

AIMS COMMUNITY COLLEGE

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# REPORT TO THE COMMUNITY

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COLLEGE AT A CROSSROADS:  
INTERSECTION OF MILESTONES AND FUTURE SUCCESS

2014  

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2015



**SENIOR MANAGEMENT**

President .....Dr. Marilyn "Marsi" Liddell  
 Provost/Chief Academic Officer.....Dr. Donna Norwood  
 Division I Deans.....Jeff Reynolds, Jeff Smith  
 Division II Dean .....Dr. Deborah Johansen  
 Division III Dean.....Dr. Richard Hanks  
 Extended Studies .....Rob Umbaugh  
 Dean of Student Services.....Dr. Patricia Matijevic  
 Chief Business Officer .....Robert Cox  
 Chief Information Officer .....William Waggoner

**BOARD OF TRUSTEES**

Chair .....Dr. Walt Richter  
 Secretary .....Mike Geile  
 Treasurer.....Carol Ruckel  
 .....Larry Wood  
 .....Dr. Ray Peterson

**ANNUAL REPORT CONTRIBUTORS**

Ryan Barone	Andria Rogers
Julie Buderus	Lee Ann Sappington
Bob Cox	Rob Umbaugh
Nancy Gray	Rachel Veretto
Shannon McCasland	Bill Waggoner
Michael Millsapps	

**VISION**

Aims Community College is a destination institution ... the institution of choice for a better you.

**MISSION**

The mission of Aims Community College is to help students achieve their learning goals and objectives through effective and efficient program options and services and to develop partnerships that support economic development and global understanding.

**BOARD OF TRUSTEES 2014-15 GOALS**

**GOAL #1**

Prepare Aims for learning needs of current and future students.

**GOAL #2**

Improve and enhance Aims' image and reputation.

**GOAL #3**

Attain long-term financial, operational, human and environmental sustainability of Aims.

**VALUES**

Commitment to Colleagues and College through Communication, Safety, Respect & Professionalism, and Trust

*Aims Community College is an equal opportunity institution. The College prohibits discrimination in its practices, programs, and activities on the basis of age, race, color, religion, creed, gender, national origin, sexual orientation, or disability and is committed to maintaining an environment free from sexual or other harassment and retaliation.*

**O**ur annual report to the community is an opportunity to share accomplishments and news from the past year. This year's report is aptly themed, "College at a Crossroads: Intersection of Milestones and Future Success". Aims Community College is on the cusp of a very special transition. To prepare for the future, we must pause to celebrate past successes.

As we embark on the next critical steps in the life of the College, we thank Dr. Marsi Liddell for 12 years of service. She provided a calm and steady approach at a time when it was needed and appropriate. Since Dr. Liddell's arrival just over a decade ago, the College has attained numerous milestones in enrollment, student success, academic program development, fundraising, employment, and campus facilities.

Our transition will rely heavily on the collaborations and relationships we enjoy within our community. Critical internal and external partnerships have developed in the past few years. At Aims Community College each collaboration is designed so students will be challenged, supported, and inspired in order to gain the education, skills, and training needed to improve their lives and our community.

This is an exciting time for Aims Community College. We are excited to share the College's successes as we move into the critical transition.

Sincerely,  
 College and Community Staff

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This has been an exciting year of “transitions” for Aims Community College. Guided by our updated strategic plan, we have begun construction of state-of-the-art wellness and public safety learning environments, planned and begun implementation of the first Weld County early college high schools, and launched the Foundation’s \$5,000,000 scholarship campaign.

While transitions are necessary in achieving our vision to be a “destination institution”—a premier source for education, workforce training, partnerships, and economic development—consistency is also key in providing support for the vision. Aims employees work as a high performance team to deliver quality services and learning opportunities that open doors and ultimately improve our communities. We once again highlight and celebrate the successes of our students, faculty, and staff and wish to share some of their accomplishments with you in this Annual Report.

Community is our middle name. Aims Community College continues to advance teaching and learning, collaborative relationships, and college operations each and every day for the benefit of our community. Thank you for your continued support to education as the avenue to improve the quality of life in Northern Colorado.

Transitions are by definition transformative events. For individuals and institutions alike, they represent an evolution from what has been to what might be, from a past full of success and accomplishment to a future rich with exciting new possibilities.

Much like the students who arrive on campus at the beginning of each term, Aims Community College is also embarking on a journey of growth and transition. I have had the privilege of overseeing the College for 12 years. I believe the College is now in the beginning of an extremely creative period in the College’s history. It is with a sense of pride and privilege that I depart the College knowing it will be in great hands. Dr. Leah Bornstein is a seasoned and well-respected professional. She is excited to take the reins and help to drive the creative and collaborative programs and services that will launch Aims Community College into its bright future.

With much gratitude,

Marsi Liddell

# STATS AND FACTS

**5001**

NUMBER OF STUDENTS



**2904**



**2097**

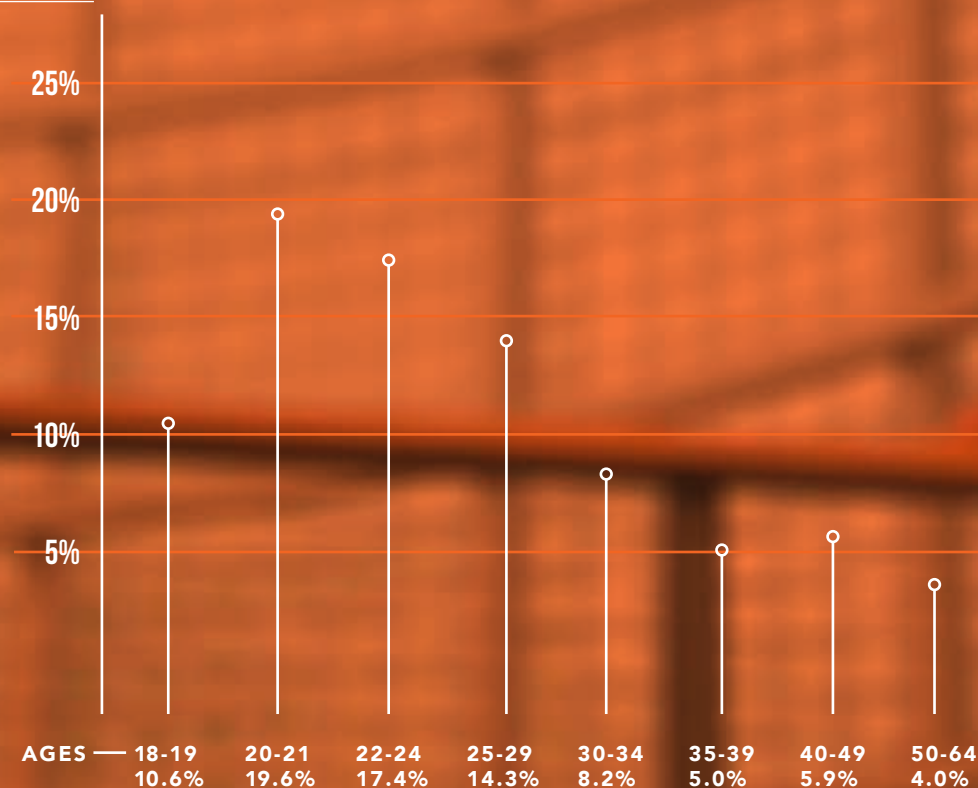
**944**

NUMBER OF CONCURRENT ENROLLMENT STUDENTS

## ETHNICITY PROFILE

NON-RESIDENT ALIEN	0.08%	NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER	0.18%
HISPANIC/LATINO	32.61%	WHITE	60.19%
AMERICAN INDIAN OR ALASKAN NATIVE	0.66%	TWO OR MORE RACES	1.94%
ASIAN	1.26%	RACE AND ETHNICITY UNKNOWN	1.52%
BLACK OR AFRICAN AMERICAN	1.56%		

