PROMOTION PORTFOLIO

MICHAEL MARTIN

Associate Professor and Program Director of Ski and Snowboard Business

Alpine

Fall 2011
November 1, 2011

To the Portfolio Committee:

My connection with Colorado Mountain College began in early 1995 when I enrolled as an AA student. I would have a life changing experience in meeting Chuck Hull, Professor of Ski Business. He convinced me that I should consider his program and it was through that connection that I completed both an Associate of Arts and Associate in Ski and Snowboard Business and shortly there after became an adjunct instructor after completing a Bachelor of Science in Marketing from Regis University. Chuck encouraged me to continue on my path both professionally and in education. I incorporated these values as I transitioned into Chuck’s successor as Assistant Professor and Program Director in 2004.

I have spent the last eight years incorporating new ideas into the program to enhance and enrich the progress of our students. My objectives have always been to help students succeed and to give them every opportunity to find a career in Snowsports industry. In doing so, I recreated the entire Ski and Snowboard Business program through the fall of 2006 and began several successful partnerships with Snowsport manufacturers. This has led to many student success stories and the program has been used as a model for other CMC programs to follow.

Further, as part of the program revisions, I have changed the style of teaching throughout the program by retooling the delivery methods utilized in the classroom to suit our student learning styles. Given the diverse background of our students, the program has two tracks so that students can learn at a rate that is appropriate for their level of comprehension. College-level students learn at an “accelerated” rate, which allows them to take courses in a semester instead of a year. This has been a major benefit to these students as we transition into becoming a four-year institution. Our program articulates perfectly into the BSBA program, without comprising course content. Conversely, developmental students receive the same course content but a rate that allows for success.

Carrying on the tradition of a hands-on approach set by Chuck Hull, I have created a resume-building mantra to the program and each of the classes in which student’s end product from each course is a resume building project that they can present during an interview to a potential employer. Examples of this can be found in the real-world Nordica Sidecountry line and hellandback.tv website which utilized our Product Design and Marketing students. Further, I personally created and HTML coded a website for student’s to post their resumes and to create a resource for employers. This was demonstrated at the 2009 fall In-Service during an Assessment presentation where I highlighted the path of a CMC-SKB student from start to finish. Recently, I have initiated a partnership with Malakye.com, a “monster.com” type-site for our industry, which is building a CMC-SKB page on their site specifically to showcase our students. The expected release date and student posting should be operational December 2011.

As Program Director, I am constantly seeking ways to inspire students and innovate our program’s content. With this portfolio I will showcase my efforts as a professor, industry member, community activist, all from the perspective of a Colorado Mountain College graduate.

Thank you for giving me this opportunity to share what I do at Colorado Mountain College and to apply for promotion in rank to Full Professor.

Sincerely,

Michael Martin
October 10, 2007

Dear Michael,

I want to offer my congratulations on your promotion to Associate Professor of Ski and Snowboard Business. I realize that there has been a delay in notifying you of this promotion partially due to the electronic formatting of your submittal and the inability of the committee to completely access your documents initially.

Although this acceptance and recommendation is later than normal, please be advised that your promotion and the subsequent pay will be retroactive to the beginning of this academic year of August 1, 2007.

I thank you for your patience as the committee re-examined your work and the campus dean submitted his continuing support of your contributions to the college.

Sincerely,

[Signature]
Ann Harris, Ph.D.
Chief Learning Officer
Colorado Mountain College
970-947-8345 phone
970-924-8307 fax

cc: Kelly Johnson, Director of Human Resources
FACULTY ADVANCEMENT SCORE SHEET
Candidate - Michael Martin  

1. Teaching, Student Support, and Performance
   - Cover letter
   - Resume
   - Faculty Evaluations
   - Supervisor
   - Student
   - Self-evaluation
   - Workload form
   - Letters of recommendation
   - Campus Dean or Director
   - Supervisor
   - Mentor
   - Student Services
   - Peers
   - Students
   - Assessment
   - Student guidance and academic advising
   - List of Courses Taught
   - Syllabus

   1. Teaching, Student Support, and Performance  
   Points-65  

2. Service to the College
   - Preface
   - Committee Work
   - Contribution and date
     - Campus
     - College-wide
     - State
     - National
     - International
   - Curriculum Development
   - Provisional Mentoring
   - Program Development
   - Recruitment of Students
     - Activities, flyers, articles, ads
   - Student Organizations Advising

   2. Service to the College  
   Points-10  

3. Service to Discipline/Professional Development
   - Preface
   - Professional Development
     - CMC Inservices
     - Organization and date
   - Professional Activities and Associations
     - Awards/Honors
   - Scholarly and Creative Activities
     - Research
     - Presentations
     - Continuing Ed
     - Publish
     - Advanced degrees
     - Grants
     - Certifications
     - Graduate coursework
     - Exhibits/ Performances

   3. Service to Discipline/Professional Development  
   Points-15  

4. Service to the Community
   - Preface
   - Community Activities & Involvement (discipline/ community)
     - Organization, role, and date
   - Shared Activities with Schools (discipline/community)
     - Role and date
   - Partnerships

   4. Service to the Community  
   Points-10  

Score
MICHAEL MARTIN

PROFESSIONAL EXPERIENCE

2004 - 2011 Colorado Mountain College, Associate Professor and Program Director  
Steamboat Springs, CO

1999 - 2004 Colorado Mountain College, Adjunct Professor of Boot Fitting  
Steamboat Springs, CO

1997 - 2004 Surefoot, Managing Partner/Boot Fitter  
Steamboat Springs, CO

1996 - 1997 Surefoot, Sales Associate  
Steamboat Springs, CO

2000 - 2011 Michael Martin Productions, Owner/Producer  
Steamboat Springs, CO

EDUCATION

2003 - 2006 Regis University, Master of Business Administration  
Denver, CO

1999 - 2001 Regis University, Bachelor of Science: Marketing  
Denver, CO

1995 - 1997 Colorado Mountain College, Associate of Applied Science in Marketing Management: Ski Business  
Steamboat Springs, CO

1995 - 1997 Colorado Mountain College, Associate of Arts  
Steamboat Springs, CO

EXPERIENCE

ASSOCIATE PROFESSOR-

- Created partnerships with Snowsport Industry companies such as Nordica, which is highlighted in several publications such as Powder Magazine, Denver Post and regional newspapers.

- Chosen as the pilot program/professor for the 5-Year Program Review, 2008. Renee Kuharski has stated this is one of the best review performed yet and is used as an example for all program reviews.

- Coordinate and review new programs and courses with CTE faculty as Discipline Coordinator for CTE and the Curriculum Advisory Committee. (2008-Present)

- Mentored CTE instructors through work as Discipline Coordinator for CTE. Lead and advise instructors at all In-Services.

- Selected and received an award to pilot Colorado Mountain College’s TaskStream assessment project (summer 2009). Initiated content and tested website for future deployment for all of CMC. Instructed CTE faculty on use and troubleshooting for TaskStream.

- Chosen for committee member for the development of the Bachelor of Science Business Administration (BSBA) for Colorado Mountain College’s four year program.

- Named to President Jenson’s first Action-Teams-Employment Retention (fall 2008)

- Advisor to approximately 150 students per semester on their academic needs as well as their entry into the Winter Sports Industry.

- Alpine Campus Marketing Committee Chairman-2007-Present. Marketing skills utilized to create seven-24 minute television shows, three-30 second TV advertisements as well as creative director and graphic designer for Nordica/CMC campaign. Further, generated several advertising campaigns for Alpine campus.

- Created and developed several new certificates and courses for the program such as Marketing Media Manager and Ski Guide. Marketing Media has led to the New Media program at the Spring Valley campus.

- Broke the “Apple” barrier at Alpine campus by showcasing how our student needs necessitate Apple computers. This effort has led to a brand new iMac lab (fall 2010) and Apple Pro Training (summer 2011) which not only enhances our program but the campus and community.

- Resource and part time member of Colorado Mountain College’s web development team.

- Responsible for all aspects of the Ski and Snowboard Business program. This includes selecting, training and mentoring
adjunct faculty, ordering and maintaining equipment and community relations.

- Granted several Perkins funding awards which has greatly benefited our program’s classroom environment. (2004, 2005, 2006, 2008)
- Annually attend professional development and industry trade shows to enrich curriculum and to disseminate information to SKB faculty.
- Consistently incorporated in CMC’s “Visit Days” where Tim Widmer and I give half hour mini lecture presentations to entice perspective students to enroll in Colorado Mountain College.
- Market and promote our program to perspective students through daily inquiries through phone, email and in person.
- Served on several new faculty and employee hiring committees as well as Faculty of the Year. (see committees)
- Represent CMC on community committees and boards- Steamboat/Yampa Valley Film board, Arts Council, as well as being utilized as a community resource for Snowsport businesses. (see community involvement)
- Created the Backcountry Club with Tim Widmer to educate students on recreating in the backcountry in winter. This club was highlighted in the Nordica article in Powder magazine (September 2011).
- Secretary for Alpine Faculty Senate 2010/11.
- Selected as a presenter for Podcasting at the Spring 2008 In-Service.

ASSISTANT PROFESSOR-

- Redesigned the Ski and Snowboard Business program by splitting the program into two tracks and added new courses. This has allowed greater opportunities for students to specialize and pursue their field of choice.
- Instructed a variety of courses including the revamped Product Design course where by partnering with Liberty Skis, allows students to build either a Ski or Snowboard as a their class project.
- Mentored adjunct instructors by creating professional development opportunities for them on campus and at neighboring resorts.
- Created outcome assessment based test pool of questions to be used by adjuncts, ensuring all instructors are teaching relevant information.
- Mentor students through meetings and club activities

ADJUNCT PROFESSOR-

- Five years teaching boot fitting at Colorado Mountain College. Instructed students in all aspects of boot fitting including but not limited to boot design, foot anatomy and physiology, retail boot fitting process, insole fabrication, and retail operations.
- Advised students on entering the Winter Sports Industry.
- Created opportunity for Colorado Mountain College students to work at Surefoot as a boot fitter/sales associate.
- Educated and trained Surefoot employees in all aspects of boot fitting and retail sales.
- Generated course work and evaluations of course content.
- Assisted in placement of students in internships for trade shows and employment for work experience.

COMMITTEES COLLEGE WIDE-

- Discipline Coordinator for CTE, Curriculum Advisory Committee (2008-Present)
- Bachelor of Science Business Administration Development Committee (2010-Present)
- TaskStream Pilot Team-Tested and implemented TaskStream College Wide (2009-Present)
- Employment Retention Committee-President Jenson’s Inaugural Action Teams (Fall 2008)
COMMITTEES ALPINE CAMPUS-
- Registration Task Force team (2006/07)-Review and improve registration at the Alpine Campus to streamline enrollment
- Selection committee for Business professor (2008)
- Selection committee for Ski and Snowboard Business professor (2009)
- Selection committee for Admissions Assistant (2009)
- Ski and Snowboard Advisory Board Chairman (1999-2004).

COMMUNITY INVOLVEMENT-
- Created, organize, and manage the Steamboat Film Festival (2003-Present). Grants the Steamboat community access to films from around the world as well as a way for Steamboat filmmakers to showcase their works-steamboatfilmfestival.com
- Presenter for Steamboat’s Friday Foreign Film Series (2005)-Researched, introduced, and presented films to the Steamboat community.
- Steamboat Springs/Yampa Valley Film Board member (2009-Present).
- Brought the Banff Film Festival Tour to Steamboat Spring (spring 2007).
- Chosen to present for an Alpine Enrichment event on filmmaking (spring 2007). Hour-long presentation with Q&A for the community of Steamboat.
- Small business resource for retail. Mentored and advised retail chains such as Christy sports and Surefoot as well as local sales representatives on business practices.
- Rotary Guest Speaker-Innovative Community member (film festival) and Film Production in Routt County (2004 and 2007).

TRAINING AND CERTIFICATES-
- Licensed Colorado Realtor (2000-Present)

Computer/Software-
- Apple Final Cut Pro 7 Level One – Certified (2009-Present)
- Apple Motion Level One –Trained (Certification 2011)
- Apple Final Cut Pro X – Trained (Certification 2011)

Snowsport Industry-

PROFESSIONAL EXPERIENCE-MANUFACTURING/SALES-PRODUCT DESIGN-
- Assisted in product design for Nordica skis and boots.
- Involved in developing ski boot heaters for Winterheat.
- Participated in developing ski design parameters for Liberty skis.
- Researched and contributed to the development of the Surefoot golf shoe which utilized a new theory on design and fit.
PROFESSIONAL EXPERIENCE-RETAIL

BOOT FITTING-
- Proficient in insole fabrication for many different types of insoles including Amfit, DFP, Masterfit, Superfeet, and Conformable.
- Attended Surefoot’s boot fitting seminars twice annually.
- Expert troubleshooter at finding solutions to customers boot fit problems.
- Eight years experience of selling boots with a 100% guarantee with a high degree of success.
- Knowledgeable in all aspects of boot repair and modification.
- Capable of examining feet and making recommendations on a proper boot fit.
- Educated in all aspects of biomechanical problems including canting, boot adjustments, cuff modification, lifting soles, and boot/binding interfacing.

SKI /BOARD TUNING-
- Skilled in tuning skis and snowboards. Initially studied tuning through classes at Colorado Mountain College.
- Assisted in tuning skis at the Copper Mountain and Aspen trade fairs.
- Accomplished in flat filing and creating proper edge bevels on skis and snowboards.
- Familiar with Wintersteiger, Grind Right, and Montana tuning machines.
- Educated in all safety factors needed in tuning labs.
- Knowledgeable in all types of ski and snowboard repairs and waxing techniques.
- Experienced in shop set up and management.

MARKETING AND MANAGEMENT-
- Interviewed, supervised, and motivated sales associates.
- Accountable for generating and following up with new clientele.
- Created displays and merchandised product for retail sales.
- Controlled $105,000 in inventory, frequently in the top 3 in the company for accuracy resulting in $450,000 in sales.
- Handled the Steamboat location’s buying decisions for product models and quantities as well as contributing to overall corporation.
- Assisted on several advertising/promotion campaigns for Surefoot.
- Expanded sales team to meeting growing sales needs.
- Excelling at customer service resulting in quick promotion becoming the youngest manager in Surefoot history.
- Produced, Directed, Edited, and Filmed fifteen action-sport movies, several have won awards.
- Established Steamboat Spring’s first annual Outdoor Film Festival in November 2003, allowing local artist to showcase their talents to the public. Secured sponsorship money, designed promotional material, arranged volunteers, negotiated rental contracts, and hosted the event.
- Currently operating all aspects of Michael Martin Productions including the promotion, marketing, distributing, and sales of movie products to the public.
- Established projections for costs and sales.
- Promoted to Manager after one season of employment (1996-1997).
- Achieved the Steamboat location’s best single day sales in both personal and as a store on three separate occasions.
- Successfully increased sales by 30% in one year with an average of 9% year-over-year 1997-2004.
- Produced custom Orthotics for recreational to Olympian skiers including Moguls Silver medal winner Travis Mayer and fourth place Moguls finisher Jen Heil of Canada.
- Assisted in development of programs such as “Pros Only”, which helped generate professional ski instructors business and loyalty.
- Developed employee schedules which are now utilized in four other locations.
- Organized and developed promotional activities focused on store employees, which were later successfully utilized by upper management.
- Created meeting itineraries that have been used by five locations in training new employees.
- Designed methods of achieving sales goals for employees including weekly and daily goals.

**INDUSTRY ACCOMPLISHMENTS**

- Increased unit sales 45.54% and increased new customers by 36.81%.
- Increased 2001/2002 sales by 10.41%, compared to the national average of a 5% loss in same store sales.
- Successfully trained and inspired three employees to become managers in three consecutive years (1998-2000). Two of which have set sales records for year over year growth and highest orthotic fabrication.
- Generated a 43% increase in year-over-year sales for December 2003, which became the best single month in the history of the Steamboat location.
- Moved the Steamboat location into the upper tier of Surefoot’s 20 locations in sales, with a 20% increase in year-over-year sales for 2003/2004.
- Acknowledged as one of the top company recruiters for new employees and managers.

**EXTRACURRICULAR ACTIVITIES**

1. B Faculty Evaluations

Supervisors

1. Instructional Chair-Sam Rush Spring 2011-Marketing Final
2. Instructional Chair-Sam Rush Spring 2010-FVT
3. Campus Dean-Kerry Hart Fall 2006-Wholesale and Retail-Point of Sale training

Note-Alpine has had a history of infrequent and most of the time non-existent evaluations.

Student -IDEA

Included are student evaluations/IDEA reports from:

Product Design-Fall 10
Principles of Marketing-Summer 2010
Product Design-Spring 09
Product Design-Fall 08
Product Design-Fall 06
Accelerated Boot Fitting-Fall 06
Boot I-Fall 06
Product Design-Spring 05
Rental/Repair (old title) Fall 05
Product Design-Spring 05
Boot II- Spring 05
Boot I-Fall 04

Faculty Self Evaluation

From a Self Evaluation standpoint, it was agreed to by Anita Janis that it was more worthwhile to concentrate my efforts on completing the goal of the 5-Year Plan of the Ski and Snowboard Business program. Thus, my self evaluation for 2007-2012 is attached as the 5-Year Plan, located by clicking here.

Self Evaluation-Fall 2006
Instructor Effectiveness and Development
Classroom Observation

Instructor: Mike Martin
Date: Wed, April 20, 2011.

Course: SKB 216
# of Students Present: 23

Evaluator: Sameta Rush
Time in Classroom 90 min

Part I: Classroom Observation

A. Course Knowledge, Objectives, and Structure

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<td>1. Identified and communicated the objectives of the lesson(s). Students were presenting their projects. Mike gave the overview for the presentations, set norms for listening, peer evals...</td>
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<td>2. Made explicit the relationship between the current and previous lesson(s) (if relationship exists).</td>
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<td>3. Related the lesson(s) to outcomes, competencies, and skills required in the course.</td>
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<td>4. Demonstrated command of subject matter so that material was presented/discussed in a clear, concise, and accurate manner, and inquiries were answered competently.</td>
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<td>5. Presented topics in an integrated, related, and meaningful manner so that students were able to demonstrate knowledge, ability, and/or skill.</td>
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<td>6. Actively involved and engaged students in the Learning activities.</td>
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Comments: Since the students were presenting their group marketing projects, Mike demonstrated the presentation protocols, how to give feedback, how to present, etc. He mentioned how the overview of this marketing class culminated to this day of presenting their best concepts. He emphasized the collaborative process of the web site design for Nordica (and Nordica usually does their own website). Also, he mentioned to think of questions for each other while others are presenting.

Suggestions: maybe write some sample questions on the board or have groups hand out their own eval sheets...
**B. Facilitator Communication and Behavior**

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**Comments:**

________________________________________________________________________

________________________________________________________________________

Students were evaluating each other. I didn’t find out how Mike was evaluating the groups.

