



**Aims CC**  
**AQIP Quality Highlights Report**  
**August 2017**

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## Introduction

Aims Community College (Aims CC) is submitting this Quality Highlights Report with an emphasis on its institutional commitment to AQIP and continuous quality improvement. Since receiving the Systems Appraisal Feedback in February of 2017, stakeholders from every department and division have worked to strengthen the institution within a new organizational structure. This report addresses key improvement initiatives, action projects, and major achievements since our last Systems Portfolio submission in 2016. In addition, this report also provides evidence regarding how the institution has responded to the strategic challenges provided through the feedback from the HLC peer reviewers in the 2017 Systems Appraisal. This report contains relevant links to support documents published on the Aims CC website and references documents provided in the Comprehensive Quality Review Google Drive folder.

## Overview and Background

For 50 years, Aims CC has delivered high quality and affordable education to Weld County. Aims CC is a public two-year, open enrollment, associate degree and certificate granting college. The College has four campuses in Northern Colorado, with the main campus located in Greeley, and the other satellite campuses located in Loveland, Fort Lupton, and Windsor. Additional locations include the Aims Flight Center, as well as several high schools (due to the growing concurrent enrollment partnerships): Colorado Early Colleges in Fort Collins, District 6 Early College High School, Windsor Charter Academy and Windsor High School. The College offers 200 degree and certificate programs with more than 4,000 daytime, evening, weekend, and on-line course offerings each year. The courses are designed to provide credit for transfer to a four-year university and/or to certify students to step directly into the workforce.

In 2015-16, according to the IPEDS 12-month enrollment, unduplicated headcount was 7,540 students with 3,356 Full-Time Equivalent students. More than half of the student population is female, with 66% under the age of 25. Aims CC continues to attract a sizable minority population with a 37% overall minority population, 31% of which are Hispanic. Minority populations include students from Nigeria, Peru, and a large refugee population. Residents in the Aims CC service area have a high utilization of Financial Aid, with 75% of first-time, full-time students receiving some type of assistance. To support its mission, Aims CC invests in faculty, with 108 full-time and 236 part-time instructors, ensuring a low 16:1 student/faculty ratio. Currently, the College has 29 administrators and 223 full-time staff.

Since the portfolio submission, Aims CC has begun a new planning cycle to develop the strategic plan for 2018 – 2023. As a part of this process, the President and Board re-examined the College's Purpose, Vision, and Mission, and officially amended them in February of 2017. Later in the year, the Board noted that the mission statement was missing the key word, "diverse" because it was inadvertently omitted. Since the word diverse so strongly reflected the values of the board and College, the mission was amended a second time in August of 2017 adding the word diverse to the statement. As part of the strategic planning cycle, the Vision was updated to read, "First Choice: The Recognized Leader in Learning and Student Success." The mission statement now declares the College will fulfill its Purpose to "Build a Stronger Community" by "providing knowledge and skills to advance quality of life, economic vitality, and overall success of the diverse communities we serve."

In addition to the purpose, vision, and mission revisions, the Board of Trustees asked the President to complete a review of the values. This is a process that was previously undertaken as part of the previous strategic planning cycle six years ago. The President asked the College Council to create a subcommittee to lead the development of the new values through a college-wide vetting process. The initial set of twenty values were developed as part of the President's Listening Tour and other college-wide events such as Conversation Day. This list of values is

currently being refined by the Values Subcommittee through a series of workshops with employees and students throughout August 2017. The Values Subcommittee is due to present ranked lists to the College Council for review in September of 2017 with the intent of finalizing the College Values in October of 2017.

Aims CC is dedicated to the Learning-Centered College philosophy where learning experiences, instructional approaches, and academic-support strategies are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students. Because the AQIP philosophy aligns with the Learning-Centered College focus, Aims CC formally embraced continuous improvement as an AQIP institution in 2005. However, there has been a learning curve involved in this shift to AQIP. The first few years of the new pathways brought numerous opportunities to educate the institution on the principles of continuous quality improvement. While the beginning years of this accreditation cycle didn't show much growth in the development of the maturity of continuous quality improvement initiatives, there was a substantial attitudinal shift in the understanding of the employees that has now begun to pay off in dividends. The involvement of all employees in the Aims mission to educate students and improve the institution has been incorporated through a series of AQIP projects over the last decade. Early projects brought successful improvements to the College and focused on Valuing People, Supporting Institutional Operations, and Helping Students Learn. Since admission into the AQIP pathway, Aims CC has submitted two Systems Portfolios and had its accreditation [reaffirmed 2010-2011](#). Recently, a series of continuous quality improvement projects have begun that are being undertaken in addition to those reported in order to continue the organization's growth. Aims CC has now developed a firm foundation and an established momentum to move forward with the AQIP pathway.

### **Significant Change in Leadership and Realignment for Student Success**

Several major events occurred within a year of each other that greatly impacted Aims CC and its culture. First, Aims has recently undergone significant changes in leadership. Dr. Leah L. Bornstein was named as the sixth president and CEO of Aims CC on Aug. 1, 2015, by the Aims Board of Trustees. Dr. Bornstein brings more than 25 years of experience in higher education through a variety of leadership and management roles. She is known nationally for her work on boards and commissions such as American Association of Community Colleges (AACC) and Continuous Quality Improvement Network (CQIN). The change in the presidency preceded several other changes at the Executive Leadership level. The College cabinet was reorganized to include the Vice President of Academic Affairs (VPAA), the Vice President of College and Community Relations (VPCCR), the Executive Director of Communication and Public Information, the Vice President of Administrative Services (VPAS), the Vice President of Student Affairs (VPSA), the Executive Director of Human Resources, and Chief Information Officer. (The Executive Director of Human Resources, and Chief Technology Officer were new additions to the cabinet membership.) Corresponding with the writing of the Systems Portfolio in 2016, there was noteworthy turnover in leadership, particularly with those at cabinet-level positions. The Vice President of Academic Affairs began in June 2016. The Vice President of Administrative Services retired in December 2016 and an interim filled the position until the recent start of the current VPAS in July 2017. The Vice President of Student Affairs position is currently vacant and an interim has filled the position. The College appointed a new Chief Information Officer in July of 2017. Currently all but one of the [Cabinet members](#) have served in their position for less than two years.

Second, as a result of feedback from a listening tour, Dr. Bornstein and the Cabinet members implemented an organizational-wide realignment focused on position functionality and information regarding student learning on July 1, 2016, leading to 22 new staff positions with many of the positions filled with new employees. With these changes came a functional shift in many areas and divisions of the College. A college-wide business process review (BPR), [declared as an](#)

[Action Project](#), was also implemented to strengthen the effectiveness of the realignment. Thus, many processes, procedures, and protocols were examined concurrently with the writing of the Systems Portfolio. While a variety of processes have been documented and improved, there are still a variety of BPRs which are ongoing at this time. The ultimate goal of each BPR is the implementation of refined processes, documentation of processes, and the incorporation of direct measures. (An example of a BPR can be found in **Appendix A**.)

Third, in the Fall of 2016, Aims CC began the process of developing a new Strategic Plan, which includes the adoption of a new mission, vision, and value statements. The College completed the 2014 - 2017 Strategic Plan and put in place a one-year transition period in preparation for the 2018 - 2023 plan. The 2018 - 2023 strategic planning process has a defined process and timeline to completion (see **Appendix B**). As discussed above, the new mission and vision statements were announced in February 2017, and the Board of Trustees voted on shaping the new Values and Strategic Plan with a launch date of 2018. In August of 2017, the Board voted to approve three new Strategic Goals as the frame of the new Strategic Plan. Additionally, the Board of Trustees and President are working on a comprehensive review and update of College policies and procedures. This year, the focus will be on defining the process and timeline, creating the templates, and updating [Board policies 0-99](#). Over the next three to five years, the College leadership will complete the updates for the remaining policies.

### **Summary of Feedback from the 2016 Systems Appraisal Feedback Report**

The Feedback Report focused on the three strategic challenges: Assessment of Student Learning, Measuring Performance and Benchmarking, and the use of Systems and Processes. This report will respond to these themes. Due to space constraints, the report provides additional evidence through numerous links to information outside of the portfolio. These are provided because it was noted upon receipt of the Feedback Report that Systems Portfolio links were not functioning due to a website update in late 2016. Therefore, the appraisal team's judgments may have been based exclusively on information available in the Systems Portfolio with vital information supporting criteria and categories not available via the links. Thus, it appears that information regarding the breadth and depth of assessment of student learning may not have been fully considered. Aims CC has corrected the issue with the portfolio links and would like to encourage the upcoming visit team to reexamine evidence provided in the portfolio.

As an AQIP institution, Aims reviewed the report carefully for areas related to the Criteria for Accreditation, with a particular focus in the areas where the reviewers provided specific feedback which required further information and evidence. The College concurs with the reviewers that it has made noteworthy progress in several Core Components which were rated strong (1B, 1C, 1D, 2A, 2B, 2C, 3A, and 5A). The College looks forward to identifying processes and direct measures for continuous improvement in the sub-components ranked as adequate (1A, 2D, 2E, 3C, 3D, 4A, 4C, 5B, and 5D). The College has respectfully requested clarification from the reviewers regarding evidence in 5.C and 5.D as the feedback appears to be a duplication. However, clarification has not been received. Thus, we are unsure about whether the unclear/incomplete ranking for 5.C is accurate. In this update, attention is particularly focused on the four subcomponents ranked as unclear or incomplete (3B, 3E, 4B, and 5C).

## **Institutional Responses to Strategic Challenges**

### **Strategic Challenge 1: Assessment of Student Learning**

Aims CC has committed itself to assessing student learning through a robust and comprehensive academic and co-curricular assessment plan that focus on continuous improvement across the institution.

#### ***Academic Assessment***

After receiving feedback in 2013 from the HLC peer reviewers, the College compiled a list of 20 Opportunities and Outstanding Opportunities (O's and OO's) related to academic assessment identified in that report. This list framed the College's work around academic assessment from 2014-2016. Because academic assessment at the College had been challenged by several starts/stops and failure to close the loop prior to this feedback, the approach to changing the College's culture was paramount to moving forward with meaningful academic assessment.

In 2013, the College reassigned a full-time faculty to the role of Director of Academic Assessment. A road map was designed to address the list in a systematic manner. The first few projects included creating 1) a Student Learning Assessment Team (SLAT) composed of faculty and administration, 2) determining Common Learning Outcomes (CLOs) which were established through a college and community-wide vetting process, 3) improving institutional culture pertaining to academic assessment, 4) purchasing assessment recording software (LiveText) to collect academic assessment results institution-wide, and 5) educating the faculty on the value of academic assessment in improving student learning.

As with many institutions, faculty had been slow to warm to the value of academic assessment and many viewed it as "necessary" work imposed by HLC for compliance. Over the last four years, through diligent effort, the culture at the College transitioned from one of negativity and resistance to one that embraced academic assessment as an effective tool to continually improve the College's curriculum and student learning. The College is proud of this transition.

In 2014-15, five common learning outcomes were identified by surveying the College and community. Following the adoption of the five CLOs, the SLAT worked on creating and piloting institutional rubrics. Sub-teams were created to work on each of the rubrics using the [Liberal Education and America's Promise](#) (LEAP) value rubrics established by the Association of American Colleges and Universities as a baseline. The Student Learning Assessment Team modified the LEAP rubrics to create the [Aims CC CLO Rubrics](#). Once the rubrics were created, faculty from a variety of disciplines piloted the rubrics and subsequent modifications were made from the pilots. The College held PHAT (Pure Hour of Assessment Time) Fridays, Assessment Boot Camps, individual training, group trainings, LiveText training, college-wide meetings, and department meetings to increase understanding and reduce fear around academic assessment, addressed in the [Aims Signature Magazine \(Issue 3, 2016\)](#).