## AGE PROFILE



**1487**

DEGREES AND CERTIFICATES AWARDED

TO **1211** STUDENTS

FINANCIAL AID DISPERSED  
**\$21,085,334**

TO  
**4617**  
STUDENTS

**7877**

FAFSA APPLICATION PROCESSED

## AMOUNTS AWARDED

**\$8,704,352**  
PELL

**\$1,623,564**  
STATE GRANTS

**\$1,064,943**  
INSTITUTIONAL SCHOLARSHIPS

**\$126,239**  
FOUNDATION  
GRANTS + SCHOLARSHIPS

**\$194,934**  
OTHER SCHOLARSHIPS

SOURCE: IPEDS FALL 2014 ENROLLMENT SURVEY UNLESS OTHERWISE NOTED  
FINANCIAL AID INFORMATION REPRESENTS THE 2013-14 AWARD CYCLE

# JOURNEY TO THE FUTURE: VOICES OF GRATITUDE

The end of the year proved the perfect occasion for students to reflect on their academic achievement, celebrate personal goals and offer heartfelt thanks to the many people who generously provide their time and talents to ensure the success of each Aims student. This year, students were asked to think about the experiences, people or parts of the college they were thankful for and to share them with the College.

“We want our students to be a part of something important, to be able to show their gratitude and to appreciate the difference Aims’ faculty and staff have made to them personally,” said Dr. Geri Anderson, Voices of Gratitude sponsor.

One only needs read the students’ own words to understand the impact of Aims faculty and staff on the lives of students.

**TOM GRIFFEN:** I would like Mr. Griffen to know that without his high spirits and enthusiasm I would have never made it through college math, much less enjoyed it; two think I never thought I would be able to do either being that math has always been my hardest subject. Tom is kind whisperer of the mind and an infectious, joyful spirit, loving what he teaches, teaching us to love what we learn. I am blessed to not only have called him teacher, but friend as well.

Anne-Marie McGhee

**RICK SPEER:** I have been struggling to find my passion in life for years. In 2010, I earned a bachelor’s degree, but I was still lost. After several less than satisfying jobs, I returned to school to study automotive service technology. I loved class but soon contemplated leaving Aims due to an ongoing struggle with anxiety. However, Rick refused to let me quit on myself, no matter how hard I tried. I have now completed my first year, and I could not be happier. I have found my passion, as well as a lifelong mentor in Rick. He has changed my life for the better, and I am forever grateful.

Allie Bowen

**KARA TRIPICIAN:** I walked into Aims Community College very scared and apprehensive not knowing whether I could be successful or not. I am a 34 year old mother of 2 boys. I came to Aims not sure what to do or if this was the right choice. I had a career for the last 15 years and when I was laid off because of the economy crash, I wanted to change. Kara, as my academic advisor, was able to take me, an uncertain, scared person and help me understand that Aims Community College was the right choice. I left a beaming confident person, excited to be a student. Kara, believing in me, helped me believe in me! All of the staff are friendly, they take time to know me, my name and my goals.

Brittany Baker

**THE CATALYST PROGRAM:** Being involved in Catalyst has not only benefited me personally, but helped me make lasting connections with other students. I feel extremely lucky to be a part of Catalyst at Aims!

Nicole De LaFuente

**LARRY BAKER:** I feel I have come a long way in my education and as an automotive technician thanks to Larry Baker. He is always encouraging and dedicated to seeing his students succeed in every way possible. By being in his classes, my understanding of cars has become clearer and I have become way more confident in the work that I perform.

Chris Luera

**FIRST-YEAR EXPERIENCE (RACHEL AND RYAN):** They have encouraged me to test my limits, to go beyond my boundaries and were there to talk when I needed them to listen.

Phillip Lasa

**RANDY GAMER:** I would like to tell Randy Gamer that he is an inspiration to me. It’s so nice of him to take time out of his obviously busy life to be a mentor to student pilots such as myself. I look to Randy as the type of pilot I aspire to be. He’s worked his way to becoming a professional pilot through this very school. He teaches practical knowledge that can be directly applied to our chosen profession. Being a professor, he is willing to go the extra mile to make sure all the students understand his lessons. He’s stayed after class on multiple occasions this semester to help individual students. I believe Randy truly love what he does and wants to share that passion with everyone he meets. Thank you so very much for all that you do a. I hope to have the honor of sharing a cockpit with your someday!

Todd Lawrence

**SCOTT SEAMAN:** I’m thankful for your patience with us and your helpful methods of teaching to help us learn to learn on our own.

Connor McDonald

**MR. ORT:** When I first started I did not think that I could write papers very well. However, with Mr. Ort’s guidance, I am much more confident in my writing abilities.

Anthony Burrus

**MILES SCHEER AND PAUL HASTY:** Miles and Paul are helping guide me towards my career goal as a welder. They have helped guide me toward becoming an owner of my own welding company. I now know how fun life can be because I’m learning to do what I love. My hat’s off and thank you to Aims for hiring Miles and Paul. I can hardly wait for fall semester.

Dennis Sanchez

**ALICE COURTNEY:** She made class interesting, and put forth a lot of effort to teach us the newest information on natural gas. She was extremely responsive which is key to an online class. Not only was she quick to respond with helpful information, she also returned graded work quickly. Alice Courtney is a great instructor and made the class interesting and enjoyable.

Bradley Beavers

**TRISH SCHIER AND RICK BUCSON:** I am thankful to Trish and Rick for being there when I needed somebody to talk to about on and off campus stuff. It is a wonderful to know that I have amazing support that brings humor on days that are really tough for me.

Caitlin Stoddard

**OTHER AIMS STUDENTS:** They are all welcoming and talkative. Most importantly they are experiencing all the same things and we can share our accomplishments and fears.

Julie Speight

**SALSA, SOUL AND SPIRIT TRIO EVENT:** Juana Bordas understands the differences in our culture and all the problems female Hispanic college students face. This event made me feel that Aims cares about me and my cultural differences. Aims is going above and beyond to provide me with all the resources and information that I need to graduate.