Students were very clear in their feedback with each other and the roles in their teams.
**C. Delivery Style** - *This is not limited to a lecture style format. Use to evaluate instructors that utilize small groups, cooperative learning, projects, field courses, etc., as a form of instruction.*

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<td>1.</td>
<td>Voice could be easily heard.</td>
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<td>2.</td>
<td>Language was neither too formal, nor too causal.</td>
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<td>3.</td>
<td>Vocal pauses and mannerisms were not distracting.</td>
<td>✗</td>
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<td>4.</td>
<td>Rate of speech was neither too fast nor too slow.</td>
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<td>5.</td>
<td>Words were articulated clearly.</td>
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<td>6.</td>
<td>Eye contact was maintained with group.</td>
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<td>7.</td>
<td>Clear and appropriate language was used.</td>
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<td>8.</td>
<td>Instructional aids to facilitate important points were used.</td>
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<td>9.</td>
<td>Session was interactive.</td>
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<td>10.</td>
<td>Enthusiasm for subject matter was demonstrated.</td>
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<td>11.</td>
<td>A variety of teaching methods to engage learners were used.</td>
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<td>12.</td>
<td>Instructional style met lesson needs.</td>
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<tr>
<td>13.</td>
<td>Instructional style addressed a variety of learning styles.</td>
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**Comments:** Mike’s instruction began at the beginning of class, where items 1 – 10 apply. Student groups were presenting throughout the remainder of the class, so teaching methods and instructional style didn’t apply.
Part II: Professionalism

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<td>1. Delivered appropriate professional presentation.</td>
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<td>2. Demonstrated command of discipline.</td>
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<td>3. Modeled professional and ethical behavior.</td>
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<td>4. Adhered to CMC policies and procedures.</td>
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<td>5. Demonstrated availability to students outside the class.</td>
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Comments: The Nordica project was something that Mike knew thoroughly and conveyed his passion for the project in this class. He could speak directly to questions that students had about the Nordica project and it was clear how he motivated his students with the real and clear project purpose.

Part III: Summary

Overall Strengths: Content knowledge, presentation skills, best practices for 21st century skills. Mike has offered to provide periodic updates to Alpine Campus Administrators of Nordica Progress and other business partnership activities. He is also actively working with the marketing committee and Doug Stewart to promote this program with Alpine and Colorado Mountain College.

Areas Needing Improvement: Increase awareness of these and other SKB success stories to Alpine campus for enrollment promotion, marketing and workforce information.

Items to be included in Professional Development Plan: ____________________________

Instructor Comments: ____________________________

Observer: ____________________________ Date: _____________

Facilitator: ____________________________ Date: _____________

Meet with the faculty member within two weeks following the classroom observation to provide feedback to the faculty member. Completed observation forms will be discussed with the faculty member. Classroom observations should be completed by the 12th week of the semester.

The signature of the instructor does not signify that the instructor agrees with the comments of the observer, only that the instructor has read this form.

_____ Copy to Faculty Member
Class Presentation Narrative:

Group I.
Purpose of website: to grow the sidecountry community.
Nordi.com:  Hell and Back Ski and Boots. Community Website; purpose to socialize, web network, etc. Skide Country community could provide real time weather map, interactivity, headline news, video upload, and a social network.
Mascot: Nordi.
Blog: Product review on website blog, product and all Nordica timeline.
Timeline of Nordica
Media page, team page to track use. Countdown to product release and release of website.
Corporate partners
Sam’s questions: Where is the contact information for the web viewers? Why did this group choose this theme? Is this for a specific audience, or could the target audience be expanded? Does each group have one spokesperson?

Group II: Flock Of Condors Sponsorship via mountain businesses and business ads within ski communities.
Advertise the product on line, at SIA trade show, and with sponsored online movies and videos featuring product.
Product Launch @ Lake Tahoe (October 2011). Website will be able to adopt country language where featured.
On this site: forums, blogs, featured videos, snow forecast via weather pages, / Already had a 4 week post and had 120+ viewers! (hellandback.com)
Questions: Target audience….Mike, could you bring in some guest speakers that are older, so maybe these students could understand those of us @ 50 are interested and have money? ☺ How will the businesses become aware of this new product? Students? Press releases?

Group III AWOL: Michael. Presented packet for presentation to audience to follow along. Provided definition of backcountry skiing. Target audience, 25 – 50 year olds. Written story provided. Video will play upon entry to the site and viewer asked to submit a log in profile. Ski lift advertising for All terrain binding. The viewer ranking at the website gets them admission to different events and product launches, coupons. Also will have a virtual product testing center.
Sam’s questions: Who will monitor the website? Who monitors the profile page? Will the information gleaned from profile be useful to other businesses or product markets?

Group IV. “RED”. Drawings not easy to follow. No website provided. No title of website or valid concept of promotion or current methodology for advertising. Great peer evaluations.
**Instructor Effectiveness and Development**

**Classroom Observation**

Instructor: Michael Martin / Dori Weiss  
Date: 4/14/10 Wed.

Course: FVT 150  
# of Students Present: 44

Evaluator: Samatha Rush, CMC-Alpine  
Time in Classroom: 60 min.

**Instructions:**
For each statement mark "Demonstrated," "Not Demonstrated," "Partially," or "N/A" in the appropriate box. If Demonstrated, Not Demonstrated or Partially Demonstrated is checked, write an explanation in the comments section below.

**Part I: Classroom Observation**

**A. Course Knowledge, Objectives, and Structure**

<table>
<thead>
<tr>
<th></th>
<th>Demonstrated</th>
<th>Not Demo'd</th>
<th>Partially</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identified and communicated the objectives of the lesson(s). Point of the day is to give the producer/director feedback. You have about 1 day to complete project. Need time to convert.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Made explicit the relationship between the current and previous lesson(s) (if relationship exists). We dig color correction last week. Talk bubbles, transitions. Visual instructions would be helpful. Review criteria for project.</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Related the lesson(s) to outcomes, competencies, and skills required in the course. Reviewing the elements of the project before viewing may help direct corrective feedback and project outcome. It will refresh their memory, direct feedback and focus course work.</td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
<tr>
<td>4.</td>
<td>Demonstrated command of subject matter so that material was presented/discussed in a clear, concise, and accurate manner, and inquiries were answered competently. Good examples provided in discussion.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Presented topics in an integrated, related, and meaningful manner so that students were able to demonstrate knowledge, ability, and/or skill.</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Actively involved and engaged students in the learning activities. Asked each student for verbal feedback. Written feedback would improve literacy and involvement.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:** Student film projects were being shown and reviewed. Dori asked about the theme of the film, 5 min. Videos were loaded on YouTube.

Class taught with Dori Weiss. Good feedback from other students with constructive thoughts. 

The more you can reinforce the learning outcomes the better.
### B. Facilitator Communication and Behavior

<table>
<thead>
<tr>
<th></th>
<th>Demonstrated</th>
<th>Not Demo'd</th>
<th>Partially</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provided regular and meaningful formative assessment techniques throughout the class with a wide range (if not all) the students.</td>
<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td></td>
<td>All the students participated in feedback film production.</td>
<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>2.</td>
<td>Presented evidence, used concrete language, and/or provided exercises and guidance, to clarify difficult or abstract ideas. Adjusted teaching style to the learning style and needs of students.</td>
<td>☐️</td>
<td>☑️</td>
<td>☐️</td>
</tr>
<tr>
<td>3.</td>
<td>Explicitly stated relationships among various ideas in the session and included students in identifying the relationships.</td>
<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>4.</td>
<td>Summarized the main ideas in the session and assessed student use, application, and/or performance of the main ideas through a variety of methods. I would have liked to see a review of the assessment criteria a head of the last film.</td>
<td>☐️</td>
<td>☑️</td>
<td>☐️</td>
</tr>
<tr>
<td>5.</td>
<td>Discussed and/or addressed problems raised by the students during the lecture or lab. Directed discussion/feedback session.</td>
<td>☐️</td>
<td>☑️</td>
<td>☐️</td>
</tr>
<tr>
<td>6.</td>
<td>Demonstrated awareness of student engagement. Called on each student to provide feedback.</td>
<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>7.</td>
<td>Used class time appropriately/creatively. Spent more time on each film as class progressed.</td>
<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>8.</td>
<td>Fostered a learning environment that treated students fairly and equitably.</td>
<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
<tr>
<td>9.</td>
<td>Influenced a classroom climate of openness, objectivity, and tolerance. Supportive.</td>
<td>☑️</td>
<td>☐️</td>
<td>☐️</td>
</tr>
</tbody>
</table>

**Comments:** Interactive session, a little dark in class during video. Report with students evident in class session.

Have you made your shot list? Your storyboard had ski/snowboard shots? Shot placement? Good storyline suggestions. 2nd student was allowed to explain his film before we watched it.
C. Delivery Style - This is not limited to a lecture style format. Use to evaluate instructors that utilize small groups, cooperative learning, projects, field courses, etc., as a form of instruction.

<table>
<thead>
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<th>Partially</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Voice could be easily heard.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Language was neither too formal, nor too causal.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Vocal pauses and mannerisms were not distracting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Rate of speech was neither too fast nor too slow.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Words were articulated clearly.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Eye contact was maintained with group.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Clear and appropriate language was used.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Instructional aids to facilitate important points were used. Videos produced by students.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Session was interactive. Students verbally offered feedback, great reviews by Mike/Dori. Offer to have students stand or move for improved concentration.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Enthusiasm for subject matter was demonstrated.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>A variety of teaching methods to engage learners were used.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Instructional style met lesson needs.</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Instructional style addressed a variety of learning styles. Interpersonal, verbal. May be hard for a shy person to give/get feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments: 5 min film. Some feedback on student movies went longer than others, esp. as the process improved.

"This should work with no music, no dialogue. "The visuals can tell the story."
"Add more angles for point of view."
"That's your secret as a filmmaker."
Part II: Professionalism

1. Delivered appropriate professional presentation.
   -
2. Demonstrated command of discipline.
   -
3. Modeled professional and ethical behavior.
   -
4. Adhered to CMC policies and procedures.
   -
5. Demonstrated availability to students outside the class. Videos were already uploaded and had been viewed by Mike and Dori.
   -

Comments: Content knowledge was a strength

Would love to see these as part of their projects' storyboard. The theme seems covered for topic. Audience, plan and purpose seemed to be neglected.

Questions:
- How many films did you have to go through today?
- Could students write down the feedback for going back to their project?
- Could others giving feedback write it down on an index card? Record feedback via voice notes? By having students communicate this way, (perhaps a rubric or checklist with the film criteria outlined would guide their feedback) the peer review is often a more powerful tool than words from the instructor.
Part III: Summary

Overall Strengths: 


Areas Needing Improvement: 


Items to be included in Professional Development Plan: 


Instructor Comments: 


Observer: 


Date: 4-14-10

Facilitator: 


Date: 


Meet with the faculty member within two weeks following the classroom observation to provide feedback to the faculty member. Completed observation forms will be discussed with the faculty member. Classroom observations should be completed by the 12th week of the semester.

The signature of the instructor does not signify that the instructor agrees with the comments of the observer, only that the instructor has read this form.

_____ Copy to Faculty Member
FACULTY CLASS OBSERVATION FORM

Faculty Member: __ Mike Martin ________________________________

Date: ___ Wednesday, November 15, 2006 _______________________

Class Observed: ___ Snow Sports Retail & Wholesale (SKB-220) _______

Name of Evaluator: ___ Kerry Hart ____________ Title: ___ Alpine Campus Dean ___

Class Lesson Plan Provided to the Evaluator Prior to the Observation _____ yes ___ X no
(This was an unannounced visit)

1. Mike guided the students through an electronic record-keeping program.

2. Did these activities adhere to the syllabus/course outline? Yes

3. Comment on the instructor’s ability to present the activities and other relevant course material.

   Mike demonstrated knowledge and mastery of the computer program he was explaining. His instructions were communicated clearly and the students were responsive to his lecture/facilitation techniques.

4. How did the instructor’s knowledge and familiarity of the subject matter contribute to the students’ development of skill or understanding of the content area, processes, techniques, history, or interdisciplinary relationship of the subject?

   This session was oriented toward skill building and Mike did an excellent job of explaining, demonstrating, and guiding the students at a fast pace.
5. Comment on the instructor’s ability to inspire or solicit one or more of the following from the students (if applicable):

   a. Critical judgment
   b. Creative insight
   c. Discipline-appropriate decision-making from the students.

   N/A

6. How effectively did the instructor utilize class time?

   The pace of the class was fast, but comfortable. The students were kept on task for the entire time of the observation. There was no wasted time and the students seemed interested and engaged (with one exception – addressed on the following page).

7. Comment on the ways in which the instructor was responsive to students.

   Mike relates well with the students and it was clear that the students respect Mike. He explains the material thoroughly and responds to questions when asked.

8. What are some of the strengths of the instructor?

   Mike is knowledgeable, articulate, and genuinely interested in the success of his students. He has excellent rapport and it is apparent that the respect the students have for Mike is reciprocated.
9. What are some areas that need improvement?

I happened to be positioned strategically in the back of the room and had a good view of the students’ computer screens. One student was intermittently playing a computer game during Mike’s presentation. It might help for Mike to occasionally move from the podium during the lecture to make sure all students are actually doing the assigned task (and not having difficulty).

10. Overall Assessment of the Observation

Although this session was not a typical class meeting (i.e., computer lab instruction), it afforded an opportunity to form a positive assessment of Mike’s ability to facilitate student learning. He is a knowledgeable instructor who communicates clear expectations. In addition, he clearly demands high standards while maintaining good rapport with his students.

(faculty member’s signature)  

(Dean or supervisor’s signature)

Mike,

This is for your information and you don't need to sign it. Please feel free to stop by and visit about this if you like. Otherwise, keep up the good work— and thanks for letting me sit in.

/Lenny
IDEA Evaluations:

Over the course of rebuilding the program from the ground up, I've tracked my progress, successes, and challenges with IDEA evaluations. As you will see, some reflect positive change, some reflect areas where more development was needed. I believe this has built a robust program which better suits our student needs.
There were 36 students enrolled in the course and 24 students responded. Your results are considered fairly reliable. The 67% response rate indicates that results are probably representative of the class as a whole.

**Summary Evaluation of Teaching Effectiveness**

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as “Important” or “Essential” (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the “true score” as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own “standards” based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor’s control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

### Your Average Scores

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
<th>Raw</th>
<th>Adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Progress on Relevant Objectives ¹</td>
<td>4.1</td>
<td>4.0</td>
</tr>
<tr>
<td>Three objectives were selected as relevant (Important or Essential — see page 2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Overall Ratings

- B. Excellent Teacher: 4.2, Adj: 4.1
- C. Excellent Course: 4.3, Adj: 3.8
- D. Average of B & C: 4.3, Adj: 3.9

### Summary Evaluation (Average of A & D) ¹

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to All Classes in the IDEA Database</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparison Category</strong></td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Much Higher</td>
</tr>
<tr>
<td>Higher</td>
</tr>
<tr>
<td>Similar</td>
</tr>
<tr>
<td>Lower</td>
</tr>
<tr>
<td>Much Lower</td>
</tr>
</tbody>
</table>

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

### Your Converted Average When Compared to Your:

#### Discipline (IDEA Data)

<table>
<thead>
<tr>
<th>Raw</th>
<th>Adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>49</td>
</tr>
<tr>
<td>50</td>
<td>49</td>
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<tr>
<td>55</td>
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<td>52</td>
<td>47</td>
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<tr>
<td>50</td>
<td>47</td>
</tr>
<tr>
<td>51</td>
<td>48</td>
</tr>
</tbody>
</table>

#### Institution

<table>
<thead>
<tr>
<th>Raw</th>
<th>Adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>51</td>
<td>49</td>
</tr>
<tr>
<td>48</td>
<td>47</td>
</tr>
<tr>
<td>52</td>
<td>47</td>
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<tr>
<td>50</td>
<td>47</td>
</tr>
<tr>
<td>51</td>
<td>48</td>
</tr>
</tbody>
</table>

IDEA Discipline used for comparison: Business Management & Administrative Services
### Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "important" or "essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the POD–IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj.</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Important</td>
<td>4.0</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>23. Learning to apply course material to (improve thinking, problem solving, and decisions)</td>
<td>Important</td>
<td>4.1</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>Important</td>
<td>4.3</td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Minor/None</td>
<td></td>
</tr>
</tbody>
</table>

**Progress on Relevant Objectives**

<table>
<thead>
<tr>
<th></th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj.</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Important</td>
<td>4.0</td>
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<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Minor/None</td>
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<tr>
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<td>25. Acquiring skills in working with others as a member of a team</td>
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<td>4.3</td>
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<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Minor/None</td>
<td></td>
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<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
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<td>Minor/None</td>
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<td>Minor/None</td>
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<td>Minor/None</td>
<td></td>
</tr>
</tbody>
</table>

**Description of Course and Students**

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

### Course Description

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
</tr>
</tbody>
</table>

### Student Description

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. I worked harder on this course than on most courses I have taken.</td>
</tr>
<tr>
<td>39. I really wanted to take this course regardless of who taught it.</td>
</tr>
<tr>
<td>43. As a rule, I put forth more effort than other students on academic work.</td>
</tr>
</tbody>
</table>
Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on this objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.theideacenter.org/diagnosticguide.pdf), POD–IDEA Center Notes (www.theideacenter.org/podidea), and POD–IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNNotesLearning.html).

### Teaching Methods and Styles

<table>
<thead>
<tr>
<th>Stimulating Student Interest</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>All selected objectives</td>
<td>3.6</td>
<td>57%</td>
<td>Consider increasing use</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>21, 23</td>
<td>4.0</td>
<td>65%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>4.1</td>
<td>88%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>21, 23</td>
<td>4.4</td>
<td>91%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fostering Student Collaboration</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>25</td>
<td>3.8</td>
<td>71%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>5. Formed “teams” or “discussion groups” to facilitate learning</td>
<td>25</td>
<td>4.8</td>
<td>96%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
<td>75%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishing Rapport</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Explained the reasons for criticisms of students’ academic performance</td>
<td>23, 25</td>
<td>3.4</td>
<td>48%</td>
<td>Consider increasing use</td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>21, 23</td>
<td>4.1</td>
<td>78%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>Not relevant to objectives selected</td>
<td>3.9</td>
<td>67%</td>
<td></td>
</tr>
<tr>
<td>20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>Not relevant to objectives selected</td>
<td>3.5</td>
<td>54%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encouraging Student Involvement</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Involved students in “hands on” projects such as research, case studies, or “real life” activities</td>
<td>25</td>
<td>4.5</td>
<td>92%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>25</td>
<td>4.7</td>
<td>96%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding</td>
<td>Not relevant to objectives selected</td>
<td>4.3</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>Not relevant to objectives selected</td>
<td>4.6</td>
<td>92%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structuring Classroom Experiences</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>21, 23</td>
<td>3.7</td>
<td>52%</td>
<td>Consider increasing use</td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>21, 23</td>
<td>4.2</td>
<td>83%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>21</td>
<td>4.4</td>
<td>88%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>Not relevant to objectives selected</td>
<td>4.2</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve</td>
<td>Not relevant to objectives selected</td>
<td>3.7</td>
<td>58%</td>
<td></td>
</tr>
</tbody>
</table>

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always
### Statistical Detail

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Omit</th>
<th>Avg.</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>9</td>
<td>0</td>
<td>3.9</td>
<td>1.1</td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>4.1</td>
<td>0.8</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways...</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>12</td>
<td>9</td>
<td>0</td>
<td>4.2</td>
<td>0.9</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>10</td>
<td>11</td>
<td>0</td>
<td>4.4</td>
<td>0.7</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>20</td>
<td>0</td>
<td>4.8</td>
<td>0.5</td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>10</td>
<td>10</td>
<td>0</td>
<td>4.2</td>
<td>0.8</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic...</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by...</td>
<td>0</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>3.6</td>
<td>1.0</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks,...</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>13</td>
<td>0</td>
<td>4.3</td>
<td>0.9</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>3.7</td>
<td>0.9</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>9</td>
<td>12</td>
<td>0</td>
<td>4.4</td>
<td>0.7</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points...</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>11</td>
<td>1</td>
<td>4.0</td>
<td>1.1</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>12</td>
<td>9</td>
<td>0</td>
<td>4.1</td>
<td>1.1</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case...</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>8</td>
<td>0</td>
<td>4.0</td>
<td>0.9</td>
</tr>
<tr>
<td>15. Provided timely and frequent feedback on tests, reports,...</td>
<td>0</td>
<td>3</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>3.7</td>
<td>1.0</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others...</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td>5</td>
<td>0</td>
<td>3.8</td>
<td>0.9</td>
</tr>
<tr>
<td>17. Gave projects, tests, or assignments that required original or...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>0</td>
<td>4.7</td>
<td>0.6</td>
</tr>
<tr>
<td>20. Encouraged student–faculty interaction outside of class (office...</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td>3.5</td>
<td>1.3</td>
</tr>
</tbody>
</table>

**Key:**
- 1 = Hardly Ever
- 2 = Occasionally
- 3 = Sometimes
- 4 = Frequently
- 5 = Almost Always

**Converted Avg.**

<table>
<thead>
<tr>
<th>Raw</th>
<th>Adj.</th>
<th>IDEA</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Gaining factual knowledge (terminology,...</td>
<td>0 2 3 11 7 1</td>
<td>4.0 0.9</td>
<td>50 45 4.0 4.2 4.2</td>
<td></td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>0 2 4 7 11 0</td>
<td>4.1 1.0</td>
<td>53 49 4.0 4.1 4.1</td>
<td></td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking,...</td>
<td>0 2 4 6 11 1</td>
<td>4.1 1.0</td>
<td>53 49 4.0 4.1 4.1</td>
<td></td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view...</td>
<td>0 2 2 9 10 1</td>
<td>4.2 0.9</td>
<td>56 56 3.9 4.1 3.9</td>
<td></td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of...</td>
<td>0 2 7 10 2 1</td>
<td>3.3 1.1</td>
<td>58 56 3.8 3.8 3.8</td>
<td></td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing,...</td>
<td>0 2 7</td>
<td>3.3 1.1</td>
<td>58 56 3.8 3.8 3.8</td>
<td></td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of...</td>
<td>2 2 7</td>
<td>3.3 1.1</td>
<td>58 56 3.8 3.8 3.8</td>
<td></td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions...</td>
<td>2 2 7</td>
<td>3.3 1.1</td>
<td>58 56 3.8 3.9 3.9</td>
<td></td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to,...</td>
<td>4 1</td>
<td>8</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments,...</td>
<td>2 2</td>
<td>4</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own...</td>
<td>2 2</td>
<td>4</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

**Key:**
- 1 = No apparent progress
- 2 = Slight progress
- 3 = Moderate progress
- 4 = Substantial progress
- 5 = Exceptional progress

**Notes:**
- Discipline code selected on FIF: 5200
- Discipline code used for comparison: 5200

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**December 7, 2010**

4490

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**No Additional Questions.**
IDEA Student Ratings of Instruction

Martin, Michael
MAR216–49404–SU10
SU10, Principles of Marketing (MAR216–DS01–49404)
Colorado Mountain College
08–02–2010 –08–13–2010

Comments: Use the space provided in the text area below for your comments.

