerated 6-8 week classes possibly and courses offered during daytime, evening, and weekend times. The future students were expected to be a mix of current, former, and new to CMC students ranging from traditional-age to adult learners. Students were expected to include life-long community members, new community members, seasonal employees, and individuals coming to CMC as a destination college.

With respect to marketing, public information, recruiting and admission, an extension of the CMC Brand was developed for bachelor's programs (see web page: <http://www.coloradomtn.edu/cms/one.aspx?objectId=12910254>). Promotions included creating a web presence (FAQs, opportunity to receive regular updates on the bachelor's), social media, and printed materials. Specialized student recruiting materials were also developed. Admission

requirements and eligibility to enroll as a bachelor degree seeking student in upper division classes were determined to be 45 transferable credit hours and a minimum 2.3 cumulative GPA. Under the MyCMC portal, at the AQIP tab, numerous internal resources were provided and it was a place all 16 One College Team reports, data, HLC and Colorado Department of Higher Education (CDHE) documents were posted.

Dry Runs

Dr. Spangehl returned for a follow-up visit on September 30th and spent two days listening to presentations from the 16 teams and providing tremendous feedback that would help us plan and prepare for the HLC Visit, as well as improve our bachelor's degree development processes (see Visit Agenda in Appendix starting on page 30). Besides the detailed advice he gave us regarding having adequate faculty (with credentials for all faculty compiled in one place), advising, assessment, library holdings, the financial planning, etc., he suggested we rely on "pictures" as well as words to communicate our ideas to the HLC Visit Team and cautioned on an over-reliance on lengthy, wordy Power Points and papers. Based on his advice about using more photos, a wonderful video about CMC, its many locations and its people was made under the leadership of the Marketing Department and the Senior Vice-President. Dr. Spangehl said to exercise caution with any practice visits we did and to make sure that any recommendations or approvals the practice team made were not taken as indication of how the actual visit would go and the assumption that the real Visit Team would also make recommendations for approval of our degrees.

At the College Leadership Team in December, 10, all 16 One College teams presented their final recommendations to the College Leadership Team (CLT). Much constructive feedback was provided to the teams regarding the feasibility of their proposals and over 70 recommendations were approved by the college leadership.

A Practice Visit was conducted during February, 2011 and the practice "Visit Team" was comprised of one of Dr. Kathy Kiser-Miller who is an experienced faculty member and AQIP facilitator; Dr. Peggy Curry who is an experienced campus leader and Dr. Brad Tyndall who is the Senior Vice-President of Academic Affairs and seasoned higher education professional (see the agenda for this "dry run" in Appendix starting on page 33). Pretending to be external to CMC, this Visit Team scrutinized and questioned our financial planning and the rest of the infrastructure that was designed to support the bachelor's degrees. They provided great

feedback for improvement of our presentations. One of the most critical pieces of feedback was that the presentations were way too long, so the teams set about shortening their respective presentations as much as possible for the HLC Visit scheduled for later that month.

BA Approval Process

Colorado Mountain College's Board of Trustees voted to pass the Board of Trustees Resolution supporting bachelor's degrees at CMC in November, 2009 and also in December, 2010. The bachelor's degrees were authorized at law by the College Legislature in Senate Bill 10-101 and signed into law by then Governor Bill Ritter in May, 2010.

The HLC Substantive Change Requests (see BSBA Change Request in Appendix starting on page 34) for each bachelor's degree and similar reports to the CDHE were submitted before the end of December, 2010. Our accreditation liaison then proceeded to assemble a Visit Team and notify us of the dates for the Visit. The Quality Team, especially the authors of this paper and CMC's new Senior Vice-President and Senior Vice-President of Academic Affairs planned for the Visit and led the rest of the college personnel. Besides working closely with the Visit Team Chair prior to the actual Visit to ensure that the HLC Team would have everything it needed (e.g. supporting documents, space to meet and work in, ample time to meet with college personnel such as faculty and budget heads, etc.). The CMC video was also shown at the presentations to the Visit Team.

The Higher Learning Commission Change Visit occurred at the end of February, 2011. A team of four higher education professionals from around the country visited CMC over two days. The One College Teams presented their improved versions of the Power Points and answered any questions the HLC Team had. The team evaluated all documentation that had been submitted for the change request and heard presentations from the work of the 16 college teams. Then, they split up and scrutinized faculty credentials, our financials and visited as many CMC locations as possible. They also had numerous conversations with college team members and provided great feedback on our plans for implementation. One example of this was when they advised us to consider not making students complete an Associate's degree prior to being admitted into the bachelor's because that would create unnecessary obstacles. We were trying to encourage students to complete an Associate's degree, so that they would have a college degree and our graduate numbers for the Associate's degrees would remain strong. Immediately following the visit, the bachelor's roll-out leads (Academic & Student Affairs) and key campus/Central Services personnel met to discuss this issue. The group decided to

recommend to the College Leadership Team that we not make students complete an Associate's prior to entering the bachelor's, but that we do advise and encourage students to do so once they complete the requirements for an Associate's. CLT approved of this course of action. The HLC Team studied our preparation process and commitment to these degrees, as well as the college's capacity for sustaining the change and addressing any challenges that may arise. The Visit Team expressed that we had planned effectively for these degrees and that the college was prepared to provide the necessary financial and human resources, along with buildings and technology.

The report from the Visit Team, our accreditation liaison and all our supporting documents positioned us for obtaining the official approval from HLC. In April, 2011, the college was notified by HLC and CDHE that its accreditation had been extended to include the BSBA and BASS. At this point we were able to proceed with implementation. CMC really started the marketing campaign and began to actively recruit students for fall 2011.

The Bachelor's Roll-Out

Led primarily by Academic and Students Affairs personnel, and overseen by the Quality Team, there was focus on ensuring every detail was attended to for the bachelor's roll out for most of 2011. Examples of the roll-out areas included: press releases, advertising, course development, admission process, financial aid, advising, etc. At least bi-weekly reports were provided at meetings and communicated college wide, as well as to the external communities as appropriate.

The First Year of Implementation

The feedback on the bachelor's implementation has been mostly positive thus far. In surveys, focus groups of students, advisory groups, employees and the community in general conducted last fall, 85% were satisfied overall with CMC; 80% with its programs and 83% with its classes. Student support lagged behind with 68% satisfaction associated with services falling under this area. When asked about the bachelor's in particular, the responses to open-ended questions were generally positive e.g. "CMC is off to a great start".

Feedback from other student, faculty and staff focus groups and surveys has helped drive the plan for improvement by Academic and Student Affairs. Although the majority expressed overall satisfaction, examples off this plan for areas to improve are: the need to develop a college wide two-year schedule of bachelor's degree courses; the need to develop multiple teaching

modalities with the help of the Office of Innovations; the need to have more consistent advising materials in the hands of counselors, advisors and students; the need to continue campus-based bachelor's degree information sessions e.g. application process sessions; the need to continue innovative marketing efforts to expand our student network; the need to improve recruiting strategies to widen the net; the need to keep assessment at the forefront; the need to continue to engage our communities e.g. advisory groups, community events, etc.; improving IVS; expanding the use of experiential learning and internship experiences; continue to revise and improve courses; don't sacrifice two-year resources; work on building and changing the CMC culture to be more inclusionary of bachelor's programs; greater availability of classes to ensure goal attainment and communicate everything about what's happening with the bachelor's degrees regularly.

The new four-year degree faculty came readily on board with creating learning outcomes for their classes and using the learning outcomes accountability system to track student progress. Their commitment to assessment has been commendable. A survey of all faculty who taught bachelor's classes last fall yielded positive data regarding their perspective on the bachelor's degree implementation and how prepared and successful students had been in their classes. The survey also suggested areas Academic Affairs could improve e.g. more frequent Discipline Coordinator meetings.

Our primary motivation for sharing what we learned from this bachelor's development and implementation experience stems from the recommendation from our accreditation visitors that we share how we did this with other schools around the nation. In addition, during fall 2011, we developed a new AQIP project regarding improving the bachelor's degrees and future such implementations. In this project, we made a commitment in that project to share what we learned. It is our hope that others might benefit from the framework for developing and implementing bachelor's degrees presented here, as well as an evaluation and continuous improvement of these processes.

Recommendations for Improvement

We thought we had done extensive homework by researching and visiting other colleges and learning from them e.g. making sure we had sufficient funds set aside for bachelor's degrees; that we hired enough faculty and staff to support them; that we did not create elitism between bachelor's and Associate's degrees, with those who taught bachelor's classes or took them looking down on the Associate's faculty and students; etc. Despite our best efforts to learn from

others' mistakes, and the successes experienced thus far, much has been and is still being learned about what we could have done differently and what we can improve upon as we go forward with the implementation of these bachelor's programs. Due to the tight timeline and constraints placed on what could be communicated externally prior to accreditation approval, marketing, public information and recruiting were limited until we had final approval to offer these two bachelor's degrees. We could have waited longer to implement and had more time to ramp up to the offering of the degrees, however we had to balance the ramp up process with responding in a timely manner to the needs of our potential students. Our marketing and recruiting personnel struggled to make it all work and did the best job they could. The consequence was not as many students enrolling in our bachelor's degrees this first year as had been indicated by interest expressed on surveys. On the other hand, the 150 students who took 300 level classes during fall 2011 and the 182 currently enrolled in 300 level classes made for manageable upper division classes, with at least several hundred more students who have the intent to complete a bachelor's degree from us enrolled in 100 and 200 level classes. Starting in fall 2012, we will better capture bachelor's intent from students in these lower level classes and help make it a more seamless experience for them.

Beginning the bachelor's degrees on this scale has worked out fine because it has allowed us to iron out any kinks as we go, as well as for future semesters, and stay true to our philosophy of continuous improvement. However, there is no denying that this was a definite challenge, for sure, and we could have done a better job of marketing and recruiting/starting of bachelor's degrees balancing act. We are also working on improving the tracking of student intent to complete a bachelor's degree at CMC, so that we can better determine the student "pipeline" and better prepare for future enrollments in upper-level classes. New faculty hires are planned for 2012-13, with one new faculty for the BSBA and a second for the BASS degree.

In addition, meeting the two-year mission of access posed numerous challenges already, as did the assessment of learning outcomes and furthering the intentional use of data for these two-year programs. Now, with the addition of four-year degrees, the college has been compelled to multiply its efforts in these areas to accommodate the more advanced degrees. We have been using an electronic accountability system to track learning outcomes for our two-year programs and are now adapting that system to accommodate the four-year program outcomes. We have been furthering the use of data for decision-making and using it to complete the feedback loops. This continues to be a challenge; however, we have made huge strides over the past three years under our current President. In addition to federal and state reporting, many best

practices with respect to data have been put in place such as the Collegiate Learning Assessment (CLA for four-year degrees & CCLA for two-year degrees). The two-year version of this assessment that is currently used compares our freshmen and sophomores to determine the impact of the learning environment at CMC, which is a positive impact. This test also allows us to compare how our students perform compared with those at other community colleges and the data suggest we need to continue to work on improving the student learning experience. As our bachelor's enrollments grow, we will begin to administer the four-year version of this assessment instrument. The Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) are two other nationally used instruments that help us assess the quality of the student learning experience. CMC compares well to other schools on faculty-student interactions and active learning, however student support services and academic challenge are areas for improvement. Our aim is to become one of the top 10% of schools in the nation that provide an excellent learning environment. We have also participated in the National Community College Benchmark Project for about seven years and have much data comparing us with other colleges on a variety of measures. We have yet to utilize this data fully. The Individual Development Educational Assessment (IDEA) has been widely used at all campus locations for over seven years. Every full-time faculty's classes are tested at least once a year. The data are then used to provide feedback to individual faculty and as an integral part of the faculty member's performance evaluation. Adjuncts and their classes are administered the IDEA during the first semester they teach and then, as appropriate, on an ongoing basis each semester as scheduled by a campus Instructional Chair. The institutional IDEA data are very much in line with the CCSSE data in that the data also support the quality classroom environment created by CMC instructors. A college wide Balanced Score Card with Strategic Focus Areas that are tied to our strategic plan (available on the CMC website under AQIP Accreditation), which is in turn integrally tied to our budgeting process. Employees tie their goals to the strategic plan initiatives and their success is partially measured by the college's success on the Key Performance Indicators of the balanced score card. Again, we have been working on accommodating the four-year degrees with respect to such sources of data e.g. the bachelor's version of student engagement. Campuses and functional areas have developed their own balanced score cards as well. Average student and community satisfaction remains high on our balanced score card based on various surveys (85-90%). In short, great quantities of data are available, but the college is still working on better using all that data for decision-making. We need to continue to further the improvement of the quality of data and its college wide use. Hand-in-hand goes the improvement of the integrity of the data in the college's data

base and virtually unrestricted access to that data for departments that perform the college's reporting function. This and some of our other processes such as the college's budgeting process need further continuous improvement if we are to be able to maximize upon our existing fiscal and human resources, improve our existing and any future programs and services.

Future BA Degrees

While our current focus remains doing the best job we possibly can with the first two bachelor's degrees, based on those initial needs assessments and subsequent surveys, focus groups, advisory group feedback, etc., we have begun to work on the next two or three bachelor's degrees that are desired by our constituents. These developments will be a key part of the college's 2012-15 Strategic Plan initiatives. A team of staff, faculty and K-12 practitioners have been working on developing a Teacher Education program for over a year. Although the school districts and many residents in all our communities really want the college to have Teacher Education and are willing to share their extensive expertise and resources to help us build the quality curriculum that they feel is currently lacking in the teaching field; this is an area we are lacking existing infrastructure, so it's a bigger undertaking for us in all respects. A bachelor's in Nursing and another in Applied Science are also being considered. Proposed launch dates for these degrees are yet to be finalized. The planning, development, approval and implementation processes for these degrees will be similar to those for the BSBA and BASS. The Quality Team, led by the authors, continues to provide oversight on our progress with bachelor's degrees at its monthly meetings.