Manuel Jaime

**SHANNON MCCASLAND:** I came to Aims absolutely petrified. Shannon never stopped believing in me, even when I thought she should. Because of Shannon’s letter of recommendation I have several universities to choose from and I’m moving on wholly ecstatic.

Eli Koehn

**THE GLOBAL REFUGEE CENTER EVENT:** This event helped provide me with a new perspective on daily life. I didn’t realize there were so many people suffering in my community. I love volunteer work and it was a great opportunity for me. Aims Community College is a wonderful place because they care about students and our community.

Shannon Lamborn

**THE PEOPLE OF AIMS:** When I came to Aims I was unsociable. Everyone I have met the whole time I have been a part of Aims has been so nice and friendly. Because of the caring attitude I am now outgoing and friendly.

Phillie Laia

**AIMS FACULTY:** I will be forever thankful for their patience, encouragement and understanding. The small classes made it possible to meet and interact with new people at a personal level.

Franz Quinines

**ZACH KREIDER AND MIKE HANSCOME:** I want Zac and Mike to know that I appreciate their time and effort teaching me the trade, and helping me get caught up when I had to miss class due to an illness. Always having a good attitude and always answering my questions made it possible for me to complete the semester instead of dropping out. Now I will have a career so my family and I will have a brighter future.

Crissy Jo Luciano

**NADIA NAVARRO, ROBERT GARCIA AND TAMMY LEBLANC (CAMP PROGRAM ADVISORS):** They are such great help. They always have time for helping others, even people who are not CAMP students. They love what they do and it is amazing having this program at our school. They bring so many students each years to help better their education. Thank you so much for helping me and many other students.

Gusela Cardenas

**NADIA NAVARRO:** I am very thankful that Nadia was my PAC leader because she helped me a lot throughout the year. When I needed someone to talk with she would be there. If I was struggling, I knew to ask her to help me. I just want to give her the biggest thank you for helping me and being there for me. Because of her, I know I can succeed in school and life.

Adrian Melendez

**THE FT LUPTON CAMPUS:** This campus provides students facilities that help students academically. I used the Learning Common a lot and I appreciate the help the staff provided to students. I enjoyed my first year of college and I am looking forward to graduating with my Associates next year.

Alfredo Sautoyo-Diaz



## GRATITUDE

**AUTO REFINISHING COURSE:** I loved this class and didn’t realize the year was almost over. I learned a lot not only about painting vehicles, but about motivation and sticking through to the end. I would like to thank my teachers for making sure that I understood the material presented.

Chance Larreur

**AIMS COMMUNITY COLLEGE:**

Thank you for making Aims what I found to be an outstanding institution of higher learning. I am finishing my 3rd Sesser. I have had set before me a relatively fun and easy path to success. I recall the admission Accuplacer testing and counseling which got me into my first class. After that first semester, my counselor enrolled me into the master auto tech program. Though I am very close to the auto mechanic and math personnel; other student have commented that the people of Aims have a special ambience, love of learning and friendship for students. Whether security, tutoring, advising, IT staff or the people of math or auto tech...a hearty thank you!

Ronnie Hetterle

**ROY BROWN:** As far back as I can recall, math has been an enigma that has caused me great stress and strife. The idea of attending college 23 years after high school was terrifying because I knew my math skills were awful. I now have strong math and problem solving skills and it is due to Roy Brown’s enthusiasm and passion. He may not see what he did as much more than doing his job, but doing it well has helped lay a foundation that I can now build my education and career on. My sincerest appreciation.

Tammy Carter

**THE LOVELAND CAMPUS:** The idea that I entered college as a non-traditional student and I’m almost finished means “I have walked the Mile.” Aims has really inspired me to accomplish obtaining an Associate’s Degree as well as continue on for my bachelor’s degree, and for this I will be forever grateful. There are so many professors, tutors, academic advisors and financial aid advisors that have taken so much of their time to guide me in the right direction. The staff has always been there, and more importantly so has Heather Lelchook, our dean of the Loveland campus. Thank You Aims!!

Mercedes Guadalupe

**AIMS FACULTY:** Every teacher I had has made me feel very comfortable. I feel like everyone was there to help me thrive.

Kendra Embury

**AIMS STAFF:** From day one everyone was so friendly and has a positive attitude for all students. This helped me feel enthusiastic for my career change and to believe in all my abilities. Everyone has helped me grow and feel accepted.

Darlene Criswell

**ALL OF THE CLASSES:** As I am graduating in 2015 I look back at Aims and what it offered me. At this school I had great classes and teachers. I wouldn’t be here if it wasn’t for the support given me as the first person in my family to go to college.

Alcira Sota

**THE OIL AND GAS PROGRAM:** I have been exposed to a wealth of knowledge that was unknown to me before. My concept of this field has been completely expanded. I have had the opportunity to interact and learn from the best of the best industry people. My sincere gratitude to everyone who has made it possible for me to acquire new knowledge and skills.

Natalia Delgado

**BILLY BENNETT:** Billy Bennett is such an amazing instructor. I have learned more than I ever thought possible. He’s opened my eyes to so many different things. I appreciate everything he does. He’s so beyond knowledgeable, one of the best instructors I’ve ever had.

Avalon King

**AILEEN EHN AG CLUB:** Of our advisor, Aileen Ehn, she is an awesome person and teacher. She focuses on her students and how to make Ag Club succeed. She worries about her students when they are having problems with other things going on with our lives. She always was there when I needed to talk to someone. She helped me set my life goals, showed me how agriculture was interesting and how it would change my life. She pushed me out of my box and made me try new things. I really appreciate her for that.

Chelsea Kittredge

**SKILLS USA:** I got to spend extra time at the school doing what I love. Having an opportunity to work hard and spend the extra time gave me the opportunity to further develop my skills and now I will show off my skills because I am going off to become a national competitor!

Benjamin Falconer

# STUDENT SPOTLIGHTS

## STUDENT SPOTLIGHT:

### Alicia LaForce

Aims Engineering Academy /Colorado Space Grant Consortium

Students from Aims Engineering Academy participated in the launching of their payload project on a NASA high-altitude balloon flight on Saturday April 11, 2015.

The Aims Engineering Academy is a NASA/Colorado Space Grant Consortium-funded project in which students design, build, and launch a payload on a high-altitude balloon flight. The 2015 academy designed an experiment to measure CO2 concentrations during the approximately three-hour flight. The experiment, similar to one designed by Colorado State University students included writing the programming in house and, most exciting, designing and printing the payload enclosure in 3D on the Aims campus.

Aims student, Alicia LaForce, served as project manager for the payload enclosure. According to LaForce, the Academy has provided immense opportunity, as well as opening the gateway to all that the Colorado Space Grant has to offer including NASA internships opportunities, scholarship, workshops and symposiums. "I now have experience in aerospace driven projects and have learned what is required to complete a successful launch from start to finish," said LaForce. "This experience will prove invaluable as I continue my journey toward a career in the engineering/aerospace industries." Through the Aims Engineering Academy, LaForce participated in both workshops and semester long demonstration SAT projects and launches, and received both a NASA funded internship for the summer and a NASA funded scholarship. "I know my experience in the Aims Engineering Academy was very special and my life will be changed in so many positive ways."