Institutionally, change of culture was necessary among the faculty and administration. In 2013, there was one struggling project in English that assessed 20 students randomly. At the end of 2015, 75% of all academic departments were participating in assessment. (Refer to **Appendix C** to see the 2013-2020 plan for Academic Assessment which outlines the plans at that time.)

Since Fall 2015, Aims CC continued to engage in programmatic assessment, and expanded into institution-wide academic assessment. In order to facilitate this culture of change, the Office of Academic Assessment shifted from implementing CLO assessment institution wide and began to engage faculty at the program level. Working at the program level allowed faculty to take ownership of assessment and to increase their knowledge of assessment and the role it plays in

the teaching and learning process. In doing so, the Office of Academic Assessment focused on working with programs to develop their mission statements, program learning goals, and program learning outcomes.

All academic programs have assessed student-learning outcomes at the course, program, and/or institutional levels. The Office of Academic Assessment has facilitated the development of 100% programmatic mission statements, 100% program goals, 100% of program learning outcomes, and 97% of curriculum mappings. All curriculum maps are posted on each department's webpage, for example:

- <http://www.aims.edu/academics/aviation/>
- <http://www.aims.edu/academics/agriculture/>
- <http://www.aims.edu/academics/cis/>

In Spring 2017, 100% of academic departments participated in assessment. In 2016-17 faculty completed 4,497 total assessments, reflecting a 29% increase from 2015-16. In Summer 2017, the Arts and Science faculty initiated the first phase of mapping Aims' CLOs across the AA & AS degrees. Based on this curriculum map, the Arts and Science division have created assessment plans to be implemented for Fall 2017. More detailed information about the Academic Assessment plan can be reviewed in the responses to Criteria 4.B.

Aims CC would like to reinforce the commitment to meaningful student learning assessment across all programs. Academic assessment plans and reporting cycles have been a requirement since assessment geared up in 2014. The Office of Academic Assessment has purposefully developed a Plan-Do-Check-Act cycle for the entire assessment process. In addition, assessment reporting forms have included a 'closing the loop' or 'check and act' section where faculty identify areas for improvement and document plans to make adjustments based on the data reviewed. (This plan is referenced in **Appendix D**, and can also be viewed in the [Assessment Resources](#) section of the Aims CC Academic Assessment page.)

### ***Co-Curricular Assessment***

Prior to 2017-18, the focus of co-curricular assessment had been on operational effectiveness. Operationally, units were collecting and assessing operational data, reviewing external benchmarks and setting targets. Beginning in 2017-2018, the Student Affairs Division will focus on developing comprehensive assessment plans that, in addition to the operational effectiveness, will include Common Learning Outcomes (CLO's) and Program Learning Outcomes (PLO's). The Student Affairs Division will use the Council for the Advancement of Standards (CAS Standards) to determine learning outcomes for each unit based on the six CAS domains. (Please see the co-curricular assessment cycle listed in **Appendix E**.) These learning outcomes will be mapped to the five institutional CLO's as appropriate. In addition to referencing the Aims developed rubrics, the original LEAP value rubrics for the five CLO's will also be used in order to better meet the assessment needs within all student support services. For PLO's that do not map to the CLOs, the LEAP value rubrics and the State of Colorado rubrics will be used to assess learning within student support services. Several Student Affairs units will begin data collection during Fall 2017 with additional units added during the five-year implementation cycle. (Please see the timeline for units to implement their first cycle in **Appendix F**. Please note the timeline for the tentative units is still under development and will be finalized during the 2017-18 year as part of IR's five-year plan.) The goal of each comprehensive assessment plan is that each unit will employ at least one CLO within their assessment plan, with all five CLO's represented throughout the Student Affairs Division.

During 2017-2018, the Institutional Research (IR) office will assist all Student Affairs units in completing a CAS self-assessment of their unit. The initial self-assessment will provide a baseline

for each unit and help determine areas of strength and weakness. From this initial self-assessment, additional comprehensive assessment plans will be developed that will include operational and student learning outcomes. Each unit will develop a five-year plan with yearly reviews/updates to make sure the five-year goals remain valid and attainable. Five-year and yearly reviews will help to inform budget planning so any funding needs can be addressed through the budgeting cycle. Data collected through the comprehensive program review will inform the strategic planning process and the institutional core measures (discussed below).

## Strategic Challenge 2: Direct Measures

After receiving the feedback from the 2016 Systems Portfolio, Aims CC has worked on three primary initiatives to guide developing performance goals and measures to inform continuous quality improvement efforts. These three initiatives include the creation of 1) Core Measures, 2) an Integrated Program Review (IPR) process, and 3) a process for systematically gathering the processes, results, and improvements already in place at Aims.

First, Aims CC recognized the importance of having a set of [institutional core measures](#) to inform continuous quality improvement efforts and institutional effectiveness. In late 2016, Academic Affairs leadership worked together to develop five institutional core measures: Access, Retention, Learning, Completion, and Impact. (These closely mirror the key categories found in National Community College Benchmark Project and the Voluntary Framework of Accountability.) These measures are currently being established and refined to ensure the benchmarks, targets, and baseline definitions are appropriate.

Each Core Measure has a benchmark and a current performance indicator. Throughout this year, the College will be identifying a target goal. Core Measure: **Access** pertains to how well the College is reaching out to its service area and underserved populations, presently measured by the headcount reported officially to IPEDS, with the three-year previous average as the benchmark. The second Core Measure: **Retention** measures how many students return each year from fall to fall, using the IPEDS Fall Enrollment retention rate as the current performance, and the previous three-year average as the benchmark. Core Measure: **Learning** focuses on how well the students are performing in areas of the institution-wide CLOs. Presently, the institution measures current performance as the amount of students who have reached the level of achievement established during the development process (“Arriving” or “Arrived”). The Core Measure: **Completion** helps the institution determine whether students are attaining their goals. The current performance is measured as the graduation and transfer rates reported to IPEDS, with the previous three-year average as the benchmark. The final Core Measure: **Impact** centers on how the College is affecting the community. The current performance of institutional impact is measured by the economic impact on the community in Fiscal Year 2015-2016, determined by an Economic Impact Study completed by Economic Modeling Specialists International (EMSI) in early 2016. The benchmark established is the previous economic impact study conducted in fiscal year 2013-2014. All College efforts are aligned to one or more of the five core measures of institutional effectiveness, with the central focus of the core measures as helping students learn.

In an effort to expand the definitions and include direct and indirect measures through a variety of systematically-aligned methods for each measure, the institution will be developing the “roll up” measures to the Core Measures in 2017-2018. Examples of roll-up direct measures for administrative, academic, and student services may include quantitative reports on timeliness and accuracy of financial reports, stakeholder participation numbers and percentages, and a host of other measures depending upon the outcomes and objectives established for the department. Examples of direct measures for student learning include exams/tests, papers, projects, presentations, portfolios, and performances as identified by the academic and co-curricular assessment planning forms found in **Appendix D** and **Appendix E**. Concurrently with the development of the “roll up” measures, the College will be implementing an institution-wide



dashboard on a SAS platform to democratize all the data so data-informed decisions can be made for the College.

A second initiative is the newly-developed Integrated Program Review (IPR) process, which is part of the “roll-up” effort described above, and will be aligned with Aims CC’s core measures of effectiveness. Integrated Program Review will consist of a set of core indicators based on best practices and institutional data needs. The current program review process is conducted on a five-year rotating cycle, which is predominantly narrative-driven. The College recognizes the opportunity to improve this process and to use data to inform its work. The current program review does not provide the College the opportunity to incorporate core indicators and with planning for continuous quality improvement. The purpose of the new Integrated Program Review is to provide a snapshot of the viability and quality of credit and non-credit instructional programs, and to serve as a tool to inform program planning, development, improvement, and budgeting.

The IPR will assist programs in being proactive to changing economic and enrollment trends, instead of being reactive. For programs to be responsive to changing circumstances, the viability and quality indicators will be produced annually and monitored as part of a multi-year planning cycle. In addition to the IPR core indicators, programs will be guided to include program-specific indicators as appropriate. Examples of the direct and indirect alignment can be seen below:

**Table 1: Integrated Program Review**

<b>IRP Key Indicators</b>	<b>Aims Core Measures</b>
<b>Total Credit Hours</b>	Access
<b>FTE Produced</b>	Access/Retention
<b>Average Class Size</b>	Access/Retention
<b>Course Completion Rate</b>	Retention
<b>Course Success Rate</b>	Retention
<b>Student Contact by Full-Time Faculty</b>	Retention/Completion
<b>Faculty Productivity FTE</b>	Retention/Completion
<b>Student Learning Outcomes</b>	Learning
<b>No. of Graduates</b>	Completion
<b>Student Success (VE 135)</b>	Completion/Impact
<b>Workforce Demand (CTE Office)</b>	Completion/Impact
<b># of Majors/ # Declared</b>	Access
<b>Student Contact by Full-Time Faculty</b>	Retention/Completion/Learning

A third initiative Aims CC has developed is a tracking/reporting mechanism for continuous quality improvement efforts using a Process, Results, and Improvement (PRI) reporting form. (Please see **Appendix G**). The purpose of this form is to document key high-level processes, track processes and changes made to processes, identify the data used to inform the decisions including baseline, benchmark and target data, assess current processes using this data, determine and record changes to processes, as well as reasons why the changes were implemented, determine if the changes worked, and assess what future steps are required for a given process. The PRI form will ultimately provide supporting documentation in key areas for the College, such as strategic goals, core measures, AQIP categories, unit goal(s) or outcome(s), and criteria for accreditation. (Please see **Appendix H** for an example of a completed project using the PRI method.)

### **Strategic Challenge 3: Systems/Processes**

Aims CC mission and vision statements, values, strategic goals, and core measures of institutional effectiveness provide the foundation for the College's activities and processes. The College leadership recognized the gap with the lack of systematic processes in the development of the 2016 Systems Portfolio. Under new College leadership and organizational realignment, the development of institutional systematic processes has become a priority.

Using the division and institution-wide procedures, as described in Strategic Challenge 2, Aims CC has also begun work to ensure processes are formally documented using the Process-Results-Improvement method. The result of using the PRI method to establish and formalize processes will guide Aims in making data-informed decisions. Stemming from this, there has also been the formalization of division processes into formal Standard Operation Processes (SOPs). In addition to the over-arching institutional Policies and Procedures manual, the SOPs are a set of step-by-step instructions compiled by each division to help employees carry out standard division operations. The purpose of the SOPs is to achieve efficiency, quality output, and uniformity of performance, while improving communication and compliance. (A sample of an Academic Affairs SOP list is found in **Appendix I**.)

### **Institutional Responses to Unclear and/or Incomplete Criteria**

**Criteria 3.B.5:** "The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission."

Reviewers' Comments:

"The College did not address this sub-component in the portfolio."

Update/Action Steps:

Because Aims Community College is a learning college, Aims provides professional development money to enrich faculty experience in and outside of the classroom. **Appendix J** lists contributions including websites, conference presentations, poetry readings and events, art exhibits, written publications, and other off-campus awards. From 2015-2017, faculty and staff were able to access up to \$1,500 annually per person to attend/participate in professional development. For 2017-18, the available amount has been raised to \$1,750 and is expected to be increased to \$2,000 in 2018-2019.