However, the benefits of the college's direction are clear. We are not resting on any laurels because we hope to someday become the "First Choice" for education, the student experience and partnerships in all the communities we serve. Internally, we have learned to become more agile, responsive and flexible after about 40 years of being more reactive. Although a work in progress, at the heart of our success has been a leadership that is willing to work to improve itself-its levels of collaboration and communication to capitalize on people's strengths to build the college and focus on that greater good, rather than their campus or area. Externally, the college is already becoming recognized as a viable contributor to its economies. Other unintended consequences of adding four-year degrees have been related to the improvement of all our processes, an even more positive college wide image or profile and many new partnerships with educational and business entities.

Preliminary “Just the Facts” Resident Survey Findings

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Preliminary “Just the Facts” Resident Survey Findings

This brief summary is being provided to Colorado Mountain College in advance of the full report on the Resident Survey. The full report provides detailed discussion of the purpose of the Resident Survey, methodology and limitations, findings, statistical variations across sub-groups, and conclusions.

Educational Attainment and Continuing Education in the Area

- Survey respondents show an overall high level of education, consistent with that of Colorado. This included the following (highest level of education completed):
 - Less than high school: 10.0%
 - High school graduate: 24.4%
 - Some college, no degree 19.3%
 - 2-Year college degree 7.3%
 - 4-Year college degree 27.8%
 - Masters/Professional degree 11.2%
- Among all adults, 43.8 percent responded they had taken classes, courses, programs, workshops, or training of any kind during the past 12 months.
 - The participation rate reported for adults in Colorado Mountain College’s 6-county district is comparable to data from the most recent national survey of adult education participation. In 2005, the National Center for Educational Statistics found that 44.0 percent of U.S. adults reported they had participated in one or more courses, programs, workshops, or training.
- Almost 2 out of 3 adults in the CMC-district indicated they had taken a course at Colorado Mountain College at some point.



Resident Demand for Bachelor's Degree through Colorado Mountain College

Interest in Completing a College Degree

Respondents were asked what level of education they had completed. Persons with a high school degree, those with some college, and those with a 2-year degree were asked several questions about their higher educational goals.

- Just fewer than one-half (44.8%) of the CMC district respondents with a high school degree, some college, or a 2-year degree said they had thought about getting a 4-year college degree. This group comprises 22.8 percent of all CMC-district adults.
- Among those who said they had not thought about getting a 4-year college degree, 14.4 percent responded they had thought about working toward a 2-year college degree (Note: respondents with a 2-year degree were not included in this follow-up question).
 - After indicating that a 2-year degree was something they had thought about, 41.3 percent (1.4% of all CMC-district adults) said they would like to eventually get a 4-year degree (after completing a 2-year degree).

When viewed as a percentage of all adults in the CMC district, 24.2 percent of CMC-district adults have thought about completing a 4-year college degree, but have not done so. In 2008 an estimated 139,557 persons age 18 and over resided in the six county Colorado Mountain College district. With 24.2 percent of all adults reporting they had thought about completing a 4-year degree, the existing market for a 4-year degree is estimated at 33,773 persons. Since the Resident Survey has a margin of error of +/-4.89 percent at the 95 percent confidence level, the estimated proportion of the population that has thought about completing a 4-year degree could be as low as 19.31 percent (26,948 persons), and as high as 29.09 percent (40,597 persons).



Resident Opinion about the Need for Colorado Mountain College to Offer a 4-Year Degree

Respondents were asked, "Do you think there is a need for Colorado Mtn. College to offer higher levels of education such as a bachelor's degree?" Several questions followed up on whether respondents or friends would attend Colorado Mountain College if offered locally, and what degree areas should be offered.

- Over three out of four respondents (78.1%) indicated there was a need for CMC to offer a bachelor's degree; 7.0 percent responded, "Don't Know."
- 74.8 percent said that either they or someone they knew would take courses toward a bachelor's degree if offered locally at CMC.
- Most frequently mentioned degree areas included:
 - Accounting/Business/Marketing/Finance (22.4%)
 - Nursing (12.5%)
 - Teacher Education/Education (8.5%)
 - Resort/Restaurant/Hospitality Management (7.8%)
 - Environmental Studies/Biology (5.7%)
 - Other Response (37.8%)

Barriers to Pursuing a 2- or 4-Year Degree

Respondents with a high school degree, but who had not yet completed a 4-year college degree, were asked to respond to several items on barriers to pursuing either a college degree. For each barrier, respondents were asked to indicate the extent to which it has prevented them from even considering pursuing a college degree. A Likert-type scale that ranged from 1 to 5 was used, where 1 meant "Not a factor at all" and 5 meant "A very significant factor." Mean responses, as well as the proportion of respondents saying the factor was either a "Very Significant" or "Significant" barrier to completing a 4-year or 2-year college degree.

- Two barriers stand out among the 8 factors: Time needed to go to college and ability to pay for college.
 - Both of these factors can be addressed by CMC if plans proceed for a 4-year degree program. For example, CMC campuses are



conveniently located in the district. This can minimize travel time to access courses and educational resources. Attending a college in the district can also reduce travel costs and time, and make use of existing educational facilities to extend education to residents desiring to complete their college degrees.

	<u>Mean</u>	<u>Percent Saying “Very Significant” or “Significant” Factor</u>
You Think the Coursework Will Be Too Difficult	1.48	5.5
Your Ability to Pay for College	2.80	35.4
Availability of a Nearby College	1.96	18.8
Time Needed to Go to College	3.35	54.3
You’re Unsure of Your Career Plans	2.15	17.5
Your Comfort Level Being on a College Campus	1.79	12.5
Your Comfort Level with Using a Computer	1.62	9.4
Child Care	1.94	18.8

In addition to rating the significance of the eight barriers, each respondent was asked, “What is the one factor that you feel would make pursuing a college degree easier?” Interviewers were instructed to either select a response from a list of short, pre-coded responses, or to enter the verbatim response if not on the list of pre-codes. The most frequently mentioned “one factor” was:

- Low Cost (16.7%)
- Financial Aid/Scholarships (9.4%)
- Time (7.9)
- Ability to Attend College Part-Time (7.0%)
- Age/Too Old (6.3%)
- Availability of a Degree Program for Me (4.4%)
- Convenient Location (4.2%)

Awareness and Satisfaction with Colorado Mountain College

- When asked if they had heard of Colorado Mountain College before the interview, almost all respondents said, "Yes."
 - Survey participants were next asked, "What first comes to mind when you think of Colorado Mtn. College, or CMC?" Interviewers were instructed to either select a response from a list of short, pre-coded responses drawn from CMC's marketing efforts (e.g., tag-line, "Start Here, Go Anywhere"; strategic plan "First Choice" elements), or to enter the verbatim response if not on the list of pre-codes. The most frequently mentioned top of mind answers were:
 - Local community college (22.3%)
 - Courses, programs, educational opportunities (14.0%)
 - Positive remarks about CMC (9.8%)
 - Example: "Great programs, great professors."
 - Low cost/price (9.5%)
 - Convenience (8.9%)
 - Knew someone (student, employee, etc.) connected to CMC (6.3%)
 - Example: "I know a professor."
 - New campus/buildings/development (3.0%)
 - Example: "New facility in Breckinridge."
 - Register for classes (3.0%)
 - It is interesting to note that almost no respondents reported top of mind awareness of CMC's eagle and mountain logo; the tag-line, Start Here, Go Anywhere; or the "First Choice" strategic priorities. If these are all relatively new brand and marketing initiatives, this survey provides baseline information which must be tracked on a regular basis in the future.
- All Resident Survey respondents were asked if they recalled Colorado Mountain College advertising in the past 30 days. Almost 3 out of 4 (73.2%) said they recalled advertising.
 - Survey participants were next asked, "What specifically do you recall?" Interviewers were instructed to either select a response from a list of short, pre-coded answers drawn from CMC's marketing



efforts (e.g., tag-line, “Start Here, Go Anywhere”; strategic plan “First Choice” elements), or to enter the verbatim response if not on the list of pre-codes. Up to three “other” responses were recorded by the interviewer. The most frequently mentioned items were:

- Register for classes (28.3%)
 - Don’t Remember/Don’t Recall (14.3%)
 - Received course catalog (10.3%)
 - Received other mailing (8.9%)
 - Example: Flyers and brochures
 - Saw something in the newspaper (5.1%)
 - Specific classes or programs (4.5%)
- Participants were asked if they taken a course at Colorado Mountain College. Almost 2 out of 3 (64.2%) adults in the survey indicated they had taken a course of some kind at Colorado Mountain College. By comparison, among schools participating in the National Community College Benchmark Project (NCCBP) in 2009, schools in the 90th percentile for market penetration (credit and non-credit students) had at least 10.57 percent of the total population.
 - Among those who had taken a course, overall satisfaction with Colorado Mountain College was high with 62.7 percent responding they were “Very Satisfied.” Altogether, 93.6 percent indicated they were either “Very Satisfied” or “Satisfied” with CMC.

This level of satisfaction appears to be higher than the current level reported for the CMC Balanced Scorecard for community satisfaction. The (NCCBP) also reports satisfaction measures for participating community colleges, but the results are not directly comparable to the survey findings for Colorado Mountain College.

 - Among respondents who said they had taken a course in the past, an overwhelming 98.2 percent indicated they would recommend Colorado Mountain College to others.

Respondent Demographic Characteristics

At the end of their telephone interview, respondents were asked a series of questions to record the demographic characteristics of the sample. Interviewers continuously tracked respondent gender, age and income in an effort to keep the survey sample demographic proportions as close as possible to the actual



distribution in the six county populations. Still, some groups including those of older age and higher income were over-represented in the final sample.

The final sample reflects weighting for education level and age, and provides a final sample that is fairly close to the most recent estimates (2006-2008) available from the U.S. Census Bureau's American Community Survey. A complete discussion of the weighting methodology will be included in the final report.

For each of the following population characteristics, the percentages represent the proportion after weighting has been applied. Table 1 lists the gender, age and income distribution of the sample and the 6-county population. Education was profiled earlier in the report.

Several areas deserve highlighting:

- The percentage of women in this sample (49.5%) was slightly higher than the proportion of residents who are female actually living in the six-county region (45.7%).
- A slightly higher number of people in the 18-24 year-old group (15.8%) are represented in the sample than in the 2006-2008 Census data (10.0%).
- Households making less than \$25,000 per year (6.9%) and between \$25,000 and \$49,999 (16.1%) are underrepresented in the survey sample compared to the 2006-2008 Census data (11.4% and 22.6% respectively), while households earning between \$50,000 and \$74,999 (28.2%) and \$75,000 and \$99,999 (23.3%) are slightly overrepresented as compared to the 20.9 percent and 17.3 percent they make up of the total in the Census data.



Table 1: Comparison of 2009 Sample with 2006-2008 Census Data for the Six-County Region of the Colorado Mountain College District for Select Characteristics

	Survey Sample		2006-2008 Census	
	Number	Percent	Number	Percent
A. Total Persons 18 Years and Older	400	100.0	139,557	100.0
B. Persons 18 Years and Older by Sex:				
Male	202	50.5	75,729	54.3
Female	198	49.5	63,828	45.7
C. Persons 18 Years and Older by Age:				
18-24	63	15.8	13,961	10.0
25-34	90	22.5	33,657	24.1
35-44	76	18.9	31,027	22.2
45-54	79	19.8	28,535	20.4
55-59	33	8.2	11,830	8.5
60-64	19	4.8	8,407	6.0
65 and over	40	9.9	12,140	8.7
D. Households by Household Income:				
Less than \$25,000	26	6.9	6,221	11.4
\$25,000 to \$49,999	59	16.1	12,347	22.6
\$50,000 to \$74,999	104	28.2	11,441	20.9
\$75,000 to \$99,999	86	23.3	9,468	17.3
\$100,000 and above	94	25.5	15,186	27.8



Student Degree Preferences Survey Fall 2009



Office of Institutional Research
Colorado Mountain College

In the fall of 2009, Colorado Mountain College President Stan Jensen announced the college would pursue offering a limited number of four-year bachelor's degrees. In light of that announcement CMC's Department of Institutional Research began to compile data from the CMC current student population to capture the degree of interest in four-year offerings. Historically, there have been suggestions from students that indicate they would like CMC to offer bachelor's degrees. For example, in 1997 a student from Alpine Campus remarked on the graduate survey, "It was a great experience. I only wish CMC was a 4 year college." That year 36% of students who responded to the graduate survey indicated they would like to pursue a bachelor's degree. Last year 59% of graduates who responded to the graduate survey indicated they would like to pursue a bachelor's degree.

Institutional Research conducted a brief survey in the fall of 2009 to capture current credit-enrolled student interest in four-year degree offerings (n=4,267). Of the current credit-enrolled student population, 1,452 students responded to the survey (34% response rate). Participants were asked should CMC offer higher levels of education such as a bachelor's degree. Ninety-five percent of respondents indicated "yes" (See figure 1). In addition, students were asked if they themselves or someone they knew would be interested in taking classes to earn a bachelor's degree. Ninety percent indicated "yes," they or someone they knew would be interested (Next page, see figure 2) in taking classes to earn a bachelor's degree.