## STUDENT SPOTLIGHT:

### Debbie Becker

Student Spotlight: Aims and University of Northern Colorado ECE Partnership

The early childhood education programs at Aims Community College and University of Northern Colorado have enabled Debbie Becker to reach her academic goals much faster than expected. In spring 2015, she graduated from institutions.

While at Aims, Becker received the 2014 and 2015 Distinguished Scholar Award, joined the Beta Kappa Lambda chapter of Phi Theta Kappa, completed the Aims Honors Program and graduated with a perfect 4.0 grade point average.

After 20 years working in early childhood care, her time at Aims and UNC were not the beginning of her education. Becker began working in early childhood education centers prior to graduating from high school. From there, she moved towards college, but with few early childhood education programs readily available, she spent the next two decades working to be the best she could be without the formal training.

"I left to go to school because I had reached as far as I could go," she said. "I wanted to make more of an impact on how we do early childhood education."

Becker gravitated to Aims' and UNC's programs due to the unique partnership between the schools' early childhood programs, allowing her to finish her associate's and bachelor's degrees in two years. "I think it's imperative that people understand the teamwork for early education between Aims and UNC," Becker said. "It enabled me to do in two years what most people do in six."

She intends to pursue a doctorate of education with an innovation and education reform emphasis from UNC in the fall.

Jenberu Guiles did not begin his college career at Aims Community College. Upon graduation from high school, Guiles headed to the University of Northern Colorado. However, he soon learned that transitioning from high school to college was very difficult. He didn't understand why he was not successful, but after being academically suspended, he knew he needed to look for other options.

A college degree was important to Guiles so he decided to try Aims Community College. According to Guiles, "I believed I could get

myself back on track and get the grades I truly believed I was capable of earning. I just needed help in learning how to be a college student."

Luckily, Aims Community College provided the help Guiles was seeking. Denise Peterson, Guiles AAA instructor was a tremendous help in introducing the skills needed to succeed in college. "Her class really changed me as a student," said Guiles. However, Ms. Peterson was not the only Aims employee who contributed to Guiles transformation to a successful student. "I really can't say just one person I interacted with helped me find success," he said, thinking out loud. "From the advisors that truly took the time to help me find the right classes with the instructors who matched my learning style, to the professors who got to know me as a person and not just a student - it was a team effort at Aims." Naturally, when Jenberu arrived on campus he was nervous but was excited to report from the first day everyone really made him feel welcome and safe. "At Aims, I feels everyone that I know is helping me make a plan to reach my goals."

Now that Guiles has mastered important study strategies, such as time management, he is ready to return to UNC to complete his baccalaureate degree. But, he will be forever grateful for the time he had at Aims Community College and will always see himself as an Aardvark!

## STUDENT SPOTLIGHT:

### Taget 'Tag' Chalk

Associates of Arts/Student Leadership

Taget Chalk made the decision to begin his academic career at Aims Community College primarily because his sisters had both had positive experiences at the College. However, the

benefits of an affordable education and the amazing leadership development opportunities far exceeded his expectations.

Chalk summed up his feeling about Aims when describing the spring Honors Ceremony, "I was at the Honors Ceremony and had the opportunity to introduce my family to a few of the Board of Trustees. What a humbling experience to have individuals that are so well-known take the time to speak to a student. This is reflective of the attitudes of all employees of Aims - incredibly student-oriented. For that, I am incredibly honored and proud to be an Aims Alumni!"

Throughout his time at Aims, Chalk not only excelled in the classroom but also as a student leader. The vision behind Aims' student leadership program is to develop thoughtful, skilled and reflective practitioners equipped to effect positive change. Longtime Director of Student Life, Ron Fay, had a profound impact on Chalk's leadership development. "At Aims, the staff believe that everyone has the potential to exercise leadership, whether in formal positions or not," explained Chalk, "I think the goal is to have students understand what is involved in ethical and effective leadership, and to assess and develop their own abilities so that they are more confident and able to provide leadership when situations provide the opportunity." While Chalk appreciates his Aims' academic experience, he believes the most important thing he learned was to be comfortable with his leadership qualities, and not to fear change when necessary.

To Chalk, the best part of Aims is, without a doubt, the faculty and staff. "An education is fantastic, but to have what seemed to be the entire body of employees rooting me on was invaluable," he responded when asked to describe the most valuable part of his time at Aims. In the fall, Chalk will transfer to Colorado State University where he will pursue a degree in social work.



# AWARDS

When Teachers Love to Teach ... Students Love to Learn

## AWARDS AND RECOGNITION

### College Recognition

2014 President Obama's Higher Education Community Service Honor Roll

Colorado Department of Higher Education Colorado Competes! Award

Ranked in Top Ten for Digital Technology Use by e.Republic's Center for Digital Education

### Program Recognition

100% pass rate on Surgical Technical CST Certified Surgical Technologists exam

Surgical Technician Program National Association of Surgical Technicians merit certificate

Police Academy Colorado Rangers for Program Excellence

National Society of Leadership and Success (NSLS) Club National Photo Contest Winner

### Faculty & Staff Recognition

Jennifer Boland 2015 Faculty Selected Faculty of the Year

Annaliese Bonacquista Exemplary Online Course Award

Ray Brown 2015 Dean-Selected Faculty of the Year

Janet Chase National Association of Academic Advising (NACADA) Outstanding Advising Award Certificate of Merit (Primary Advising Role)

Corky Corkern 2015 Student Selected Faculty of the Year

Megan Friesen 2015 Dean Selected Faculty of the Year

Clint Heiner – 2015 TRiO and Core Faculty Impact Award

Dr. Marsi Liddell PTK Michael Bennett Lifetime Achievement Award

John Lenz 2015 Faculty Teaching & Learning Center Innovation in Teaching Award

Shannon McCasland 2015 National Resource Center for the First-Year Experience and Students in Transition Outstanding First-Year Student Advocate