Faculty, staff, and students contribute to the creation of a variety of works that are published or displayed in campus-sponsored events and publications. (Please also see the list of faculty contributions listed in Appendix J.) For example, the Aims Creative Writing Club hosted the **Aims Arts Night** (February 2016), an event open to Aims students, faculty, and staff. The event featured creative writing, music, visual, and performing arts, with scheduled and open mic readings and performances. Numerous students, faculty, and staff have also exhibited artwork at a number of art shows held on the Loveland Campus. These shows include *Textures, Gestures, and Flow I-V*, *Plein Aire Art Show*, and the *Aims Holiday Art and Gift Flood Benefit Sale*. The Ed Beaty Hall Art Gallery (Greeley Campus) has also housed exhibitions by numerous students and faculty over time.

Aims publications include **The Aims Review** and **Signature Magazine**. *The Aims Review* is a literary publication for and by Aims faculty, staff, and students to showcase paintings, photographs, poems, and short stories. Currently in its 7<sup>th</sup> Volume, this publication provides featured artists with an outlet for their work and provides students with experience in the submission, editing, and publication processes. *Signature Magazine*, "the annual teaching and learning magazine," includes articles by faculty and staff. With themes like "Student Success:

Increasing Completion and Transfers” and “Learning First: Create, Collaborate, and Evaluate,” this is a resource exploring best practices, trends in education, and aspirations for our institution’s future. In addition to creating and publishing works for Aims shows or Aims publications, faculty participate in the creation of knowledge far beyond Aims CC, as featured artists in exhibits in Greeley, Loveland, and Denver, by attending and presenting at regional and national conferences, by publishing poetry, peer-reviewed research articles, and more. In late October of 2017, Aims will host the Two-Year College English Association, Southwest regional conference (TYCA-SW). The TYCA-SW organization serves community college English instructors in the Colorado, Texas, New Mexico, Oklahoma, Arkansas, and Louisiana. The goal of the conference is to engage Aims instructors in collaboration and conversation with other regional institutions, to provide professional development to faculty, and to meet BOT goals of enhancing Aims’ image.

**Criteria 3.E.2:** “The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.”

Reviewers’ Comments:

“Aims CC did not address this component in the portfolio.”

Update/Action Steps:

In 2017, Aims CC, as part of an ongoing strategic planning process, revised its mission statement, which states that our purpose is to “Build a strong community” by “providing knowledge and skills to advance the quality of life, economic vitality, and overall success of the communities we serve.” The co-curricular programs at Aims are mission-driven with a focus on providing opportunities for students to connect classroom experiences to learning and skill building outside of the classroom. In the Student Leadership and Development (SLD) department, several co-curricular programs underscore knowledge and skill building specifically related to community engagement and service learning. For example, the Catalyst Program is a selective leadership program focusing on developing skill and knowledge sets related to leadership, connectedness, and cultural competency within the community. Additionally, student club and organizational involvement also focus on community engagement and service learning with a similar focus. Lastly, to help broaden students’ sense of community and the myriad forms for which individuals can build strong communities, the Aims Student Leadership and Development department recently developed an Alternative Spring Break program for students specifically grounded in building strong and safe lesbian, gay, bisexual transgender and queer (LGBTQ) communities.

During 2016-2017, SLD tracked the total number of students who participated in community service (271); the number of students who participated in community service in student clubs (259); the number of students who participated in community service not as club members (12); the total number of volunteer hours (862.51); and the number of community service volunteer sites (78). SLD mission-driven community engagement programs offer meaningful results concerning building strong, diverse communities. Results of the current process, however, demonstrate an opportunity for improvement by better aligning program assessment, evaluation, and new program development with more robust professional standards.

As seen in other areas of the Aims CC System Portfolio, the Office of Student Leadership and Development also embraces opportunities for more robust assessment and program evaluation. Beginning in 2017-2018, SLD will work to develop and implement a five-year assessment plan that follows a Plan-Do-Check-Adjust cycle. This assessment plan, addressed in depth in B.2., will encompass assessment standards established by the Council for the Advancement of Standards in Higher Education (CAS) and will require development of direct measures of student learning as it relates to community engagement specific to institutional CLOs. Additionally, in direct line with CAS, SLD is currently acquiring technology that will support a more “manageable process

for gathering, interpreting, and evaluating data.” These process improvements will allow Aims to understand better the nuance and uniqueness that community engagement and service learning has on students’ educational experiences and on their ability to embody critical components of the Aims mission to “Build a stronger Community.”

**Criteria 4.B:** “The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.” (Feedback in 4.B.1, 4.B.2, 4.B.3, and 4.B.4 revolves around the rate of implementation, co-curricular assessment, and insufficient evidence that the practice is in place for all programs.)

Reviewers’ Comments:

4.B.1 “The College’s effort to establish outcomes and assessment practices for all programs is underway; however, Aims CC’s rate of implementation is somewhat slow. The College states that it plans to deploy assessment of its CLOs across all programs by AY 2019-20.”

4.B.2 “Aims CC does not present evidence in the portfolio that assessment of the achievement of learning outcomes for its co-curricular offerings is occurring.”

4.B.3 “There are plans to incorporate CLOs into curriculum maps for general education programs, and to use assessment results to inform curricular improvements; however, the portfolio provides insufficient evidence that this practice is in place for all programs or that a commitment to the model has been adopted.”

4.B.4 “Aims CC’s plans for student learning assessment appear to be based in good practice and intent. With guidance from assessment staff, chairs, and faculty design assessment projects that target specific program learning outcomes and align common learning outcomes. However, these plans do not clearly extend to the co-curriculum and are not yet in place across all academic programs.”

Update/Action Steps:

The Office of Academic Assessment has amended the 2015-2020 Updated Assessment Plan to address feedback from the 2017 Systems Appraisal Feedback Report to increase the rate of deployment of assessment across the College. In doing so, Aims CC has made great progress developing curriculum maps for its academic programs. The curriculum maps are the foundation for sustainable and meaningful assessment across the College. (Please see links above as examples of program curriculum maps posted to each program website).

**Table 2: Curriculum Mapping Progress**

	Mission Statement	Program Goals	Program Learning Outcomes	Curriculum Maps
CTE (A.A.S) Programs (n=37)	100%	100%	100%	97%
Arts and Science Departments (n=10)	100%	100%	100%	100%
PE	100%	100%	100%	100%
AAA	100%	100%	100%	N/A
Total (n=49)	100%	100%	100%	98%

Academic programs have utilized the ‘Plan-Do-Check-Act’ cycle for assessing student learning. Programs will be able to develop a customized, meaningful assessment schedule based on each program’s learning outcomes and program’s structure. Customized assessment schedules will be documented and formalized starting Fall 2017 for CTE, AA, and AS. The customized, meaningful assessment schedule lays out two- to three-year plans for assessing student-learning outcomes

for an individual program. The assessment schedule identifies where and when student-learning outcomes are assessed, when data from the assessment will be analyzed, and when and what semester the intervention will be implemented to improve student learning.

In 2016-17, as part of the continuous improvement process to institutionalize assessment at Aims CC, faculty completed 4,497 total assessments. This is a 29% increase from 2015-16. In addition, there has been a 12% increase in the number of course sections that have implemented student-learning assessment projects.

**Table 3: Summary of Total Assessments**

Academic Year	13-14	14-15	15-16	16-17	15-16 to 16-17 change
<b>Total Assessments Completed*</b>	353	415	3,487	4,497	29%

*\*Note: this is a duplicated headcount. Source: Office of Institutional Research & Assessment*

In addition, Aims CC has had an increase in the percentage of faculty who have participated in in assessment of student learning. In 2016-2017, Aims had a 4% increase in the number of full-time faculty who participated in assessment from 2015-2016. Part-time faculty have maintained a 9% participation in academic assessment.

**Table 4: Faculty Participation in Assessment**

Status	Fall Term	2013	2014	2015	2016	Fall 15 to Fall 16 change
<b>Full-Time</b>	Unduplicated Faculty Participation	2	14	43	47	9%
	IPEDS Official Unduplicated Faculty *	96	101	108	108**	0%
	Percentage of Faculty Participating	2%	14%	40%	44%	4%
<b>Part-Time</b>	Unduplicated Faculty Participation	2	9	22	21	-5%
	IPEDS Official Unduplicated Faculty *	307	202	239	245**	3%
	Percentage of Faculty Participating	0.7%	5%	9%	9%	-

*\*Aims only officially reports fall term faculty to IPEDS.*

*\*\*Base count was amended to include people who are classified as staff, but teach part-time.*

*Source: Office of Institutional Research & Assessment*

As previously discussed, the Office of Institutional Research (IR) and the Student Affairs (SA) division have developed a process to help co-curricular programs build robust operational and academic assessment plans. The IR and SA offices will continue to track operational activities related to retention, graduation, programming for at risk populations, and support for academic programs. Additionally, assessment of student learning within the co-curricular programs will be collected and used to evaluate programming. (**Appendix E** describes the process to be used across all non-academic units.)

In Spring 2017, 100% of academic departments participated in assessment of student learning at either at the course, program, and/or the institutional levels. Several programs/departments used time during the year to analyze data from previous semesters to make improvements to their programs. For example, in Fall 2016, the English department reviewed previous assessment results and determined that documentation was an area that needed to be addressed. In doing so, the English department held a "New MLA Guidelines training" session for faculty.

Beginning in Spring 2017, the Office of Academic Assessment initiated the process of mapping the A.A., A.S. degrees. The first phase of the mapping process includes aligning Aims' Common Learning Outcomes (CLOs) along with General Education Outcomes with a set of core A.A. and

A.S. courses. Fall 2017 is focused on continuing to develop and implement assessment projects at the program and departmental levels.

**Criteria: 5.C.2** - "The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting."

Reviewers' Comments:

"The College has broadly defined the phases of its strategic planning process; however, the processes used to align budgeting, planning and evaluation of operations are not described, nor is there a link evident between assessment of student learning and Aims CC's budgeting processes."

Update/Action Steps:

The budget serves as the link between the long-term goals of the College and resource allocation, a mechanism for setting priorities and a plan of action. The Board of Trustees' current priorities are translated into three long-term goals:

1. Prepare Aims CC for the learning needs of current and future students.
2. Continue to improve and enhance the image and reputation of Aims CC.
3. Attain long-term financial, operational, human, and environmental sustainability of Aims CC.

The budget development process begins with the distribution of budget guidelines and instructions to the cost center administrators. The budget process is designed to allow the formulation of resource needs by faculty, staff, and administrators. Budget information sessions are held to share information, present assumptions and rationale used to develop the annual budget, and to receive feedback from faculty and staff. An open budget workshop for the Aims Trustees is also included in the budget development process.

During the development process, departments are required to identify the proportion of personnel and operating budget requests that align with each of the Board's defined long-term goals. Budget decisions are made along organizational lines with Cabinet formulating final strategic recommendations. The Board of Trustees formally adopts the College's operating budget and approves an update of the current year operating budget.

Specifically, based on the Systems Appraisal Feedback, the College recognized that the process related to budgeting and student learning outcomes needed improvement; therefore, the Integrated Program Review process will be used to strengthen the connection. In order for programs to be responsive to changing circumstances, the viability and quality indicators are reported annually and monitored as part of a multi-year planning cycle.

The final annual budget for the current fiscal year demonstrates a linkage to the long-term goals established by the Trustees. As noted above, the first Board long-term goal focuses on ensuring the College is prepared to serve the learning needs of our current and future students. For the 2016-2017 fiscal year, 58% of our general fund budget has been aligned with this goal.

## Conclusion

Aims CC is continuing its growth in its journey of continuous quality improvement. The College is looking forward to the upcoming on-site visit as part of our Comprehensive Evaluation.