Journalism, writing, English, psychology,
literature, sociology! Bachelor's at CMC--YES!!

Anything. I wish I could get my bachelor's
degree from CMC regardless what the major is.

Figure 1: Should CMC also offer higher levels of education such as a bachelor's degree?

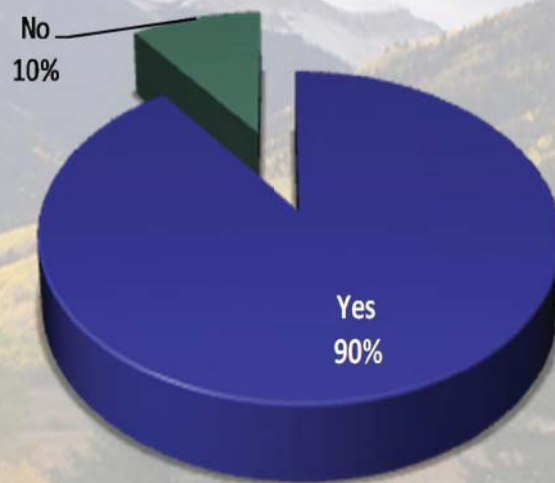




This would be such an asset to our community and give many the opportunity to obtain a bachelor's degree. I am a single mom and have taken many classes at CMC but I am unable to commute to complete my education.



Figure 2: Would you or someone you know take classes to earn a bachelor's degree?



As an adult returning back to school to further my education, I welcome very much the opportunity to take classes towards a bachelor's degree near home and not having to drive to the front range or western slope.

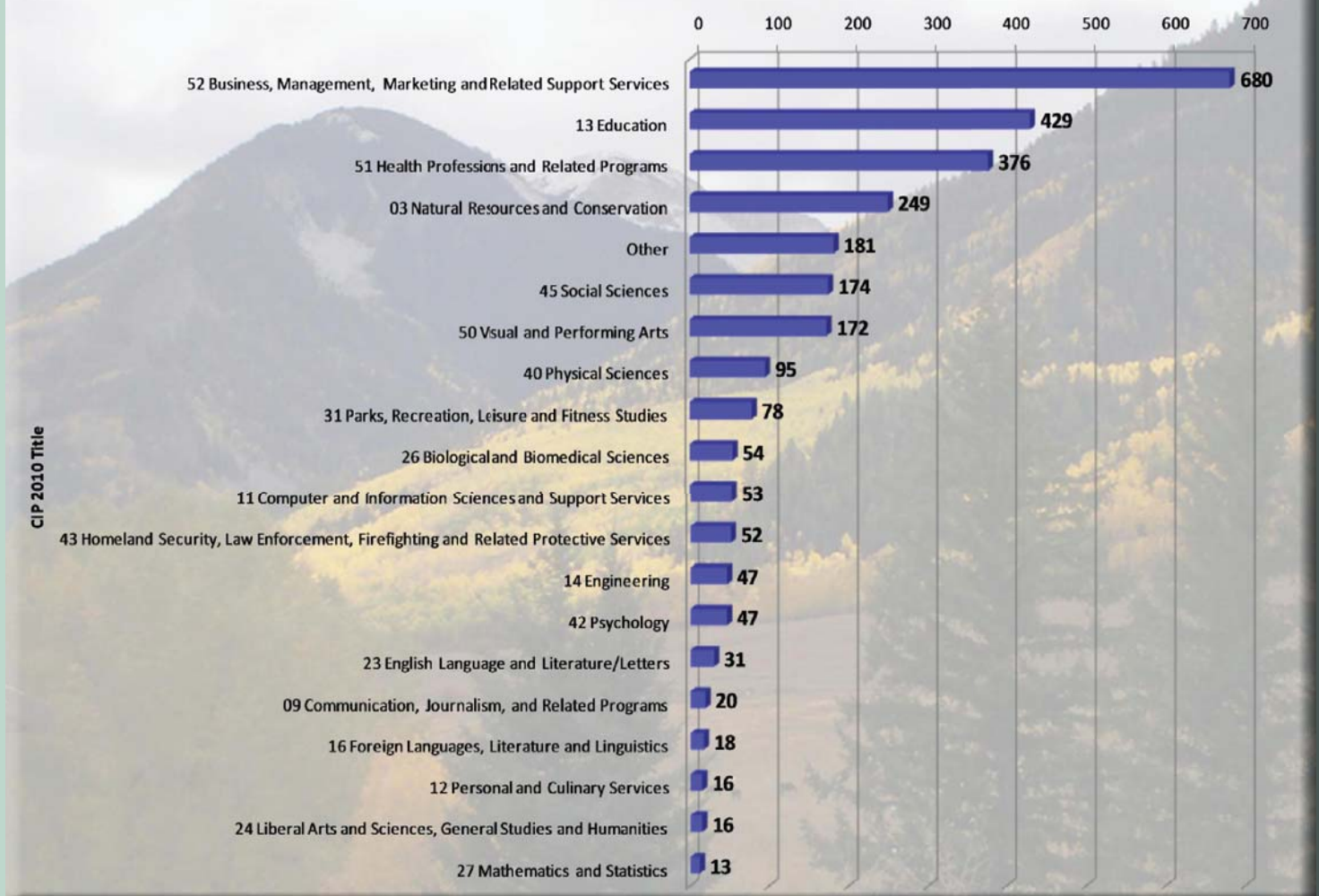




Finally, students were asked in what areas of study would you or someone you know be interested. The majority of respondents (n=1,301) commented on degree areas in which they or someone they knew had an interest. The degree areas were categorized according to Classification of Instructional Programs (CIP) 2010 codes developed by the U.S. Department of Education's National Center for Education Statistics (NCES) (See figure 3)¹. The top four areas were broken down further on the following pages. (See figures 4,5,6, & 7).

¹ <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Figure 3: Top 20 Degree Preferences by CIP 2010 Categories



Accounting and business. I feel the quality of instruction at CMC is excellent and I would like to see the college expand to a bachelor program. That would be awesome. I think you would get great response from the community.



Figure 4: Business, Management, Marketing, and Related Support Services



Teacher Education. I would love to get my teaching degree from CMC! I hope its a possibility soon.



Figure 5: Education

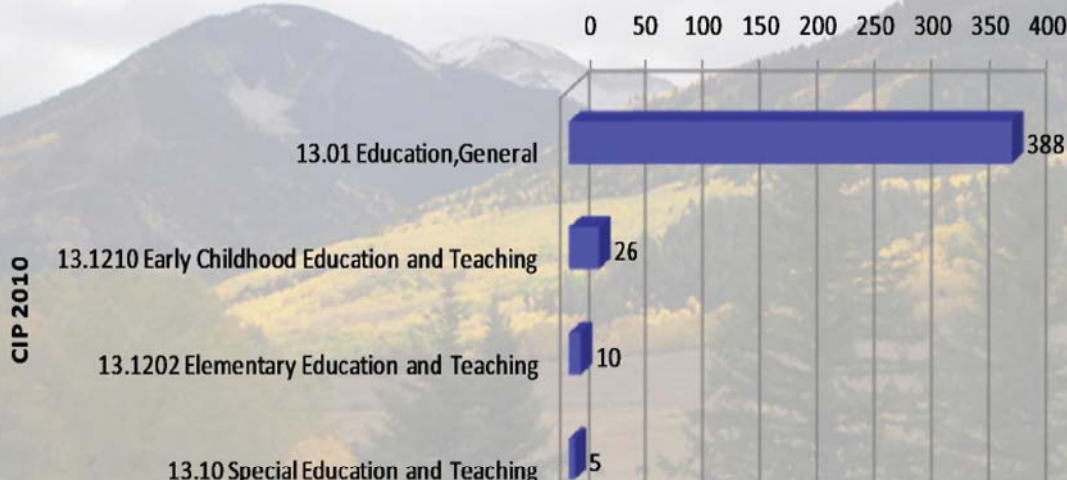
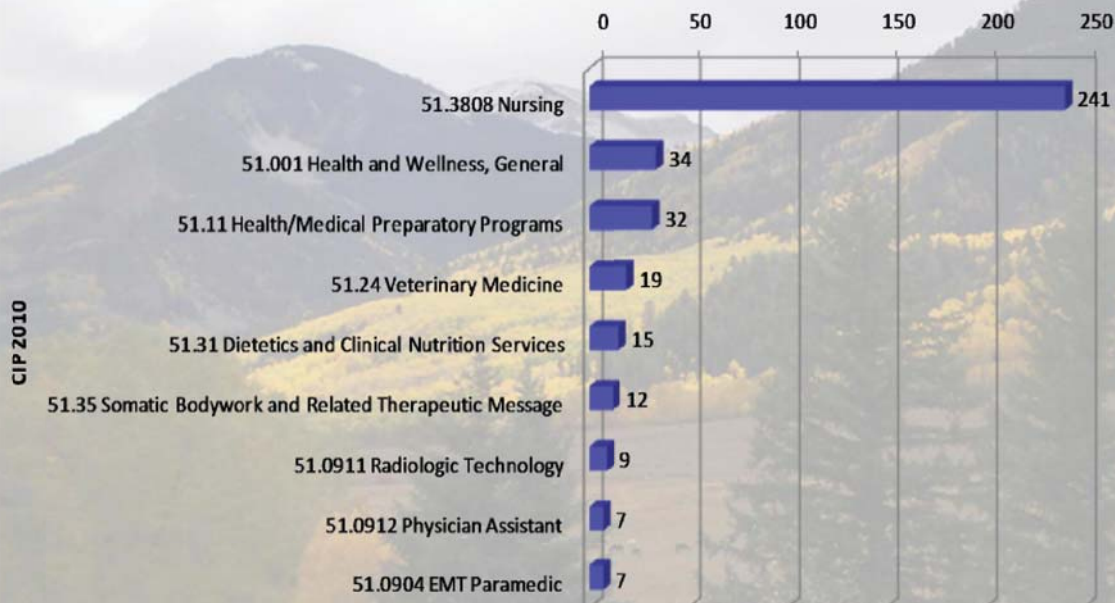
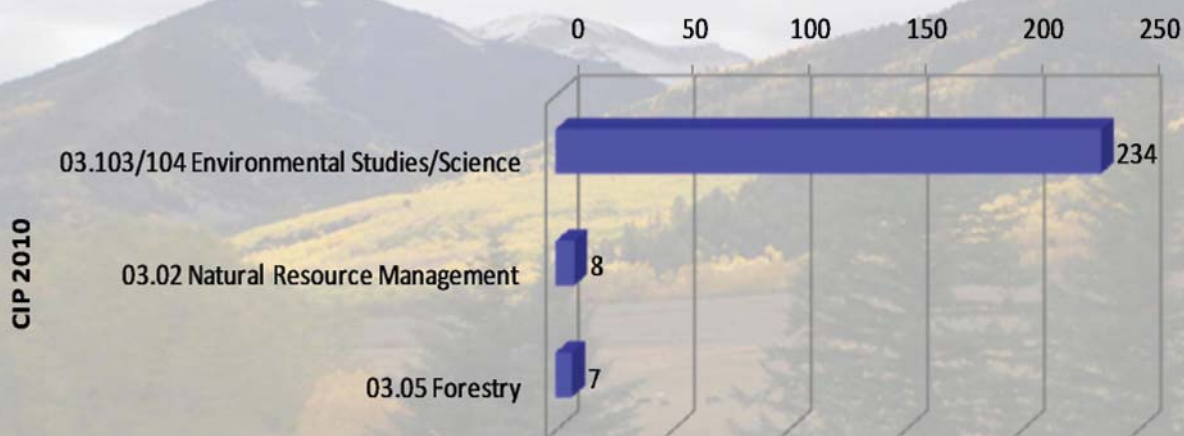


Figure 6: Health Professions



“Nursing! Nursing! Nursing! BSN or simply add SEVERAL MORE spots in the Summit County ADN program.... Also, BS- Biology, BS- Chemistry, BA- Humanities.... Maybe even Poli/Sci program.”

Figure 7: Natural Resources and Conservation



“ENVIRONMENTAL STUDIES! Do it. Think of how awesome that would be.”



The results of this survey support that the overwhelming majority of current students would appreciate CMC offering higher levels of education. Ninety-eight percent of respondents who wrote in specific comments (n=1301) suggested an area of study for a bachelor's degree option at CMC or would like CMC to offer a bachelor's degree in the near future. Demand for employees to have at least a bachelor's degree for entry-level jobs is on the rise. By offering a bachelor's degree, CMC is increasing access and opportunity to education for district residents, which in turn helps the institution fulfill its mission to create a better future as well its vision to be the first choice for learning within its communities. In addition, the Colorado Declaration on Higher Education states, "Access to higher education, to the maximum degree possible, shall be made available to every Colorado resident."¹ CMC serves a 12,000 square mile area of the state of Colorado and within that service area there are no local educational opportunities to obtain a bachelor's degree for residents. Offering a bachelor's degree option at CMC will ensure more Colorado residents have equal access to higher education.

¹ http://www.cde.state.co.us/cdeboard/download/RESOLUTION/DECLARATION%20ON%20HIGHER%20EDUCATION%20_3_.pdf

Any liberal arts bachelor's degree, but especially, business, liberal arts, psychology, sociology, communications, or a general area of study. I hope you do this, and please let me know if so!!! I would sign up immediately!

For myself, accounting or business;
for a person I know, fine arts.
And thank you for doing this!



Accounting, business, marketing,
chemistry, engineering, teacher education.
I think it is a wonderful idea!!!!