Shannon McCasland 2015 TRiO and Core Staff Impact Award

Anne Machin 2015 Faculty Selected Faculty of the Year

Denise Pearson First-Year Experience Student Advocate Award

Brian Smallwood 2015 Student- selected part-time Faculty Member of the Year

**PATH TO  
FINANCIAL STABILITY**

**\$59,203,225** ▶ TOTAL REVENUE

**\$40,425,510** ▶ GENERAL PROPERTY TAX

**\$10,729,526** ▶ TUITION & FEES

**\$7,315,752** ▶ STATE APPROPRIATIONS

**\$732,437** ▶ OTHER

**USES**

**\$30,600,362** ▶ CONSTRUCTION RESERVES

**OPERATING**

**\$21,109,066** ▶ INSTRUCTION

**\$2,500** ▶ PUBLIC SERVICE

**\$5,080,682** ▶ ACADEMIC SUPPORT

**\$3,941,566** ▶ STUDENT SERVICES

**\$7,157,219** ▶ INSTITUTIONAL SUPPORT

**\$5,725,431** ▶ OPERATION OF PLANT

**\$9,139,247** ▶ STUDENT AID

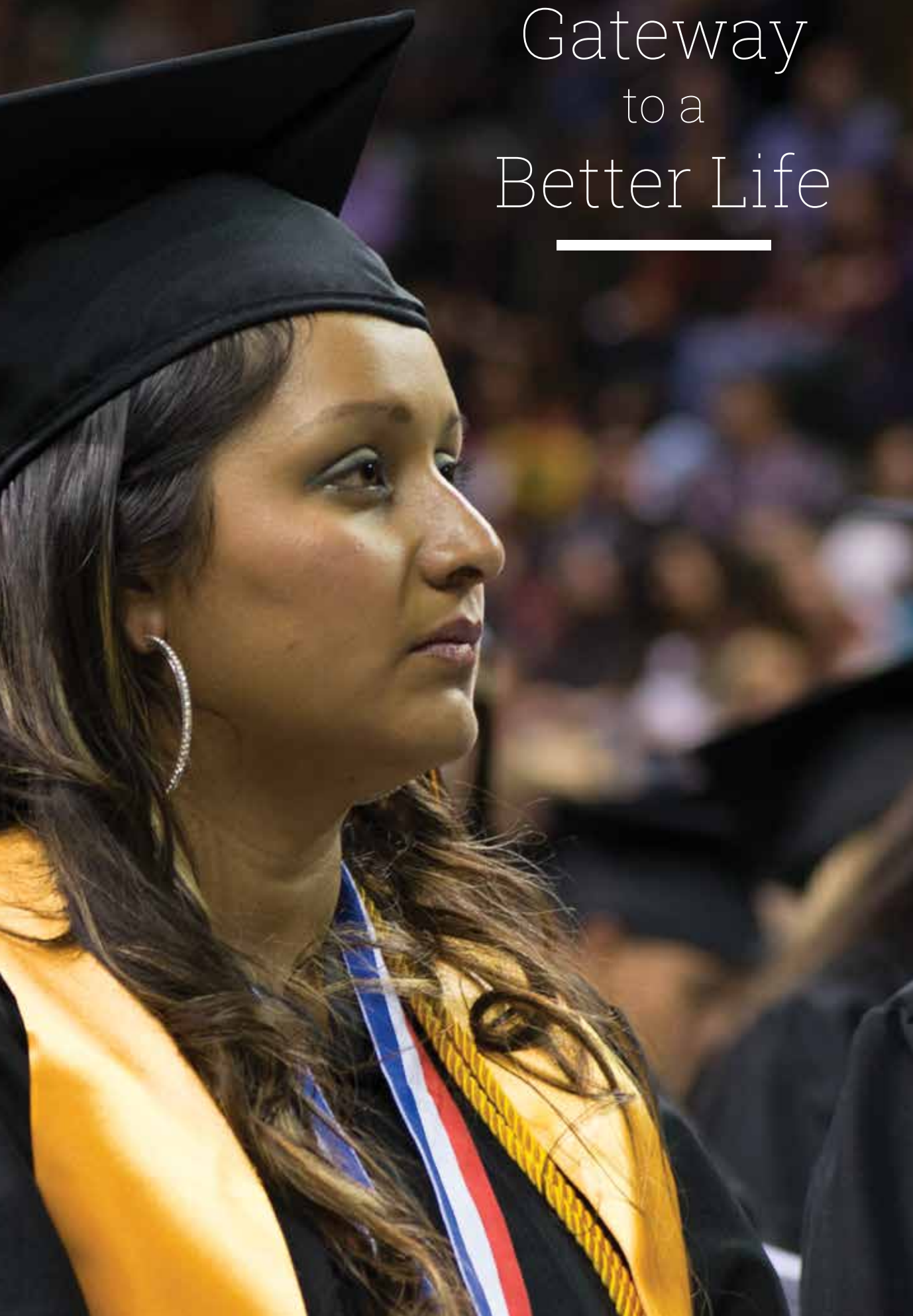
**\$3,005,727** ▶ AUXILIARY

**\$4,186,358** ▶ DEPRECIATION

**\$59,347,796** ▶ TOTAL OPERATING EXPENSES

Source: June 30, 2014 audited financial statements

# Gateway to a Better Life



## Dear Friends,

Thank you for your investment in our community and toward students who choose Aims Community College!

This year's theme considers milestones and future success. The American Heritage Dictionary defines a milestone as a turning point, or a marker that indicates the distance traveled. The Aims Community College Foundation is impressed with the campus progress during recent years. Under Dr. Marsi Liddell's leadership, Aims has transformed each campus. The changes however, are not restricted to attractive façade on new and renovated facilities. The curriculum changes have been dynamic. Numerous programs have been instituted resulting in local work-force development. As over 75 percent of students who begin at Aims continue to live and work within a 60 mile radius of campus, Aims is directly influencing the economic development of Weld County. Our students work here, live here and stay here. These markers will provide the cornerstone to future success.

During this same time-frame, the Aims Foundation has also evolved. We successfully completed a \$4 million comprehensive capital campaign during the Great Recession from 2005-2010, became a self-supporting entity, and provided the College with much needed resources. The total managed assets more than doubled from \$3,043,088 in 2003 to \$7,066,724 in 2014.

We are also excited about our role as a partner with the College in making higher education affordable. Aims has frozen tuition for five consecutive years and reduced student fees while the cost of tuition at many institutions has become a "run-away train". Parents and grandparents are tapping into retirement funds to cover the cost of tuition, books and fees. This is exaggerated even further when students choose a private institution or one that is located out-of-state. These dollars are rarely if ever recovered by the family or the community.

Beginning on July 1, 2015 the Aims Foundation will announce the public phase of our next comprehensive capital campaign. The College is supportive of our plan, and an emphasis will include endowed scholarships. Under careful stewardship, endowment growth through the Aims Foundation has grown almost 11 percent during the past year. We believe that lasting legacies through endowed scholarships- when combined with average annual tuition, books and fees of less than \$2,500- is a smart approach to regional economic development.

We look forward to including you in this opportunity. On behalf of the board of directors and the Aims Community College Foundation Team, we sincerely thank YOU for everything you do.

Andrew Romero  
Chairman, Board of Directors

Julie Buderus  
Executive Director



**INVESTMENT RETURNS  
INCREASED**

**62%**

from  
**2013-2014**

**TOTAL ASSETS  
saw nearly**

**8%**

**increase**  
from  
**2013-2014**

**DONOR  
ENDOWMENT FUND**

**GROWTH**

**10.7%**







# CORRIDOR to LEARNING



On the Greeley campus, renovation of the General Services building impressed not only because of the project's scale and quality, but also because of what did not happen. Originally built in the late 1950's, the General Services building was the original landmark building of Aims Community College. The recent renovation was conducted with a core focus of endowing the landmark building with quality, detail, and technology, culminating in the renaming of the building as Cornerstone.