The College believes the reviewers will find that Aims CC has taken the HLC's feedback seriously and has made significant progress in a short time in addressing the strategic challenges. Regarding Strategic Challenge 1, the Aims CC Office of Academic Assessment and Institutional Research have worked diligently to refocus the academic and co-curricular assessment processes to increase faculty and staff participation and produce more results that will be used for course, program, and institutional changes. While still in the results stage of Academic Assessment and in the process development stages of co-curricular assessment, the trajectory for both assessment programs is on track with expected results within the timeframes indicated in Strategic Challenge 1. For Strategic Challenge 2, various committees, the President, the Cabinet, and the Board of Trustees have stressed the importance of developing Institutional Direct Measures for the college to measure its performance with the creation of Core Measures, an Integrated Review Process, and also the establishment of a Process-Results-Improvement form. Each of these initiatives were developed to ensure Aims CC has a complete set of processes, that the processes use direct measures that align with the core measures, and that decisions made regarding the process are linked to the measures established. Finally, for Strategic Challenge 3, with the work addressed in Strategic Challenge 2, Aims CC will be using the PRI method to outline, refine, and document improvements made at the institution. The development of the division-wide Standard Operating Processes (SOPs) will provide the process documentation and mapping for knowledge transfer of systems and processes at the College. The SOP and PRI initiatives will aim to achieve improved efficiency, quality output, and uniformity of performance throughout the institution.

For further information, please find below links to our student handbook, college policies and procedures, and college catalog:

<https://www.aims.edu/student/studentlife/docs/Aims-Student-Handbook.pdf>

<http://www.aims.edu/inside/policies/manual/index.php>

<http://catalog.aims.edu/>

The required student opinion survey has been successfully completed and this report accompanies the Federal Compliance filing. The College welcomes the opportunity that the consultative feedback from our peer-reviewers will provide. Aims CC is eager to design improvement projects which will help the College meet its Strategic Goals as the work continues to enhance the quality of life through education.

**Appendix A: Example of BPR**

Timeline	Major Tasks	Person(s) or Workgroup Responsible	Key Performance Indicators	Communication Needed	Change Management Strategies
Begin May 9	Communicate Progress of Business Process Review	Alex	Communication begins	BPR Webpage, Communicate with other 3 campuses, AIMS Daily posts project Progress and information	Inform community of changes that will be coming, Inform community of success of first BPR
Begin May 9	Meet with Leadership, Finalize approval hierarchy	Bob (project Champion)	Leadership supports project progress, Approvals are finalized	Inform leadership of status of project, Inform project team members of approval	Approval standards are in place
Begin May 9	Establish an email acct, possibly PURCHASING, that allows any of SAs to access it – Use for users to send info to Purchasing	(IT) Andria	Email account is working	Inform all users of new email address & how it is to be used	Begins to establish process as system-based rather than person-based
Complete between May 9 - June 6	Work with Bank to use functionality for P-Cards, Consider loading P-Cards with approved funds only, Pilot P-Cards Groups: Facilities & Library	Patty Facilities (Doreen) – will be 1st pilot, Library (Russell) – after edits to process, 2nd pilot	Only 5% of FOAPs incorrect on Reqs & P-Card statements, All staff P-Card transactions are posted by 20th of each month	Inform all P-Card users of new process including why, the end result, & steps to follow, Inform constituencies this is 1st step in moving to electronic processing	Communicate with & train administrative assistants
Complete by May 15	Research policies & procedures for decentralizing Receiving & partial payments	Carrie	Confirmed and approved policies	Communicate research results	Work with Marketing as needed
Complete by May 23	Remove extra space on current POs using FormFusion®	IT (Andria)	No extra space		
Complete by May 31	Confirm how can change policies and procedures over summer	Bob & Ann	Able to change procedures over summer, If no, resume procedure changes for September	Communicate results, Works with Marketing (Bethany)	Training and communication
Complete by July 1	Chart of Accounts revised, Default FOAPs selected	Mary, Chair, Patty, Russell, & Doreen	Simplified Chart of Accounts complete	Communicate changes to AimsCC stakeholders	Work with Marketing as needed to communicate effectively
Complete by July 1	Approvals finalized	Executive Council	Approvals completed	Communicate changes to ACC stakeholders	Work with Marketing as needed
Complete by July 1	Policies revised or developed	Carrie	Policies completed and communicated	Posted on web for reference	Work with Marketing as needed



Appendix B: Strategic Planning Process Timeline

		<b>DRAFT 2018-2023 Strategic Planning Process Timeline</b>																			
		<small>Revised 4/25/17 by USA</small>																			
		Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Jul-18
1	BOT begins discussion regarding College mission, vision, values, key customers		█	█																	
2	LAUNCH—Review of environmental scan data (employees, BOT)			█																	
3	BOT action new College mission, vision, values, key customers			█																	
4	College identifies strategic directions/themes (Cabinet & College Council)				█	█	█	█													
5	Ver strategies/themes externally (community organizations, advisory committees, etc.) & internally (students & employees) (College Council)							█	█	█	█										
6	Edit and cul information/feedback (Cabinet)								█	█	█										
7	BOT action on strategic directions/themes for plan									█	█	█									
8	College brainstorms objectives, outcomes, and measures within divisions led by Cabinet member								█	█	█	█	█	█	█	█					
	HLC site visit											█	█								
9	Edit and cul information/feedback (Cabinet)											█	█	█	█	█					
10	Ver objectives, outcomes, and measures to College community for input/feedback (standing committee meetings, Aims Daily, etc.) (College Council)												█	█	█	█					
11	Edit and cul information/feedback (Cabinet)													█	█						
12	Communications dept begins to develop marketing collateral														█	█	█	█	█	█	█
13	Cabinet holds tactical discussions with divisions/departments (including person responsible, resources needed, completion date, feedback loop, etc.)														█	█	█	█	█	█	█
14	Edit and cul information/feedback (Cabinet)															█	█	█	█	█	█
15	AVP—AA & ED IR & A work to complete accreditation crosswalk (optional)														█	█	█	█	█	█	█
16	Cabinet completes Policy & Procedure cross-walk (optional)															█	█	█	█	█	█
17	Update with any needed inclusions from HLC accreditation site visit response [??]															█	█	█	█	█	█
18	Final edits and final draft completed (Cabinet & College Council)																█	█	█	█	█
19	Presentation to BOT on Strategic Plan																		█	█	█
20	<b>IMPLEMENTATION—July 1, 2018</b>																				█

**Appendix C: 2013-2020 Academic Assessment Plan**

<b>Year</b>	<b>Tasks</b>	<b>Activities</b>
<b>Academic Year 2013-2014</b>	<p>Task 1: Establish CLOs through a collaborative process with faculty, staff, students, and stakeholders.</p> <p>Task 2: Create a culture of inquiry around academic assessment.</p> <p>Task 3: Establish assessment training for faculty.</p>	<p>Surveyed key stakeholders to identify potential CLOs.</p> <p>Sent team to HLC Assessment Training.</p> <p>Established Assessment Academy and LiveText Training, PHAT Fridays</p> <p>Established Faculty assessment coach</p>
<b>Academic Year 2014-2015</b>	<p>Task 1: Establish CLOs rubrics through a faculty-led team.</p> <p>Task 2: Continue changing the culture to one of inquiry</p> <p>Task 3: Pilot CLO rubrics.</p> <p>Task 4: Brainstorm and determine CLO placement in general education courses.</p>	<p>Established SLAT committee.</p> <p>Identified five CLOs</p> <p>Developed CLO rubrics</p> <p>Chair of Academic Assessment hired.</p> <p>Assessment Coordinator position established</p> <p>Developed rubrics for Aims' CLOs</p>
<b>Academic Year 2015-2016</b>	<p>Task 1: Develop a program/ department mission statement/ Learning Goals/Learning Outcomes/Curriculum Map</p> <p>Task 2: Continue development of assessment projects focusing on course/program and/or institutional levels.</p>	<p>Office of Academic Assessment facilitated discussions with departments to develop curriculum maps</p> <p>Revised assessment planning and reporting forms</p>
<b>Academic Year 2016-2017</b>	<p>Task 1: Develop a program/ department mission statement/ Learning Goals/Learning Outcomes/Curriculum Map</p> <p>Task 2: Develop Two-Year Assessment Schedule for programs</p>	<p>Office of Academic Assessment facilitated discussions with departments to develop curriculum maps</p>
<b>Academic Year 2017-2018</b>	<p>Task 1: Continue two-year assessment for all programs/departments.</p> <p>Task 2: Align assessment with institutional Program Review.</p>	<p>Develop customized, meaningful assessment schedules based on each program's learning outcomes and program's structure</p> <p>Curriculum maps posted on department webpages</p> <p>Program are focused on program and CLO level assessment (Fall 2017)</p>
<b>Academic Year 2018-2019</b>	<p>Task 1: Continue two-year assessment for all programs/departments.</p> <p>Task 2: Review program assessment schedules and make revisions.</p>	
<b>Academic Year 2019-2020</b>	<p>Task 1: Develop and complete comprehensive assessment of CLOs across all programs/departments.</p>	

## Appendix D: Academic Planning Assessment Form



### Aims Community College Assessment Planning and Reporting Form

**Instructions:** Complete a separate form for each assessment project (learning outcome) you will assess during the upcoming academic year/ semester and submit to Office of Academic Assessment.

Academic Year: \_\_\_\_\_ Semester of Assessment: \_\_\_\_\_

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Length of Project: \_\_\_\_\_

Program or Department: \_\_\_\_\_

Course(s) Number, Name, & Section: \_\_\_\_\_

Lead Faculty: \_\_\_\_\_

Participating Faculty: \_\_\_\_\_

#### Outcomes

Student Learning Outcome(s):

Will this assessment assignment use a Common Learning Outcome (CLO) rubric? Yes: \_\_\_\_\_ No: \_\_\_\_\_

If yes, which one? \_\_\_\_\_

Other: \_\_\_\_\_

#### Form of Assessment

Type of Assessment: \_\_\_\_\_ Other: \_\_\_\_\_

Formative: \_\_\_\_\_ How many times: \_\_\_\_\_ Summative: \_\_\_\_\_

<b>Planning For Assessment: <i>(fill out beginning of project)</i></b>	<b>Learning From Assessment: <i>(fill out end of project)</i></b>				
<b>Research Question:</b> <i>(Should be related to a learning outcome, what do you know about your student's learning?)</i>	<b>Research Answer:</b> <i>(What did you learn about your students?)</i>				
<b>Description of Assessment Project</b>	<b>Success for Students:</b> <i>(Was the target met? Why or why not?)</i>				
	<table border="0"> <tr> <td style="text-align: center;">Yes:</td> <td style="text-align: center;">No:</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>	Yes:	No:		
Yes:	No:				
<b>Data Collection Procedure:</b> <i>(ex: LiveText)</i>	<b>Analysis and Interpretation / Reflection on Results or Trends:</b>				
<b>Criteria for Success for Students:</b> <i>(Ex: 80% of students to score 75% or better on assessment)</i>	<b>Plan for Improving the Assessment Process and/or Student Learning:</b> <i>(Closing the loop)</i>				

## Appendix E: Co-curricular Process

1. Determine or review primary functions of the unit – primary functions are high level activities that are core to the unit and the College. The Student Affairs Division will use the Council for the Advancement of Standards (CAS Standards) to determine learning outcomes for each unit based on the six CAS domains, and will be used to determine primary functions and in others the expertise of those working within the unit will guide the primary functions. These learning outcomes will be related to the five institutional CLO's when possible
2. Review and/or develop unit mission and vision. The goal will be to represent the unit clearly and make sure the mission, vision, and values align with the institutional mission and vision.
3. Review and/or develop objectives, goals and measures for all primary functions and sub-functions. This includes developing learning outcomes for the area where possible. Program level learning outcomes will be the focus, but when possible, the college-level learning outcomes will be used. Objectives will be tied to the five core measures as well as and division and department outcomes. Where possible external measures will be considered to provide external benchmarks.
4. Review and/or develop tools and rubrics to collect measures. Determine baseline measures if possible and if baseline measures are not available determine the best timeline for collecting baseline information. Review historical data to show historical trends. Determine yearly targets and the final five-year target. Where available, external benchmarks will be used in developing targets or for an additional benchmark.
5. Determine an action plan for implementation. The first-year action plan will be developed along with a general outline for the next four-years. Each year data will be reviewed and the implementation plan will be modified based on results. If changes to processes need to occur before the end of the cycle, the action plan will be modified and steps 3 and 4 will be reviewed to make sure the data elements are relevant and add additional measures where needed. Plan is loaded into campus labs.
6. Each year a summary of the prior year will occur. This will be a summative assessment of the year but will part of the formative assessment of the five-year cycle. Information will be used to evaluate the metrics, make sure we are on target to meet the final target, make changes where necessary and update the next year plan. Yearly report is loaded into campus labs along with measures, additional evidence and artifacts.
7. At the end of the five-year cycle a full program review will occur and all metrics will be compared to targets and external benchmarks. As part of the full review, a discussion of activities, functions, metrics, modifications, and targets will be discussed. Recommendations for the next five-year cycle will be completed. Final report is loaded into campus labs along with measures, additional evidence and artifacts.
8. Repeat the cycle using information collected and recommendations made from the prior five-year cycle.