Default Question Block

Student Degree Preferences

Colorado Mountain College, CMC, would like to know your opinion concerning the college's degree offerings.

Should CMC also offer higher levels of education such as a bachelor's degree?

Yes

☐

No

☐

Would you or someone you know take classes to earn a bachelor's degree?

Yes

☐

No

☐

In what areas of study would you or someone you know be interested? (i.e. accounting, business, social sciences, teacher education, environmental studies, etc.)

Thank you.
We appreciate the time you spent to complete this survey.

**Dr. Stephen Spangehl, Vice-President
Higher Learning Commission
September 30th-October 1st, 2010 Itinerary
Central Services Conference Room
Also available via IVS**

Desired Outcome: Feedback on CMC's progress as a community college that will be seeking Commission approval for offering baccalaureate degrees

Thursday, September 30th

1:00 pm	<i>Opening Statements</i>	Dr. Stan Jensen
1:10 pm	<i>Legislative Update</i>	Lin Stickler
1:20 pm	<i>Update on HLC Process for Two-Year Institutions Seeking Approval to Offer Four-Year Degrees</i>	Dr. Stephen Spangehl
1:30-1:45 pm	<i>Overview of CMC's Progress Since the March 2010 Visit</i>	Dr. Stan Jensen
1:45-2:45 pm	<i>Highlights from AQIP One College Teams/ Q & A with Dr. Spangehl</i>	See Presentation Schedule
Break		
3:00-4:45 pm	<i>Highlights from AQIP One College Teams/ Q & A with Dr. Spangehl</i>	See Presentation Schedule
4:45-5:00 pm	<i>Wrap-Up</i>	Dr. Stan Jensen
6:00 pm	<i>Dinner-President Jensen & Dr. Spangehl</i>	

Friday, October 1st

8:00–8:30 am	<i>Breakfast: Q & A with Dr. Spangehl</i>	
8:30–10:30 am	<i>Highlights from AQIP One College Teams/ Q & A with Dr. Spangehl</i>	See Presentation Schedule
Break		
10:45–11:00 am	<i>Work of the One College Teams & CMC's Response to the Commission's Substantive Change Application</i>	Dr. Stan Jensen
11:00-11:55 am	<i>Open Forum with Dr. Spangehl</i>	
11:55 am-Noon	<i>Closing Comments</i>	Dr. Stan Jensen

**Dr. Stephen Spangehl, Vice-President
Higher Learning Commission
September 30th-October 1st, 2010 One College Team Presentation Schedule**

**Central Services Conference Room
Also available via IVS**

Desired Outcome: Feedback on CMC's progress as a community college that will be seeking Commission approval for offering baccalaureate degrees

Thursday, September 30th

1:45-2:45 pm	<i>Highlights from New Program Development AQIP One College Teams/ Q & A with Dr. Spangehl</i>	Dr. Renee Kuharski, Fred Hampel, Dr. Rob Wang & Team Members
Break		
3:00-3:30 pm	<i>Highlights from New Program Development AQIP One College Teams/ Q & A with Dr. Spangehl (cont'd)</i>	Dr. Renee Kuharski, Fred Hampel, Dr. Rob Wang & Team Members
3:30-3:45 pm	<i>Highlights from Program Review AQIP One College Team/Q & A with Dr. Spangehl</i>	Dr. Ted Phillips & Team
3:45-4:00 pm	<i>Highlights from Teaching & Learning AQIP One College Team/ Q & A with Dr. Spangehl</i>	Dr. Sunny Schmidt & Team
4:00-4:15 pm	<i>Highlights from CCHE Approval AQIP One College Team/Q & A with Dr. Spangehl</i>	Dr. Marsha Arzy & Team
4:15-4:45 pm	<i>Highlights from Fiscal Impact AQIP One College Team/Q & A with Dr. Spangehl</i>	Linda English & Team

Friday, October 1st

8:30-8:45 am	<i>Highlights from Facilities AQIP One College Team/Q & A with Dr. Spangehl</i>	Sam Skramstad & Team
8:45-9:00 am	<i>Highlights from Student Support AQIP One College Team/Q & A with Dr. Spangehl</i>	Brad Bankhead/ Dr. Mark McCabe
9:00-9:15 am	<i>Highlights from Marketing & Recruitment AQIP One College Team/Q & A with Dr. Spangehl</i>	Doug Stewart/ Bill Sommers
9:15-9:30 am	<i>Highlights from Colleague AQIP One College Team/Q & A with Dr. Spangehl</i>	Scott Cowdrey & Team
9:30-9:45 am	<i>Highlights from Already Done It AQIP One College Team/Q & A with Dr. Spangehl</i>	Carla Malmquist & Team

9:45-10:00 am	<i>Highlights from Foundation AQIP One College Team/Q & A with Dr. Spangehl</i>	Matt Spencer & Team
10:00–10:15 am	<i>Highlights from Process Review AQIP One College Team/Q & A with Dr. Spangehl</i>	Joe Maestas & Team
10:15–10:30 am	<i>Highlights from Faculty Recruitment AQIP One College Team/Q & A with Dr. Spangehl</i>	Kelly Johnson & Team

“Practice Visit” for CMC’s Substantive Change Application for New Programs

Friday, February 11th, 2011: 10:00 a.m.-3:00 p.m.

Central Services Conference Room & IVS College Wide

10:00-10:15 a.m.	Welcome (<i>Dr. Stan Jensen</i>)
10:15-10:45 a.m.	Our Progress since the 2007 Quality Visit (<i>Dr. Sunny Schmidt, Dr. Meeta Goel & Brad Bankhead</i>)
10:45-11:15 a.m.	CMC video & Portal Overview (<i>Dr. Jill Boyle, Dr. Stan Jensen & Dr. Meeta Goel</i>)
11:15 a.m.-12:00 p.m.	Fiscal Impact of Bachelor’s Programs (<i>Linda English et al.</i>)
12:00-12:30 p.m.	Lunch
12:30-2:00 p.m.	New Program Development-Bachelor’s (<i>Fred Hampel, Dr. Rob Wang, Dr. Kim Langmaid et al.</i>)
2:00-3:00 p.m.	Exit Interview/Feedback Session with Practice Run Visit Team & Meeting with Assessment Staff/Faculty: Dr. Brad Tyndall, Dr. Peggy Curry & Kathy Kiser-Miller (<i>Dr. Stan Jensen et al.</i>)



Substantive Change Application, Part 1: General Questions

New Programs

Institution: COLORADO MOUNTAIN COLLEGE **City, State:** Glenwood Springs, CO

Name of person completing this application: Dr. Meeta Goel

Title: Vice-President, Institutional Effectiveness **Phone:** (970)384-8534 **Email:** mgoel@coloradomtn.edu

Requested Change(s). *Concisely describe the change for which the institution seeks approval.*

Colorado Mountain College seeks approval for the addition of academic programs at a degree level not previously included in the college's accreditation by the Commission. Specifically, the Commission's approval is sought by Colorado Mountain College for the offering of a Bachelor of Science in Business Administration and a Bachelor of Arts in Sustainability Studies starting fall 2011.

Classification of Change Request. Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the "Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.

Change in mission or student body: <input type="checkbox"/> change in mission <input type="checkbox"/> change in student body	Five or more courses: <input type="checkbox"/> at a degree level not now included in the institution's accreditation <input type="checkbox"/> at an out-of-state or foreign location
New additional locations: <input type="checkbox"/> in home state <input type="checkbox"/> in other state(s) or in other country(ies) <input type="checkbox"/> new or additional campus(es)	New academic program(s) requiring HLC approval: <input type="checkbox"/> certificate <input checked="" type="checkbox"/> bachelor's <input type="checkbox"/> diploma <input type="checkbox"/> master's/specialist <input type="checkbox"/> associate's <input type="checkbox"/> doctorate
Contractual or consortial arrangement: <input type="checkbox"/> Outsourcing 25 – 50% of a contracted program to an organization not accredited by a USDE-recognized agency <input type="checkbox"/> Outsourcing more than 50% of a contracted program (the request will receive intense scrutiny and will be approved by the Commission only in exceptional circumstances) <input type="checkbox"/> Offering a program as part of a consortium of institutions	Other: <input type="checkbox"/> Request for access to Desk Review for additional locations <input type="checkbox"/> Request for access to Notification Program for locations <input type="checkbox"/> Substantial change in scope or level of distance education activity <input type="checkbox"/> Substantially changing the clock or credit hours required for a program

Institutional Context for Substantive Change Review. *In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.*

Colorado Mountain College's (CMC's) request for approval to offer its first Bachelor's degrees is driven by a desire to meet the needs of its 12,000 square mile service area by providing greater access to higher education and fulfilling the college's mission ("Creating better futures for our students, our communities, our partners and our team members") and vision ("First Choice"-For Learning, Partnerships & Leadership). The college's service area is currently lacking a physical institution that offers Bachelor's degrees for area residents who want to attend college locally. On surveys conducted over the past year of these residents and business owners, as well as our students, respondents expressed a high level of satisfaction (88% of about 2,000 respondents expressed overall satisfaction) with CMC. The data also suggested a great need for a Bachelor's degree within our communities, particularly in the areas of Business, Education, Health Care, Sciences & Social Sciences and Environmental Studies. Since a primary source of CMC's funding is local property taxes, the college would like to be able to offer its communities affordable educational opportunities at both the two and four year levels, starting with programs that are not only in high demand but will allow the college to capitalize on its existing resources i.e. a Bachelor of Science in Business Administration and a Bachelor of Arts in Sustainability Studies. With some necessary adjustments to its infrastructure, the college could readily accommodate these additional educational levels by maximizing the usage of its existing personnel, state-of-the-art buildings and other resources at all seven campuses, as well as Central Services. Moreover, CMC's pursuit to offer Bachelor's degrees has been supported by its Board of Trustees and at the state level due to the tremendous need for higher levels of education within the rural locations served by the college. On May 27, 2010, Governor Ritter signed SB10-101 into law allowing Colorado Mountain College to offer baccalaureate degrees that address the needs of the communities within the CMC service area.

The US Department of Education has been stressing that colleges increase the numbers of completers and those that are gainfully employed. Colorado unemployment rates have been relatively low compared with those of other states, but are expected to remain higher than pre-recession rates for the next few years as macroeconomists are expecting a slow emergence from the recession. Colorado's population is projected to grow by about a million people over the next decade, with the fastest growth on the Western Slope which is comprised of virtually all of the counties CMC serves. This region has historically had lower unemployment rates than the rest of Colorado and is expected to grow faster due to its smaller economies, in general, and to tourism and retiree spending. According to Economists at the University of Colorado, Boulder, an additional 10,100 jobs will be created in 2011 statewide. The largest growth will be in the professional and business service sectors (about 7,000 jobs). Business degrees prepare students for an abundant array of career opportunities. CMC's Business program includes substantial emphases in five applied business areas: Accounting, Entrepreneurship, Resort Management, Ski and Snowboard Business, and Sustainability. These areas leverage current college resources and expertise and reflect the needs of our resort communities. But it may take up to five years for employment to get back to normal. What does the unemployment rate, economic and population growth mean for CMC? For the past two years, unemployment rates have been comparatively high for the college's service area and an increasing number of residents have sought educational opportunities at CMC. Many individuals who either have an Associate's degree from CMC or are close to graduating would prefer to stay in our communities for further education. There are data to support that unemployment tends to decrease with increasing levels of education and is lower for individuals with a Bachelor's degree compared with those with lower levels of education, while earnings tend to increase commensurately with higher levels of education. Unemployment rates and the need for job readiness will continue to provide an impetus for individuals to seek college degrees. The majority of business owners surveyed by CMC stated that they would hire graduates from the college's potential Bachelor's degree programs. The Bachelors of Science in Business Administration degree at Colorado Mountain College will prepare students to enter a wide range of careers in the private or public sectors or to enter graduate programs. Through the provision of its first Bachelor's degrees in the areas of Business and Sustainability, CMC would help promote overall job success as well as stimulate the economy for existing and new residents by increasing the number of completers and job ready individuals.

Special conditions. *Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.*

Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?	YES <u>NO</u>	
Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?	YES <u>NO</u>	
Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?	YES <u>NO</u>	
Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?	YES <u>NO</u>	
Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?	YES <u>NO</u>	

Approvals. *Check the approvals that are required prior to implementing the proposed change and attach documentation of the approvals to the request. Indicate the file name of the documentation.*

- ☒ Internal (faculty, board) approvals (file name: ____Board Resolution for BA Nov 2009.pdf & Board Resolution for BA Dec 2010.pdf____)
- ☐ System approvals (for an institution that is part of a system) (file name: _____)
- ☒ State approval(s) (file name: ____Legislation.pdf____)
- ☐ Foreign country(ies) approvals (for an overseas program or site) (file name: _____)
- ☐ No approval required

Is the program approved by a specialized accreditor? If yes, please identify the accreditation and outline the process and timeline for seeking the other accreditor's approval.

Substantive Change Application, Part 2: Topic-Specific Questions

New Programs

An institution should submit a separate application for each requested program. Each proposed new program should be identified by using the *Classification of Instructional Programs* terminology (CIP codes). CIP codes are established by the U.S. Department of Education's National Center for Education Statistics as a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. More information is available at <http://nces.ed.gov/ipeds/cipcode/>. Respond to the questions below in a single electronic proposal in MS Word format and email it to changerequests@hlcommission.org along with all supporting attachments.

Attach the "Substantive Change Application–General Questions" as page one of your application. That completed form and your answers to the questions below will constitute your request for approval of a substantive change. It will be provided to future HLC review processes.