So what didn't happen...? The building was never closed. Over 14 months and six separate phases of construction, the 50,000 square-foot building remained occupied and open for business.

site. He also describes countless times where things just didn't go according to plan, such as standing in the rain waiting for a steel delivery to discover the last load showed up first and the first load showed up last.

The deep involvement and diversity of the project teams also forges strong relationships among team members, who also have their share of fun along the way. " 'Roasting' of members of the project team is a common occurrence and thick skin is always required," Millsapps explains.

Further opportunities for Millsapps' brand of collaborative development abound with several potential projects that would each add to Aims' unique program offerings for

**Being flexible and creative is critical when making sure sustainability supports student success in improving the learning environment.**



**B**uildings and facilities are some of Aims Community College's greatest assets and Chief Facilities Management Officer, Michael Millsapps, sees the need for maintaining and improving them as more than routine maintenance.

If you ask Michael Millsapps what he does at work all day, you're not likely to get a simple response.

The Leader of Aims Facilities Management teams describes his job as "leader, planner, innovator, listener, fixer, arbitrator, facilitator, mentor, MacGyver." He says, "it is one of the most difficult professions to describe what I do. A lot of moving parts."

A lot of moving parts, indeed. While many people imagine the job of facilities management as a daily execution of checking, repairing, tweaking, and occasional updating, Millsapps has defined the role as so much more than that. Spearheading efforts to improve college facilities and plan for the future, he has set a whole new set of standards for how the facilities team interacts with college staff, supports student success, and builds assets for Aims that are much richer than brick and mortar.

Over the last two years, Millsapps has overseen the completion of several milestone projects for Aims. At the Fort Lupton campus, construction of the brand new Platte building and renovation of the Prairie building have boosted the resources available to Oil and Gas programs, Agricultural programs, science labs, and General Education classes.

Perhaps the most striking aspect of these accomplishments is not the scale and technical execution of the projects, but some of the other, less obvious goals that they accomplished. Millsapps has led a culture in which the facilities team takes on many more responsibilities than simple maintenance. During these projects, the team focused untiringly on producing plans that were rooted in the needs and input of college staff and faculty to support student learning. They also pursued an unconventional approach to project management – recruiting project teams from very diverse professional backgrounds.

"I stand behind and go the distance when it comes to getting as many involved in the process as possible," says Millsapps. "Who better to share what they need to make this college successful, than the people who are making it successful themselves?"

For Millsapps, rooting project design and execution is not just about getting buy-in from stakeholders; it is about creating sustainability for the facilities themselves. In his view, the ideas and input that come from those who actually use a space to create and deliver value for the college are the most important inputs for planning a facility.

Millsapps explains, "Being flexible and creative is critical when making sure sustainability supports student success in improving the learning environment. Another very important sustainable feature is building and sustaining relationships with everyone who is directly and indirectly involved in the project."

Involving so many personalities and skillsets in the project process sometimes leads to interesting and unusual situations, at least for a facilities construction project. The facilities Chief recalls one project where the site superintendent was a chef for a 5 star restaurant and having other superintendents bring their "mascot" to the project

students. Among current prospective projects is an effort to centralize college support services to the north side of the Greeley campus. Additionally, college leaders will consider renovations to the welding instructional building, with an addition for the trades programs, that would open the opportunity to create a "true entry" to the college off 20th and 50th street, something that would support the college's establishment of a permanent brand in the community.

As college leaders continue to analyze and discuss the college's needs and opportunities in terms of facilities, Millsapps will adapt to changing circumstances. He explains that one of his favorite parts of facility development is "adapting, enhancing and transforming facilities for enhancing the future of the learning environment through technology, materials and construction methods. Always staying ahead of the storm." He goes on, "If the storm hits, we plan and prepare. We are ready for most anything!"

There is a lot to be ready for. With the needs of students, faculty, and Aims' growing diversity of specialized programs, the college's facilities will be asked to fulfill many functions. Millsapps highlights this by saying that the most pressing issue facing facilities development is "Keeping up with demand. Being able to forecast with a crystal ball. Keeping track of the volatile construction market (both costs and labor pool). Keeping ahead of the technology curve."

With so many factors amid changing circumstances and growing need, perhaps it is no wonder that Millsapps has invested so much time and effort toward involving staff and faculty from so many parts of the college. So far, his approach has helped Aims continue to lead the way in offering cutting-edge programs that prepare students for careers that are in high demand. The impressive collaboration among college staff and leaders, led by Millsapps as Chief Facilities Management Officer, has endowed Aims with facilities that can truly be called assets for learning.

# TECHNOLOGY TURNPIKE

INFORMATION TECHNOLOGY INNOVATIONS



Technology, by general definition, is an amalgamation of approach and technique to carry out goals and objectives. By way of example from early Bronze Age proto-writing to today's highly sophisticated communications systems, technology's ubiquity encompasses many aspects of our daily lives. From arduous wars to incredible medical discoveries inconceivable only a few years prior, technology's influence over all humanity is undeniable.

Recently, Aims Chief Information Officer, Bill Waggoner, had the pleasure of watching a presentation put on by Academic Pathways showcasing its iPad pilot project. The project was designed to measure student success and achievement by interspersing technology into the classroom. During the presentation, he was struck by watching students, who just three months earlier could speak very little English, stand up in front of a large crowd with the confidence of a seasoned speaker and communicate to an attentive audience with an iPad in hand. According to Waggoner, "It quickly became apparent that the path for the student from unsure and shy to confident and using conversational English was bridged by the teacher using technology."

Technology is ushering in a new era for education and student success. At Aims Community College, the goal of Information Technology is to closely examine the most promising new technologies that can impact the success of students. "It is about ensuring that every student has the opportunity to achieve his or her dream. With technology lighting the way, all students can navigate their own path to success," explained Waggoner.

In the past year, Information Resource Management (IRM) has seen a 500 percent increase in the number of devices connected to our wireless network. As such, the Aims IRM department has undertaken a number of initiatives to nurture technological innovations which will advance student success and also accommodate the growing access demands.

According to IRM Director, Andrea Rogers, "One of our critical initiatives has been the development of our Software Defined Wireless Network. Our wireless network is designed to accommodate the full range of devices and applications that our students and employees may want to use now or in the future, instead of placing artificial priorities on customer bandwidth usage." Realizing the demand, IRM built a wireless network that allows users to connect with multiple devices at one time and use multiple high-consuming bandwidth applications at the same time. The network adjusts radios, transitions clients and provides traffic quality controls automatically at a moment's notice and then caters to the wireless subscriber's request.

To achieve a wireless robust infrastructure, 90 percent of the access points have been replaced over the last four months. Due to those efforts, the college has realized a 1,000 percent increase in bandwidth availability. This has resulted in the design of a stronger signal strength than the industry standard.