## **Appendix F: Co-curricular Timeline**

Year one 2017-18:

Student Success programs – only advising

Student leadership and Development – includes student activities, catalyst, and first year experience.

Academic Resource Center – includes library services, tutoring services, supplemental instruction, and computer commons.

Institutional Research and Assessment – includes institutional research, grants, assessment of student learning, program review, new program feasibility, and accreditation.

Impact Programs – includes TRIO grants, CORE program, and Emerging Scholars

Year two 2018-19:

Additional student success programs – includes testing services, career services, student counseling

Disability Access Center

Student Behavior

Faculty Teaching and Learning Center

Online learning

Tentatively: Recruiting

Tentatively: Loveland Campus

Year three 2019-20:

University Collaborations

Pre-College pathways – includes Early College High School, dual enrollment programs, adult basic education, and intensive English

Workforce Development and Community Partnerships

Tentatively: Academic Affairs areas like academic divisions

Tentatively: Operational assessment within academic programs

Tentatively: Windsor Campus

Tentatively: Fort Lupton Campus

Year four 2020-21

Tentatively: Communications and Public Information Office

Tentatively: Government Affairs

Tentatively: Foundation – includes fundraising, donor interest, and alumni engagement

Tentatively: Call Center

Tentatively: Admissions, Records, and Registration

Tentatively: Facilities and Operations

Tentatively: Information Technology

Year five 2021-22:

Tentatively: Student Financial Assistance

Tentatively: Financial Services

Tentatively: Human Resources. Legal office, and Campus Safety and Security

**Appendix G: Process, Results, and Improvement Form**



Process – Results – Improvement

Please use this form to document your key processes within your unit/department. Key processes are high level processes considered primary to your function. The purpose of this form is to track processes, changes made to processes, reasons why the changes were implemented, did the change work, what the steps for this process are in the future. This form is intended to collect a summary of information to help others understand how processes work and why changes were implemented and if the changes worked. If there is additional documentation please attach the information to this form and it can be uploaded to our document repository.

<b>Process # (Accreditation Office will fill in)</b>		<b>Date Submitted:</b>	
<b>Name of Process:</b>		<b>Department:</b>	
<b>Process Owner(s)/Department:</b>	<b>Process Mapping Steward (Department member overseeing mapping):</b>	<b>Process Documentation Team Member(s):</b>	
<b>Status of the Process:</b>			

The following section is for reporting how the process fits into the structure of the college and our accreditation requirements. Additionally, you may have unit goals or outcomes that this process supports. Your process may not support all areas but if this is a key process, it should support a majority of the following sections.	
<b>Strategic Goal(s)</b> Prepare Aims for learning needs of current and future students Improve and enhance Aims' image and reputation Attain long-term financial, operational, human and environmental sustainability of Aims	
<b>Core Measure(s)</b> Access, Retention, Learning, Completion, Impact	
<b>AQIP Category</b> Helping students learn Meeting student and other key stakeholder needs Valuing employees Planning and leading Knowledge management and resource stewardship Quality overview	
<b>Unit Goal(s) or Outcome(s)</b>	
<b>Criteria for Accreditation</b> 1. The institution's mission is clear and articulated publicly; it guides the institution's operations. 2. Integrity: Ethical and Responsible Conduct 3. Teaching and Learning: Quality, Resources, and Support 4. Teaching and Learning: Evaluation and Improvement 5. Resources, Planning, and Institutional Effectiveness	



Process – Results – Improvement Method

The following boxes have instructions on completing the three sections of the PRI map. The first section asks for a description of the process. This description does not need to have all details but the important steps within the process so those who must use the process can follow the steps but might need additional instruction for special cases or exceptions. The second part is to discuss the measures used to monitor the process. These results should be used to inform the process as well as those who are interested in the process. Those interested might include the users, the consumers, administration and the community. The final step is to use the results from the process to discuss any improvements made or any improvements that will be made over the next cycle.

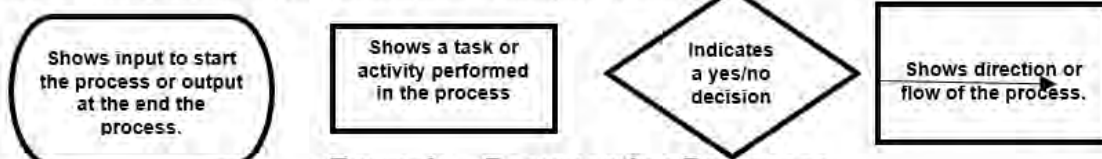
PROCESS (P)
<p>"Processes" are the methods by which faculty and staff complete their work—both academic and administrative. Process documentation allows us to explain how work is accomplished. Process (P) items ask for documentation of the who, when, where, how and why for key institutional processes. This section should be used to explain at a high level how a process is completed. The following questions should be considered as you complete this section:</p> <ul style="list-style-type: none"> <li>• What steps are needed to complete the process?</li> <li>• Who is responsible for this process?</li> <li>• Who is/are the consumer(s) of the process?</li> <li>• Who is impacted by the process?</li> <li>• What is the cycle for this process i.e. When does the process happen?</li> <li>• Where or within which parts of the college is the process used?</li> <li>• Why is the process key to the unit and the college?</li> <li>•</li> </ul>
<p><i>[Limit to 1 page or less]</i></p>



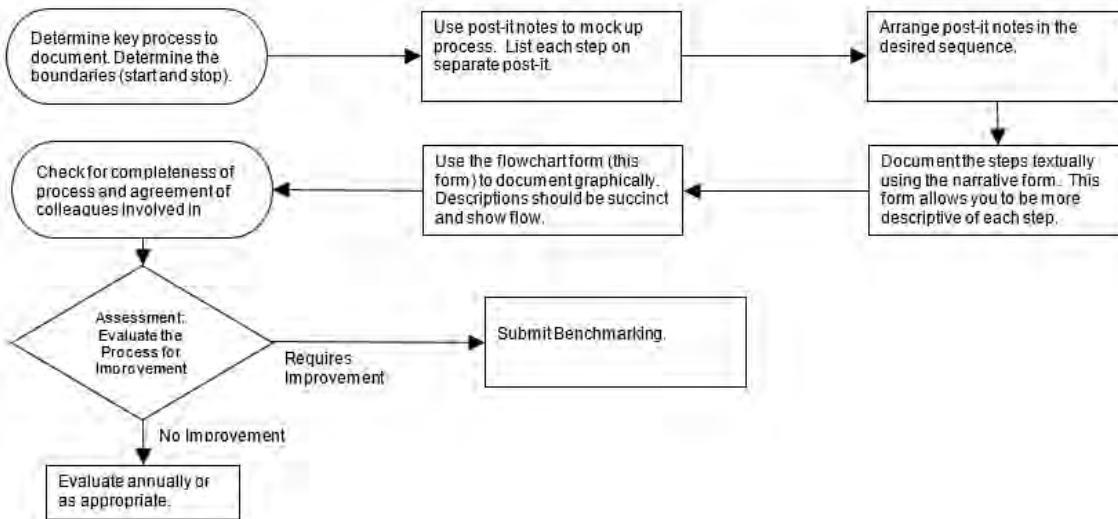


### Process Map Symbols and Examples

Symbols are selected from Microsoft Word, Drawing Menu (Autoshapes ► Flowchart)  
Lines are selected from Microsoft Word, Drawing Menu (Autoshapes ► Connectors)



### Example – Documenting Processes





Process—Results—Improvement Method

**RESULTS (3)**

The result section provides an opportunity to discuss how the process impacts the college, unit, and stakeholders of the process discussed above. This is where measures collected are discussed. This is also where you should provide information about who collects the data, how results are shared, and how the process is working. The key questions for this section should be:

- How do you know the process is working?
- How do you know that this is the best process?
- How do you know that the process is doing what it should be doing?
- How do you know that the consumer of the process is benefitting from the process?
- What is the return on investment or cost-benefit of this process?
- Are all intended consumers equally served through the process? And how do you know?
- What percentage of the consumer base are using the process?
- If changes have been made, how do you know there was an improvement? What was the baseline, what was the target, and what was the final outcome?

*[Limit to 1 page or less]*

*For each measure, please provide the following information: your **Starting/Baseline** data – this may be last year's data, or if this is a new process, you may not be starting with any data at all; your **Target/Goal** data – this is your goal, usually set internally by the department for the end of the period you set, **Benchmark** data – benchmarks are usually external, national, and/or peer data, for example the graduation rate at a peer college; and your **Final/Actual** data – this is what you actually accomplished in your time period. This is what you will use to measure against your target and benchmark data.*

Measure Name	Start/Baseline	Target/Goal	Benchmark	Final/Actual
1.				
2.				
3.				
4.				

**IMPROVEMENTS (3)**

This is where improvements to the process are discussed. These improvements may have been implemented during the implementation of the process or may be implemented over the next 1 to 3 years. The improvements should be based on data collected and discussed in the results section. If a process is meeting its intended outcomes then the next phase may be to continue tracking and following-up.

*[Limit to 1 page or less]*

## Appendix H: P-R-I Example

**Process:** In 2017, Aims CC, as part of an ongoing strategic planning process revised its mission statement, which states that our purpose is to “build a strong community” by “providing knowledge and skills to advance the quality of life, economic vitality, and overall success of the communities we serve.” The co-curricular programs at Aims are mission-driven with a focus on providing opportunities for students to connect classroom experiences to learning and skill building outside of the classroom. In the Student Leadership and Development (SLD) department, several co-curricular programs underscore knowledge and skill building specifically related to community engagement and service learning. For example, the Catalyst Program is a selective leadership program that focuses on developing skill and knowledge sets related to leadership, connectedness and cultural competency within the community. Additionally, student club and organizational involvement also focus on community engagement and service learning with a similar focus. Lastly, to help broaden students’ sense of community and the myriad forms for which individuals can build strong communities, the Aims Student Leadership and Development department recently developed an Alternative Spring Break program for students specifically grounded in building strong and safe LGBTQ communities.

**Results:** During the 2016-17 year, SLD tracked the total number of students who participated in community service (271), the number of students who participated in community service in student clubs (259), the number of students who participated in community service not as club members (12), the total number of volunteer hours (862.51), and the number of community service volunteer sites (78). SLD mission-driven community engagement programs offer meaningful results concerning building strong diverse communities. Results of the current process, however, demonstrate an opportunity for improvement by better aligning program assessment, evaluation, and new program development with more robust professional standards.