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions. Your total submission should be no more than 8-10 pages. Submit your completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

Name of Institution: Colorado Mountain College

Part 1. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:

- a. the full name of the proposed program, the specific degree (if applicable) or the instructional level (if not a degree program), and the six-digit CIP code XX.XXXX of the program**

Response: Bachelor of Science in Business Administration, CIP Code: 52.0201, with the following optional emphasis areas: Accounting, Entrepreneurship, Sustainable Business, Finance, Marketing, Organizational Management, resort management and Ski & Snowboard Business

- b. the total credit hours (indicate whether semester or quarter) for completion of the program**

Response: 120 total credit hours (semester)

- c. normal or typical length of time for students to complete the program**

Response: Four years

- d. the proposed initial date for implementation of the program**

Response: fall 2011

- e. the primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)**

Response: The intent is to serve a wide variety of constituents within the college's service area, however, the primary audience will be current CMC students and alumni, local

traditional age individuals and non-traditional students who may be working adults (full- & part-time, including the Latino group that makes up 20.5% of the total population) who wish to live within our service area communities while seeking an affordable Bachelor's education.

f. the projected life of the program (single cohort or ongoing)

Response: Ongoing

2. If 50% or more of the proposed program will be offered at a location or locations other than the main campus (i.e., existing additional location or branch campus already approved by the Commission), please list the program and location.

Response: The proposed program will only be offered at branch campuses and locations already approved by the Commission.

3. If the proposed program will be offered via alternative delivery method (hybrid, online, ITV, accelerated, etc.), identify the maximum number of credit hours that may be earned in the program through each method.

Response: Student demand will drive course programming of classroom versus Interactive Video System (IVS) delivery options. The President, Campus CEOs, Institutional Effectiveness and other personnel are currently in the process of reviewing internal data and feedback from potential students for this degree to determine which campuses will be able to offer the program in the classroom versus IVS. A minimum enrollment of 15 students would drive the offering of a class at a campus. The goal is to utilize classroom and IVS instruction to provide equal access to the degree and all related coursework no matter where students choose to attend.

4. Identify whether credit for evidence of prior learning (other than credit transferred from formal courses or awarded from Advanced Placement) will be accepted, and if so, for what number of credits.

Response: Applicants for the Bachelor's program will be required to have 45 college-level semester credit hours and be required to be in good standing, with a minimum cumulative GPA of 2.30. Applicants not meeting these requirements or those having other evidence of prior learning will be reviewed by the CMC Admissions Committee under the state transfer window exception.

5. If you are planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

Type of involvement	Name(s) of external organization(s)	% of Involvement
A. Support for delivery of instruction		
B. Recruitment and admission of students		
C. Course placement and advising of students		
D. Design and oversight of curriculum		
E. Direct instruction and oversight		

6. If you are planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

Part 2. Institution's History with Programs

7. Does the institution currently offer a program at the same instructional level and with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Response: No

8. Does the institution currently offer two or more programs at the same instructional level with same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest numbers of graduates during the past year, along with their numbers of graduates.

Response: No

Part 3. Institutional Planning for Program Change

9. What impact might the proposed program(s) have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenges?

Response: CMC has been methodically addressing the challenges identified in our 2009 Systems Appraisal and these efforts were enhanced by our participation in the 2009 Strategy Forum. The desire to offer Bachelor's degrees has had a positive impact on our continuous improvement efforts and helped to re-energize and galvanize the college to be more united in all our efforts and overcome the challenges presented by our disparate locations and various internal and external influences. A college wide Quality Team was formed to oversee college accreditation efforts. The college developed its new AQIP projects to focus on the Criteria for Accreditation identified in the System Appraisal i.e. Criterion Two related to evaluation & assessment processes and Criterion Three related to evidence of student learning and effective teaching. According to the feedback, the college needed to strengthen and develop key processes related to assessment of student learning outcomes, use data and continuous improvement tools for further improvement of processes and complete the feedback loop to increase the efficiency of processes in general. Thus, the projects addressed student engagement & success, an effective assessment accountability system and effective leadership & communication systems. AQIP Reviewers commended us on our progress with these AQIP projects, especially with respect to collaboration, Shared Leadership Model, formation of the Quality Team, development of a long-term all inclusive planning process, faculty & administration focus on embedding student learning outcomes throughout the college, the "common reader" college wide initiative and the collection, analysis and use of data for further improvement ("use of the balanced score card will make the process of how you assess yourselves and use data for continuous improvement transparent"). During the past year, the Quality Team led 16 "One College Teams" and accompanying subgroups that were systematically designed to address processes that would help strengthen programs and services for our two-year degrees, while simultaneously building the capacity to support the offering of Bachelor's degrees. These teams (e.g. New Program Development-largely faculty led, Program Review, Teaching & Learning, Fiscal Impact, Facilities, Student Support, Marketing & Recruiting, Colleague, Already Done It, Foundation, Process Review and Faculty Recruitment One College Teams) have been researching and planning for how CMC could offer Bachelor's degrees at the college. The teams presented regularly to the Quality Team and, in November 2010, took their recommendations to the College Leadership Team and obtained the approval to proceed with implementation plans. Preliminary state approval for CMC to offer Bachelor's degrees was given by the Governor in May 2010. Our Board of Trustees has similarly

been supportive of our progress towards developing Bachelor's degrees since the resolution they passed in November 2009 and then again at the December 2010 Board meeting.

10. What is the impact of the proposed program on existing programs in terms of finances, enrollment, and staffing?

Response: The essential work of the One College Teams was to improve our existing processes, so that CMC's two-year programs and services would not be adversely impacted when creating the capacity for four-year degrees. Although the college's primary source of funding is property taxes and real estate values declined over the past two years, the real estate market has been improving since October, 2010 and any related financial shortfalls will be short-lived. CMC received additional property tax revenue this year (\$1.1 million) due to the conventional lag associated with this revenue source and that money has been designated for the start-up costs for the Bachelor's degrees. An additional million dollars has been reserved for these programs. Should additional funding be needed, the college has 25% of its budget in other reserves to tide it through. Finally, the college's facilities are mostly "set" for the next few years, so the funds normally spent on new buildings could absorb any property tax shortages.

The Fiscal Impact Team, led by the Business Office, developed a model to reflect the impact of key variables (e.g. FTE, Tuition Rates, Ratio of Full-Time to Part-Time Faculty) on the projected Net Income attributed to the program. Enrollment projections, including campus distributions of FTE were based on survey data from potential students. The survey data indicated that college wide there would be about 200 prospective students for each of the four years of the Bachelor's program. Many more individuals expressed interest in the program, however it was unclear how many of them would enroll and when. Instruction is the most expensive and least flexible expense that drives the fiscal feasibility of the proposed program. The cost of delivering upper level courses will be covered by incremental tuition revenue generated by those classes. The process of determining tuition rates involved benchmarking with the tuition rates of other schools in the state of Colorado and proposing comparatively reasonable In-District, In-State and Out-of-State rates for the Bachelor's degree that would allow the college to more than break even with less than 100 FTE, yet create affordable educational opportunities for area residents. The Foundation Team developed a plan to raise additional scholarship funds for those students most needing it. Before February 2011, the college plans to ask more targeted questions of those respondents who expressed the greatest interest in furthering their education and provided their contact information. Based on the interest already expressed by potential students in Business related programs, it is anticipated that enrollment will continue to grow for the Associate's and also be sufficient to help support the offering of the Bachelor's degree. Additional full- and part-time are slated to be hired for the Bachelor's program. The emphasis will be on maximizing the usage of existing staff and facilities.

11. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

Response: With current data and several projected growth levels, we anticipate little impact on facilities at our current utilization rate. With the availability of expanded hours and days, no campus location would be over utilized for classroom space. However there are factors that need to be considered. Faculty demands: If the faculty is adjunct, the impact would be absorbed within the campus current adjunct office space. However, office space will need to be made available or at minimum a shared space will be needed. Off site space may need to be considered. Student needs should be the key driver for course offerings, however, for classroom instruction, with our current utilization rates at most sites below 70%, we should not have any issues with space availability utilizing a 5 ½ day schedule. IVS instruction will be affected by issues such as class size. The capacity of some of our IVS rooms is quite small (12 or less), but IVS can be moved to larger rooms if needed. Another solution may be to develop a portable IVS system. To accommodate additional classes, it may be feasible to give priority to the classes based on

whether they are credit versus non-credit classes, since non-credit classes are more easily moved to different time slots or days of the week. Other considerations include: the impact on facilities from increased head count e.g. security, janitorial services, any risk management issues, and one card demands. Initially, there should not be any impact on housing, but it is an area to watch. It is anticipated that with the expanded offerings, students may naturally spend more time on campus and not necessarily in a classroom. Thought must be given to how where the college provides the necessary study and social space.

12. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How have planning and budgeting processes used this evidence to develop a quality program that can be sustained?

Response: Surveys of our communities and students conducted about a year ago included a random sampling of area residents and businesses, in addition to a brief community poll of service area residents and a survey of current students. These surveys indicated that Business, Teaching, Health Care, Science, Resort Management and Environmental Studies related four-year degrees were of most interest to our constituents, with the first three being among top industry sectors within Colorado and the last three being of special interest to respondents because of the rural resort region served by the college. A majority of respondents across the surveys indicated that the college should offer four-year degrees. At that time, the overall satisfaction with CMC was at 79%. A follow-up survey was conducted in November 2010 with area residents, current and past students to ascertain more specific needs with respect to potential Bachelor's degrees. An unprecedented 2,220 individuals responded to the survey, including 583 business owners, the majority of which stated that they would hire graduates from the college's Bachelor's degrees. Furthermore, overall satisfaction with CMC went up to 88% compared with last year. When asked whether they would enroll in a Bachelor's degree in Business at CMC, 775 responded "Yes" and another 561 said they were "Not Sure". Sufficient numbers of respondents were interested in enrolling at each of our campuses, with the majority wishing to enroll in fall 2011 and the rest during 2012-15. When asked about how many credits they would be transferring, there was some uncertainty due to various factors e.g. age of previous courses taken, degrees earned, whether past areas of study would be relevant to pursuing a Bachelor's in Business, etc. So, it is likely that some of the students wishing to start Bachelor's level classes in fall 2011 will not be eligible until later years. Questions regarding delivery options were asked and the responses are being considered by the President, Campus CEOs, Institutional Effectiveness and other personnel as the college proceeds with further planning for degree implementation. Enrollment projections for the next five years, including campus distributions of FTE are currently based on these survey data. At this time, college wide there are about 200 prospective students for each of the four years of the Bachelor's program in Business Administration. Many other individuals expressed interest in the program, however it was unclear how many of them would enroll and when. By February 2011, in order to obtain more realistic projections, the college will ask more targeted questions of those respondents who expressed the greatest interest in furthering their education and provided their contact information. Additionally, using key predictor variables such as past enrollment, prospect to applicant conversion rates, retention and graduation rates, number of high school students/grads, population projections, participation rates, unemployment rates, we are currently conducting regression analyses to improve upon the current enrollment projections and better prepare to meet student needs for this program. The Fiscal impact will then be able to plug in these enrollment projections into its five year forecast of revenues and expenses associated with the degree that incorporates tuition, instructional & non-instructional expenses, etc.

Planning and budgeting are integrally tied, with budget approvals for the next fiscal year being dependent on strength of tie to strategic plan. Based on the work of a 2008 AQIP Team, the budgeting process was improved and is now "zero-based" to maximize our resources. The Bachelor's program initiative was integrated into the 2010-11 strategic plan and budgeting process. A nine month planning process that will involve all constituents in determining what is most important to the college's future for the 2011-2014 strategic plan that will provide an even better alignment with the budget is currently underway. A college wide balanced score card

regularly helps us measure our progress on key performance indicators related student learning, employees, partnerships and college finances. Campuses and functional areas such as the Business Office and Student & Academic Affairs have developed their own cascading balanced score cards now. We believe that the new planning process and monitoring with the balanced score card will help the college be fiscally responsible and sustain the program.

13. If the Higher Learning Commission approves your program request, what future growth do you anticipate (e.g., in the next six months, three years, 10-20 years)?

Response: As referenced in our response to Question 12, further analysis will allow for more accurate projections soon, however based on the college's current data, at least a 5% growth is anticipated annually over the next 5-10 years. Through its planning and budgeting process, the college will allow the flexibility to adjust as necessary if the growth is slower or faster than anticipated.

14. How do you plan to manage this growth?

Response: The college has been focusing on strengthening its processes using continuous improvement methodology that is promoted regularly by our President. We have been putting in place numerous best practices related to student learning & success, employee retention, developing partnerships and fiscal responsibility. Most of all, we have been embedding the gathering and usage of data to effect these improvements. Although we may have overlooked something, one of our teams visited other schools to understand the lessons they learned and what pitfalls to avoid. For example, too little funding and other resources like too few library resources were allocated by other schools for Bachelor's programs and there was a divide between two- and four-year faculty. We were encouraged to plan on slow growth based on the experiences of these schools. CMC's leadership has emphasized the strengthening of our two-year programs & services while simultaneously building capacity for the offering of four-year degrees. We feel the recommendations of the various other One College Teams have taken what we learned from others into account and these teams will continue the work of leading our efforts, so we may better manage our growth.

15. What financial support and resources are in place to sustain the proposed program? Outline your plan indicating revenue/expense, staffing, and enrollment projections for the first five years of operation showing both gross income and gross projected expenses.