#### Concurrent Connections to Wireless Network

	APRIL 2014	APRIL 2014
Average Concurrent Connections	~50	~280
Max Concurrent Connections	~150	~799

#### Connection by Device OS

Android.....	32.2%
iOS.....	31.4%
Other.....	19.4%
Windows.....	9.6%
Unknown.....	7.4%



A portion of the increased network connectivity is due to expanded usage of mobile devices in the classroom, such as the Academic Pathways iPad Initiative. Over the last year, Academic Pathways has deployed approximately 200 iPads to students. IRM has assisted with the initiative by implementing a Mobile Device Management (MDM) system. Aims is the only college in the state to have a fully implemented and secure MDM. Faculty, staff and students may deploy iPads straight out of the box without the need for intervention by IRM staff. The MDM also prevents non-Aims students or employees from using the device in case of loss or theft.

Aims was recently recognized as one of the Top 10 Digital Community Colleges in the nation. A large reason for this recognition is our effort in server virtualization and virtual desktop computers. Over the past two years IRM reduced its server count by 85 percent, reducing 200 physical servers to just 30. This not only reduced physical points of failure but also led to significant energy savings.

**"It is about ensuring that every student has the opportunity to achieve his or her dream. With technology lighting the way, all students can navigate their own path to success."**

Along with server virtualization, Aims has been a leader among Colorado higher education institutions in adopting Virtual Desktop Infrastructure (VDI). Similar to the throwback days of terminals and mainframes, VDI computers run on a client/server model from a centralized server in the data center. The benefits Aims has experienced in moving to a VDI model include an approximately 25 percent reduction in total cost of ownership and lower energy consumption to power servers and cool the buildings. Aims has deployed approximately 600 virtual desktop machines located at all campuses in both kiosk stations and classrooms.

IRM has also begun to explore offering virtual desktops that are accessible to students off campus. Over the last year, "mydesktop.aims.edu" has been released to a limited audience, specifically to departments whose specialized digital training materials need to be accessed by students outside of the classroom. The program has been piloted with computer information services programs and an expansion to allied health sciences programs is planned.

# PATHWAY TO ACADEMIC EXCELLENCE AND SUCCESS

## EARLY COLLEGE HIGH SCHOOL



Taking the mission of expanding educational access to a new level, Aims re-doubles effort to offer high school students college credit. The integration of high-school and college-level learning will be even deeper in new initiatives.

This fall, two new and very unique high schools will open their doors in Weld County. One a part of Greeley District 6 and the other a part of Windsor Charter Academy, both schools will carry the title of Early College High School and offer students the opportunity to earn both a high school diploma and an Associate of Arts degree from Aims Community College upon graduation.

High-school students earning college credits are becoming more common in Colorado. Following legislative changes implemented several years ago, more and more Colorado high schoolers are enrolled in college classes through concurrent enrollment programs. Early College High Schools, however, take the concept of concurrent enrollment even further in a way that opens opportunities for even more students in Weld County.

In each of the new schools, students in grades 9-12 will be enrolled as high school students as well as fully-recognized students of Aims Community College. They will have full access to Aims' online databases and student learning resources, athletic facilities, and academic tutoring. In the Early College High Schools, carefully designed curricula will allow students to earn both high school credit and college credit in their regular classrooms, on their home high school campus.

“IT IS IMPERATIVE THAT EDUCATION SPAN MORE SEAMLESSLY ACROSS A PERSON'S LIFE.”



The first cohort of the Early College High Schools will begin this fall and graduate in 2018. At that time, they will hold a post-secondary credential that immediately paves the way for transition to a four-year post-secondary institution. With two years of college credit under their belts, this will tremendously reduce the amount of debt even for students who go on to finance a Bachelor's Degree. For those who choose to enter the workforce right after high-school, they will do so as college graduates with a degree already in hand.

Aims Community College is playing a crucial role in bringing the Early College High School concept to Northern Colorado. The college will provide all of the college-level courses offered at the schools. It will also provide academic support, college advising, library services, and other administrative assistance. In the Greeley District 6 Early College Academy, Aims is partnering with the District to provide a free laptop to students so they have resources at their fingertips whenever they need to prepare a paper or complete an assignment.

The robust academic support and high-quality advising provided by Aims will help ensure student success in both high school and college courses. Aims will also weave parts of the College's Advanced Academic Achievement course into the high school learning environments so that students simultaneously learn course content as well as how to be a successful learner. Further, a technology platform called Starfish will help advisors and tutors identify successes and areas where students are struggling, helping them provide the individualized kudos and guidance each student needs to succeed.

Each of these points of engagement with the Early College High Schools will not only help students succeed in a college-like environment, but will also serve Aims' larger mission to help build an educated workforce in Northern Colorado by improving access to the college's courses and degrees.

Despite the enthusiasm and excitement surrounding the opening of both schools this fall, much work remains to be done. "In order to open our doors this fall, Greeley District 6 and Aims has to turn the former Corporate Education Building into the Early College Academy," explains Rob Umbaugh, Aims Dean of Extended Studies, "This takes upgrading certain infrastructure, like wireless and classroom technology, safety and security features, building library and tutoring spaces, and other high school related needs." Umbaugh added that in addition to facilities needs, "these schools have a whole host of new employees who are working in an environment different than either a traditional

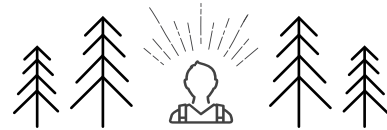
high school or community college setting. As such, faculty training needs to be adjusted, interventions to help students succeed need to be focused a little differently, advising needs to be flexible yet maintain integrity to both high school graduation and college degree requirements, and a whole host of other processes need to be created in collaboration with our high school partners."

Even with the practical challenges, Umbaugh is very excited about the partnership between Aims and both local school districts. "We do a lot in our postsecondary and k-12 systems to work together," he says, "the early college model, however, takes working together to a whole new level of partnership. With resources being what they are for education in Colorado and the demand for more postsecondary credentials, it is imperative that education span more seamlessly across a person's life."

The very process of designing the curriculum to allow the Early College High School initiatives required close partnership between Aims and each school district. To design the District 6 ECA curriculum, teams of faculty were brought together for a number of meetings with teams of teachers from the district. These teams aligned high school graduation requirements at the district level with college requirements to receive the Associate of Arts degree. The curriculum was then built with courses that would allow students to meet all necessary graduation requirements from both high school and college. Both Aims and the schools districts will continue to work together to monitor changes to high school graduation requirements and Aims graduation requirements.

A key contributor to Aims' part of the ongoing partnership with each district will be Libby Klingsmith, the recently-announced Associate Dean of Early College High Schools. She will work on-site at both Early College Academies, where she will supervise staff and faculty in their day-to-day responsibilities and act as Aims' point-of-contact for each program. In her position, Ms. Klingsmith will be responsible for ensuring academic integrity, assessment of student learning, budget and financial management, and overall operations of student academic support and library, among a host of other tasks.