**Improvement:** As seen in other areas of the Aims CC System Portfolio, the Office of Student Leadership and Development also embraces opportunities for more robust assessment and program evaluation. Beginning in academic year 2017-18, SLD will work to develop and implement a five-year assessment plan that follows a basic Plan-Do-Check-Adjust cycle. This assessment plan, addressed in depth in B.2., will encompass assessment standards established by the Council for the Advancement of Standards in Higher Education (CAS) and will require development of direct measures of student learning as it relates to community engagement specific to institutional CLOs. Additionally, in direct line with CAS, SLD is currently acquiring technology that will support a more “manageable process for gathering, interpreting and evaluating data.” These process improvements will allow Aims to understand better the nuance and uniqueness that community engagement and service learning has on student’s educational experiences and on their ability to embody critical components of Aims mission to build a stronger community.

Department	Department Chair	Course offered internship/service learning/clinical	Name/Number with	Service learning/ Internship
<b>Accounting</b>	Ellen Swieter	Tax Help Colorado Practicum - ACC 133 (1 credit)		This course is a Service Learning experience for students as they prepare tax returns for free to low income Weld County residents. In the fall semester, students complete the course of instruction on how to prepare the returns and then in the spring semesters, students run the entire Tax Site and put their learning into practice as well participate in service learning.
<b>Accounting</b>	Ellen Swieter	Internship - BUS 281 (2 credits)		Students obtaining the Accounting AAS Degree have an elective option to take the internship if they have no prior work experience. Students are placed in an office environment (a variety of companies) that supports the functions of the Accounting curriculum.
<b>Agriculture</b>	Amy McFarland	ASC 100		Students take a field trip to Innovative Foods in Evans, Colorado to learn more about processing and tour (back and front) a processing plant.
<b>Agriculture</b>	Amy McFarland	AGE 205		Students take field trips to area farms, commercial and organic, to learn about the management processes.
<b>Agriculture</b>	Amy McFarland	ASC 288		Students take numerous field trips to industry partners, including feed lots, dairy production facilities, poultry farms and commercial and organic farms to familiarize themselves with all areas of the Ag industry.
<b>Agriculture</b>	Amy McFarland	All courses		Guest speakers (from industry) come into the class room to speak with students about industry issues and provide a wider variety of knowledge, while allowing students to ask more specific questions.
<b>Agriculture</b>	Amy McFarland	ASC 288		Students pursuing the Animal Science AAS Degree must complete an internship (worth up to 12 credits) to obtain practical work experience within the industry

<b>Agriculture</b>	Amy McFarland	AGB 180		Students pursuing the Agribusiness AAS Degree must complete an internship (worth up to 12 credits) to obtain practical work experience within the industry
<b>Agriculture</b>	Amy McFarland	AGP 280		Students pursuing the Production Agriculture AAS Degree must complete an internship (worth up to 12 credits) to obtain practical work experience within the industry
<b>Agriculture</b>	Amy McFarland	All courses		Students participate in service learning by volunteering for organizations and events such as the Colorado Farm Show, Adams County 4-H Ag Day and Centennial Village Baby Animal Days.
<b>Architectural</b>	John Mangin	AEC 280 6 Credits	1-	Internship/work-based learning opportunities with various industry partners
<b>Business Technology</b>	Ellen Swieter	Internship - BUS 281 (2 credits)	2	Students obtaining the Business Technology AAS Degree have an elective option to take the internship if they have no prior work experience. Students are placed in an office environment (a variety of companies) that supports the functions of the Administrative Assistance curriculum.
<b>CAD/Engineering</b>	John Mangin	CAD 280 6 Semester credits	1-	Internship/work-based learning opportunities with various industry partners
<b>Comm. Media</b>	Jim Crandall	JOU 280		Internships have been completed at several newspapers, radio stations and television stations
<b>Comm. Media</b>	Jim Crandall	RTV 241, 242, 243		These classes have, for many years, worked with the Weld County Sheriff's Department on a program entitled "Every Fifteen Minutes" which is an anti-drunk driving program aimed at high school students
<b>Comm. Media</b>	Jim Crandall	RTV 280		Internships have been completed at several video production houses and television stations.
<b>Comm. Media</b>	Jim Crandall	RTV 283		Internships have been completed at several audio production houses and radio stations
<b>Comm. Media</b>	Jim Crandall	RTV 285		These are independent study courses many of which have service learning at their core.

<b>Graphic Design &amp; Rich Media</b>	Brian Dunning	MGD 280		Students have interned with various companies in Northern Colorado and nationally. The Internship is designed to give them work experience in their specific degree area, i.e. Graphic Design, Web Design, Web Design & Development, Animation. It is required of all student seeking an AAS Degree.
<b>Marketing/Management</b>	Ellen Swieter	Cooperative Experience - MAN 287 (3 credits)	Work	Students have the opportunity to complete a work coop course that coordinates with a paid position that they already have- students apply concepts from the curriculum during the cooperative work experience.
<b>Process Technology</b>	John Mangin	PRO 280 6 Credits	1-	Internship/work-based learning opportunities with various industry partners

List of projects

Department	Chair	Course Name	Course #	Credits	Description	Addl Service Learning
Automotive	Fred Brown					
		Auto Collision Internship I	ACT 180	5	ACT 180, 181 project-based learning. Students complete a unique automotive project/restoration for a member of the public	
		Auto Collision Internship II	ACT 181	1 to 9		
		Internship General	ASE 282	1 to 5		
Aviation	Eric Himler					Students assist with the annual learn to fly day for community members.
			AVT 102	4	Hands on, in-flight hours. Hours vary based on competency achievement.	
			AVT 104	4		
			AVT 112	4		
			AVT 202	3		
			AVT 203	4		
			AVT 204	2		
			AVT 208	1		
			AVT 210	2		
			AVT 213	1		
			AVT 214	5		
			AVT 215	1		
			AVT 216	4		
			AVT 217	4		

Department	Chair	Course Name	Course #	Credits	Description	Addl Service Learning
			AVT 219	1		
			AVT 222	1		
			AVT 223	1		
			AVT 235	1		
			AVT 236	1		
			AVT 237	1		
			AVT 241	1		
Criminal Justice	Sue Beecher					
		Internship	CRJ 280	6	100 hours working with a criminal justice agency.	
Education/ECE	Christine Wiedeman					Students participate in numerous community projects and write reflection papers for extra credit.
		Internship	ECE 180	5	120-hour internship in an early childhood education facility	
			ECE 280	5	120-hour internship in an early childhood education facility	
EMS	Randy Souther					
		EMT Basic Clinical	EMS 170	1	30-hour hands on experience in the emergency room setting	
		EMT Basic Internship	EMS 181	2	60-hour hands on experience in the emergency services setting	
		IV Therapy Internship	EMS 130	2	10-hour hands on experience in the hospital setting	



Department	Chair	Course Name	Course #	Credits	Description	Addl Service Learning
Fire Science	Randy Souther					
		Fire Prevention	FST 106		Assist with fire prevention activities with Loveland and Berthoud Fire Departments.	
		Wildland Firefighter Internship	FST 280		210 hours hands on experience	
Health Sciences						
		Human Disease	HPR 137			Field trip to cadaver lab
Medical Asst	Cindy Walker					
		Internship	MAP 280	5.5		Students volunteer at the 9HealthFair. Students assist with Aims employee health fair. Students attend the Larimer County Workforce Development hiring workshop.
Nursing	Erika Greenberg (Interim unit Aug. 21, 2017)					
		Medical Surgical Nursing	NUR 106	7*	150 hours hands on internship in a variety of medical settings	
		Fundamentals of Nursing	NUR 109	6*	90 hours hands on internship in a variety of medical settings	
		Obstetric and Pediatric Nursing	NUR 150	6*	90 hours hands on internship in a variety of medical settings	

Department	Chair	Course Name	Course #	Credits	Description	Addl Service Learning
		Adv. Medical Surgical Nursing	NUR 206	6.5*	135 hours hands on internship in a variety of medical settings	
		Psychiatric Mental Health Nursing	NUR 211	4*	60 hours hands on internship in a variety of medical settings	
		Adv. Concepts of Medical Surgical Nursing II	NUR 216	5*	120 hours hands on internship in a variety of medical settings	
		Transition to Nursing	NUR 230	4*	105 hours hands on internship in a variety of medical settings	
Nurse Aide	Heather Brown					
		Clinical	NUA 170	1	30 hours hands on clinical in the nursing home setting	
Paramedic	Randy Souther					
		Paramedic Clinical	EMS 273	4	180 hours hands on internship in the hospital setting	
		Paramedic Internship I	EMS 280	6	270 hours hands on internship in the emergency services setting	
		Paramedic Internship II	EMS 281	6	270 ours hands on internship in the emergency services setting	
Phlebotomy	Cindy Walker					
		Phlebotomy Lecture/Lab	HPR 112		Tour of hospital laboratory	Students volunteer at the 9HealthFair

Department	Chair	Course Name	Course #	Credits	Description	Addl Service Learning
		Internship	HPR 180	4	100 hours hands on internship in a laboratory setting	
Rad Tech	Tracey Warner					
		Internship I	RTE 181	5	224 hours hands on internship in the hospital setting	
		Internship II	RTE 182	5	224 hours hands on internship in the hospital setting	
		Internship III	RTE 183	7	314.4 hours hands on internship in the hospital setting	
		Internship IV	RTE 281	8	360 hours hands on internship in the hospital setting	
		Internship V	RTE 282	8	360 hours hands on internship in the hospital setting	
		Mammography Clinical	RTE 291	3		
		Internship (Transfer Students)	RTE 280	3	This is only used for students who wish to transfer into our program.	
Sterile Instrument Processing	Mark Urso					
		Internship	SPI 181	9	400 hours hands on internship in the hospital setting	
Surgical Technology	Mark Urso					

Department	Chair	Course Name	Course #	Credits	Description	Addl Service Learning
		Internship I	STE 181	4	120 hours hands on internship in the hospital setting	
		Internship II	STE 182	4	120 hours hands on internship in the hospital setting	
		Internship III	STE 183	6	180 hours hands on internship in the hospital setting	
* NUR courses include a mixture of lecture, lab, and clinical/internship hours.						