- Feed back was very good, timely, and thorough. I felt appreciated and accepted by him. There was a huge amount of work. Could be just all that needed to be done with the shorter summer term. Lots of work required, regardless. I felt very motivated to do the work and have very good quality. Good course. I'd take more classes from Michael.

- I enjoyed the class and my corporate background helped me in my assignments. Challenging work and Michael was diligent in sending back graded work as promised with constructive comments. I liked the way the course assignments helped prepare me for my detailed midterm and final papers – well thought through. Thank you :-)
Martin, Michael  
Colorado Mountain College  
MAR216-49404-SU10  
SU10, Principles of Marketing (MAR216-DS01-49404)  
Summer 2010  

To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

There were 13 students enrolled in the course and 2 students responded. Your results are considered unreliable because the number responding is so small. The 15% response rate indicates that results are inadequate to assure representativeness of the class as a whole.

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor’s control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

<table>
<thead>
<tr>
<th>A. Progress on Relevant Objectives</th>
<th>Your Average (5-point scale)</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven objectives were selected as</td>
<td>4.3</td>
<td>3.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevant (Important or Essential - see</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>page 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary Evaluation (Average of A & D)**

<table>
<thead>
<tr>
<th>Overall Ratings</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>63</td>
<td></td>
<td>68</td>
<td></td>
</tr>
<tr>
<td>Higher (56-62)</td>
<td>57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar (45-55)</td>
<td>45</td>
<td></td>
<td>55</td>
<td>52</td>
</tr>
<tr>
<td>Lower (38-44)</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower (37 or lower)</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IDEA Discipline used for comparison:  
Marketing Operations/Marketing & Distribution

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>NA</th>
<th>NA</th>
<th>63</th>
<th>57</th>
<th>66</th>
<th>53</th>
<th>65</th>
<th>55</th>
<th>NA</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>Institution</td>
<td>55</td>
<td>44</td>
<td>60</td>
<td>53</td>
<td>64</td>
<td>50</td>
<td>62</td>
<td>52</td>
<td>59</td>
<td>48</td>
</tr>
</tbody>
</table>
Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the POD-IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Important</td>
<td>4.5</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Essential</td>
<td>4.5</td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Important</td>
<td>4.0</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Important</td>
<td>4.0</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Important</td>
<td>4.0</td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td>Important</td>
<td>4.5</td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Important</td>
<td>4.5</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Minor/None</td>
<td></td>
</tr>
</tbody>
</table>

Progress on Relevant Objectives 4.3 3.6

1 The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
<td>4.0</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
<td>4.5</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Student Description

37. I worked harder on this course than on most courses I have taken. 5.0
39. I really wanted to take this course regardless of who taught it. 4.5
43. As a rule, I put forth more effort than other students on academic work. 4.5

Your Converted Average When Compared to Group Averages

<table>
<thead>
<tr>
<th>IDEA Database</th>
<th>IDEA Discipline</th>
<th>Your Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>61 Higher</td>
<td>62 Higher</td>
<td>61 Higher</td>
</tr>
<tr>
<td>68 Much Higher</td>
<td>69 Much Higher</td>
<td>70 Much Higher</td>
</tr>
<tr>
<td>51 Similar</td>
<td>53 Similar</td>
<td>51 Similar</td>
</tr>
</tbody>
</table>

57 45 NA NA 55 44

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56-62)
Similar = Middle 40% (45-55)
Lower = Next 20% (38-44)
Much Lower = Lowest 10% (37 or lower)
Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"*
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.theideacenter.org/diagnosticguide.pdf), POD–IDEA Center Notes (www.theideacenter.org/podidea), and POD–IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

### Teaching Methods and Styles

#### Stimulating Student Interest

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>All selected objectives</td>
<td>4.5</td>
<td>100%</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>All selected objectives</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>4.5</td>
<td>100%</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>21, 22, 23, 24</td>
<td>5.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Fostering Student Collaboration

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>29, 31</td>
<td>1.0</td>
<td>0%</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>31</td>
<td>1.0</td>
<td>0%</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>Not relevant to objectives selected</td>
<td>1.0</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Establishing Rapport

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>All selected objectives</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic performance</td>
<td>24, 27, 29, 31</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>23, 24, 27</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
<td>50%</td>
</tr>
</tbody>
</table>

#### Encouraging Student Involvement

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>27, 29, 31</td>
<td>4.5</td>
<td>100%</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding</td>
<td>29</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>23</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities</td>
<td>29</td>
<td>5.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Structuring Classroom Experiences

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>21, 22, 23, 24, 27</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>21, 22, 23, 24</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>21, 23</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>21, 22</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve</td>
<td>Not relevant to objectives selected</td>
<td>5.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always
### Statistical Detail

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Omit</th>
<th>Avg.</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks,...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>17. Provided feedback and frequent feedback on tests, reports,...</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original or...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
<td></td>
</tr>
</tbody>
</table>

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

### Converted Avg.

<table>
<thead>
<tr>
<th>Raw</th>
<th>Adj</th>
<th>IDEA</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Gaining factual knowledge (terminology,...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking,...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing,...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to,...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas,...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress Bold = Selected as Important or Essential

<table>
<thead>
<tr>
<th>Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
</tr>
<tr>
<td>35. Difficulty with subject matter</td>
</tr>
</tbody>
</table>

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

### Notes:
- Discipline code selected on FIF: 0800
- Discipline code used for comparison: 0800

---

No Additional Questions.
# Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the POD–IDEA Center Learning Notes (www.theideacenter.org/podias/PDNotesLearning.html).

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw Adj. 1 or 2 4 or 5</td>
<td></td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Important 3.8 3.5 15% 69%</td>
<td></td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Important 3.7 3.3 15% 69%</td>
<td></td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Important 3.8 3.4 15% 69%</td>
<td></td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Essential 4.2 3.9 8% 75%</td>
<td></td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>Essential 4.3 4.1 0% 85%</td>
<td></td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Essential 4.3 4.4 0% 77%</td>
<td></td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>Important 3.8 3.9 17% 67%</td>
<td></td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td>Important 3.9 3.8 8% 77%</td>
<td></td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Important 4.0 3.7 8% 69%</td>
<td></td>
</tr>
</tbody>
</table>

**Progress on Relevant Objectives** 4.1 3.9

1 The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

## Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

### Course Description

<table>
<thead>
<tr>
<th></th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
<td>2.7</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
<td>4.3</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
<td>3.8</td>
</tr>
</tbody>
</table>

### Student Description

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>37. I worked harder on this course than on most courses I have taken.</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>39. I really wanted to take this course regardless of who taught it.</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>43. As a rule, I put forth more effort than other students on academic work.</td>
<td>3.8</td>
<td></td>
</tr>
</tbody>
</table>
Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?" 
- Review the next two columns to answer the question, "How did students rate my use of these important methods?" 
- Read the last two columns to answer the question, "What changes should I consider in my teaching methods?" 
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.theideacenter.org/diagnostiqueste.pdf), POD–IDEA Center Notes (www.theideacenter.org/podidea), and POD–IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

### Teaching Methods and Styles

#### Stimulating Student Interest

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter 21, 22, 23, 24, 32</td>
<td>4.2</td>
<td>77%</td>
<td>Consider increasing use</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses All selected objectives</td>
<td>4.2</td>
<td>77%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject 21, 22, 23, 24, 26, 28, 29, 32</td>
<td>4.2</td>
<td>69%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them All selected objectives</td>
<td>4.3</td>
<td>69%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

#### Fostering Student Collaboration

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Asked students to help each other understand ideas or concepts 25, 26, 28, 29, 32</td>
<td>4.3</td>
<td>85%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own 25, 26, 28</td>
<td>4.2</td>
<td>85%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>4.6</td>
<td>92%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

#### Establishing Rapport

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displayed a personal interest in students and their learning 23, 24, 28, 32</td>
<td>3.9</td>
<td>69%</td>
<td>Consider increasing use</td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions All selected objectives</td>
<td>4.0</td>
<td>69%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic performance 23, 24, 26, 28, 29, 32</td>
<td>3.8</td>
<td>62%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>3.9</td>
<td>69%</td>
<td>Retain current use or consider increasing</td>
</tr>
</tbody>
</table>

#### Encouraging Student Involvement

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking 25, 26, 28, 29</td>
<td>4.5</td>
<td>85%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>11. Related course material to real life situations 23, 24</td>
<td>4.5</td>
<td>92%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities 25, 29</td>
<td>4.5</td>
<td>85%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding</td>
<td>4.3</td>
<td>85%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

#### Structuring Classroom Experiences

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Made it clear how each topic fit into the course 21, 22, 23, 24, 32</td>
<td>4.2</td>
<td>85%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely 21, 22, 23, 24</td>
<td>4.0</td>
<td>69%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course 21, 22</td>
<td>4.2</td>
<td>85%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work Not relevant to objectives selected</td>
<td>4.1</td>
<td>69%</td>
<td></td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve Not relevant to objectives selected</td>
<td>4.3</td>
<td>77%</td>
<td></td>
</tr>
</tbody>
</table>

5-point Scale: 1 = Hardly Ever  2 = Occasionally  3 = Sometimes  4 = Frequently  5 = Almost Always
### Statistical Detail

<table>
<thead>
<tr>
<th>1. Displayed a personal interest in students and their learning</th>
<th>Number Responding</th>
<th>Avg.</th>
<th>s.d.</th>
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<tbody>
<tr>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<td>3</td>
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<tr>
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<td>0</td>
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</tr>
<tr>
<td>Omit</td>
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</table>

### Converted Avg.

<table>
<thead>
<tr>
<th>21. Gaining factual knowledge (terminology, . . .)</th>
<th>Raw</th>
<th>Adj.</th>
<th>IDEA</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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<td>0</td>
<td>1</td>
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<td>3</td>
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<tr>
<td>Omit</td>
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<td>0</td>
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</tbody>
</table>

### Notes:
- Consider selecting fewer objectives as "Important" or "Essential.
- Discipline code selected on FIF: 5200
- Discipline code used for comparison: 5200

### Additional Questions:

<table>
<thead>
<tr>
<th>48.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Omit</th>
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<th>s.d.</th>
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### Additional Questions:

<table>
<thead>
<tr>
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<th>Avg.</th>
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</tbody>
</table>
There were 27 students enrolled in the course and 13 students responded. Your results are considered only marginally reliable. The 48% response rate indicates that results are inadequate to assure representativeness of the class as a whole.

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as “Important” or “Essential” (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

 Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the “true score” as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results, some institutions may prefer to establish their own “standards” based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor’s control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Progress on Relevant Objectives</td>
<td>4.1 3.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nine objectives were selected as relevant (Important or Essential — see page 2)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Overall Ratings</td>
<td>B. Excellent Teacher</td>
<td>C. Excellent Course</td>
<td>D. Average of B &amp; C</td>
<td>Summary Evaluation (Average of A &amp; D)</td>
<td></td>
</tr>
<tr>
<td>B. Excellent Teacher</td>
<td>4.0 3.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Excellent Course</td>
<td>3.8 3.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Average of B &amp; C</td>
<td>3.9 3.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary Evaluation (Average of A &amp; D)</td>
<td>4.0 3.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.
2 The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Higher</td>
<td>52</td>
<td>49</td>
<td>49</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Highest 10% (63 or higher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td></td>
<td>47</td>
<td>49</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Next 20% (56–62)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar</td>
<td></td>
<td>49</td>
<td>47</td>
<td>49</td>
<td>48</td>
</tr>
<tr>
<td>Middle 40% (45–55)</td>
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<tr>
<td>Lower</td>
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<td>47</td>
<td>49</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>Next 20% (38–44)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower</td>
<td></td>
<td>43</td>
<td>41</td>
<td>42</td>
<td>46</td>
</tr>
<tr>
<td>Lowest 10% (37 or lower)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Your Converted Average When Compared to Your:

<table>
<thead>
<tr>
<th>Discipline</th>
<th>51 49 47 43 47 41 47 42 49 46</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>51 49 44 41 45 42 45 42 48 46</td>
</tr>
</tbody>
</table>

IDEA Discipline used for comparison: Business Management & Administrative Services
There were 32 students enrolled in the course and 26 students responded. Your results are considered reliable. The 81% response rate indicates that results are representative of the class as a whole.

**Summary Evaluation of Teaching Effectiveness**

Teaching effectiveness is assessed in two ways: A. **Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. **Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

### Your Average Scores

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>Overall Ratings</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw Adj.</td>
<td>B. Excellent Teacher</td>
<td>C. Excellent Course</td>
</tr>
<tr>
<td>A. Progress on Relevant Objectives ¹</td>
<td>4.0 4.1</td>
<td>57 57</td>
<td>55 55</td>
</tr>
<tr>
<td>Eleven objectives were selected as relevant (Important or Essential — see page 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Ratings</td>
<td>B. Excellent Teacher</td>
<td>4.6 4.6</td>
<td></td>
</tr>
<tr>
<td>C. Excellent Course</td>
<td>4.2 4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Average of B &amp; C</td>
<td>4.4 4.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Summary Evaluation (Average of A & D) ¹ | 4.2 4.2 |

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

### Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>Overall Ratings</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw Adj.</td>
<td>B. Excellent Teacher</td>
<td>C. Excellent Course</td>
</tr>
<tr>
<td>Much Higher Highest 10% (63 or higher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Next 20% (56-62)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar Middle 40% (45-55)</td>
<td>53 55</td>
<td>55 55</td>
<td>51</td>
</tr>
<tr>
<td>Lower Next 20% (36-44)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower Lowest 10% (37 or lower)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Your Converted Average When Compared to Your:

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>54</td>
<td>52</td>
<td>49</td>
<td>53</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td>53</td>
</tr>
</tbody>
</table>

No Disciplinary Comparisons Available
Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the POD–IDEA Center Learning Notes (www.theideacenter.org/PODidea/PODNotesLearning.html).

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj.</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Important</td>
<td>4.1</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking, problem solving, and decision making)</td>
<td>Essential</td>
<td>4.2</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Important</td>
<td>4.3</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>Essential</td>
<td>4.2</td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Essential</td>
<td>4.1</td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Essential</td>
<td>3.7</td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>Important</td>
<td>4.0</td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td>Important</td>
<td>3.8</td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Important</td>
<td>3.8</td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Important</td>
<td>4.2</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Essential</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Progress on Relevant Objectives: 4.0 / 4.1

1 The process for computing Progress on Relevant Objectives for the discipline and institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
</tr>
</tbody>
</table>

Student Description

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. I worked harder on this course than on most courses I have taken.</td>
</tr>
<tr>
<td>39. I really wanted to take this course regardless of who taught it.</td>
</tr>
<tr>
<td>43. As a rule, I put forth more effort than other students on academic work.</td>
</tr>
</tbody>
</table>
**Improving Teaching Effectiveness**

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.theideacenter.org/diagnosticguidepdf), POD–IDEA Center Notes (www.theideacenter.org/podidea), and POD–IDEA Center Learning Notes (www.theideacenter.org/podidea/PDDNotesLearning.html).