Response: The additional property tax revenue received this year (\$1.1 million) will be utilized for the Bachelor's degrees. An additional million dollars has been reserved for these programs. Should more funding be needed, the college has 25% of its budget in other reserves. The Fiscal Impact Team has laid out the revenue/expense, staffing and enrollment projections for the first five years of operation. A portion of that data follows with the full report available upon request:

Substantive Change Application: New Programs

Four-Year Degrees at Colorado Mountain College Summary of Revenues & Expenses Five Year Forecast					
	Scenario: A - Current Mix.xlsx				
	Year 1 11-12	Year 2 12-13	Year 3 13-14	Year 4 14-15	Year 5 15-16
Tuition Rates					
Year Over Year Tuition Increase %		0.0%	9.0%	0.0%	9.0%
In-District	\$ 95	\$ 95	\$ 104	\$ 104	\$ 113
In-State	\$ 200	\$ 200	\$ 218	\$ 218	\$ 238
Out-of-State	\$ 405	\$ 405	\$ 441	\$ 441	\$ 481
Business - New Enrollment Admitted					
% Full-Time	50%	50%	50%	50%	50%
Average Annual Credits for Part-Time Students	12	12	12	12	12
Business - New FTE Admitted	121	127	134	141	148
In-District	64%	64%	64%	64%	64%
In-State	17%	17%	17%	17%	17%
Out-of-State	19%	19%	19%	19%	19%
Sustainability - New Enrollment Admitted					
% Full-Time	50%	50%	50%	50%	50%
Average Annual Credits for Part-Time Students	12	12	12	12	12
Sustainability - New FTE Admitted	80	84	88	92	97
In-District	64%	64%	64%	64%	64%
In-State	17%	17%	17%	17%	17%
Out-of-State	19%	19%	19%	19%	19%
Annual % Sections Taught FT Faculty - Business					
	18%	18%	18%	25%	23%
Annual % Sections Taught FT Faculty - Sustainability					
	31%	42%	36%	38%	38%
FT Faculty Salary Rate - Non PhD	\$ 70,000	\$ 72,450	\$ 74,986	\$ 77,610	\$ 80,327
FT Faculty Salary Rate - PhD	\$ 80,000	\$ 82,800	\$ 85,698	\$ 88,697	\$ 91,802
Business FT Faculty	1	2	2	3	3
Sustainability FT Faculty	1	3	3	3	3
Business Adjunct Faculty Course Rate	\$ 2,150	\$ 2,150	\$ 2,150	\$ 2,150	\$ 2,150
Business Adjunct Faculty	46	92	92	90	98
Sustainability Adjunct Faculty Course Rate	\$ 2,192	\$ 2,192	\$ 2,192	\$ 2,192	\$ 2,192
Sustainability Adjunct Faculty	22	42	50	50	50
Revenue:					
Business Program Tuition	\$ 566,962	\$ 1,174,121	\$ 1,322,283	\$ 1,393,524	\$ 1,580,621
Sustainability Program Tuition	\$ 365,480	\$ 771,701	\$ 878,118	\$ 923,855	\$ 1,040,761
Total Revenue	\$ 932,442	\$ 1,945,822	\$ 2,200,402	\$ 2,317,379	\$ 2,621,383
Expenses:					
Instructional Expenses					
Business Adjunct Faculty	\$ 116,881	\$ 235,542	\$ 237,322	\$ 233,904	\$ 256,592
Sustainability Adjunct Faculty	\$ 56,994	\$ 109,636	\$ 131,505	\$ 132,492	\$ 133,478
Business FT Faculty	\$ 101,147	\$ 212,073	\$ 222,362	\$ 349,784	\$ 366,881
Sustainability FT Faculty	\$ 101,147	\$ 318,110	\$ 333,543	\$ 349,784	\$ 366,881
Non-Instructional Costs	\$ 399,360	\$ 399,610	\$ 401,360	\$ 401,610	\$ 403,110
Total Expenses	\$ 775,529	\$ 1,274,972	\$ 1,326,093	\$ 1,467,574	\$ 1,526,942
Business Net Income (Loss)	\$ 109,319	\$ 526,701	\$ 661,919	\$ 609,031	\$ 755,594
Sustainability Net Income (Loss)	\$ 47,595	\$ 144,150	\$ 212,390	\$ 240,774	\$ 338,847
Total Net Income (Loss)	\$ 156,914	\$ 670,850	\$ 874,309	\$ 849,804	\$ 1,094,440

16. How do you assure that promotion, marketing, and enrollment for your program stay in balance with your actual resources and technical capabilities?

Response: The Marketing & Recruitment One College Team that was charged with developing the strategy for marketing and recruiting students for future Bachelor's degrees developed a strategic plan that would assure capitalization of resources allocated for the Bachelor's programs and technology. The plan addresses tactics to recruit students for the initial classes and creates the framework for future marketing & recruiting initiatives. A copy of this strategic plan is available upon request.

17. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

Response: The Marketing & Recruitment One College Team was charged with developing the process for marketing and recruiting students for future Bachelor's degrees. Based on community and student surveys and input from other One College Teams the projected future student mix will include traditional and non-traditional students. Three audience segments have been identified: 1) current CMC students, 2) Former CMC students, 3) New to CMC students. The size of the market will be determined by the geographic area from which we draw students, and the size of the

market niche (broader appeal degrees will create a larger, more sustainable market; narrowly-targeted degrees will require more resources and will result in a smaller pool). The team recommended that the college develop a brand extension for the Bachelor's degree programs that builds upon the current CMC brand; a standard set of promotional, advertising, and recruiting literature (web and print) that will be used college-wide; a college-wide tactical marketing and recruiting plan and a standard college-wide admissions process for accepting applications, evaluating, admitting, and preparing students for enrollment in the Bachelor's degree.

Part 4. Curriculum and Instructional Design

18. Please list all the courses that comprise the program. Include course descriptions and number of credit hours for each.

Response: The development of this program was faculty led. The Bachelor of Science in Business Administration (B.S.B.A.) degree at Colorado Mountain College will prepare students to enter a wide range of careers in the private or public sectors, or to enter graduate programs. The degree develops broadly educated individuals who are able to analyze and solve business-related problems in rapidly changing environments. As a "completion" degree, the B.S.B.A. degree allows students to build upon their two-year specialties and general education as complements to baccalaureate-level business studies. By earning an associate's degree while pursuing the B.S.B.A., students receive formal recognition of academic accomplishment at prescribed intervals. Prospective students not holding a college degree can begin at CMC with a two-year degree in their chosen field of study and then progress to a four-year degree using the B.S.B.A. This degree will provide students upward mobility in their career and develop the technical and academic preparation needed for professional positions in a multitude of industries. The B.S.B.A. core courses provide students with a foundation in each of five business functions: accounting, finance, marketing, information systems and management. The program offers flexibility for students to shape their learning to fit their individual needs. General education requirements are mapped to Proposed Basic Requirements for All Bachelor's Degrees and CMC's Signature Learning Outcomes, and include an upper-division (courses numbered 300-499) interdisciplinary course in Leadership, Ethics and Social Responsibility. The course information is listed below:

Course No.	Name	Credits
Lower Division B.S.B.A. Requirements (46 credits)		
ENG 121	English Composition I	3
ENG 122	English Composition II	3
COM 115	Public Speaking	3
MAT 121	College Algebra	4
ACC 121	Accounting I	4
ACC 122	Accounting II	4
BUS 216	Legal Environment of Bus.	3
BUS 217	Business Communication	3
ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
See catalog	Science Elective	7
See catalog	Arts and Humanities Electives	6
Upper-division B.S.B.A. Requirements (40 credits)		
INS 324	Adv. Computer App./Bus.	3
MAR 326	Contemporary Marketing	3
SUS 321	College-wide Ethics	3
MAN 328	Contemporary Management	3
INS 334	Man. Info. Systems	3
ECO 327	Data Analysis for Managers	3
FIN 325	Essentials of Finance	3
MAN 490	Global Business	3
MAN 488	Business Strategy	4
See catalog	BSBA Program Electives	12
Additional B.S.B.A. Requirements (34 credits)		
AA/AS/AAS/AGS Program Requirements and/or Advised Business Electives or Emphasis Courses		34
Grand Total =		120

From Various "2-year" Feeder Programs (AA/AS/AAS/AGS)

Upper-Division B.S.B.A. Electives
Students must elect a minimum of 12 program electives. These electives should be selected with consultation of the faculty advisor. Some elective courses may not be offered at all campuses.

SUS 330 Sustainable Economics
SUS 430 Sustainable Business
ACC 335 Accounting for Managers
ECO 429 Economics for Managers
FIN 331 Financial Markets
FIN 423 Investment and Portfolio
FIN 433 Financial Management
MAR 336 Consumer Behavior
MAR 346 Professional Selling
MAR 426 Product Strategy
MAR 446 Advertising & Promotion
MAN 337 Man. Decision Support Sys.
MAN 348 Human Resource Man.
MAN 427 Project Management
MAN 498 Leading for Change

19. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Response: The B.S.B.A. degree requires 120 college-level credits including credits earned in a prior Associate's or Bachelor's degree. Students who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from any Colorado community college will be able to complete the B.S.B.A. degree in 60 credits. The B.S.B.A. curriculum is designed to complement CMC's Associate of Applied Science (A.A.S.) degrees in Accounting, Entrepreneurship, Resort Management, and Ski and Snowboard Business. Graduates of these programs can complete the B.S.B.A. degree in 60 credits, depending on prior coursework. Likewise, it is possible for graduates of most other CMC A.A.S. degrees to complete the B.S.B.A. in four semesters.

The admissions requirements for all Bachelor's degrees are: 1) applicants for CMC Bachelor's programs must have a minimum of 45 college-level semester credit hours; 2) applicants must be in good standing with the last institution attended, including CMC, with a minimum 2.30 cumulative grade-point average and 3) applicants who do not meet the minimum credit hour or grade point average requirement will be reviewed by the CMC Admissions Committee under the state transfer window exception. Graduation Requirements for all Bachelor's degrees are as follows: 1) complete a minimum of 120 semester hours of college-level coursework with a cumulative GPA of 2.00 or higher for all CMC hours attempted and included in the GPA computation for graduation; 2) complete at least 40 semester hours in upper-division courses (300- and 400-level courses); 3) students must earn a minimum of 30 of their last 60 credit hours in residence (courses taken from CMC) with a minimum of 2.00 GPA for all residence hours completed for graduation; 4) complete SUS 321 Leadership, Ethics and Social Responsibility (3 semester hours); 5) complete all requirements of a Bachelor of Science or Bachelor of Arts degree program and 6) complete the following 32 semester hours of general education courses that are part of the Associate of Arts Degree State Guarantee General Education Curriculum (or equivalent):

- a. Communications (3 courses, 9 semester hours)
- b. Mathematics (1 course, 4 semester hours, MAT120 or higher)
- c. Arts & Humanities (2 courses, 6 semester hours)
- d. Social & Behavior Science (2 courses, 6 semester hours)
- e. Science (2 courses, 7 semester hours).

Other Requirements for all Bachelor's Degrees include: 1) a college degree (associate's or Bachelor's) is required before a student can enroll in more than 15 upper-division credits at CMC; 2) course prerequisites must be completed before a student can enroll in upper-division courses-students should consult a CMC academic advisor or counselor; 3) for transfer credit, upper-division course requirements must be earned through a four-year program as upper-division coursework; 4) if an approved emphasis area is pursued, all requirements for the emphasis must be completed prior to the awarding of a degree and 5) specific courses that fulfill the general education requirements may be stipulated by the specific Bachelor's degree program-students should consult a CMC academic advisor or counselor.

20. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats, or other innovative approaches to learning, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Response: Accelerated formats and hybrid approaches to learning will be developed gradually on a small scale and be determined by student need. As is the case with traditional classroom formats, these classes will have to be able to demonstrate clear learning outcomes, assessment of that learning and student success.

Part 5. Institutional Staffing and Faculty Support

21. How many and what types (full-time, part-time, adjunct) of faculty will be employed in the program? Why is the number of full-time faculty members adequate to support the program?

Response: As presented in the response to Question 15, at least 1-3 new full-time faculty and 46-98 part-time faculty will be hired for this program in the next 5 years. Due to the rich pool of adjuncts available for the college to draw upon from our resort communities, we should be able to support the program. And as enrollment and tuition revenues increase, we will be able to hire more full-time faculty as well.

22. What will the impact of the new initiative have on faculty workload?

Response: Existing faculty workloads will be impacted by increased class sizes. There will be a commensurate increase in faculty advising workload. Otherwise, this initiative will only impact the new faculty specifically hired for this program and any existing faculty who either choose to add upper level classes to their two-year workload or those faculty wishing to just teach upper level classes. The college will backfill any existing faculty workloads.

23. Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member's academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member's course load in the new program, and the course work each teaches in other programs currently offered.

Response: We will be hiring new faculty to teach upper level courses and qualified and experienced existing faculty (full- and part-time) will be available to teach these courses (listed below). All faculty are appropriately credentialed and these credentials are housed at the college's Central Services. Following formal approval of this program by CDHE and HLC, we will institute the hiring process and inventories will be available at that time.