**Appendix I: Standard Operating ProcessTable, Academic Affairs**

STANDARDS	TITLE	REVIEW DATE	DATE CREATED	PROCESS OWNER
SOP.AA.000	Academic Affairs			
SOP.AA.001	Communication Protocols			
SOP.AA.002	Academic Affairs Leadership Team (AALT)			
SOP.AA.003	Extended Academic Affairs Leadership Team (EAALT)			
SOP.AA.004	Learning Council			
SOP.AA.005	Department Chairs/Directors Council			
SOP.AA.006	Open Forums			
SOP.AA.100	Curriculum Lifecycle			
SOP.AA.101	Curriculum Committee			
SOP.AA.102	Course/Program Approval/Removal Forms			
SOP.AA.103	Catalog Addendums			
SOP.AA.104	Prior Learning Assessment			
SOP.AA.105	Test Out Options for Guaranteed Transfer Courses			
SOP.AA.106	Curriculum Development			
SOP.AA.200	Instruction			
SOP.AA.201	Observation of Instruction			
SOP.AA.202	Faculty Teaching and Learning Center			
SOP.AA.203	Faculty Teaching and Learning Center Core Planning Team: Think Tank			
SOP.AA.204	Course Syllabus			
SOP.AA.205	Cancellation of Course(s)			
SOP.AA.206	Textbook Orders			
SOP.AA.207	Instructional Field Trips			
SOP.AA.208	Early Alert: Starfish			
SOP.AA.209	Grade Sheets			
SOP.AA.210	Additional/Supplemental Equipment and/or Materials Request			
SOP.AA.211	Clinical Sites			
SOP.AA.212	Student Waiver Liability			
SOP.AA.213	Supplemental Academic Instruction			
SOP.AA.214	Tutoring			
SOP.AA.215	Delivery Format			
SOP.AA.216	Online: Quality Matters			
SOP.AA.217	Block Schedules			
SOP.AA.218	Credit to Clock Hour Auditing			
SOP.AA.300	Assessment of Student Learning			

SOP.AA.301	Common Learning Outcome Assessment			
SOP.AA.302	Program Learning Outcome Assessment			
SOP.AA.303	Assessment Cycle			
SOP.AA.304	Assessment Planning Core Committee: Student Learning Assessment Team (SLAT)			
SOP.AA.305	Assessment Planning General Committee			
SOP.AA.400	Program Lifecycle			
SOP.AA.401	New Program Proposal			
SOP.AA.402	Program Feasibility Studies			
SOP.AA.403	Program Review			
SOP.AA.404	Multi-Year Program Plans			
SOP.AA.405	Course Scheduling			
SOP.AA.406	Catalog Review			
SOP.AA.407	Catalog Review for Course/Program Proposal			
SOP.AA.408	Program Marketing Plans			
SOP.AA.409	Program Events			
SOP.AA.410	Course Substitutions			
SOP.AA.500	Faculty Lifecycle			
SOP.AA.501	Faculty Recruiting			
SOP.AA.502	Faculty Hiring			
SOP.AA.503	Faculty Qualifications			
SOP.AA.504	State CTE Faculty Credentials: Initial Application			
SOP.AA.505	State CTE Faculty Credentials: Renewals			
SOP.AA.506	New Faculty Orientation			
SOP.AA.507	Faculty Mentorship Program			
SOP.AA.508	Faculty Due Process			
SOP.AA.509	Full-Time Faculty Planning and Evaluation			
SOP.AA.510	Shared Governance: Faculty			
SOP.AA.511	Department/Program Chair/Director Evaluation			
SOP.AA.512	Faculty Load			
SOP.AA.513	Faculty Professional Development			
SOP.AA.514	Academic Advising			
SOP.AA.515	Sabbatical Requests			
SOP.AA.600	Academic Support Services			

## Appendix J: Faculty Contributions

Contributions to Scholarship, Creative Work, and the Discovery of Knowledge		
Websites Designed and Managed by Aims Faculty (2013-2016)		
Faculty	Website	Details
Bailey, Jennifer (CIS)	<a href="http://profcodegirl.com/">http://profcodegirl.com/</a>	This is a blog where students can subscribe and find opportunities for events and learn about life as a tech.
Brown, Ray (Mathematics)	<a href="http://www.raytoteach.com/">http://www.raytoteach.com/</a>	Ray Brown has created this website to give students access to recorded lectures, study guides, and practice tests ( <a href="http://www.raytoteach.com/">http://www.raytoteach.com/</a> ). He also provides students with videos created by other instructors so students are exposed to a variety of approaches ( <a href="http://www.screencast.com/">http://www.screencast.com/</a> ).
Conference Attendance and Presentations by Aims Faculty (2013-2016)		
Faculty	Conference	Details
Bailey, Jennifer (CIS)	Cengage Learning Conference	Attends on an annual basis
	360andev ( <a href="http://360andev.com">http://360andev.com</a> )	May be presenting as an Android Developer
	“Lightening Talks”	Presented in “Lightening Talks” for women tech makers as a member of Android Altier, a Google Developer Group of female developers based in Boulder, Colorado
	Google Developer Group Global Summit, Mountain View, CA	Attended
	Google I/O, San Francisco, CA	Attended
	GoCode Colorado	Took a team of students to support the state’s open data initiative in encouraging more technology startups in Northern Colorado. A video of Aims students presenting at this conference can be found here: <a href="https://www.youtube.com/watch?v=XV48LoXU6Zk">https://www.youtube.com/watch?v=XV48LoXU6Zk</a> and a photo album of Jennifer Bailey and her students can be found here: <a href="https://profcodegirl.wordpress.com/">https://profcodegirl.wordpress.com/</a>

Bailey, Jennifer (CIS), Brian Dunning (Graphics)	Northern Colorado Google Developer Group	Hosted by Jennifer Bailey here at Aims. Jennifer gave a talk about Android Development ( <a href="https://www.youtube.com/watch?v=i_2hVL4FwdY">https://www.youtube.com/watch?v=i_2hVL4FwdY</a> ) while Brian Dunning showcased 3D printed items created on Aims printers
Barone, Ryan (Director of Student Leadership and Development) and Rachel Veretto (Assistant Director of FYE and Part-time AAA Instructor)	The League for Innovations Learning Summit, 2015	Presented "Fostering a Mindset of Completion: From AAA to Catalyst"
Costello, Chelle (English)	English Honors Society Conference, Minneapolis, 2016	
	Farr Library Poetry Group "Muse" Monthly Meetings	Attended monthly meetings (2015-2016)
	English Honors Society Conference, Albuquerque, 2015	
	Apple Workshop, 2015	
	Writing the Front Range, November 14, 2014	
Crandall, Jim and Farrell, David	National Association of Broadcasters, Las Vegas, NV 2013-2016	Attended
		Attended
Crandall, Jim	Broadcast Education Association, Las Vegas, NV 2014	Attended
	Broadcast Education Association, Las Vegas, NV 2015	Panel Moderator
	Broadcast Education Association, Las Vegas, NV 2016	Panel Moderator
Costello, Chelle and Megan Friesen (English)	National English Honors Society, 2015 and 2016	Attended with some of their students/society members. This conference introduces students to undergraduate work



		through presentations and papers in the field of English Literature.
Easley, Allison (English) and Rebecca Sailor (English and Humanities)	Two-Year College English Association, Southwest, Albuquerque, NM, 2015	Presented <i>Feedback in a Digital World</i>
Farrell, David	Broadcast Education Association, Las Vegas, NV 2013 and 2014	Attended
	Broadcast Education Association, Las Vegas, NV 2015	Presented: <i>Capturing Audio for Video</i>
	Broadcast Education Association, Las Vegas, NV 2016	Attended
Flores, Angel (Part-time Instructor of English)	H.E.R.O.S. Native American Student Retention Conference in Bismarck, ND, 2015	Keynote Speaker
	Alpine University Student Retention Event in Alpine, Texas, 2015	Keynote Speaker
	University of Idaho Student Retention One Day Event in Moscow, Idaho, 2015	Keynote Speaker
	The Terest Farnum Associates Conference on Student Retention in Denver, Colorado, 2014	Workshop Presenter
	The Colorado Black Students Leadership Conference at Denver University, Denver, Colorado, 2014	Workshop Presenter
Hatchell, Lori (Accounting and Business)	TACTY (Teachers of Accounting at Two Year Colleges)	Attended the planning session on October 23 <sup>rd</sup> 2015
Jones, Gina (Accounting)	COCPA (Colorado Certified Public Accountants)	Attended the Faculty Accounting Symposium on Ethics and Changing Trends in Teaching (2015)
Kendall, Mallory (Physics)	American Physical Society, Baltimore, MD, 2015	Presented <i>Monte Carlo Studies of Transitions in Interacting Spacetimes and Scalar Fields</i>
Lee McMains	Colorado Space Grant Consortium Annual Meeting, September	Attended

	2015	
Lee McMains	2:2 Faculty Conference, September 2013, September 2014, September 2015	Serve as State Discipline Chair for FMT (Facilities Maintenance Technology), IMA (Industrial Maintenance Technology), PRO (Process Technology), and PET (Petroleum Technology) prefixes, and serve on committees for other prefixes (e.g. EIC, ELT, ENY, NRE). Chair meetings, align courses with state requirements and institution, student, and industry needs.
Lee McMains	24 <sup>th</sup> Annual eLearning Consortium of Colorado conference, April 2013	Attended
Parsons, Shelly Ray (Mathematics)	Colorado Council of Teachers of Mathematics Conference, 2015	Attended; Serves as the organizations Vice President
Pearson, Denise (AAA)	Rocky Mountain Peer Leadership Conference, 2016	Attended (with Francie Rottini) and brought three student peer coaches
	AAEEBL Western USA Regional Conference, 2014	Presented "Harnessing the Power of the ePortfolio: Transformative Practices in Pedagogy and Assessment"
Reynolds, Cerisa R. (Anthropology)	American Anthropological Association Annual Meeting, Denver, Colorado, November 2015	Presented <i>Teaching Inequality by Teaching Archaeology (or, Fighting Ancient Aliens)</i> in a session hosted by the Society for Anthropology in Community Colleges
	Colorado Council of Professional Archaeologist's Annual Meeting, Estes Park, 2015	Presented <i>Oh Deer! Basketmaker II Bone Tool Industries and Possible Resource Stress in the Durango Area</i> (Presented as first author with Mona C. Charles) (Currently in preparation for submission to <i>The International Journal of Osteoarchaeology</i> ).
	79 <sup>th</sup> Annual Society for American Archaeology Meetings, Austin, TX, 2014	Presented <i>Fragmentation of Late Prehistoric Faunal Remains in Northeastern Colorado</i> . (Presented as first author with Meredith Wismer-Lanoë, Robert Brunswig, and Frédéric Sellet)
Rosbach, Nora (Part-time Instructor of English)	The Rocky Mountain Modern Language Association Meeting, 2015	Presented <i>Sembling, Resembling, and Dissembling: Masquerade and Vacancy in Haywood's Fantomina</i>
Rottini, Francie (AAA)	Rocky Mountain Peer Leadership Conference,	Attended (with Denise Pearson) and brought three student peer coaches

	2016	
	eLearning Consortium of Colorado Conference, 2016	Attended
	eLearning Consortium of Colorado Conference, 2015	Attended
	CCCOOnline's CONNECT to Excellence Conference, 2015	Attended
Sailor, Rebecca (English and Humanities)	Two Year College English Association (TYCA-SW), Frisco, Texas, 2015	Panel organizer for "Engaging Developmental Students"
	Two-Year College English Association (TYCA-SW), Albuquerque, NM, 2015	Presented <i>Digital Feedback</i>
	Conference on College Composition and Communication, Indianapolis, 2014	Attended
Sapp, Kellie	Broadcast Education Association, Las Vegas, NV 2016	Presented: "Serialized Storytelling" on a panel entitled "Don't Miss Our Next Thrilling Episode."
Standerfer, Bill	Experimental Aircraft Association	Presented "Mountain Flying Techniques"
Veretto, Rachel (AAA)	Association	
	Convention, Oshkosh,	Attended
Walter, Jenia (Part-time Instructor of English)	WI 2015	Presented <i>Learning in Two Worlds: Linking Hands-on Skills with Academic Writing—in Action!</i>
	Pueblo Colorado Association of Developmental Education (CoADE), Pueblo, Colorado, 2015	Presented <i>Traversing Uncharted Terrain: Hands-on Learning across the Curriculum</i>
Zamora, Linda (Part-time Instructor for AAA)	HACU Latino Higher Education Leadership Conference, 2015 <a href="http://www.hacu.net/hacu/">www.hacu.net/hacu/</a>	Attended
<b>Poetry Readings and Poetry Events (2013-2016)</b>		
<b>Faculty</b>	<b>Event</b>	<b>Details</b>
Costello, Chelle and Megan Friesen	Poetry Aloud, Centennial Park Library,	They hosted this community poetry event