In addition to the Associate Dean of Early College High Schools role, Aims is currently in the process of hiring six full-time faculty, nine tutors, a librarian, and two senior academic advisors to support the two programs. More staff and faculty positions are expected to be created as each program develops.



# SHAPING THE ROAD

## to STUDENT EMPOWERMENT

iFOCUS WORKSHOPS

Aims is proud of the “open door” mission, serving all students, regardless of prior educational background. Maintaining this mission means many students arrive at Aims Community College underprepared to succeed in college. Beyond academic skills in reading, writing, and mathematics, many new students are not equipped with the study skills and strategies needed to be a successful student.

To achieve success in college, students must adapt to new expectations, learning styles and surroundings. They must learn to collaborate with peers, manage various professor expectations and satisfy college course and graduation requirements. For many Aims students, these new responsibilities are overwhelming because they lack the skills necessary to tackle the challenges required of college level learning.

A cadre of faculty and staff came together in 2006 to brainstorm strategies for these barriers to student success. The result of the collaboration between retention staff, student activities staff, and faculty members was a series of workshops designed to offer success strategies to all students; specifically those in the TRiO and Emerging Scholars programs. The program has evolved from five workshops offered during the 2007 spring semester to over 110 unique on-campus and 40 online workshops offered annually. Six online workshops in Spanish were introduced this year.

The comprehensive student success workshop series is called iFocus. Dean of Student Services, Dr. Pat Matijevic describes

how the iFocus program fits within the mission of student services, “Student Services at Aims are grounded in theory and best practices to intentionally promote academic achievement and student success. Our overall vision is focused on student readiness---that is, helping students become college-ready, transfer-ready, graduation-ready, and employment-ready through the services provided by our professional staff.”

Using learning theory and proven best practices, the First Year Experience staff have developed a comprehensive program consisting of five different tracks. Students opt into workshops based upon individual needs. The academic track introduces students to various study skill strategies. Career and transition workshops offer research tools to explore career and transfer options including job search preparation. The technology track is designed to assist students with basic computer skills, strategies for success in online classes and using computer applications to prepare course presentations. Two new tracks were added this year. Multiculturalism explores concepts of identity, culture and social justice in order to prepare students to work and lead in a global society. Health and wellness workshops provide opportunities to develop personal skills that assist in overcoming the challenges of college life.

It is the continued collaboration between faculty and the student services division that have ensured the success of the iFocus program. “iFocus demonstrates the strong partnership between the co-curricular and the

curricular at Aims,” explained Rachel Veretto, Center for the First-Year Experience Assistant Director. “We have an amazing team of committed faculty and staff from across campus that come together every semester to brainstorm and develop an engaging workshop series that meets the needs of the whole student at critical points.”

Faculty, aware that many students have poor study habits and lack clear goals for college and careers, agree the iFocus partnership between instruction and student services is critical. Faculty and administrators agree that helping students address these deficiencies is just as important as helping them acquire basic academic skills through developmental coursework. According to Aims faculty member, Alan Obert, “a student’s education encompasses more than taking classes, so I give extra credit points to students who attend iFocus and Writers’ Community workshops. The workshops provide valuable information that students may not be exposed to in their classes.”

Kristie Cordes, an EMS Faculty member, agrees. “iFocus workshops help give my curriculum that extra reinforcement. A lot of what I teach, especially in my Human Relations course is offered with iFocus workshops. Students listen to me, but seem to finally ‘get the message’ in the workshop.”

“Student success doesn’t happen in one office,” says Donna Norwood, Provost. “It happens across the campus. It is a connection and a partnership, and there are multiple people complementing each other’s efforts.” According to Norwood, “iFocus has been

“Our fundamental business and division priorities are driven by asking specific questions to assess effectiveness for programs and services such as: “Is this practice, service, program, or procedure in the best interest of student success?” or, “How do we know if our efforts have contributed to student success?”

Dr. Patricia Matijevic, Dean

very successful at discovering what support and skills students need to be successful in the academic arena and offering the appropriate content to help them achieve these goals.”

Students agree with the faculty assessment. Since 2013 participation in the iFocus program has increased 55%. Satisfaction surveys indicate that 99 percent of participants believe the workshops improved their ability to be successful in college; and, 98 percent would recommend the workshops continue.

Participants easily articulate the value of the iFocus program. Therese Edwards, an adult learner who attended her first college course during the 2014-15 academic year, expressed her appreciation of the program, saying “iFocus had a huge impact on me during my first year at Aims. It gave me courage to realize that I am not alone in being a brand new student and how to successfully navigate college for the first time in my life. iFocus connected me to people who were going through the same thing, I felt accepted and not alone. It opened the door to other people and resources. It helped bring down my level of fear. It helped me realize there is support and the experience made staff and faculty more approachable and less intimidating.”

Another student, Aye Mu agrees, “I really like the online iFocus workshops because English is my second language. Having the workshops online with the ability to go back and re-watch parts that aren’t clear is helpful as I work to improve my study habits.”

A unique feature of the iFocus program is student participation incentives. Students who attend five or more workshops in an academic year receive a leather portfolio system. Weekly drawings provide prizes valued at \$10 with an end of semester drawing for a Kindle Fire or similar tablet.

**“I had the opportunity to co-facilitate an iFocus workshop this spring on exam preparation and test-taking strategies. Sharing with my peers what has worked for me caused me to see myself differently. I am not quite there yet, but I am on my way to becoming a more confident student.”**

Aye Mu, Student

#### Picture Note-Taking

Use the highly effective and visual techniques of graphic organizers and concept mapping to maximize your study time and increase learning.

#### Study Strategies for Biology

Does your biology class seem overwhelming? Get tips, tricks, and tools to help you study and master the subject of biology.

#### Presenting YOU: Interview Skills

Presenting yourself in an interview is easier with these tools. You’ll learn how to predict possible interview questions and a technique to answer those tough questions.

#### Preserving You: Honor Your Truth

Aspiring to an authentic self is often desired, however, we all face a lot of social pressure to conform. Come to this session to learn more about social identities, stereotypes, and honoring our truth

#### Ready, Set, Breathe: Dealing with Test Anxiety for Exams

If you suffer from test anxiety and are curious to learn how to cope with it, join us! We will discuss some basic methods used to prepare for test anxiety, and how to deal with it during exam time.

#### Orientation to Your Online Class

If you are enrolling in your first online course at Aims, don’t miss this hands-on orientation. You’ll use the Aims online course software and get tips and help from online instructors.

#### Basic Computer Skills

In this beginner’s workshop, learn to navigate Aims computers using Windows 8.1, save and retrieve files using a flash drive, and become familiar with the Aims website, email, and GoPrint system. Call (970)339-6636 to reserve your seat.

#### A Gamer’s Guide to Studying

Make it fun and games until graduation! This interactive workshop will teach you how to incorporate gaming activities such as point scoring and competition into your study sessions.



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