### Teaching Methods and Styles

<table>
<thead>
<tr>
<th>Stimulating Student Interest</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>All selected objectives</td>
<td>4.0</td>
<td>73%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>4.3</td>
<td>88%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>21, 23, 24, 26, 27, 28, 29, 30, 31, 32</td>
<td>4.4</td>
<td>96%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>21, 23, 24, 30, 32</td>
<td>4.6</td>
<td>92%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fostering Student Collaboration</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>25, 26, 28, 29, 30, 31, 32</td>
<td>4.3</td>
<td>81%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>25, 26, 27, 28, 30, 31</td>
<td>4.3</td>
<td>92%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>25</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishing Rapport</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>29</td>
<td>4.0</td>
<td>73%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>All selected objectives</td>
<td>4.4</td>
<td>96%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic performance</td>
<td>23, 24, 26, 27, 28, 29, 31, 32</td>
<td>4.2</td>
<td>85%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>23, 24, 28, 32</td>
<td>4.5</td>
<td>92%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encouraging Student Involvement</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>25, 26, 27, 28, 29, 31</td>
<td>4.6</td>
<td>92%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>23, 24, 30</td>
<td>4.6</td>
<td>92%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities</td>
<td>25, 29</td>
<td>4.4</td>
<td>77%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding</td>
<td>29</td>
<td>4.4</td>
<td>88%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structuring Classroom Experiences</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>21, 23, 24, 27, 30, 32</td>
<td>4.5</td>
<td>92%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>21, 23, 24, 27</td>
<td>4.7</td>
<td>96%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>21</td>
<td>4.6</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>Not relevant to objectives selected</td>
<td>4.4</td>
<td>96%</td>
<td></td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. so students improve</td>
<td>Not relevant to objectives selected</td>
<td>4.4</td>
<td>85%</td>
<td></td>
</tr>
</tbody>
</table>

*5-point Scale: 1 = Hardly Ever  2 = Occasionally  3 = Sometimes  4 = Frequently  5 = Almost Always*
### Statistical Detail

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Avg.</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Omit</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1. Displayed a personal interest in students and their learning
2. Felt that your course work was challenging
3. Felt there was a good balance between learning and work
4. Made it clear how much work was needed
5. Provided helpful feedback
6. Made it clear how each topic fit into the course
7. Explained the reasons for criticisms of students' academic work
8. Stimulated students to intellectual effort beyond that required by the course
9. Encouraged students to use multiple resources (e.g., data banks, readings)
10. Explained course material clearly and concisely
11. Related course material to real life situations
12. Gave feedback on students' work
13. Provided timely and frequent feedback on test results
14. Encouraged students to collaborate
15. Honesty and integrity in the teaching/learning process
16. Prepared for class
17. Provided opportunities for alternative approaches to learning
18. Maintained a positive attitude toward teaching
19. Was clear in communicating expectations
20. Encouraged students to engage in self-directed learning

### Converted Avg. | Comparison Group Average

<table>
<thead>
<tr>
<th>Raw</th>
<th>Adj.</th>
<th>IDEA</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>50</td>
<td>4.0</td>
<td>NA</td>
<td>4.1</td>
</tr>
<tr>
<td>55</td>
<td>55</td>
<td>4.0</td>
<td>NA</td>
<td>4.1</td>
</tr>
<tr>
<td>54</td>
<td>55</td>
<td>4.0</td>
<td>NA</td>
<td>4.1</td>
</tr>
<tr>
<td>54</td>
<td>55</td>
<td>3.9</td>
<td>NA</td>
<td>3.7</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
<td>3.7</td>
<td>NA</td>
<td>4.0</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
<td>3.7</td>
<td>NA</td>
<td>4.0</td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>3.8</td>
<td>NA</td>
<td>3.8</td>
</tr>
<tr>
<td>50</td>
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<td>3.8</td>
<td>NA</td>
<td>3.8</td>
</tr>
<tr>
<td>52</td>
<td>56</td>
<td>3.8</td>
<td>NA</td>
<td>3.8</td>
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<tr>
<td>50</td>
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<td>3.8</td>
<td>NA</td>
<td>3.8</td>
</tr>
<tr>
<td>56</td>
<td>58</td>
<td>3.8</td>
<td>NA</td>
<td>3.8</td>
</tr>
<tr>
<td>55</td>
<td>58</td>
<td>3.8</td>
<td>NA</td>
<td>3.8</td>
</tr>
</tbody>
</table>

### Notes:
- Consider selecting fewer objectives as "important" or "Essential.
- Dept code selected on FIF: 4600
- Disciplines comparison were not reported because fewer than 400 classes in this discipline were in the IDEA database.

### Additional Questions:
- No Additional Questions.
IDEA Survey Written Comments Spring 2008 (Spelling is corrected, grammatical and usage errors are typed as written)

Class: SKB-210-SB40 – Ski and Board Product Design
Instructor: Mike Martin

Written Comments:
1. Great job Mike.
2. The dude is the man.
3. Mike’s the man.
There were 10 students enrolled in the course and 7 students responded. Your results are considered unreliable because the number responding is so small. The 70% response rate indicates that results are probably representative of the class as a whole.

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as “important” or “essential” (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

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### Your Average Scores

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Progress on Relevant Objectives</td>
<td>4.7</td>
<td>4.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eight objectives were selected as relevant (Important or Essential – see page 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Ratings</td>
<td>B. Excellent Teacher</td>
<td>4.4</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Excellent Course</td>
<td>4.4</td>
<td>4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Average of B &amp; C</td>
<td>4.4</td>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary Evaluation (Average of A &amp; D)</td>
<td>4.6</td>
<td>4.4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

2 The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

### Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Higher Highest 10% (63 or higher)</td>
<td>63</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Next 20% (56-62)</td>
<td>58</td>
<td>58</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar Middle 40% (45-55)</td>
<td>54</td>
<td>52</td>
<td>53</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>Lower Next 20% (38-44)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower Lowest 10% (37 or lower)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Your Converted Average When Compared to Your:

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>62</td>
<td>60</td>
<td>51</td>
<td>46</td>
<td>54</td>
<td>50</td>
<td>53</td>
<td>49</td>
</tr>
<tr>
<td>Institution</td>
<td>58</td>
<td>55</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No Disciplinary Comparisons Available
**Student Ratings of Learning on Relevant (Important and Essential) Objectives**

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as “Important” or “Essential.” Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as “Important” or “Essential” (double weighted). The percent of students rating each as “1” or “2” (either “no” or “slight” progress) and as “4” or “5” (“substantial” or “exceptional” progress) is also reported. These results should help you identify objectives where improvement efforts might be best focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj.</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Essential</td>
<td>4.9</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Essential</td>
<td>4.7</td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Essential</td>
<td>4.9</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Essential</td>
<td>4.7</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>Essential</td>
<td>4.4</td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Minor/None</td>
<td>0</td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Minor/None</td>
<td>0</td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>Important</td>
<td>4.0</td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td>Minor/None</td>
<td>0</td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Minor/None</td>
<td>0</td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Important</td>
<td>4.6</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Important</td>
<td>4.7</td>
</tr>
</tbody>
</table>

**Progress on Relevant Objectives**

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Database</td>
</tr>
<tr>
<td>Raw</td>
</tr>
<tr>
<td>67</td>
</tr>
<tr>
<td>66</td>
</tr>
<tr>
<td>67</td>
</tr>
<tr>
<td>63</td>
</tr>
<tr>
<td>58</td>
</tr>
<tr>
<td>53</td>
</tr>
<tr>
<td>62</td>
</tr>
<tr>
<td>63</td>
</tr>
</tbody>
</table>

1. The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

**Description of Course and Students**

Students described the course by rating three items related to “level of academic challenge.” Results cannot be interpreted as “good” or “bad”; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
<td>2.9</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
<td>3.4</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
<td>3.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Description</th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. I worked harder on this course than on most courses I have taken.</td>
<td>4.0</td>
</tr>
<tr>
<td>38. I really wanted to take this course regardless of who taught it.</td>
<td>4.0</td>
</tr>
<tr>
<td>43. As a rule, I put forth more effort than other students on academic work.</td>
<td>3.6</td>
</tr>
</tbody>
</table>
## Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, “Which of the 20 teaching methods are most related to learning on these objective(s)?”
- Review the next two columns to answer the question, “How did students rate my use of these important methods?”
- Read the last column to answer the question, “What changes should I consider in my teaching methods?”
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.idea.ksu.edu/diagnosticguide.pdf) and in the POD–IDEA Center Notes (www.idea.ksu.edu/podidea).

### Teaching Methods and Styles

#### Stimulating Student Interest

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>4.7</td>
<td>100%</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>21, 22, 23, 24, 28, 31, 32</td>
<td>4.6</td>
<td>86%</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>21, 22, 23, 24, 28, 31, 32</td>
<td>4.6</td>
<td>86%</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>21, 22, 23, 24, 32</td>
<td>4.7</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Fostering Student Collaboration

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>25</td>
<td>3.9</td>
<td>57%</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>28, 31</td>
<td>4.9</td>
<td>100%</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>28, 31</td>
<td>4.7</td>
<td>100%</td>
</tr>
</tbody>
</table>

#### Establishing Rapport

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>All selected objectives</td>
<td>4.9</td>
<td>100%</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic performance</td>
<td>24, 28, 31, 32</td>
<td>4.6</td>
<td>100%</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>23, 24, 32</td>
<td>4.9</td>
<td>100%</td>
</tr>
<tr>
<td>20. Encouraged student--faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>Not relevant to objectives selected</td>
<td>4.3</td>
<td>86%</td>
</tr>
</tbody>
</table>

#### Encouraging Student Involvement

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>28, 31</td>
<td>4.4</td>
<td>86%</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>23</td>
<td>4.7</td>
<td>86%</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities</td>
<td>25</td>
<td>4.9</td>
<td>100%</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g., data banks, library holdings, outside experts) to improve understanding</td>
<td>Not relevant to objectives selected</td>
<td>4.1</td>
<td>71%</td>
</tr>
</tbody>
</table>

#### Structuring Classroom Experiences

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>21, 22, 23, 24, 25, 32</td>
<td>4.7</td>
<td>100%</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>21, 22, 23, 24, 32</td>
<td>4.7</td>
<td>100%</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>21, 23</td>
<td>4.6</td>
<td>86%</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>21, 22</td>
<td>4.6</td>
<td>86%</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve</td>
<td>Not relevant to objectives selected</td>
<td>4.6</td>
<td>100%</td>
</tr>
</tbody>
</table>

*5-point Scale: 1 = Hardly Ever   2 = Occasionally   3 = Sometimes   4 = Frequently   5 = Almost Always*
Statistical Detail

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Omit</th>
<th>Avg.</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4.9</td>
<td>0.4</td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4.9</td>
<td>0.4</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>4.6</td>
<td>0.8</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>3.9</td>
<td>1.2</td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic assign...</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4.1</td>
<td>1.2</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data bank...</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>4.6</td>
<td>0.8</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4.9</td>
<td>0.4</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.7</td>
<td>0.5</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>4.6</td>
<td>0.5</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4.9</td>
<td>0.4</td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>4.4</td>
<td>0.8</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>4.3</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Key: 1 = Hardly Ever  2 = Occasionally  3 = Sometimes  4 = Frequently  5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

Notes:
Consider selecting fewer objectives as "Important" or "Essential.
Department code was not provided.

No Additional Questions.

December 19, 2006
8 students responded. Your responses are considered unreliable because the number responding is so small. The number enrolled was not provided correctly on the Faculty Information Form. Therefore, a response rate cannot be calculated.

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 59), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Progress on Relevant Objectives ¹</td>
<td>Raw</td>
</tr>
<tr>
<td>Four objectives were selected as relevant (Important or Essential – see page 2)</td>
<td>4.5</td>
</tr>
<tr>
<td>Overall Ratings</td>
<td></td>
</tr>
<tr>
<td>B. Excellent Teacher</td>
<td>4.8</td>
</tr>
<tr>
<td>C. Excellent Course</td>
<td>4.6</td>
</tr>
<tr>
<td>D. Average of B &amp; C</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Higher</td>
<td>Highest 10% (63 or higher)</td>
<td>63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td>Next 20% (56-62)</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar</td>
<td>Middle 40% (45-55)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>Next 20% (36-44)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower</td>
<td>Lowest 10% (37 or lower)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

2 The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Your:

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>59</td>
<td>60</td>
<td>56</td>
<td>56</td>
<td>57</td>
<td>55</td>
<td>57</td>
<td>56</td>
</tr>
</tbody>
</table>

No Disciplinary Comparisons Available
## Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "important" or "essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "important" or "essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the POD–IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj.</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Essential</td>
<td>4.5</td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Important</td>
<td>4.9</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Essential</td>
<td>4.4</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Important</td>
<td>4.5</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Minor/None</td>
<td></td>
</tr>
</tbody>
</table>

**Progress on Relevant Objectives** 4.5 4.6

[1] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

## Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad," in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

### Course Description

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
</tr>
</tbody>
</table>

### Student Description

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. I worked harder on this course than on most courses I have taken.</td>
</tr>
<tr>
<td>39. I really wanted to take this course regardless of who taught it.</td>
</tr>
<tr>
<td>43. As a rule, I put forth more effort than other students on academic work.</td>
</tr>
</tbody>
</table>

### Converted Average When Compared to Group Averages

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Database</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>41 Lower</td>
</tr>
<tr>
<td>45 Similar</td>
</tr>
<tr>
<td>43 Lower</td>
</tr>
<tr>
<td>56 Higher</td>
</tr>
<tr>
<td>62 Higher</td>
</tr>
<tr>
<td>37 Much Lower</td>
</tr>
</tbody>
</table>

### Notes on Averages

- Much Higher = Highest 10% of classes (63 or higher)
- Higher = Next 20% (56-62)
- Similar = Middle 40% (45-55)
- Lower = Next 20% (38-44)
- Much Lower = Lowest 10% (37 or lower)
Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused.

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.theideacenter.org/diagnosticguide.pdf), POD–IDEA Center Notes (www.theideacenter.org/podidea), and POD–IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

## Teaching Methods and Styles

### Stimulating Student Interest

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>All selected objectives</td>
<td>4.0</td>
<td>63%</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>3.9</td>
<td>63%</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>All selected objectives</td>
<td>4.5</td>
<td>88%</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>22, 23, 24</td>
<td>4.9</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Fostering Student Collaboration

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>31</td>
<td>4.3</td>
<td>63%</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>31</td>
<td>4.3</td>
<td>88%</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>Not relevant to objectives selected</td>
<td>4.3</td>
<td>71%</td>
</tr>
</tbody>
</table>

### Establishing Rapport

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>All selected objectives</td>
<td>4.4</td>
<td>100%</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>23, 24</td>
<td>4.5</td>
<td>88%</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic performance</td>
<td>24, 31</td>
<td>4.5</td>
<td>88%</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>Not relevant to objectives selected</td>
<td>4.4</td>
<td>75%</td>
</tr>
</tbody>
</table>

### Encouraging Student Involvement

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>31</td>
<td>4.3</td>
<td>75%</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>23</td>
<td>4.6</td>
<td>88%</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g., data banks, library holdings, outside experts) to improve understanding</td>
<td>Not relevant to objectives selected</td>
<td>3.9</td>
<td>63%</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities</td>
<td>Not relevant to objectives selected</td>
<td>5.0</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Structuring Classroom Experiences

<table>
<thead>
<tr>
<th>Relevant to Objectives:</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>22, 23, 24</td>
<td>4.5</td>
<td>88%</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>22, 23, 24</td>
<td>4.6</td>
<td>88%</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>23</td>
<td>4.5</td>
<td>100%</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>22</td>
<td>4.6</td>
<td>88%</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve</td>
<td>Not relevant to objectives selected</td>
<td>4.1</td>
<td>75%</td>
</tr>
</tbody>
</table>

5-point Scale: 1 = Hardly Ever   2 = Occasionally   3 = Sometimes   4 = Frequently   5 = Almost Always
### Statistical Detail

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Omit</th>
<th>Avg.</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.5</td>
<td>0.8</td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>4.4</td>
<td>0.5</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>4.5</td>
<td>0.5</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>4.9</td>
<td>0.4</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>4.3</td>
<td>1.0</td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.5</td>
<td>0.8</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.5</td>
<td>0.8</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by...</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>4.0</td>
<td>0.9</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks,...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4.4</td>
<td>1.1</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4.6</td>
<td>0.7</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4.6</td>
<td>0.7</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>4.6</td>
<td>0.7</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>0</td>
<td>4.5</td>
<td>0.8</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>5.0</td>
<td>0.0</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really...</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>3.9</td>
<td>0.8</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others...</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>4.3</td>
<td>1.0</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports,...</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>4.1</td>
<td>1.1</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>4.3</td>
<td>1.0</td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original or...</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>4.3</td>
<td>0.9</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office)...</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>4.4</td>
<td>0.9</td>
</tr>
</tbody>
</table>

**Key:**
1. Hardly Ever  
2. Occasionally  
3. Sometimes  
4. Frequently  
5. Almost Always

**Converted Avg.**

<table>
<thead>
<tr>
<th>converted avg</th>
<th>Raw</th>
<th>Adj.</th>
<th>IDEA</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications,...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking,...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing,...</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to,...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas,...</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own...</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

**Key:**
1. No apparent progress  
2. Slight progress  
3. Moderate progress  
4. Substantial progress  
5. Exceptional progress

**Notes:**
Department code was not provided. Class enrollment was not provided.

### No Additional Questions.

---

December 4, 2007

1666
There were 39 students enrolled in the course and 28 students responded. Your results are considered **reliable**. The 72% response rate indicates that results are **probably representative** of the class as a whole.

**Summary Evaluation of Teaching Effectiveness**

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The **Interpretive Guide** offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both **unadjusted** (raw) and **adjusted** averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desirability to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

### Your Average Scores

<table>
<thead>
<tr>
<th>A. Progress on Relevant Objectives</th>
<th>Raw</th>
<th>Adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve objectives were selected as relevant (Important or Essential – see page 2)</td>
<td>4.7</td>
<td>4.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Excellent Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Excellent Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Average of B &amp; C</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8</td>
</tr>
</tbody>
</table>

---

### Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>Overall Ratings</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Higher</td>
<td>64</td>
<td>63</td>
<td>64</td>
</tr>
<tr>
<td>Highest 10% (63 or higher)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td>61</td>
<td>59</td>
<td>60</td>
</tr>
<tr>
<td>Next 20% (56-62)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle 40% (45-55)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next 20% (38-44)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest 10% (37 or lower)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Your Converted Average When Compared to Your:**

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>63</td>
<td>60</td>
<td>58</td>
<td>55</td>
<td>61</td>
<td>56</td>
<td>60</td>
</tr>
</tbody>
</table>

No Disciplinary Comparisons Available
Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw</td>
<td>Adj.</td>
<td>1 or 2</td>
</tr>
<tr>
<td>Important</td>
<td>4.7</td>
<td>4.5</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.8</td>
<td>4.7</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.8</td>
<td>4.6</td>
</tr>
<tr>
<td>23. Learning to apply course material to improve thinking, problem solving, and decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.9</td>
<td>4.7</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.9</td>
<td>4.7</td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual-cultural activity (music, science, literature, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.6</td>
<td>4.5</td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.4</td>
<td>4.5</td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.6</td>
<td>4.7</td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.5</td>
<td>4.4</td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>4.8</td>
<td>4.8</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress on Relevant Objectives

4.7 4.6

1 The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
<td>2.4</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
<td>3.6</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
<td>3.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Description</th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. I worked harder on this course than on most courses I have taken.</td>
<td>4.3</td>
</tr>
<tr>
<td>38. I really wanted to take this course regardless of who taught it.</td>
<td>4.1</td>
</tr>
<tr>
<td>43. As a rule, I put forth more effort than other students on academic work.</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Your Converted Average When Compared to Group Averages

<table>
<thead>
<tr>
<th>IDEA Database</th>
<th>IDEA Discipline</th>
<th>Your Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>39 Lower</td>
<td>NA</td>
<td>42 Lower</td>
</tr>
<tr>
<td>53 Similar</td>
<td>NA</td>
<td>55 Similar</td>
</tr>
<tr>
<td>48 Similar</td>
<td>NA</td>
<td>48 Similar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Database</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>63 Much Higher</td>
</tr>
<tr>
<td>64 Much Higher</td>
</tr>
<tr>
<td>57 Higher</td>
</tr>
</tbody>
</table>

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56-62)
Similai = Middle 40% (45-55)
Lower = Next 20% (38-44)
Much Lower = Lowest 10% (37 or lower)
**Improving Teaching Effectiveness**

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide ([www.idea.ksu.edu/diagnosticguide.pdf](http://www.idea.ksu.edu/diagnosticguide.pdf)) and in the POD–IDEA Center Notes ([www.idea.ksu.edu/podidea](http://www.idea.ksu.edu/podidea)).