(English)	September 30 <sup>th</sup> 2015 and October 28 <sup>th</sup> 2015	
Oakley, Evan (Chair of the English Department)	Visions & Voices Art & Poetry Exhibition, Artworks Studio, Loveland, April 17 <sup>th</sup> , 2015	Invitation only reader
<b>Art Exhibits and Gallery Work (2013-2016)</b>		
<b>Faculty and/or Organization</b>	<b>Event</b>	<b>Details</b>
Newton, Stephanie (Show Curator, Art History), Dan Augenstein (Art and Design), Colleen Martin (Graphic Technology)	<i>ELEMENTAL</i> , Tointon Gallery, Greeley Recreation Center, Greeley, Colorado, February 2016	See more information at <a href="http://www.greeleytribune.com/news/19982661-113/in-elemental-art-show-professional-artists-and-art#">http://www.greeleytribune.com/news/19982661-113/in-elemental-art-show-professional-artists-and-art#</a>
Park, Tony (Chair of the Humanities Department)	<i>Traveler's 5: 5<sup>th</sup> International Photo Show</i> , Denver, 2015	
	<i>Kaiser Permanente/Banner Health Masks Exhibit</i> , Fort Collins	The exhibit benefits the Fort Collins Museum of Art
PauKune, Sonya (Art and Design)	<i>Reemergence: Maiden, Mother and Matriarch</i> , Featured Artist and Exhibition Designer at Red Wolf Gallery, Santa Fe Arts District of Denver, February 2016	This exhibit also features work by Chris Warner (an Aims Drawing for the Graphic Novel instructor), and James Hinshaw (a graduate from Aims currently studying psychology and art at the University of Northern Colorado)
<b>Written Publications (2013-2016)</b>		
<b>Faculty</b>	<b>Publication</b>	
Bauer, Aaron (part-time Instructor of English)	Revive. <i>TAB: The Journal of Poetry &amp; Poetics</i> .	
	A Guide to Losing Faith. <i>Poemeloan</i> .	
	On a Train Crossing Eastern Colorado. <i>Apple Valley Review</i> .	
	Unnamed Woman—State Hospital, Michigan. <i>Blue Lyra Review</i> .	
Costello, Chelle (English)	(2015) Proposition. <i>Lipstick Party Magazine</i> . <a href="http://www.lipstickpartymag.com/chelle-costello-proposition/">http://www.lipstickpartymag.com/chelle-costello-proposition/</a>	
Flores, Angel (part-time English)	(2014) <i>50 Things I Wish Someone Would Have Told Me About College</i> .	

Lee McMains	Final report presented by Dr. Tony Hsieh at the 122 <sup>nd</sup> ASEE Annual Conference June 2015. Research Experience for Teachers (RET), Texas A&M, 6/4/14-7/23/14. Worked with community college and high school instructors from around the nation to develop lesson plans in engineering. My research project was “Bridging the Gap – Sensor-Based Automation Across Grade Levels.” Final RET report here: <a href="https://www.asee.org/public/conferences/56/papers/11405/download">https://www.asee.org/public/conferences/56/papers/11405/download</a>
Lee McMains	December 2015. As Affiliate Director for the Colorado Space Grant Consortium, I collaborated with Engineering Academy students to write two final reports for the CO2 Sensor ( <a href="http://spacegrant.colorado.edu/images/Aims_CO2.pdf">http://spacegrant.colorado.edu/images/Aims_CO2.pdf</a> ) and Lander ( <a href="http://spacegrant.colorado.edu/images/Aims_Lander.pdf">http://spacegrant.colorado.edu/images/Aims_Lander.pdf</a> ) projects. I was the project lead for both but am uncredited on the reports because the focus is on the students’ work.
Oakley, Evan (Chair of the English Department)	Not Fade Away. <i>Fort Collins Magazine</i> .
Reynolds, Cerisa R. (Anthropology)	Fighting Ancient Aliens in the Classroom: Restoring Credit to Peoples of the Past in Introduction to Archaeology Courses. <i>SACC Proceedings AAA2015</i> .
	(2015) Analysis of Faunal Remains from 5EP7248. Technical report submitted to Western Cultural Resource Management in August of 2015.
	(2015) Chapter 2. Faunal Analysis. In <i>The Archaeology of the Darkmold Site, 5LP4991. La Plata County, Colorado. A Final Report Volume 2</i> , edited by Mona C. Charles. SHF Grant #12-01-74.
	(2015) Chapter 3. Bone Tool Analysis. In <i>The Archaeology of the Darkmold Site, 5LP4991. La Plata County, Colorado. A Final Report Volume 2</i> , edited by Mona C. Charles. SHF Grant #12-01-74.
	(2014) Chapter 8. A Reanalysis of the North Falls Creek Rock Shelter Faunal Assemblage. In <i>Falls Creek Rockshelters Archaeological Assessment Project – Phase II</i> , compiled by Carl E. Conner, pages 8.1-9.21. Dominguez Archaeological Research Group, Inc.
	(2014) Nineteenth Century Butchery and Transport for a Market Economy: Plum Grove as a Case Study for Commercial Transactions in the Midwestern USA. <i>Anthropozoologica</i> 49(1):47-61. (Cerisa R. Reynolds was the first author on this article; additional authors include Bryan Kendall, William E. Whittaker, and Thomas H. Charlton, none of whom work for Aims)
Sailor, Rebecca (English and Humanities)	Review of “First-Year Composition: From Theory to Practice.” <i>Teaching English at the Two-Year College</i> .
Seemann, Brian (English and Humanities)	(2015) Book Reviews: From Here by Jen Michalski published in Necessary Fiction. Fiction: “No Mississippi.” BULL Fiction; “A Last, First Time.” Spelk; “Gustafson’s Pond.” Noble/Gas Qtrly; “Bring a Ghost to Life.” Wilderness House Literary Review.
	(2014) Book Reviews: In the Season of Blood and Gold by Taylor Brown and A Shelter of Others by Charles Dodd White, published in

	Necessary Fiction. Fiction: "What Comes First?" Mojave River Review 1.2 (2014); "Birthday Boy." Red Savina Review 2.2.
Walters, Jenia (Part-time Instructor of English)	(2015) <i>Building Writing Skills the Hands-on Way</i> . Cengage.
Walton, Erin (Part-time Instructor of English)	Published work in Elephant Journal (2013, 2015); Yoga Connection (2012), and created and edited website content for local organizations including Aims Online Writing Lab and others.
<b>Off-Campus Awards Recognizing Excellency (2013-2016)</b>	
Faculty or Department	Award Details
AAA Program	Recognized by the State of Colorado's Colorado Completes! Campaign in October 2014 as a best practice across the state for completion initiatives. <a href="http://www.aims.edu/about/departments/marketing/news?id=436">http://www.aims.edu/about/departments/marketing/news?id=436</a>
Bailey, Jennifer and Daun Davids (CIS)	They took 2 <sup>nd</sup> place at Google Developer Group of Denver's DevFest (year)
Costello, Chelle and Megan Friesen (English)	Awarded the Ivy League Chapter of Sigma Kappa Delta (Tau Gamma) for the 2013-2014 academic year for the Aims English Honor Society
Ehn, Aileen Rickert (Agriculture)	Distinguished Service Award from the Rocky Mountain Agribusiness Association (2016)
	Distinguished Educator of the Year Award from the Rocky Mountain Agribusiness Association (2015)
Gaudinski, Christine (Chemistry and Natural Sciences)	Excellence in Teaching Award from the Aims Community College Chapter of the National Society of Leadership and Success (2015)
Griffin, Kendra (English), Holly Hartwick (English and Speech), and Rebecca Sailor (English and Humanities)	Recipients of the national 2014 Diana Hacker Two-Year College English Award for Reaching Across Borders for the Aims Writers' Community Program
McCasland, Shannon (AAA)	Selected as a Faculty for the Institute on the First-Year Students Success in the Community College at the University of South Carolina, Columbia, SC, November 6-8 <sup>th</sup> , 2016
	Outstanding First-Year Student Advocate by the National Resource Center for the First-Year Experience (2015)
Lee McMains	Earned a Lean Six Sigma Green Belt Certification (LSSGBC) in January 2016. Certificate No. LSSGB.7503.1
	Awarded certificates of completion for 108 hours of training in the areas of process control, programmable logic controllers, and fluid power.

Oakley, Evan (Chair of the English Department)	Was one of three regional poets honored on April 10 <sup>th</sup> , 2015, at the Loveland Museum and Gallery National Poetry Month inaugural event, for “sustaining poetry in Loveland through the past two decades”
	His poem, “Westerns of the Fifties,” was selected by Loveland’s Poetry Ahead Committee for poster production and exhibition in downtown Loveland
Sailor, Rebecca (English and Humanities)	Won the December 2015 Tri-102.5 “Teacher Tuesday” Award
Seeman, Brian (department)	Fellowship Winner, Writing by Writers Conference, Boulder, Colorado (2015)
Standerfer, Bill (Aviation)	Selected as the Colorado/Wyoming Federal Aviation Administration Safety Team (FAASTeam) Representative (2013, 2014, 2015, 2016); also selected as the FAA Northwest Mountain Region FAASTeam Representative of the year for the second time.
<b>Off-Campus Service by Faculty (2013-2016)</b>	
<b>Faculty</b>	<b>Service Details</b>
Brothe, Mark, Larry Baker, Dan Sisson, Rick Speer, and David Swieter (Automotive Service)	Aims Automotive Service instructors volunteered with “Project Self Sufficiency,” a non-profit group that finds cars for single parent families. Aims Auto Instructors have maintained these vehicles. (2015)
Costello, Chelle (English)	Poetry judge for an SKD conference in the Spring of 2016
	Lead a poetry workshop at ReadCon for the High Plains Library District on October 26 <sup>th</sup> , 2014
Crandall, Jim	Served as judge and competition chair for the BEA King Foundation Festival of Media Arts 2013 and 2014
	Served as judge for the BEA King Foundation Festival of Media Arts 2015 and 2016
	Served on the Board of Directors for the Broadcast Education Association 2013-2016
Farrell, David	Served as judge for the BEA King Foundation Festival of Media Arts 2013-2016
Lee McMains	Assembled and distributed Christmas presents (clothes, food, toys for kids) to the community through the Greeley Salvation Army. December 2013.
	Served as member and as Vice President of the Board of Directors for the Weld County Humane Society. Advocated for animals through community education, presentations to city leaders, fundraising, and shelter oversight. 2012-2014.
	Selected to help a Boulder startup, Modular Robotics, develop a lesson plan for their MOSS line of robotics as part of a National Science

	Foundation grant. (I'll move this to the Publications section once ModBot finalizes their curricula.) June-July 2015.
Obert, Allan (Psychology)	Serves as Secretary for and on the Board of Directors of a non-profit organization serving the Greeley-Evans area called Jobs of Hope. This is an organization/ministry whose mission statement is: finding, training, and equipping gang youth to experience transformation through successful employment and mentoring.
Parsons, Shelly Ray (Mathematics)	Serves as the Vice President of the Colorado Council of Teachers of Mathematics
Reynolds, Cerisa (Anthropology)	Served as an anonymous reviewer for <i>International Journal of Osteoarchaeology</i>
	Guest speaker for the Rotary Club on April 22 <sup>nd</sup> , 2014 on Inequality in the Archaeological Record
Sailor, Rebecca (English and Humanities)	Serves as a Review Editor for <i>Teaching English at the Two-Year College</i>
	Currently serving a 2016-2019 Term as Aims Community College Liaison for the Community College Humanities Association (CCHA)
	Served as the 2015 State of Colorado Representative to TYCA-SW
Schiltz, Jon (Mathematics)	Currently tutors immigrant students in math at Greeley West High School. In the summer of 2015, he worked 16 hours a week for two months at Northridge High to provide math tutoring services to summer school students in District 6.