<u>First Name</u>	<u>Last Name</u>	<u>Transcripts</u>	<u>Credentialed</u>	<u>Discipline</u>	<u>Location</u>	<u>A&S/CTE</u>
Johann	Aberger	X	X	OUT	SV	A&S
Tracy	Bethell	C	X	ACC, BUS	CB	CTE
Bennett	Bramson	X	X	BUS, ENT, MAR	AS	CTE
Robert	Cartelli	X	X	BUS, CIS, MAR	DS	CTE
Elizabeth	Cline	X	X	ACC	DL	CTE
Kato	Dee	X	X	NRM	LV	CTE
Melissa	DeHaan	X	X	BUS, SOC	DL	A&S
Candace	Eaton	X		BUS	SV	A&S
Gwyn	Ebie	X	X	CIS, BUS	AS	CTE
Michael	Glass	X	X	BUS	VE	A&S
Anne	Goldberg	X	X	BUS, MAN, ART	AS	CTE, A&S
Fredrick	Hampel	X		BUS	AL	A&S
Cristina	Harmon	X	X	ACC	DS	CTE
Henry	Kunter	X	X	ACC	AS	CTE
Harry	Lambart	X	X	HOS	AL	CTE
Harry	Lambart	X	X	HOS	AL	CTE
Jessica	Lorah	NC	X	BUS	CB	CTE
Michael	Martin	X	X	SKB	AL	CTE
Melody	Massih	X	X	BUS, POS, ENG	DS	A&S
John	Minervini	X	X	BUS	VE	A&S
Natalie	Mosesso	X	X	BUS	VE	A&S
Warren	Munick	X	X	ECO, SOC	CH	A&S
Linda	Rose	X	X	BUS, MAN	DS	CTE

<i>Randall</i>	<i>Rudasics</i>	<i>X</i>		<i>BUS</i>	<i>AL</i>	
Dan	Smith	X	X	BUS	VE	CTE
Susanna	Spaulding	X	X	BUS, ENT	LV	CTE
<i>Maureen</i>	<i>Stepp</i>	<i>X</i>		<i>CIS</i>	<i>GW</i>	
Richard	Tarmey	X	X	ACC	VE	CTE
<i>Peter</i>	<i>Taylor</i>	<i>X</i>		<i>ECO</i>	<i>BK</i>	<i>A&S</i>
M Pat	Turner	X	X	ACC, BUS	AL	CTE
<i>Chris</i>	<i>Wenger</i>	<i>X</i>		<i>ECO</i>	<i>CB</i>	<i>A&S</i>
Tim	Widmer	X	X	SKB	AL	CTE
<i>Michael</i>	<i>Williams</i>	<i>X</i>		<i>BUS</i>	<i>AL</i>	<i>A&S</i>

24. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

Response: N/A

Part 6. Student Support

25. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

Response: The Libraries subgroup was charged with identifying additional research resources that will be required to support Baccalaureate programs and determine the fiscal impact. Peer group benchmarking points recommended by the Association of College & Research Libraries were used. It has been determined that CMC's overall libraries staff ratio is good with the only potential improvement being in the number of professional librarians holding MLS degree. However, internal college analysis by campus has revealed a disparity between residential and commuter campuses. Both librarian and other staff ratios are extremely low at commuter campuses. At the residential campus locations, only one librarian is currently on staff; an additional librarian will provide the needed support. Analysis also revealed that both library materials expenditures and the number of volumes ratios for CMC are much lower than that of the select group of Colorado's four-year colleges, suggesting that improvement is required to support Bachelor's degree programs. There is a need to increase the number of physical titles per FTE and to improve online collection for each new Baccalaureate program. It is recommended that:

- 1) A full-time Virtual Library Instruction/Reference Librarian to be housed at the Vail-Eagle Valley Campus be hired. In addition to providing library support for the Vail-Eagle Valley campus, the librarian will focus on offering online instruction and research help, supporting the entire CMC community.
- 2) One of the Library Technician positions at the Quigley Library, Roaring Fork Campus be upgraded to Instruction/ Reference Librarian. This will offer additional support for four year students and faculty during the 80 hours the library is open each week.
- 3) Seed money be allocated to build book, audiovisual, and e-book collections. CMC should allocate \$36,000 to be spread over 3 year period for each new program, with allocated funds divided between 3 residential campus libraries and the virtual library.
- 4) We continue to focus on online library resources to provide equal support to students located at all CMC sites and allocate yearly budget increase for online library database subscriptions. The college should allocate \$5,000 budget increase for each new program.
- 5) The college anticipates an additional cost increase for online library database subscriptions resulting from college classification change and FTE increase. Yearly budget allocation will need to be revisited in 1-2 years.

Part 7. Evaluation and Assessment

26. How will you monitor and evaluate the overall effectiveness and quality of the program?

Response: Under the One College Team structure created in April 2010, the Office of Academic Affairs and the Office of Student Affairs agreed to incorporate their current AQIP projects to strengthen programs & services for our two year degrees college wide while simultaneously building the needed capacity to support the offering of Bachelor's degrees. As part of that overall effort, under the Teaching & learning and Student Affairs One College Teams, student learning outcomes assessment was further defined, structured, and implemented college wide. Work actually began much earlier in 2009 with the collaboration of faculty, student affairs professional staff, and administration. Key components are: 1) the creation of college-wide general education student learning outcomes with definitions; 2) the development a college-wide system of accountability that was accessible to all stakeholders; 3) professional development and training of faculty, student affairs professional staff, and administration on institutional, program, and course level assessment best practices and 4) incorporate student learning outcomes assessment in all new program development. The creation of college-wide general education student learning outcomes became the primary work of the assessment committee in 2009. Over the course of the academic year, members met monthly to combine into one vision the student learning outcomes from student affairs, the faculty, and career and technical education. Through a collaborative process four major domains were identified: 1) Knowledge of human cultures, and the physical and natural world; 2) Intellectual and practical skills; 3) Personal and social responsibility; and 4) Integrative and applied learning. Under each domain, there are specific student learning outcomes. The committee defined each student learning outcome, so that there was a common understanding college-wide. The college identified current student learning assessment measures that would provide data on expected student learning and achievement such as the Community College Learning Assessment (CCLA) and Community College Survey of Student Engagement (CCSSE). The four-year versions of these assessments (Collegiate Learning Assessment & National Survey of Student Engagement) will be added to gather data on Bachelor's degree students. Other assessment measures are being developed to gather more data to improve teaching, the curriculum, and services e.g. a home grown institutional level assessment for general education outcomes. The Student Progress Report reflecting key performance indicators of student learning and success has been developed as the Student and Academic Affairs balanced score card to monitor the effectiveness of all programs.

The Student Support Services One College Team was charged with the task of documenting how systems currently in place address the consistent delivery of college wide programs and services under the charge of Student Affairs. Additionally, the team was asked to demonstrate how to enhance capacity in order to provide relevant services in support of Bachelor's degree seeking students. In all, twelve services were deemed essential and will be evaluated accordingly with briefs written and more detailed work plans currently under development. The following recommendations were made by the team: 1) develop a standard advising program for Bachelor's degree seeking students thought a jointly appointed team of student and academic affairs staff; 2) develop a college wide model for delivering career services to Bachelor's degree students; 3) utilize an addendum to the 2011-12 CMC catalog to communicate information specific to Bachelor's degree programs; 4) the Orientation Quality Improvement Team will be authorized to develop a standard orientation specific to Bachelor's degree seeking students; 5) develop a college-wide plan to address an increased demand to provide necessary accommodations for Bachelor's degree seeking student with disabilities; 6) transition two staff positions from part-time to full-time in order to address the increased demand for transcript evaluations (Associate's & future Bachelor's) and expedite the admission of Bachelor's degree seeking students and 7) provide professional development and training opportunities for those student affairs staff delivering programs and services to Bachelor's degree seeking students.

The One College Program Review Team has developed a plan for improving and enhancing the process for academic program reviews and identifying strengths and weaknesses. Specific attention has been directed to the feedback loop, committee structure and timelines. This should promote continuous improvement and ensure the quality of college programs. The function of coordinating program reviews will be merged into the assessment function with the recent hiring of our Director of Assessment.

27. How will you assess and ensure expected student learning and achievement?

Response: TaskStream is being used for tracking all assessment activities led by faculty and student affairs professional staff. During the 2010/11 academic year, all academic disciplines and thirteen student affairs programs will use TaskStream to document their assessment activities. Faculty and staff have been trained on the college-wide assessment cycle, proper assessment techniques, and the use of TaskStream. It is expected that Discipline Coordinators, Lead Faculty, and SA professional staff will document assessment activities, analyze their data, and use that data for continuous improvement in curriculum design, teaching, and student services; disciplines will include adjunct faculty in their assessment projects for the academic year and continuous training will be offered college-wide to train newly hired faculty and assist current faculty/staff in assessment activities. The Student Progress Report balanced score card will also be used to assess, improve and ensure expected student learning and success.

28. Explain how the results of evaluation will be used to improve the program's curriculum, teaching, services, and operations.

Response: Professional development and training of faculty, staff, and administration on assessment best practices has been accomplished college-wide through a variety of means including individual one-on-one training, group training, and through professional development in-service opportunities. For the past two years, the faculty in-service trainings have been focused almost entirely on assessment. The college has provided assessment resources, brought in nationally known guest speakers such as Linda Suskie who is the Vice-President of the Middle States Commission on Higher Education, and hired a part-time coordinator of assessment to travel throughout the CMC service area and provide training/assistance upon request. In May 2010, Academic and Student Affairs organized a two day professional development workshop on assessment that focused on best practices, TaskStream training, and how to meet accreditation needs through solid assessment activities at the institutional, program, and course levels. The fall back-to-school faculty in-service also focused on assessment with lots of discipline group time to develop specific assessment measurements for the student learning outcomes identified for assessment this next academic year. The pilot project participants from 2009 were incorporating lessons learned in their assessment action plans for 2010/11. It is expected that faculty and staff will utilize assessment resources and access further training opportunities; utilizing web-based resources (TaskStream), faculty and Student Affairs professional staff will collect, archive, and analyze the data; the analyses culminate in the development of an Annual Assessment Report, and the assessment data will be used for continuous improvement and assessment and program improvement efforts are cyclical and ongoing for all academic programs (Associate's or Bachelor's degree levels) and to improve student services.

29. How will you assess and improve the learning of students in the program to ensure that they achieve the levels of performance that you expect and that your stakeholders require?

Response: The college has reviewed and improved its new program development processes at the two-year and proposed four-year degree levels. All new program development will go through a rigorous process of evaluation to include the embedding assessment from the original design phase. All new course proposals will similarly be required to identify student learning outcomes before being approved locally and if appropriate sent to the state to be approved for inclusion in the statewide guaranteed transfer list of courses. Faculty are required to teach to these approved student learning outcomes and to document how they meet institutional or program level outcomes as well. Faculty and Student Affairs staff have been trained on how to use curriculum mapping within TaskStream to make this process seamless. It is expected that assessment at the institutional level, program level, and course level will be done concurrently when feasible (curriculum mapping assists in this process); a variety of assessment measures including direct and indirect measures of student learning, including a mix of quantitative and qualitative data will be tracked by the Office of Institutional Effectiveness e.g. retention rates, graduation rates, transfer rates, licensure rates, placement rates, CCSSE/NSSE, CCLA/CLA and graduate surveys. Regular evaluations of faculty, program reviews and surveys of residents and local businesses will be conducted regarding the quality of the program, general satisfaction,

whether employers are hiring our graduates and employer satisfaction with the job readiness of these graduates. On the November 2010 survey, of the 583 business owners who responded, the majority said they would hire graduates of CMC's potential Bachelor's degrees. We would follow-up with any such employers regarding the job performance of our students.

In order to accomplish these major goals, a new college-wide assessment plan has been developed along with an annual assessment reporting cycle. Within the assessment plan, important responsibilities are assigned to faculty, students, the assessment committee, administration, the AQIP Quality Team and others. Every academic program at CMC should have an assessment plan. The plan describes the program's mission, student learning outcomes, and the measures for gathering data on student learning. Copies of the assessment plan are available upon request. The goal is to strengthen the assessment of general education outcomes college wide using AACU guidelines; continue to work on accountability and communication college wide and create an Assessment Academy of "assessment experts" that would be available as resources to share best practices throughout the college.