### Teaching Methods and Styles

<table>
<thead>
<tr>
<th>Stimulating Student Interest</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>21, 22, 23, 24, 25, 27, 28, 29, 31, 32</td>
<td>4.7</td>
<td>96%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>21, 22, 23, 24, 26, 27, 28, 30, 31, 32</td>
<td>4.9</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>21, 22, 23, 24, 27, 30, 31, 32</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

| Fostering Student Collaboration | | | | |
|---------------------------------|------------------|------------------|------------------|
| 16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 26, 27, 28, 30, 31, 32 | 4.7 | 96% | Strength to retain |
| 18. Asked students to help each other understand ideas or concepts | 25, 26, 28, 29, 32 | 4.9 | 96% | Strength to retain |
| 5. Formed “teams” or “discussion groups” to facilitate learning | 25 | 5.0 | 100% | Strength to retain |

| Establishing Rapport | | | | |
|---------------------|------------------|------------------|------------------|
| 2. Found ways to help students answer their own questions | 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32 | 4.8 | 100% | Strength to retain |
| 7. Explained the reasons for criticisms of students' academic performance | 23, 24, 25, 26, 27, 28, 29, 31, 32 | 4.6 | 100% | Strength to retain |
| 1. Displayed a personal interest in students and their learning | 30, 32 | 4.9 | 100% | Strength to retain |
| 20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.) | 29 | 4.8 | 96% | Strength to retain |

| Encouraging Student Involvement | | | | |
|---------------------------------|------------------|------------------|------------------|
| 19. Gave projects, tests, or assignments that required original or creative thinking | 25, 26, 27, 28, 29, 31, 32 | 4.9 | 100% | Strength to retain |
| 14. Involved students in "hands on" projects such as research, case studies, or "real life" activities | 25, 26, 29 | 4.9 | 100% | Strength to retain |
| 9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding | 29 | 4.7 | 93% | Strength to retain |
| 11. Related course material to real life situations | 30 | 4.9 | 100% | Strength to retain |

| Structuring Classroom Experiences | | | | |
|-----------------------------------|------------------|------------------|------------------|
| 6. Made it clear how each topic fit into the course | 21, 22, 23, 24, 27, 30, 32 | 4.8 | 100% | Strength to retain |
| 10. Explained course material clearly and concisely | 21, 22, 23, 24, 27, 30 | 4.8 | 100% | Strength to retain |
| 12. Gave tests, projects, etc. that covered the most important points of the course | 21, 22 | 4.6 | 96% | Strength to retain |
| 3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work | Not relevant to objectives selected | 4.8 | 100% | |
| 17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve | Not relevant to objectives selected | 4.7 | 90% | |

**5-point Scale:**
1 = Hardly Ever
2 = Occasionally
3 = Sometimes
4 = Frequently
5 = Almost Always
### Statistical Detail

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Avg. s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>0</td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>0</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways...</td>
<td>0</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>0</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>0</td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>0</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic...</td>
<td>0</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by...</td>
<td>0</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks,...</td>
<td>0</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>0</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>0</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points...</td>
<td>0</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>0</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case...</td>
<td>0</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really...</td>
<td>0</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others...</td>
<td>0</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports,...</td>
<td>0</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>0</td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original or...</td>
<td>0</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office)...</td>
<td>0</td>
</tr>
</tbody>
</table>

Key: 1 = Hardy Ever  2 = Occasionally  3 = Sometimes  4 = Frequently  5 = Almost Always

### Converted Avg.

<table>
<thead>
<tr>
<th>Comparison Group Average</th>
<th>Raw Avg.</th>
<th>Adj. Avg.</th>
<th>IDEA</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Learning factual knowledge (terminology,...</td>
<td>4.7</td>
<td>0.5</td>
<td>64</td>
<td>60</td>
<td>4.0</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or...</td>
<td>4.8</td>
<td>0.4</td>
<td>67</td>
<td>65</td>
<td>3.9</td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking,...</td>
<td>4.8</td>
<td>0.4</td>
<td>65</td>
<td>62</td>
<td>4.0</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of...</td>
<td>4.9</td>
<td>0.3</td>
<td>67</td>
<td>65</td>
<td>4.0</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of...</td>
<td>4.9</td>
<td>0.4</td>
<td>65</td>
<td>63</td>
<td>3.9</td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing,...</td>
<td>4.8</td>
<td>0.4</td>
<td>63</td>
<td>64</td>
<td>3.9</td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of...</td>
<td>4.6</td>
<td>0.8</td>
<td>62</td>
<td>61</td>
<td>3.7</td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>4.4</td>
<td>0.7</td>
<td>59</td>
<td>61</td>
<td>3.8</td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering...</td>
<td>4.6</td>
<td>0.6</td>
<td>66</td>
<td>67</td>
<td>3.7</td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and...</td>
<td>4.5</td>
<td>0.7</td>
<td>62</td>
<td>60</td>
<td>3.8</td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas,...</td>
<td>4.8</td>
<td>0.4</td>
<td>67</td>
<td>66</td>
<td>3.8</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my...</td>
<td>4.7</td>
<td>0.6</td>
<td>66</td>
<td>66</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Key: 1 = No apparent progress  2 = Slight progress  3 = Moderate progress  4 = Substantial progress  5 = Exceptional progress  Bold = Selected as Important or Essential

### Amount of Reading

| Amount of Reading | 7 | 6 | 13 | 1 | 1 | 2.4 | 1.0 | 39 | 3.2 | NA | 3.1 |

### Amount of Work in Other (Non-Reading) Assignments

| Amount of Work | 1 | 1 | 10 | 2 | 4 | 3.6 | 0.9 | 53 | NA | 3.4 | NA | 3.4 |

### Difficulty of Subject Matter

| Difficulty | 1 | 2 | 15 | 7 | 3 | 2.3 | 0.9 | 48 | NA | 3.4 | NA | 3.4 |

Key: 1 = Much Less Than Most  2 = Less Than Most  3 = About Average  4 = More Than Most  5 = Much More Than Most

### Other Items

<table>
<thead>
<tr>
<th>Other Item</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>4</th>
<th>24</th>
<th>0</th>
<th>4.9</th>
<th>0.4</th>
<th>NA</th>
<th>NA</th>
<th>3.7</th>
<th>NA</th>
<th>4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>36. Worked harder on this course than on most courses I have taken.</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>13</td>
<td>0</td>
<td>4.3</td>
<td>0.8</td>
<td>63</td>
<td>NA</td>
<td>3.6</td>
<td>NA</td>
<td>3.7</td>
</tr>
<tr>
<td>37. Worked harder on this course than on most courses I have taken.</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>9</td>
<td>16</td>
<td>1</td>
<td>4.5</td>
<td>0.8</td>
<td>64</td>
<td>NA</td>
<td>3.4</td>
<td>NA</td>
<td>3.6</td>
</tr>
<tr>
<td>38. Worked harder on this course regardless of who taught it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>14</td>
<td>0</td>
<td>4.1</td>
<td>1.1</td>
<td>64</td>
<td>NA</td>
<td>3.3</td>
<td>NA</td>
<td>3.6</td>
</tr>
<tr>
<td>39. Worked harder on this course than on most courses I have taken.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>22</td>
<td>0</td>
<td>4.8</td>
<td>0.4</td>
<td>65</td>
<td>59</td>
<td>3.9</td>
<td>NA</td>
<td>4.1</td>
</tr>
<tr>
<td>40. Worked harder on this course than on most courses I have taken.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>26</td>
<td>0</td>
<td>4.9</td>
<td>0.6</td>
<td>61</td>
<td>59</td>
<td>4.2</td>
<td>NA</td>
<td>4.4</td>
</tr>
<tr>
<td>41. Worked harder on this course than on most courses I have taken.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>25</td>
<td>0</td>
<td>4.9</td>
<td>0.3</td>
<td>66</td>
<td>60</td>
<td>3.9</td>
<td>NA</td>
<td>4.2</td>
</tr>
<tr>
<td>42. Worked harder on this course than on most courses I have taken.</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>14</td>
<td>6</td>
<td>3.9</td>
<td>0.9</td>
<td>57</td>
<td>NA</td>
<td>3.6</td>
<td>NA</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Key: 1 = Definitely False  2 = More False than True  3 = In Between  4 = More True than False  5 = Definitely True

No Additional Questions.
There were 20 students enrolled in the course and 20 students responded. Your results are considered fairly reliable. The 100% response rate indicates that results are representative of the class as a whole.

### Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: 

**A. Progress on Relevant Objectives,** a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings,** the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

### Your Average Scores

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Progress on Relevant Objectives</td>
<td>4.0</td>
<td>4.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three objectives were selected as</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevant (Important or Essential)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(see page 2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Ratings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Excellent Teacher</td>
<td>4.2</td>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Excellent Course</td>
<td>4.1</td>
<td>4.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Average of B &amp; C</td>
<td>4.2</td>
<td>4.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Your Converted Average When Compared to All Classes in the IDEA Database**

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest 10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(63 or higher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next 20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(56-62)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle 40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(45-55)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next 20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(39-44)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest 10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(37 or lower)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Your Converted Average When Compared to Your:**

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>48</td>
<td>46</td>
<td>46</td>
<td>46</td>
<td>48</td>
<td>47</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>

No Disciplinary Comparisons Available
Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

Student Description

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
<td>2.2</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
<td>2.9</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Student Description

37. I worked harder on this course than on most courses I have taken. 3.4
39. I really wanted to take this course regardless of who taught it. 3.5
43. As a rule, I put forth more effort than other students on academic work. 3.4

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Database</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>36 Much Lower</td>
</tr>
<tr>
<td>41 Lower</td>
</tr>
<tr>
<td>39 Lower</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Database</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>47 Similar</td>
</tr>
<tr>
<td>54 Similar</td>
</tr>
<tr>
<td>41 Lower</td>
</tr>
</tbody>
</table>

*The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.*
Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

> Review page 2 to identify the objective(s) where improvements are most desirable.
> Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?" 
> Review the next two columns to answer the question, "How did students rate my use of these important methods?" 
> Read the last column to answer the question, "What changes should I consider in my teaching methods?" 
> Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.idea.ksu.edu/diagnosticguide.pdf) and in the POD-IDEA Center Notes (www.idea.ksu.edu/oodidea).

### Teaching Methods and Styles

<table>
<thead>
<tr>
<th>Stimulating Student Interest</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>All selected objectives</td>
<td>3.7</td>
<td>67%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>3.7</td>
<td>55%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>All selected objectives</td>
<td>4.3</td>
<td>85%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>23, 24</td>
<td>4.1</td>
<td>90%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fostering Student Collaboration</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>All selected objectives</td>
<td>3.3</td>
<td>42%</td>
<td>Consider increasing use</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>All selected objectives</td>
<td>3.7</td>
<td>60%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>Not relevant to objectives selected</td>
<td>3.2</td>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishing Rapport</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>All selected objectives</td>
<td>3.7</td>
<td>60%</td>
<td>Consider increasing use</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic performance</td>
<td>All selected objectives</td>
<td>3.1</td>
<td>25%</td>
<td>Consider increasing use</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>23, 24</td>
<td>4.1</td>
<td>90%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
<td>70%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encouraging Student Involvement</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Related course material to real life situations</td>
<td>23, 24</td>
<td>4.4</td>
<td>85%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>26</td>
<td>4.3</td>
<td>85%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
<td>75%</td>
<td></td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities</td>
<td>Not relevant to objectives selected</td>
<td>3.7</td>
<td>60%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structuring Classroom Experiences</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>23, 24</td>
<td>4.0</td>
<td>75%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>23, 24</td>
<td>4.4</td>
<td>95%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>Not relevant to objectives selected</td>
<td>4.4</td>
<td>95%</td>
<td></td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve</td>
<td>Not relevant to objectives selected</td>
<td>3.6</td>
<td>55%</td>
<td></td>
</tr>
</tbody>
</table>

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always
The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential—see page 2) and other items for which comparisons were provided.

Notes:
Dept code selected on FIF: 9900
Dept code used for discipline comparison: 9900
Discipline comparisons are not provided for 9900-other.

No Additional Questions.

May 30, 2006
Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

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For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

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### Your Average Scores

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Progress on Relevant Objectives</td>
<td>4.3</td>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Five objectives were selected as relevant (Important or Essential) (see page 2)</td>
<td>4.3</td>
<td>4.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Ratings</td>
<td>B. Excellent Teacher</td>
<td>4.3</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Excellent Course</td>
<td>D. Average of B &amp; C</td>
<td>4.2</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary Evaluation</td>
<td>(Average of A &amp; D)</td>
<td>4.3</td>
<td>4.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

### Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Higher</td>
<td>Highest 10% (63 or higher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td>Next 20% (56-62)</td>
<td>59</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar</td>
<td>Middle 40% (46-55)</td>
<td>52</td>
<td>52</td>
<td>51</td>
<td>52</td>
</tr>
<tr>
<td>Lower</td>
<td>Next 20% (38-44)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower</td>
<td>Lowest 10% (37 or lower)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Your Converted Average When Compared to Your:

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>55</td>
<td>56</td>
<td>46</td>
<td>48</td>
<td>47</td>
<td>47</td>
<td>48</td>
<td>48</td>
<td>52</td>
<td>52</td>
</tr>
</tbody>
</table>

No Disciplinary Comparisons Available
## Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Essential</td>
<td>4.4</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Important</td>
<td>4.3</td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Essential</td>
<td>4.3</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Essential</td>
<td>4.3</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>Important</td>
<td>3.9</td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Minor/None</td>
<td></td>
</tr>
</tbody>
</table>

### Progress on Relevant Objectives

Your Average: 4.3 4.5

### Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

#### Course Description

<table>
<thead>
<tr>
<th>Item</th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
<td>2.2</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
<td>3.2</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
<td>3.2</td>
</tr>
</tbody>
</table>

#### Student Description

<table>
<thead>
<tr>
<th>Item</th>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. I worked harder on this course than on most courses I have taken.</td>
<td>3.4</td>
</tr>
<tr>
<td>39. I really wanted to take this course regardless of who taught it.</td>
<td>3.6</td>
</tr>
<tr>
<td>42. As a rule, I put forth more effort than other students on academic work.</td>
<td>3.4</td>
</tr>
</tbody>
</table>
Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.idea.ksu.edu/diagnosticguide.pdf) and in the POD-IDEA Center Notes (www.idea.ksu.edu/podidea).

### Teaching Methods and Styles

#### Stimulating Student Interest

<table>
<thead>
<tr>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>All selected objectives</td>
<td>4.1</td>
<td>79%</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>All selected objectives</td>
<td>4.2</td>
<td>79%</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>21, 22, 23, 24</td>
<td>4.3</td>
<td>82%</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>4.2</td>
<td>78%</td>
</tr>
</tbody>
</table>

#### Fostering Student Collaboration

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>4.2</td>
<td>79%</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>4.4</td>
<td>91%</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>4.6</td>
<td>91%</td>
</tr>
</tbody>
</table>

#### Establishing Rapport

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>4.2</td>
<td>82%</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students' academic performance</td>
<td>4.2</td>
<td>82%</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>4.3</td>
<td>82%</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>4.3</td>
<td>82%</td>
</tr>
</tbody>
</table>

#### Encouraging Student Involvement

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>4.3</td>
<td>78%</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>4.4</td>
<td>88%</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities</td>
<td>4.5</td>
<td>89%</td>
</tr>
</tbody>
</table>

#### Structuring Classroom Experiences

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>4.3</td>
<td>81%</td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>4.4</td>
<td>88%</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>4.3</td>
<td>88%</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>4.3</td>
<td>79%</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve</td>
<td>4.3</td>
<td>82%</td>
</tr>
</tbody>
</table>

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always
Statistical Detail

<table>
<thead>
<tr>
<th>Additional Questions</th>
<th>Number Responding</th>
<th>Avg</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways...</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter...</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students’ academic...</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by...</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks,...</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>11. Related course material to real life situations</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points...</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case...</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really...</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others...</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports,...</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original or...</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office...</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology,...</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or...</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking,...</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of...</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>0</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing,...</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of...</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions...</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to,...</td>
<td>2</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments,...</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own...</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Key: 1 = No apparent progress 2 = Slight progress 3 = About Average 4 = Substantial progress 5 = Exceptional progress Bold = Selected as Important or Essential

<table>
<thead>
<tr>
<th>Converted Avg.</th>
<th>Comparison Group Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw</td>
<td>Adj</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Notes:
Dept code selected on FIF: 9900
Dept code used for discipline comparison: 9900
Discipline comparisons are not provided for 9900–other.

Additional Questions:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Omit</th>
<th>Avg</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>46.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>29</td>
<td>4.3</td>
<td>1.0</td>
</tr>
<tr>
<td>47.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>30</td>
<td>4.0</td>
<td>1.0</td>
</tr>
<tr>
<td>50.</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>30</td>
<td>4.0</td>
<td>1.0</td>
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<tr>
<td>51.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>30</td>
<td>4.0</td>
<td>1.0</td>
</tr>
<tr>
<td>52.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>30</td>
<td>4.3</td>
<td>1.2</td>
</tr>
<tr>
<td>53.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>31</td>
<td>4.5</td>
<td>0.7</td>
</tr>
<tr>
<td>54.</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>31</td>
<td>4.0</td>
<td>1.4</td>
</tr>
<tr>
<td>55.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>31</td>
<td>4.5</td>
<td>0.7</td>
</tr>
<tr>
<td>56.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>31</td>
<td>5.0</td>
<td>0.0</td>
</tr>
<tr>
<td>57.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>31</td>
<td>4.5</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Note: Converted Averages are reported only for relevant learning objectives (Important or Essential – see page 2) and other items for which comparisons were provided.

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True
Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Raw</th>
<th>Adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Progress on Relevant Objectives (^1)</td>
<td>4.9</td>
<td>4.6</td>
</tr>
<tr>
<td>Four objectives were selected as relevant (Important or Essential—see page 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Ratings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Excellent Teacher</td>
<td>4.7</td>
<td>4.4</td>
</tr>
<tr>
<td>C. Excellent Course</td>
<td>4.8</td>
<td>4.1</td>
</tr>
<tr>
<td>D. Average of B &amp; C</td>
<td>4.8</td>
<td>4.3</td>
</tr>
<tr>
<td>Summary Evaluation (Average of A &amp; D) (^1)</td>
<td>4.9</td>
<td>4.5</td>
</tr>
</tbody>
</table>

\(^1\) If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Higher</td>
<td>68</td>
<td>65</td>
<td>62</td>
<td>65</td>
<td>58</td>
</tr>
<tr>
<td>Highest 10% (53 or higher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td>62</td>
<td>58</td>
<td>62</td>
<td></td>
<td>58</td>
</tr>
<tr>
<td>Next 50% (54-62)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar</td>
<td>54</td>
<td>53</td>
<td>54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle 40% (45-55)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>36 or lower</td>
<td>36 or lower</td>
<td>36 or lower</td>
<td>36 or lower</td>
<td></td>
</tr>
<tr>
<td>Much Lower</td>
<td>Lowest 10% (37 or lower)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Converted Average When Compared to Your:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discipline (IDEA Data)</td>
<td>NA NA NA NA NA NA NA NA NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution</td>
<td>NA NA NA NA NA NA NA NA NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No Disciplinary Comparisons Available
### Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw</td>
<td>Adjusted</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

21. Gaining factual knowledge (terminology, classifications, methods, trends)  
Essential  
4.9  
4.6  
0%  
100%

22. Learning fundamental principles, generalizations, or theories  
Important  
4.9  
4.6  
0%  
100%

23. Learning to apply course material (to improve thinking, problem solving, and decisions)  
Important  
4.9  
4.5  
0%  
100%

24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course  
Important  
4.9  
4.5  
0%  
100%

25. Acquiring skills in working with others as a member of a team  
Minor/None

26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)  
Minor/None

27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)  
Minor/None

28. Developing skill in expressing myself orally or in writing  
Minor/None

29. Learning how to find and use resources for answering questions or solving problems  
Minor/None

30. Developing a clearer understanding of, and commitment to, personal values  
Minor/None

31. Learning to analyze and critically evaluate ideas, arguments, and points of view  
Minor/None

32. Acquiring an interest in learning more by asking my own questions and seeking answers  
Minor/None

### Progress on Relevant Objectives

4.9  
4.6

### Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad," in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

### Course Description

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
</tr>
<tr>
<td>2.8</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
</tr>
<tr>
<td>3.4</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
</tr>
<tr>
<td>3.3</td>
</tr>
</tbody>
</table>

### Student Description

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. I worked harder on this course than on most courses I have taken.</td>
</tr>
<tr>
<td>4.4</td>
</tr>
<tr>
<td>39. I really wanted to take this course regardless of who taught it.</td>
</tr>
<tr>
<td>4.5</td>
</tr>
<tr>
<td>43. As a rule, I put forth more effort than other students on academic work.</td>
</tr>
<tr>
<td>4.0</td>
</tr>
</tbody>
</table>

### Converted Average When Compared to Group Averages

<table>
<thead>
<tr>
<th>IDEA Database</th>
<th>IDEA Discipline</th>
<th>Your Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>69 Much Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62 Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>68 Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 Much Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>71 Much Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62 Higher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

 MUCH HIGHER = Highest 10% of classes (63 or higher)  
 HIGHER = Next 20% (60-62)  
 SIMILAR = Middle 40% (45-55)  
 LOWER = Next 20% (36-44)  
 MUCH LOWER = Lowest 10% (37 or lower)
Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, “Which of the 20 teaching methods are most related to learning on these objective(s)?”
- Review the next two columns to answer the question, “How did students rate my use of these important methods?”
- Read the last column to answer the question, “What changes should I consider in my teaching methods?”
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.idea.ksu.edu/diagnosticguide.pdf) and in the POD-IDEA Center Notes (www.idea.ksu.edu/podidea).

### Teaching Methods and Styles

<table>
<thead>
<tr>
<th>Stimulating Student Interest</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>All selected objectives</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>All selected objectives</td>
<td>4.6</td>
<td>87.5%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>All selected objectives</td>
<td>4.6</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fostering Student Collaboration</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>Not relevant to objectives selected</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>Not relevant to objectives selected</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>Not relevant to objectives selected</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishing Rapport</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>All selected objectives</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>23, 24</td>
<td>4.7</td>
<td>94.1%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students’ academic performance</td>
<td>23, 24</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>Not relevant to objectives selected</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encouraging Student Involvement</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Related course material to real life situations</td>
<td>23, 24</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding</td>
<td>Not relevant to objectives selected</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities</td>
<td>Not relevant to objectives selected</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>Not relevant to objectives selected</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structuring Classroom Experiences</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>All selected objectives</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>All selected objectives</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>All selected objectives</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>Not relevant to objectives selected</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve</td>
<td>Not relevant to objectives selected</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always
### Statistical Detail

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Omit</th>
<th>Avg</th>
<th>s.d.</th>
</tr>
</thead>
</table>

1. Displayed a personal interest in students and their learning... 0 0 1 1 15 0 4.8 0.5
2. Found ways to help students answer their own questions... 0 0 0 3 14 0 4.8 0.4
3. Scheduled course work (class activities, tests, projects) in ways... 0 0 0 3 14 0 4.8 0.4
4. Demonstrated the importance and significance of the subject... 0 0 0 3 14 0 4.8 0.4
5. Formed "teams" or "discussion groups" to facilitate learning... 0 0 0 3 14 0 4.8 0.4
6. Made it clear how each topic fit into the course... 0 0 0 4 13 0 4.8 0.4
7. Explained the reasons for criticisms of students' academic... 0 0 1 3 13 0 4.7 0.6
8. Stimulated students to intellectual effort beyond that required by... 0 0 2 3 11 0 4.6 0.7
9. Encouraged students to use multiple resources (e.g. data banks,... 0 0 0 4 13 0 4.8 0.4
10. Explained course material clearly and concisely... 0 0 0 4 13 0 4.8 0.4
11. Related course material to real life situations... 0 0 0 4 13 0 4.8 0.4
12. Gave tests, projects, etc. that covered the most important... 0 0 0 4 13 0 4.8 0.4
13. Introduced stimulating ideas about the subject... 0 0 0 4 13 0 4.8 0.4
14. Involved students in "hands on" projects such as research, case... 0 0 0 3 14 0 4.8 0.4
15. Inspired students to set and achieve goals which really... 0 0 0 3 14 0 4.8 0.4
16. Asked students to share ideas and experiences with others... 0 0 0 4 13 0 4.8 0.4
17. Provided timely and frequent feedback on tests, reports,... 0 0 0 4 13 0 4.8 0.4
18. Asked students to help each other understand ideas or concepts... 0 0 0 4 13 0 4.8 0.4
19. Gave projects, tests, or assignments that required original or... 0 0 0 3 14 0 4.8 0.4
20. Encouraged student-faculty interaction outside of class (office... 0 0 0 4 13 0 4.8 0.4

| Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always |

21. Gaining factual knowledge (terminology, classifications,... 0 0 0 1 16 0 4.9 0.2
22. Learning fundamental principles, generalizations, or theories... 0 0 0 2 15 0 4.9 0.3
23. Learning to apply course material (to improve thinking,... 0 0 0 2 15 0 4.9 0.3
24. Developing specific skills, competencies, and points of... 0 0 0 2 15 0 4.9 0.3
25. Acquiring skills in working with others as a member of a team... 0 0 0 3 14 0 4.8 0.4
26. Developing creative capacities (writing, inventing, designing,... 0 0 0 4 12 0 4.5 1.0
27. Gaining a broader understanding and appreciation of... 0 0 0 3 13 0 4.6 1.0
28. Developing skill in expressing myself orally or in writing... 0 0 0 2 14 0 4.9 0.3
29. Developing skill in expressing myself orally in writing... 0 0 0 2 14 0 4.9 0.3
30. Learning how to find and use resources for answering... 0 0 0 3 13 0 4.8 0.4
31. Learning to analyze and critically evaluate ideas, arguments,... 0 0 0 2 14 0 4.9 0.3
32. Acquiring an interest in learning more by asking my own... 0 0 0 2 15 0 4.9 0.3

| Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress |

33. Amount of reading... 4 1 9 1 2 0 2.8 1.3
34. Amount of work in other (non-reading) assignments... 0 1 11 2 3 0 3.4 0.9
35. Difficulty of subject matter... 0 3 9 2 3 0 3.3 1.0

| Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most |

36. I had a strong desire to take this course... 0 0 1 4 12 0 4.6 0.6
37. I worked harder on this course than on most courses I have... 0 0 3 4 10 0 4.4 0.8
38. I really wanted to take a course from this instructor... 0 0 1 4 12 0 4.6 0.6
39. I really wanted to take this course regardless of who taught it... 0 0 2 4 11 0 4.5 0.7
40. As a result of taking this course, I have more positive feelings... 0 0 1 5 11 0 4.6 0.6
41. Overall, I rate this instructor an excellent teacher... 0 0 1 3 13 0 4.7 0.8
42. Overall, I rate this course as excellent... 0 0 1 1 15 0 4.6 0.5
43. As a rule, I put forth more effort than other students on... 0 0 2 5 8 0 4.0 1.3

| Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True |

### Converted Avg. Comparison Group Average

<table>
<thead>
<tr>
<th>Raw Adj. IDEA Discipline Institution</th>
</tr>
</thead>
</table>

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1–3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (important or Essential—see page 2) and other items for which comparisons were provided.

Notes:
- Dept code selected on FIF: 9900
- Dept code used for discipline comparison: 9900
- Discipline comparisons were not reported because fewer than 400 classes in this discipline were in the IDEA database.
- Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

No Additional Questions.
Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw Average</td>
<td>4.7</td>
<td>64</td>
<td>59</td>
<td>59</td>
<td>62</td>
</tr>
<tr>
<td>Adj. Average</td>
<td>5.0</td>
<td></td>
<td></td>
<td></td>
<td>65</td>
</tr>
</tbody>
</table>

Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
</table>

No Disciplinary Comparisons Available
Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj.</td>
</tr>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Essential</td>
<td>4.6</td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>Important</td>
<td>4.7</td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Essential</td>
<td>4.7</td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Essential</td>
<td>4.9</td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a team</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering questions or solving problems</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Minor/None</td>
<td></td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Minor/None</td>
<td></td>
</tr>
</tbody>
</table>

Progress on Relevant Objectives 4.7 5.0

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Amount of reading</td>
</tr>
<tr>
<td>34. Amount of work in other (non-reading) assignments</td>
</tr>
<tr>
<td>35. Difficulty of subject matter</td>
</tr>
</tbody>
</table>

Student Description

<table>
<thead>
<tr>
<th>Your Average (5-point scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>37. I worked harder on this course than on most courses I have taken.</td>
</tr>
<tr>
<td>39. I really wanted to take this course regardless of who taught it.</td>
</tr>
<tr>
<td>43. As a rule, I put forth more effort than other students on academic work.</td>
</tr>
</tbody>
</table>
Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.idea.ksu.edu/diagnosticguide.pdf) and in the POD-IDEA Center Notes (www.idea.ksu.edu/PODIDEA).

### Teaching Methods and Styles

#### Stimulating Student Interest

<table>
<thead>
<tr>
<th>Suggested Action</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Stimulated...</td>
<td>All selected objectives</td>
<td>4.2</td>
<td>83.3%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>15. Inspired...</td>
<td>All selected objectives</td>
<td>3.9</td>
<td>71.4%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>4. Demonstrated...</td>
<td>All selected objectives</td>
<td>4.9</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>13. Introduced...</td>
<td>All selected objectives</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

#### Fostering Student Collaboration

<table>
<thead>
<tr>
<th>Suggested Action</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Formed...</td>
<td>Not relevant to objectives selected</td>
<td>4.5</td>
<td>83.3%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>16. Asked...</td>
<td>Not relevant to objectives selected</td>
<td>4.2</td>
<td>83.3%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>18. Asked...</td>
<td>Not relevant to objectives selected</td>
<td>4.2</td>
<td>83.3%</td>
<td>Retain current use or consider increasing</td>
</tr>
</tbody>
</table>

#### Establishing Rapport

<table>
<thead>
<tr>
<th>Suggested Action</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Explained...</td>
<td>24</td>
<td>4.2</td>
<td>80%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>2. Found...</td>
<td>All selected objectives</td>
<td>4.7</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>1. Displayed...</td>
<td>23, 24</td>
<td>4.9</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>20. Encouraged...</td>
<td>Not relevant to objectives selected</td>
<td>4.3</td>
<td>83.3%</td>
<td>Retain current use or consider increasing</td>
</tr>
</tbody>
</table>

#### Encouraging Student Involvement

<table>
<thead>
<tr>
<th>Suggested Action</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Related...</td>
<td>23</td>
<td>5.0</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>9. Encouraged...</td>
<td>Not relevant to objectives selected</td>
<td>3.8</td>
<td>60%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>14. Involved...</td>
<td>Not relevant to objectives selected</td>
<td>4.9</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>19. Gave...</td>
<td>Not relevant to objectives selected</td>
<td>3.8</td>
<td>66.7%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

#### Structuring Classroom Experiences

<table>
<thead>
<tr>
<th>Suggested Action</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Made...</td>
<td>All selected objectives</td>
<td>5.0</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>10. Explained...</td>
<td>All selected objectives</td>
<td>5.0</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>3. Scheduled...</td>
<td>21, 23</td>
<td>4.4</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>12. Gave...</td>
<td>21, 22</td>
<td>4.8</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>17. Provided...</td>
<td>Not relevant to objectives selected</td>
<td>4.5</td>
<td>83.3%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

### 5-point Scale:

- 1 = Hardly Ever
- 2 = Occasionally
- 3 = Sometimes
- 4 = Frequently
- 5 = Almost Always
5. Formed "teams" or "discussion groups" to facilitate learning 1.0 0.5
4. Demonstrated the importance and significance of the subject 0.0 0.4
6. Made it clear how each topic fit into the course 0.0 0.0
7. Explained the reasons for criticisms of students' academic... 0.0 0.3
8. Stimulated students to intellectual effort beyond that required by... 0.0 0.2
9. Encouraged students to use multiple resources (e.g. data banks... 0.0 0.2
3. Scheduled course work (class activities, tests, projects) in ways... 0.0 0.4
2. Found ways to help students answer their own questions 0.0 0.5
10. Explained course material clearly and concisely 0.0 0.0
11. Related course material to real life situations 0.0 0.0
12. Gave tests, projects, etc. that covered the most important... 0.0 0.1
13. Introduced stimulating ideas about the subject 0.0 0.4
14. Involved students in "hands on" projects such as research, case... 0.0 0.4
15. Inspired students to set and achieve goals which really... 0.0 0.3
16. Asked students to share ideas and experiences with others... 0.0 0.2
17. Provided timely and frequent feedback on tests, reports,... 0.0 0.2
18. Asked students to help each other understand ideas or concepts 0.0 0.2
19. Gave projects, tests, or assignments that required original or... 0.0 0.2
20. Encouraged student-faculty interaction outside of class (office... 0.0 0.1
21. Gaining factual knowledge (terminology, classifications,... 0.0 0.5
22. Learning fundamental principles, generalizations, or theories 0.0 0.5
23. Learning to apply course material to improve thinking,... 0.0 0.5
24. Developing specific skills, competencies, and points of... 0.0 0.4
25. Acquiring skills in working with others as a member of a team 0.0 0.4
26. Developing creative capacities (writing, inventing, designing,... 0.0 0.5
27. Gaining a broader understanding and appreciation of... 0.0 0.4
28. Developing skill in expressing myself orally or in writing 0.0 0.4
29. Learning how to find and use resources for answering... 0.0 0.4
30. Developing a clearer understanding of, and commitment to,... 0.0 0.4
31. Learning to analyze and critically evaluate ideas, arguments,... 0.0 0.4
32. Acquiring an interest in learning more by asking my own... 0.0 0.4
33. Amount of work in other (non-reading) assignments 1.0 1.0
34. Amount of work in other (non-reading) assignments 1.0 1.0
35. Difficulty of subject matter 0.0 0.0
36. I had a strong desire to take this course. 0.0 0.4
37. I worked harder on this course than on most courses I have... 0.0 0.4
38. As a result of taking this course, I have more positive feelings... 0.0 0.4
39. I really wanted to take this course regardless of who taught it. 0.0 0.4
40. As a result of taking this course, I have more positive feelings... 0.0 0.4
41. Overall, I rate this instructor an excellent teacher. 0.0 0.4
42. Overall, I rate this course as excellent. 0.0 0.4
43. As a rule, I put forth more effort than other students on... 0.0 0.4

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (important or essential -- see page 2) and other items for which comparisons were provided.

Notes:
Dept code selected on FIF: 9900
Dept code used for discipline comparison: 9900
Discipline comparisons were not reported because fewer than 400 classes in this discipline were in the IDEA database.
Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

No Additional Questions.
## Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

### Converted Averages

 Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

### Your Average Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Your Average (5-point scale)</th>
<th>Raw</th>
<th>Adj.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Progress on Relevant Objectives</td>
<td>4.8</td>
<td>4.9</td>
<td></td>
</tr>
<tr>
<td>Four objectives were selected as relevant (Important or Essential --see page 2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall Ratings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Excellent Teacher</td>
<td>5.0</td>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td>C. Excellent Course</td>
<td>4.7</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>D. Average of B &amp; C</td>
<td>4.9</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>Summary Evaluation (Average of A &amp; D)</td>
<td>4.9</td>
<td>4.9</td>
<td></td>
</tr>
</tbody>
</table>

1 If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

### Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Higher</td>
<td>65</td>
<td>67</td>
<td>63</td>
<td>63</td>
<td>64</td>
</tr>
<tr>
<td>Highest</td>
<td>(63 or higher)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td>61</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next 20%</td>
<td>(56-52)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar</td>
<td>Middle 40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(45-55)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>Next 20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(38-44)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower</td>
<td>Lowest 10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(37 or lower)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Your Converted Average When Compared to Your:

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

No Disciplinary Comparisons Available
Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj.</td>
</tr>
<tr>
<td>Essential</td>
<td>4.7</td>
<td>4.8</td>
</tr>
<tr>
<td>Minor/None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essential</td>
<td>4.9</td>
<td>5.0</td>
</tr>
<tr>
<td>Essential</td>
<td>4.9</td>
<td>4.9</td>
</tr>
<tr>
<td>Important</td>
<td>4.6</td>
<td>4.7</td>
</tr>
<tr>
<td>Minor/None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress on Relevant Objectives

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Database</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>Raw</td>
</tr>
<tr>
<td>64</td>
</tr>
<tr>
<td>67</td>
</tr>
<tr>
<td>68</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>65</td>
</tr>
</tbody>
</table>

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

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<tbody>
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</tr>
<tr>
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</tr>
<tr>
<td>35. Difficulty of subject matter</td>
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</tbody>
</table>

Student Description

<table>
<thead>
<tr>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Database</td>
</tr>
<tr>
<td>---------------</td>
</tr>
<tr>
<td>35</td>
</tr>
<tr>
<td>48</td>
</tr>
<tr>
<td>39</td>
</tr>
<tr>
<td>68</td>
</tr>
<tr>
<td>62</td>
</tr>
<tr>
<td>42</td>
</tr>
</tbody>
</table>

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56-62)
Similar = Middle 40% (40-55)
Lower = Next 20% (36-44)
Much Lower = Lowest 10% (37 or lower)
Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.idea.ksu.edu/diagnosticguide.pdf) and in the POD-IDEA Center Notes (www.idea.ksu.edu/podidea).

### Teaching Methods and Styles

<table>
<thead>
<tr>
<th>Stimulating Student Interest</th>
<th>Relevant to Objectives: (see page 2)</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating 4 or 5</th>
<th>Suggested Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Inspired students to set and achieve goals which really challenged them</td>
<td>All selected objectives</td>
<td>4.0</td>
<td>71.4%</td>
<td>Retain current use or consider increasing</td>
</tr>
<tr>
<td>4. Demonstrated the importance and significance of the subject matter</td>
<td>21, 23, 24</td>
<td>4.7</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>8. Stimulated students to intellectual effort beyond that required by most courses</td>
<td>21, 23, 24</td>
<td>4.0</td>
<td>85.7%</td>
<td>Strength to retain</td>
</tr>
<tr>
<td>13. Introduced stimulating ideas about the subject</td>
<td>21, 23, 24</td>
<td>4.7</td>
<td>100%</td>
<td>Strength to retain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fostering Student Collaboration</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Formed &quot;teams&quot; or &quot;discussion groups&quot; to facilitate learning</td>
<td>25</td>
<td>4.7</td>
<td>100%</td>
</tr>
<tr>
<td>18. Asked students to help each other understand ideas or concepts</td>
<td>25</td>
<td>4.6</td>
<td>100%</td>
</tr>
<tr>
<td>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</td>
<td>Not relevant to objectives selected</td>
<td>4.7</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establishing Rapport</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Found ways to help students answer their own questions</td>
<td>All selected objectives</td>
<td>4.7</td>
<td>100%</td>
</tr>
<tr>
<td>1. Displayed a personal interest in students and their learning</td>
<td>23, 24</td>
<td>4.7</td>
<td>100%</td>
</tr>
<tr>
<td>7. Explained the reasons for criticisms of students’ academic performance</td>
<td>24, 25</td>
<td>4.1</td>
<td>85.7%</td>
</tr>
<tr>
<td>20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</td>
<td>Not relevant to objectives selected</td>
<td>4.2</td>
<td>66.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Encouraging Student Involvement</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Related course material to real life situations</td>
<td>23</td>
<td>4.9</td>
<td>100%</td>
</tr>
<tr>
<td>14. Involved students in &quot;hands on&quot; projects such as research, case studies, or &quot;real life&quot; activities</td>
<td>25</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
<td>71.4%</td>
</tr>
<tr>
<td>19. Gave projects, tests, or assignments that required original or creative thinking</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structuring Classroom Experiences</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Made it clear how each topic fit into the course</td>
<td>All selected objectives</td>
<td>5.0</td>
<td>100%</td>
</tr>
<tr>
<td>10. Explained course material clearly and concisely</td>
<td>21, 23, 24</td>
<td>4.9</td>
<td>100%</td>
</tr>
<tr>
<td>3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work</td>
<td>21, 23</td>
<td>4.7</td>
<td>100%</td>
</tr>
<tr>
<td>12. Gave tests, projects, etc. that covered the most important points of the course</td>
<td>21</td>
<td>4.6</td>
<td>85.7%</td>
</tr>
<tr>
<td>17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve</td>
<td>Not relevant to objectives selected</td>
<td>4.0</td>
<td>57.1%</td>
</tr>
</tbody>
</table>

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always
The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential — see page 2) and other items for which comparisons were provided.