A Case for Bachelor's Degrees at Colorado Mountain College

Prepared by
Institutional Effectiveness
for the College Leadership Team
November 29th, 2010

The Economic Outlook

- **Colorado unemployment rates have been relatively low compared with those of other states, but are expected to remain higher than pre-recession rates for the next few years as macroeconomists are seeing the recession as a more permanent change, with a slow emergence from the recession expected**

Unemployment Rate	
Colorado	8.2%
U.S.	9.6%
Colorado Job growth	
(August '10-September '10)	200
(September '09-September '10)	-22,200

Source: <http://lmigateway.coworkforce.com>

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Our Economic Outlook

Average Annual Unemployment Rate (%) in CMC District Counties: 2007-2010

County	2007	2008	2009	2010	% Change 2007-2010
Eagle	2.9	3.6	7.4	7.5	159%
Garfield	2.5	3.1	7.3	7.8	212%
Lake	3.7	4.6	9.0	9.2	149%
Pitkin	2.8	3.3	6.3	6.1	118%
Routt	2.7	3.4	6.9	7.2	167%
Summit	2.8	3.8	6.4	7.1	154%

Source: U.S. Bureau of Labor Statistics,

<http://www.bls.gov>

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Local Labor Force, September 2010

Area Name	Civilian Labor Force	Number Employed	Number Unemployed
Western Slope	53,976	49,625	4,351
Colorado	2,683,162	2,469,380	213,782

Source: <http://imgateway.coworkforce.com>

Colorado Population in General

- Colorado's population is forecast to grow 1.8% per year over the next decade to 6.2 million by 2020 compared with 5,160,189 as of July 2010
- Fastest growth expected for the Western Slope because of tourism and retiree spending
- Minority population expected to increase from 27% in 2010 to 33% by 2040
- Individuals are either not leaving home or moving back e.g. funemployment

Other Trends of Relevance

- Declining & aging labor force as numbers of those 60+ years of age increases, related aging issues will require services & activities e.g. health services
- For most of our counties that are a part of the Western Slope (Region 11- Garfield, Mesa, Moffat, Rio Blanco, Routt County & Region 12-Eagle, Grand, Jackson, Pitkin & Summit), the number of those 60+ years of age is projected to go from about 61,471 in 2010 to 136,353 by 2030
- Baby Boomers working longer because they need to/want to

Source: State of Colorado Demography Office

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Other Trends of Relevance

- Statistically significant relationship across the states between increasing unemployment & decreasing housing values, impact of lag in property tax values
- Faster growth expected in Western Colorado over the next 10 years because of its smaller economies (many small businesses) compared with metropolitan areas e.g. due to tourism in counties like Garfield
- Those industry sectors funded by the state grew e.g. health care, government and even education & utilities grew some, while the following 5 job sectors that generally pay average to below average wages and typically involve discretionary spending: construction, retail trade, manufacturing, administration & waste and accommodation & food services suffered the greatest job losses

Source: State of Colorado Demography Office

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Other Trends of Relevance:

For Routt, Jackson, Grand, Eagle, Summit, Pitkin & Lake Counties

Top 5 Industries by Size	Top 5 Fastest Growing Industries
Educational Services	Administrative & Support Services
Local Government	Hospitals, Private/Public
Food Services & Drinking Places	Crop Production
Hospitals, Private/Public	Animal Production
State Government	Social Assistance

Source: <http://lmigateway.coworkforce.com>

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Other Trends of Relevance: The Focus of U.S. K-16 Education

- Accountability that is equity, data & standards-based
- Teacher effectiveness
- Academic standards
- College readiness-balancing access with student success
- College outcomes, increased number of completers
- Job & life skills/readiness
- Rewarding competencies & excellence vs. simply time spent learning or “in-seat”
- Partnerships to ensure seamlessness & efficiency of K-16 systems

.....▶ Source: CQIN, REMAIR, Strategic Horizons, etc.

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Other Trends of Relevance

EDUCATION AND TRAINING PAY

UNEMPLOYMENT RATE IN 2009

15% 10% 5% 0

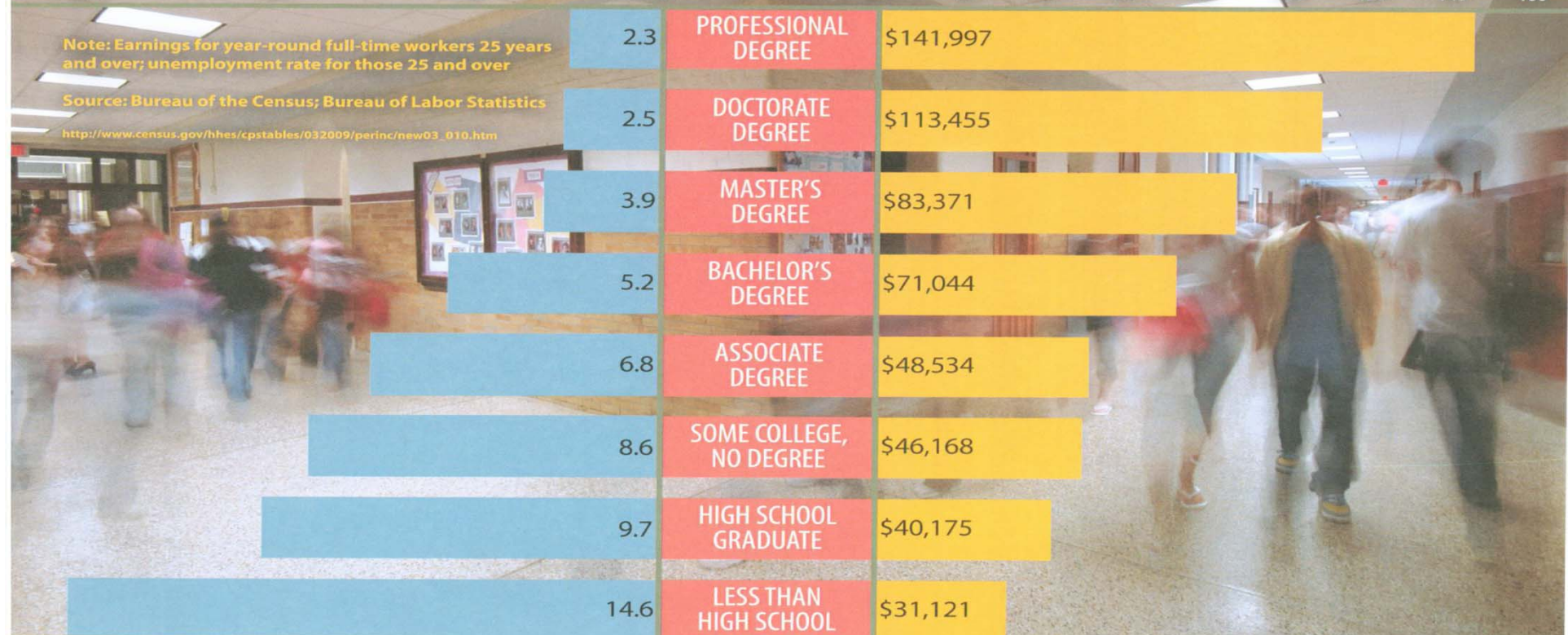
Note: Earnings for year-round full-time workers 25 years and over; unemployment rate for those 25 and over

Source: Bureau of the Census; Bureau of Labor Statistics

http://www.census.gov/hhes/cpstables/032009/perinc/new03_010.htm

MEAN EARNINGS IN 2008

0 20 40 60 80 100 120 140 160



What does this mean?

- **Unemployment is expected to stay at higher levels than pre-recession for at least the next few years**
- **Slow job growth is expected (including the job sectors with the greatest losses) as discretionary spending increases**
- **Western Slope is expected to experience faster growth due to tourism, etc.**
- **Property tax hit expected over next couple of years**
- **Aging population, older workers**
- **Individuals with Bachelor's degrees are more likely to be employed and earn a better living than those with lower levels of education**



What does this mean for CMC?

- CMC's service area is currently lacking a physical institution that offers four-year degrees
- Unemployment rates will likely continue to drive individuals to seek college degrees
- Top 5 industry sectors build a case for four-year degrees in Business & Teacher Education
- Surveys of our communities and students conducted about a year ago indicated that Business, Teaching, Health Care (another top industry sector), Science, Resort Management and Environmental Studies related four-year degrees were of most interest to our constituents, with a majority of respondents across the surveys indicating that the college should offer four-year degrees



What does this mean for CMC?

- One College Teams have been doing the initial work of researching and planning for how CMC can seek state & HLC approval for implementing Bachelor's degrees at the college e.g. New Program Development, Program Review, Teaching & Learning, Fiscal Impact, Facilities, Student Support, Marketing & Recruiting, Colleague, Already Done It, Foundation, Process Review and Faculty Recruitment
One College Teams
- More targeted surveys of our community/students were recently done: "Potential Bachelor's Degrees at CMC and Your Needs" Survey and a survey of School Superintendents & Principals in our service area regarding Teacher Education



What does this mean for CMC?

Some Data from “Potential Bachelor’s Degrees at CMC and Your Needs” Survey

- The survey close date was 11/18/10-Some Faculty requested that the survey be kept open longer, so they could ask more students to take it
- The survey was administered via email to past & present CMC students, as well a sample of community members from our service area
- 2,220 respondents to the survey as of 11/19/10
- When asked: Would you enroll in a Bachelor's degree in Business at CMC? They responded as follows:

“Yes”	775
“Not Sure”	561



What does this mean for CMC?

Some Data from “Potential Bachelor’s Degrees at CMC and Your Needs” Survey

- When asked: Would you enroll in a Bachelor's degree in Sustainability Studies at CMC? They responded as follows:

“Yes”	488
“Not Sure”	717

What does this mean for CMC?

Some Data from “Potential Bachelor’s Degrees at CMC and Your Needs” Survey

- When asked: Would you enroll in a Bachelor's degree in Teacher Education at CMC? They responded as follows:

“Yes”	474
“Not Sure”	421

What does this mean for CMC? Some Data from “Potential Bachelor’s Degrees at CMC and Your Needs” Survey

- Drilled down on the “Yes” responses by degree type, semester they wish to enroll, number of credits they’d be transferring (see attached Excel spreadsheets for data)

What does this mean for CMC?

Some Data from “Potential Bachelor’s Degrees at CMC and Your Needs” Survey

- Response to “How many transfer credits do you have towards a Bachelor's?”

Transfer Credits

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 (0-15)	414	22.9	32.9	32.9
	2 (16-44)	249	13.8	19.8	52.7
	3 (45-60)	264	14.6	21.0	73.7
	4 (61-120)	103	5.7	8.2	81.9
	5 (120+)	228	12.6	18.1	100.0
	Total	1258	69.7	100.0	
Missing	System	547	30.3		
Total		1805	100.0		



What does this mean for CMC? Some Data from “Potential Bachelor’s Degrees at CMC and Your Needs” Survey

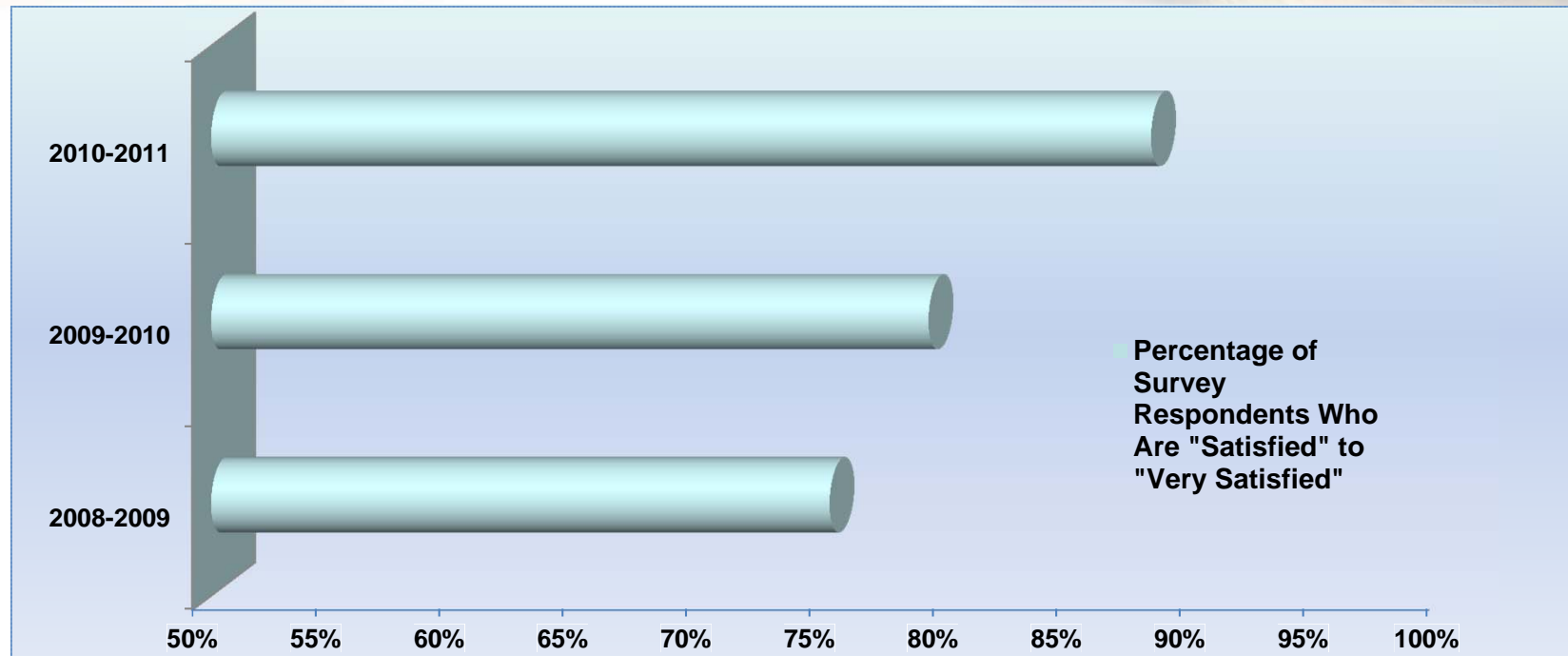
- Response to “Are you a Business Owner?”

“Yes”	519
“No”	1,091

- Majority said they would hire a graduate from CMC’s potential Bachelor’s programs

What does this mean for CMC? Some Data from “Potential Bachelor’s Degrees at CMC and Your Needs” Survey

- High satisfaction with CMC suggested by this survey:



Next Steps

- **Discuss further analysis/use of final survey data**
- **Questions/discussion by One College Teams regarding their team recommendations for 11/29/10 presentations to CLT**
- **Survey n= 1,893 as of today**
- **Analyze/share final data from this survey at 11/29/10 CLT, as well as Teacher Education Survey data**
- **One College Teams present research/implementation plans at 11/29 CLT**
- **Follow through on implementing recommendations approved by CLT**
- **Survey those respondents who provided contact information before February 2011 (& RATS) with even more targeted questions regarding their intent towards a B.A. once the college has determined where it is going to offer which degrees and when etc. e.g. to better get at tuition rates, willingness to pay, etc.**