Notes:
- Dept code selected on FIF: 1320
- Dept code used for discipline comparison: 1320
- Discipline comparisons were not reported because fewer than 400 classes in this discipline were in the IDEA database.
- Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

No Additional Questions.

### Statistical Detail

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Avg.</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 Omit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1. Displayed a personal interest in students and their learning | 0 0 0 2 5 0 | 4.7 | 0.5 |
| 2. Found ways to help students answer their own questions | 0 0 0 2 5 0 | 4.7 | 0.5 |
| 3. Scheduled course work (class activities, tests, projects) in ways... | 0 0 0 2 4 1 | 4.7 | 0.5 |
| 4. Demonstrated the importance and significance of the subject... | 0 0 0 2 5 0 | 4.7 | 0.5 |
| 5. Formed "teams" or "discussion groups" to facilitate learning | 0 0 1 3 3 0 | 4.3 | 0.8 |
| 6. Made it clear how each topic fit into the course | 0 0 0 0 7 0 | 5.0 | 0.0 |
| 7. Explained the reasons for criticisms of students' academic... | 0 0 1 4 2 0 | 4.1 | 0.7 |
| 8. Stimulated students to intellectual effort beyond that required by... | 0 1 0 4 2 0 | 4.0 | 1.0 |
| 9. Encouraged students to use multiple resources (e.g. data banks,... | 0 0 2 3 2 0 | 4.0 | 0.8 |
| 10. Explained course material clearly and concisely | 0 0 0 1 6 0 | 4.9 | 0.4 |
| 11. Related course material to real life situations | 0 0 0 1 6 0 | 4.9 | 0.4 |
| 12. Gave tests, projects, etc. that covered the most important... | 0 0 1 1 5 0 | 4.6 | 0.8 |
| 13. Introduced stimulating ideas about the subject | 0 0 0 2 5 0 | 4.7 | 0.5 |
| 14. Involved students in "hands on" projects such as research, case... | 0 0 0 0 7 0 | 5.0 | 0.0 |
| 15. Inspired students to set and achieve goals which really... | 0 0 2 3 2 0 | 4.0 | 0.8 |
| 16. Asked students to share ideas and experiences with others... | 0 0 0 2 5 0 | 4.7 | 0.5 |
| 17. Provided timely and frequent feedback on tests, reports,...  | 0 0 3 1 3 0 | 4.0 | 1.0 |
| 18. Asked students to help each other understand ideas or concepts | 0 0 0 3 4 0 | 4.6 | 0.5 |
| 19. Gave projects, tests, or assignments that required original or... | 0 1 2 0 4 0 | 4.0 | 1.3 |
| 20. Encouraged student-faculty interaction outside of class (office... | 0 0 2 1 3 1 | 4.2 | 1.0 |

### Converted Avg. Comparison Group Average

<table>
<thead>
<tr>
<th>Raw</th>
<th>Adj.</th>
<th>IDEA</th>
<th>Discipline</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. Gaining factual knowledge (terminology, classifications,...</td>
<td>0 0 0 2 5 0</td>
<td>4.7</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>22. Learning fundamental principles, generalizations, or theories</td>
<td>0 0 0 2 5 0</td>
<td>4.7</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>23. Learning to apply course material (to improve thinking,...</td>
<td>0 0 0 1 6 0</td>
<td>4.9</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>24. Developing specific skills, competencies, and points of...</td>
<td>0 0 0 1 6 0</td>
<td>4.9</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>25. Acquiring skills in working with others as a member of a...</td>
<td>0 0 0 3 4 0</td>
<td>4.6</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>26. Developing creative capacities (writing, inventing, designing,...</td>
<td>0 0 2 3 2 0</td>
<td>4.0</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>27. Gaining a broader understanding and appreciation of...</td>
<td>0 0 1 4 2 0</td>
<td>4.1</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>28. Developing skill in expressing myself orally or in writing</td>
<td>0 0 2 3 2 0</td>
<td>4.0</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>29. Learning how to find and use resources for answering...</td>
<td>0 0 1 4 2 0</td>
<td>4.1</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>30. Developing a clearer understanding of, and commitment to,...</td>
<td>0 1 1 4 1 0</td>
<td>3.7</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>31. Learning to analyze and critically evaluate ideas, arguments,...</td>
<td>0 1 1 3 2 0</td>
<td>3.9</td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>32. Acquiring an interest in learning more by asking my own...</td>
<td>0 0 0 2 5 0</td>
<td>4.7</td>
<td>0.5</td>
<td></td>
</tr>
</tbody>
</table>

| Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress Bold = Selected as Important or Essential |

| Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most |

| 33. Amount of reading | 1 4 2 0 0 0 | 2.1 | 0.7 |
| 34. Amount of work in other (non-reading) assignments | 0 0 4 2 0 1 | 3.3 | 0.5 |
| 35. Difficulty of subject matter | 0 1 5 0 0 1 | 2.8 | 0.4 |

| Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True |

| 36. I had a strong desire to take this course. | 0 0 0 1 6 0 | 4.9 | 0.4 |
| 37. I worked harder on this course than on most courses I have... | 0 0 0 3 4 0 | 4.6 | 0.5 |
| 38. I really wanted to take a course from this instructor. | 0 0 2 2 3 0 | 4.1 | 0.9 |
| 39. I really wanted to take this course regardless of who taught it. | 0 0 2 3 2 0 | 4.0 | 0.8 |
| 40. As a result of taking this course, I have more positive feelings... | 0 0 0 1 6 0 | 4.9 | 0.4 |
| 41. Overall, I rate this instructor an excellent teacher. | 0 0 0 0 7 0 | 5.0 | 0.0 |
| 42. Overall, I rate this course as excellent. | 0 0 2 5 0 0 | 4.7 | 0.5 |
| 43. As a rule, I put forth more effort than other students on... | 0 1 3 2 1 0 | 3.4 | 1.0 |

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Avg.</th>
<th>s.d.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 Omit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

December 27, 2004
Full-Time Faculty Evaluation and Continuous Improvement Plan

Name __Michael Martin_________________ Date-October 2011_____

1) Teaching Effectiveness (TE)

Attached in Appendix A is a list of possible categories to use as a guide for broad skill dimensions required for effective teaching. CMC recognizes that there may be discipline specific needs that are to be addressed, please work with your instructional supervisor when defining specific roles. Please refer to this list that represents the broad categories for effective teaching when determining individual goals.

<table>
<thead>
<tr>
<th>Teaching Effectiveness</th>
<th>% Selected (50 – 75%) Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Evaluation (choose from 0-30%) 30%</td>
<td></td>
</tr>
<tr>
<td>Peer Review (choose from 0-30%) %</td>
<td></td>
</tr>
<tr>
<td>Student Ratings of Instruction (IDEA) (40%) <strong>40</strong>%</td>
<td></td>
</tr>
<tr>
<td>Classroom Observation (30%) <strong>30</strong>%</td>
<td></td>
</tr>
</tbody>
</table>

Total for sub-role should equal 100%

Goals:

To strive to continuously improve my teaching technique and delivery, my introspection of the program and improve communication amongst CMC College-Wide peers. Further, to continue to create partnerships such as the Nordica Project to present my students with the most real-world curriculum available.

Demonstrated Actions/Proof:

The headline of the Steamboat Today article on the CMC-SKB/Nordica Project was entitled “Cutting Edge Curriculum” with respect to the content demonstrated in my classroom. Further, as shown in my letter of recommendation from Amy Phillips, I have demonstrated a level instruction that caused her to write “… an exact model of an ideal instructor for a college such as ours”.

Also I feel that my work on creating an assessment road map with an inherent feedback loop for the program and working towards a similar version for the AAS/BSBA articulation will continue to improve these traits. In turn, this will continue improving the experience of our college.

Summary Comments:

Immersion within the industry and developing more possible outcomes and futures for our students through partnerships only helps strengthen the program and the College.
2) Service Role

Attached in Appendix A is a list of possible categories to use as a guide as to what constitutes service by a faculty member. Please refer to this list that represents the broad categories when determining individual goals.

<table>
<thead>
<tr>
<th>Choose from 10-30%</th>
<th>15% Selected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| In looking to the future, I demonstrated and worked on several ways of improving our efforts as a College from a marketing and program development standpoint. In my daily workflow, I strive towards uniting the program with the community through partnerships and internships, which has in turn, enhanced the College-Wide marketing efforts. As Chairman of the Marketing Committee and a close partner of Doug Stewart’s team, I strive to increase our visibility both locally and nationally.  

Additionally, my knowledge of assessment and TaskStream has been utilized through my work as a Discipline Coordinator for one of the most diverse pools of faculty, Career-Technical Education. This has served the College in several ways as I am able to share what I have learned College-Wide with my peers and adjuncts on a campus level. Conversely, given my work with Tim Widmer on assessment, commissioned by Brad Tyndall, Renee Kuharski, and Sunny Schmitt, I am able to share my knowledge of assessment with my CTE peers at In-Services and other meetings. Mentoring is inherent in being a professor and I revel in the ability to learn from and share information with my peers at Colorado Mountain College. |

**Demonstrated Actions/Proof:**

The Nordica Project has reached a whole new level for the program in terms of recognition, awareness, as well as expanding the depth of content in the program. Additionally, I incorporated and shared my experience from this project in my work on the Marketing Committee for Alpine, my work in the community and with my students.  

Further, I have been able to use my industry connections to create new partnerships such as the Ford commercial, which was filmed on the Alpine campus.  

At In-Service meetings, I have lead breakout sessions on behalf of my discipline, assessment as well as my knowledge and background in media (Podcasting). This information sharing is a vital part of growing the College.  

**Summary Comments:**

I find this work to be some of the most rewarding and vital to our success as a College. Through my connections College-Wide I have been able to market the program nationwide, build a brand new iMac lab on campus, and increase student enrollment. A large task for an already large program.
Name __Michael Martin_________________ Date-October 2011_____  

3. Professional Development Activities Role
Attached in Appendix A is a list of possible categories to use as a guide as to what constitutes professional development by a faculty member. Please refer to this list that represents the broad categories when determining individual goals.

<table>
<thead>
<tr>
<th>Choose from 0-15%</th>
<th>5% Selected</th>
</tr>
</thead>
</table>

**Goals:**
To continue to develop my knowledge base and skill sets. As part of my efforts to expand our course and program offerings, I have created a path for students to become Apple certified through our new lab. This will be a tremendous resource for our community as we will be able to produce “Hollywood” style products in our Digital Media lab. Further, my work with the International Ski History Association has given us a level of respect within the Snowsports industry.

**Demonstrated Actions/Proof:**
- Completed Apple Pro Certification for Final Cut Pro, a difficult feat.
- Completed Apple Pro Training for Motion.
- ISHA Research and Member (Worked with Steve Rice on the ISHA 2009 CMC presentation)
- Level 3 Avalanche Certification-American Avalanche Institute.

Portfolio covers this more in depth

**Summary Comments:**
I love the professional development component of my work. There’s nothing better then telling a student about a new concept or technique you learned and being able to see them put it into action.
4) Advising Role
Attached in Appendix A is a list of possible categories to use as a guide to what constitutes advising by a faculty member. Please refer to this list that represents the broad categories when determining individual goals.

<table>
<thead>
<tr>
<th>Choose from 0-20%</th>
<th>10% Selected</th>
</tr>
</thead>
</table>

Goals:
Given the fact that I am a CMC/Alpine alum, I constantly reflect on those years and use them as a benchmark for my role at Colorado Mountain College. I credit my life’s successes to my education from the professors at CMC who inspired me to go on in education and my career. These years shaped me as a person and thus, I do not take the advising role lightly. I often try to connect with students both on and off the campus to give them support and guidance as they become adults choosing a career path. I know what it is like to be in their shoes (literally) and thus I feel it’s one of my main duties to carry on the tradition of program and the potential it grants. I have always strived to be there for my students and to create meaning in the curriculum, the program and the future for the SKB student.

Demonstrated Actions/Proof:
Up until 2009, I advised one of the largest programs in CMC by myself. Due to this experience, I have been a part of teams to improve the advising and registration process, with results that have been adopted in many ways by the campus. Further, I pioneered group advising with respect to having computers in the advising sessions. This allows students to get the information they need to register in an efficient manor, while still allowing for one-on-one attention.

Summary Comments:
As stated, I am constantly referring back to my days as a CMC student to approach advising in a way that is beneficial and yet personable for the student. I often find myself giving advice to students on their terms and their locations to meet their needs.
Self Evaluation-Michael Martin  Fall 2006  Total Score: 86/100

1) Teaching, Student Support, Performance  SCORE: 50 out of 60

Over the past three years, I believe I have created a strong connection between students and myself as well as the college. As reflected in my recommendation letters, I have believe I have created a program which is rich in cutting-edge technology and a teaching style that connects students with ideas on how utilize these concepts in their careers.

Additionally, I single-handily advise the largest vocational program and rival our Associate in Art degree program in student numbers. Lance Eldridge counted via Datatel that my program had 140 students involved at the start of 2005/06. This number has only grown, with another double digit FTE increase projected for 2007/08. While advising this large group of students is no easy feat, I feel it’s one of the most rewarding components of my work. To enable a student to succeed is what makes going to work so enjoyable.

My goal for the future will be to broaden my courses to include even more technology, such as this website created for this portfolio. This will allow students increased access to skills they will need to be successful in their careers.

2) Service to the College  SCORE: 8.8 out of 10

After assuming this position, I spent the first year identifying the needs of the students in relation to the SKB degree program. I found that the program was missing components in order to ensure student success for the vast diversity of academic backgrounds my program enlists. Thus, I completely overhauled both the degree and certificate programs for the SKB department, creating or re-working five courses. This enables students of varying academic backgrounds to find a degree that fits within their needs.

Additionally I have served on several committees and advised the International club since my first semester as a full time faculty member. Through these extracurricular activities, I have a better understanding of the community that composes Colorado Mountain College.
I look forward to expanding my role in various committees by seeking the chair position for the Marketing committee in 2007/08. Given my background in this field, I believe I would be a strong asset to the college.

3) Service to the Discipline  
SCORE: 8.2 out of 10

As I began my position as a full time faculty member in the fall of 2004, I also began my graduate career at Regis University in pursuit of an MBA. This proved to be a rewarding, time-consuming challenge given the busy schedule of the SKB program and the demands of graduate work. The SKB program has greatly benefited from this effort in that the MBA program allowed me to incorporate new concepts into the program.

For the future, I plan on pursuing more coursework in the web-based, Internet world we live in, as I believe all of our students will need this skill in order to be successful, no matter which profession they pursue.

4) Service to the Community  
SCORE: 19 out of 20

By creating and producing the first ever Steamboat Mountain Film Festival in the fall of 2003, my dedication to the keeping arts in the community has only increased. This venture has been a labor of love and requires a tremendous amount of time to ensure its success. In respect to the college, I have included CMC as an honorary sponsor at no cost and I believe this relationship continues to enhance the image of the institution.

The past film festival was won by a graduate of CMC and has inspired many current students to pursue their dreams. As a professor, it gives me no greater pleasure then to see students using their creative energy and channeling it into something the whole community can enjoy.

Looking towards the future, I believe I can continue to enhance arts in the community and will dedicate myself to doing so.

Total Score: 86/100
<table>
<thead>
<tr>
<th>Course Sect Title/ Synonym</th>
<th>Faculty</th>
<th>Members</th>
<th>Room/ Instr Me</th>
<th>Days/ Methods</th>
<th>Start Time/Date</th>
<th>End Time/Date</th>
<th>Room/ Cap</th>
<th>Credits/ Sect</th>
<th>Sect</th>
<th>Used</th>
<th>Wait</th>
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<tr>
<td>FVT-150-SB Development of Film</td>
<td>Mr. Michael</td>
<td>1772</td>
<td>Express BR 339 W</td>
<td>W</td>
<td>02:30PM 08/26/09</td>
<td>8 3 8</td>
<td>20 6 0</td>
<td>05:20PM 12/09/09</td>
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<tr>
<td>SKB-210-SB Ski and Board Production</td>
<td>Mr. Michael</td>
<td>1772</td>
<td>ct Desig BR 204 M</td>
<td>W</td>
<td>06:00PM 08/24/09</td>
<td>36 3 8</td>
<td>35 28 0</td>
<td>08:50PM 12/07/09</td>
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<tr>
<td>SKB-216-SB SKB Marketing &amp; Media</td>
<td>Mr. Michael</td>
<td>1772</td>
<td>ia BR 204 T</td>
<td>W</td>
<td>06:00PM 08/25/09</td>
<td>36 3 8</td>
<td>35 17 0</td>
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<tr>
<td>SKB-229-SB Integration &amp; Capstone</td>
<td>Mr. Michael</td>
<td>1772</td>
<td>apstone MO 310 T</td>
<td>W</td>
<td>01:00PM 08/25/09</td>
<td>1.125 8 25</td>
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<td>02:30PM 01/13/10</td>
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<td>Includes Capstone</td>
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<td>SKB-210-SB Ski and Board Production</td>
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<td>1772</td>
<td>ct Desig BR 204 M</td>
<td>W</td>
<td>06:00PM 01/11/10</td>
<td>3 8 35 33</td>
<td>07:50PM 04/26/10</td>
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<tr>
<td>SKB-216-SB SKB Marketing &amp; Media</td>
<td>Mr. Michael</td>
<td>1772</td>
<td>ia BR 204 T</td>
<td>W</td>
<td>06:00PM 01/12/10</td>
<td>3 8 35 26</td>
<td>07:50PM 04/27/10</td>
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</tr>
</tbody>
</table>

**Cooperative Work Experience Formula:**
Credit Hours: # of students x # of credits
x 1/8 or .125 = # of credits
Contact Hours: # of students x 8 = con hrs

**Release time**
3 Program Coordinator
3 Discipline Coordinator

Fall - Total Credits: 16.13
<table>
<thead>
<tr>
<th>SKB-229-SB Integ Po rtfolio &amp; C capstone</th>
<th>1/12/10</th>
<th>5.625</th>
<th>8</th>
<th>15</th>
<th>15</th>
<th>3cr</th>
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</thead>
<tbody>
<tr>
<td>Release time</td>
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<td>Program Coordinator</td>
<td></td>
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</tr>
<tr>
<td>Release time</td>
<td>3</td>
<td>Discipline Coordinator</td>
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</tr>
<tr>
<td>Spring - Total Credits:</td>
<td>20.63</td>
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<tr>
<td>FA09/SP10 Combined:</td>
<td>36.75</td>
<td>Mike Martin</td>
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<tr>
<td></td>
<td>Includes Work Exp.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>6.75 credit overload paid by Alpine</td>
<td></td>
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</tbody>
</table>
1. C Letters of Recommendation

Chief Executive Officer of Alpine Campus

1. Peter Perhac
   Supervisor
2. Sam Rush, Instructional Chair, Alpine
   Mentor
3. Terry Hunter-Professor of Resort Management

College Wide/District Office Administration-
4. Renee Kuharski-Assistant Vice President of Academic Affairs-Career and Technician Education
5. Sunny Schmidt-Assistant Vice President of Academic Affairs
6. Scott Cowdry-College Vice President and CIO
7. Doug Stewart-Director of Marketing

Alpine Campus-

Student Affairs:
8. Amy Phillips- College Councilor
9. Sandy Kent-Media Technician
10. Kevin Williams-Library Director
11. Stephanie Fletcher-Admissions Assistant
12. Terry Leonard-Ski Team Coach

Committees-

Marketing:
13. Kathie Rudasics- Academic Affairs Administrative Assistant
14. Randy Rudasics- Manager, Bogue Enterprise Center
BSBA:
15. Fred Hampel-Interim Dean at Red Rocks Community College

Peers -
16. Tim Widmer-Assistant Professor of Ski and Snowboard Business
17. John Saunders-Professor of Outdoor Studies
18. Cynthia Zyzda-Associate Professor of Art
19. Bruce Beckum-Professor of Communication and Humanities

Students-Current-
20. Eli Hays
21. Kyle Ballinghoff

Students-Graduates-
22. Ian Downing
23. Jason Badgely
24. Jake Malenick
25. Leo Lutz
26. Ryan Hoglund
BSBA:
15. Fred Hampel-Interim Dean at Red Rocks Community College

Peers -
16. Tim Widmer-Assistant Professor of Ski and Snowboard Business
17. John Saunders-Professor of Outdoor Studies
18. Cynthia Zyzda-Associate Professor of Art
19. Bruce Beckum-Professor of Communication and Humanities

Students-Current-
20. Eli Hays
21. Kyle Ballinghoff

Students-Graduates-
22. Ian Downing
23. Jason Badgely
24. Jake Malenick
25. Leo Lutz
26. Ryan Hoglund
Dear Portfolio Committee,

The purpose of this letter is to provide personal and professional recommendation for Associate Professor Michael Martin in relation to his application for promotion in academic rank.

I have been associated with Professor Martin for approximately 8 years as a colleague and fellow full-time faculty member at Colorado Mountain College. I am also familiar with him in many situations outside the normal academic environment.

During the time that I have known him, Michael has been trustworthy, reliable, and dedicated to success in every aspect of his life to which I have been exposed. As the leader of the Ski and Snowboard Business Program at CMC, Michael has demonstrated an impressive dedication to his discipline, the college, the industry, the community, and certainly the students. He has been at the controls of the program during a time of great success related to the size, scope, and quality of the program. Michael serves as an excellent example of the dedicated focus that is necessary to achieve the kind of results that the program and students have enjoyed during his period of leadership. Under his leadership the Ski and Snowboard Business Program has become highly respected and well known throughout the snowsports industry to the benefit of our students and the entire college.

I make this personal and professional recommendation for Professor Michael Martin regarding his application for promotion in academic rank without hesitation.

Sincerely,

Terry Hunter
Professor, Resort Management
Colorado Mountain College
October 18, 2011

Re: Michael Martin – Promotion in Rank

Dear Committee,

This letter is in support of Michael Martin's promotion in rank to Full Professor. I have known Mike since he was hired to teach full-time and oversee the Ski & Snowboard program at the Alpine Campus in Steamboat Springs 8 years ago. Prior to becoming a full-time faculty member, Mike taught as an adjunct faculty member for 5 years. Since that time Mike has worked tirelessly to increase student success both in the classroom and outside of the classroom. He has strengthened the partnership between the college and the industry allowing for students to successfully complete the program armed with the knowledge and skill to work in the diverse action sports industry.

Mike has a passion for all facets of the action/snow sports industry and is able to share his knowledge, experience and skill with others. Mike's leadership in the program moved it from a program with some hands on experience and theory, to a program that is cutting edge in the development & marketing of various products that engages and encourages students in developing prototypes in the classroom that are used in the industry. Recently, Mike and the Ski & Snowboard Business program developed a unique partnership between the college and Nordica USA, a leading manufacturer of snow sport gear. Mike led students in the design, engineering and marketing of a new line of back-country oriented boots and climbing skins. This is one example of how this program has been embraced by industry and been recognized by industry as developing future industry professionals.

Mike has also been involved college-wide in Career & Technical Education serving as the discipline coordinator for the Hospitality, Tourism and Ski & Resort areas for the past 4 years. In closing, I would like to say that I highly recommend Michael Martin for promotion in rank. He is a dedicated teacher and professional that not only represents Colorado Mountain College's Ski & Snowboard program to the industry, a flagship program at the Alpine Campus, but is also an advocate for his students, shaping their lives as they become industry professionals.

Sincerely,

Rehee Kuharski, Ph.D.

Assistant Vice President Academic Affairs – Career and Technical Education
Re: Letter of Recommendation for Mike Martin

1. I am writing to recommend Mike Martin for promotion in the 2011/12 academic year. I have known Mike for over three years and he excels in teaching, administrative work, professional development, and assessment. As the discipline coordinator over the Ski and Snowboard Business program, Mike oversees the curriculum and advises students on the pathways to success. Each year he meets with the AVP for Career and Technical Education to plan out new courses, review the overall degree program and its relevance to the industry, and his needs for appropriate equipment to make the program successful. He organizes annual advisory board committees to learn industry needs and upcoming new technologies that his students must be prepared to meet in order to be competitive in the job market. His students admire him and his knowledge and skills as an academic leader.

2. Mike is a leader that takes great pride in keeping his program up-to-date for student success. This summer he submitted a summer project to Academic Affairs that incorporated the following elements:

   Project 1 - Establish and convert our new Tuning and Boot Fitting Lab space into a functional classroom as Alpine transitions to the new building.

   Project 2 - Three new courses impacting the program and the Shop and Marketing Media Certificates. In addressing the trends of our industry in terms of globalization, media, and marketing, we feel it’s necessary to add three courses outlined below.

3. Mike has also become a really strong leader in student learning outcomes assessment. He has attended several in-service trainings and has become familiar with our TaskStream Accountability Management System (AMS). This summer Mike submitted a project that incorporated key elements of SLO assessment that had ambitious goals:

   “For summer 2011, Tim and I would like to create and deploy an assessment plan of the Ski and Snowboard Program as it relates to the outcomes of the upcoming Baccalaureate Business degree. Essentially, the project will evaluate and identify common outcomes of the BSBA and the current AAS:SKB degree giving us a roadmap of how to best track student progress as well as creating indicators of any changes needed. Further, we will be able to create a feedback loop using TaskStream of charting which outcomes SKB students are successful and where they need help as they pursue their upper division courses.”

   Of all the Career and Technical Education lead instructors, he is the strongest in this important area of student success!

4. Mike volunteers his time and effort on so many projects at CMC that he has become well known for his dedication and high standards college-wide. He is not afraid of hard work and often goes above and beyond to achieve his goals-working additional hours in the summer term. He is always professional and totally focused on the right things – student success. Mike’s strongest attributes are teamwork and collaboration along with a positive can-do attitude. He is a strong academic leader at CMC and I wholeheartedly support his academic promotion without reservation.

DEBORAH A. SCHMITT, PHD

AVP, ARTS & SCIENCES
To Whom It May Concern:

This letter of recommendation is for supporting the promotion of Mike Martin from Associate Professor of Ski and Snowboard Business to full Professor. I understand that Mike has been with Colorado Mountain College since 1999, first starting as an adjunct instructor, then as a full-time faculty member in 2004 and to Associate Professor in 2006.

I began working with Mike about 3-4 years ago as he was moving forward with marketing his Ski and Snowboard Business (SSB) program in a unique way: by creating online, video resumes with his students as a way to market them and Colorado Mountain College's Ski and Snowboard program. His website has become a showcase of what Colorado Mountain College students have been working on throughout their semesters at CMC.

While I have only worked directly with Mike on specific occasions, I have always been impressed with his vision, planning and overall commitment regarding the SSB program and his students. Mike’s “vision” includes thinking ‘out of the box’ on ways to promote his students’ success in a very competitive market by showcasing their work in a digital “Integrated Portfolio”, working with retail and wholesale employers that can hire our graduates, and identifying and mastering new technologies to support students’ learning and skills development.

To deliver on his vision Mike has been successful in identifying and planning the details required to implement and manage changes to keep up with a fast changing field. For example, Mike recognized that the Apple Mac software environment was both easier to learn and very robust, but also the Mac applications were industry standards that his graduating students would need to know to be competitive. Even though CMC had not supported Macs in programs outside of the graphic arts, Mike proposed and persuaded the campus and eventually the college to accept that his SSB students would benefit greatly from learning the Mac application suite. (I would add that Mike played a key role in helping to bring the Mac into broader acceptance at CMC today.)

But it is Mike’s “overall commitment” to students that clearly drives him and sustains his energy and enthusiasm as a promoter and educator. This energy and enthusiasm is always evident whether he is proposing a budget for a new Mac lab or describing an awesome skiing video that one of his students just finished editing.

Mike is one of those instructors who I am always happy to see: because of his new ideas, because of his enthusiasm, because he demonstrates those characteristics that we all love to see in an instructor, and lastly, because he makes us want to go back to school and take his courses! It is for these reasons that I fully support Mike’s promotion to Full Professor.

Regards,

Scott

R. Scott Cowdrey
College Vice President and CIO
October 26, 2011

CMC Faculty Portfolio Committee:

I first met Mike Martin when I was interviewing him as a CMC success story. He was managing the Surefoot store at the base of Steamboat Resort. Mike stood out by his willingness to accommodate my request for an interview and photo session at his workplace. Though busy with his work as a manager, he was glad to support CMC by telling his story as a graduate of the Ski and Snowboard Business program. That was several years ago, and my first impressions have been reinforced many times over as I’ve worked with Mike as a CMC colleague.

Mike is always thinking of ways to get his program and the college known and out into the community. This is invaluable for me as a marketer because he understands that successful marketing is a team effort, not just the job of one department. Often he has offered photos or videos from club or class outings that I have been able to use in marketing. When I’ve asked for Mike’s assistance in setting up photo or video shoots he always comes through with what we need and more. My requests are in addition to his assigned duties, but Mike understands the value of these efforts not only to his program, but to the whole college. He takes on this extra work with the same generous spirit as he did when I first met him.

Mike is well connected in the community and in his industry. These connections show not only in the quality of learning resources he brings to the classroom, but also in strong enrollments in his program. Within the first two years of Mike’s arrival, applicant numbers more than doubled. I believe most of this is due to his commitment to excellence and good reputation within the snowsports industry.

Mike’s recent work on a partnership with Nordica is exemplary. Not only did he leverage the resources of a private corporation for student learning, he also developed multiple promotional opportunities with additional partners, bringing value to Nordica and to the college. He reached out to a sports shop and the Steamboat Ski Corp. to secure space to promote the college alongside Nordica’s products that will be sold at the base area.

In the spring of 2011, we engaged a student blogger to create a promotional video for the Ski and Snowboard Business program. Mike immediately recognized the talent of this young student (who was not in the SKB program), and provided what the student needed to create a successful video: contacts with program graduates for interviews, access to classes and labs for filming, on camera interview, access to the computer lab for video editing.

From my experience, Mike Martin embodies the three strategic areas of the Colorado Mountain College vision. His energetic and collegial work continues to move the college closer to its goals to become first choice in learning, partnerships and leadership. He is certainly one of CMC’s best and worthy of promotion to full professor.

Sincerely,

Doug Stewart
Marketing & Communications Dir.
To Whom It May Concern:

It is a pleasure to provide this letter of recommendation for Michael Martin in support of his bid for Full Professor of Colorado Mountain College. I have had the pleasure of knowing and working closely with Mike over the last six and a half years, as a colleague at the Alpine Campus, and feel that you will not find another who is more committed to providing an exceptional learning environment for our students.

During Mike’s tenure here at the Alpine Campus he has transformed the Ski and Snowboard Business program. His work has included a significant curriculum shift which brought the SKB program to a new academic level. The program is the most popular for incoming freshman and student interest is quickly cultivated by the curriculum and hands on experience they encounter here at CMC. We continue to see more from students enrolled in the program and students are enthralled by Mike’s knowledge and the environment he creates in class. I’ll often hear students say that “Mike just makes class interesting.” Because students are engaged by Mike and the SKB curriculum it is my expectation that we will continue to produce an even higher caliber of student who will in turn rise to the top of the industry.

It is difficult to ignore Mike’s desire to further the program as well as the careers of each of his students. He carries a significant work load which includes the management of his program and students, numerous committees here on campus as well as within the community, partnerships with international companies, while also juggling a film business. In addition to this Mike recently used his talents to partner his students with Nordica USA. The project was to assist the company in developing a line of skis and boots to be marketed and sold this winter across the country. Because of opportunities like this Mike's students are enthralled by his creativity and knowledge of the industry and also gain specific experience in how to translate the skills they learn in the classroom into a professional environment.

Mike also advises a very active Backcountry Club on campus in which close to 70 students are involved. Students hear about this club the moment they arrive on campus and are immediately excited about getting involved. The main goal of the club is to help in educating the student population on how to enjoy the backcountry in a safe way. Because of this, students are able to create and participate in a number of fun and educational programs and activities which allows access to safe and quality experiences in the backcountry.

Overall Mike is articulate, insightful, creative, and a pleasure to work with. As a colleague I know that I can count on him to be involved and student centered. He is always interested in supporting our students both in the classroom and beyond, and because of his dedication, our students quickly see him as a life line during their tenure here at CMC. He is perhaps the exact model of an ideal instructor at a small and student centered institution such as ours and is deserving of any accolade you could bestow on him. If you have any questions or need further clarification please feel free to contact me at any time.

Sincerely,

Amy L. Phillips
College Counselor at the Alpine Campus of Colorado Mountain College
alphillips@coloradomtn.edu /970-870-4455

creating better futures

www.coloradomtn.edu
October 19, 2011

Letter of Support for Mike Martin

To Whom It May Concern:

It is my understanding that Mike Martin is applying for a promotion in academic rank from Associate Professor to full Professor of Ski and Snowboard Business at the Steamboat Campus. I heartily support his candidacy for this promotion. I have worked with Mike since he started at Alpine in the fall of 2004.

One of the first things Mike did when he started teaching at Colorado Mountain College, was to inquire about ways to engage his students in the classroom. One way he saw to engage students was to use technology, specifically laptop computers. He wanted students to work in small groups using computers to research, design and virtually build winter-sports products. With Mike’s help, we were able to convince the administration to purchase 36 laptop computers for students to use in the classroom, essentially making any classroom a computer lab. Mike has been using these laptops for the past 3 ½ years for his product design classes.

Mike was instrumental in getting a Mac lab for the Alpine Campus. He developed a plan where our Mac Lab can become a certified Apple Training Center for digital editing. Even though we have not started this program yet, we are able to use the Mac lab for other classes, such as Final Cut Pro, Intro to Film Making, and Digital Photography. When the Mac lab is moved into our new building, we are going to turn the Mac Lab into a student Digital Media Studio, where students can create their own digital media projects for their classes. With Mike’s forward thinking, we are able to move forward with creating CMC first Digital Media Lab.

I have learned a lot about incorporating technology into instruction to improve student learning by working with Mike. I support Mike’s efforts for rank advancement from an Associate Professor to a Full Professor at Colorado Mountain College.

Sincerely,

Sandy Kent
Media Technician
skent@coloradomtn.edu
970-819-1218

LEADING THROUGH LEARNING
Portfolio Committee:

I am excited about the opportunity to write this letter of recommendation for Michael Martin, he is a great instructor, colleague, and leader here at the Alpine Campus.

Michael’s students truly respect him. He keeps them engaged because he really knows how to bring his professional experience into the classroom. His wealth of practical knowledge has helped create a “real world” type of environment for his students. He has negotiated partnerships with major players in the ski industry including a unique situation with Nordica USA that resulted in CMC students designing and testing a line of “sidecountry” specific skis and boots that are currently being sold in retail outlets. He also is very involved in filmmaking and is a great mentor to our students with those interests. He recognized the need for better technology in regards to film, sound, and photo production and he worked very hard to get the Alpine campus a new Mac lab.

To say that Mike is influential to this campus and this program would be a gross understatement. His work and influence here are an indelible part of this campus and community; he is a true leader.

Kevin Williams

Library Director-Alpine Campus
October 5th, 2011

Faculty Promotion Review
Colorado Mountain College
831 Grand Ave
Glenwood Springs, CO 81601

To the Faculty Promotion Review Board;

This is a letter of recommendation on behalf of Professor Mike Martin, in support of his promotion to Full Professor at Colorado Mountain College Alpine Campus.

I have known Professor Martin for the past four years. I have not taken a class with him, but I have worked with him outside of the classroom through student activities. As an admissions assistant, I have the opportunity to make connections with many students. I have never heard a negative comment about his teaching. The ski and snowboard business program is our most popular degree areas. Professors such as Mike Martin who put students first, are the reason so many students complete their degree in this program.

What I most admire about Professor Martin is his remarkable ability to inspire students to step out of the box. He encourages them to change their boundaries and be creative. Students can feel the energy radiating from his teaching. Professor Martin has a hands on teaching style and students at this school gravitate towards this teaching. The time he spends to give feedback for the assignments helps everyone understand what the most common mistakes were, and provides individual feedback to each student. Professor Martin does not only teach exceptionally well but he also cares a lot about the student. He is one of those rare professors that take the extra effort to make sure all students that need extra help are accommodated, despite his busy schedule.

In addition to his teaching Professor Martin is an advisor for the Backcountry student club. As an advisor he is the integral part of the organization and assists students in the developing leadership skills all while making it enjoyable and educational. There are many opportunities to teach students with in this club. Professor Martin makes every moment count, whether it is educational based or a skill for life.

We all have to strive to achieve the best. In College, the effort of a professor makes all the difference in helping students reach their full potential. If we would have professors like Professor Martin teaching everything, then I am positive that every student will be eager to learn and achieve the most.

Sincerely,

Stephanie Fletcher
Admissions Assistant
Colorado Mountain College Alpine Campus
To whom it may concern,
I am writing to strongly support the promotion of Mike Martin to full Professorship.

Associate Professor Mike Martin has the unique ability to challenge and engage his students in a manner that brings out the best in every student. His classroom is a good blend well organized academic content and an accessible atmosphere that draws students in and keeps all involved.

Mike maintains a full grasp of the ever changing ski industry. He is well known and well respected throughout this country and the greater ski world. Prior to my arrival at Colorado Mountain College I was well aware of the work Mike was doing at Colorado Mountain College. Over the last three years Mike has assisted me in producing recruitment DVD for the Ski Team. His expertise in the production of digital media is outstanding. This expertise is shared with his students in the classroom and on the mountain teaching all aspects of digital media production.

Mike has a very impressive professional background in the ski industry as well as in the education field. His communication skills with students are outstanding. I fully recommend his promotion to full Professorship for Mike Martin.

Terry Leonard
Head Coach
CMC Ski Team
October 20, 2011

Colorado Mountain College Promotion Committee:

I’m pleased to write this letter of recommendation for Michael Martin for advancement in academic rank from Associate Professor to Professor. Mike and I have worked together for the past 5 years and we have served on the Steamboat campus marketing committee for the last 3 years.

Over the years Mike has shown a passion for the ski industry and a commitment to his students and the Ski Business program. Always searching for ways to improve the program and stay current with the best tools available, Mike has introduced the Steamboat campus MAC lab, developed courses using the latest cutting-edge technology, and designed programs that complement the core curriculum of the Ski Business program. Through his leadership the Ski Business program continues to grow, benefitting the college and providing students with a solid foundation of life and work skills.

As leader of the campus marketing committee, Mike has done an outstanding job organizing priorities and focusing our efforts to make the most of our budget as we promote the college in the community and beyond. Cultivating a business relationship with Nordica is another example of Mike’s dedication to CMC and the Ski Business program. Students have been involved with various stages of product development including boot design, marketing, and web design. The joint marketing effort between CMC and Nordica introduces the Ski Business program and CMC to a whole new audience.

Mike is a valuable member of the Steamboat Springs campus and Steamboat Springs community and it’s always great working with him.

Sincerely,

Kathie Rudasics
Academic Affairs Administrative Assistant
October 14, 2011

Randall J. Rudasics  
Manager, Bogue Enterprise Center  
Colorado Mountain College  
1330 Bob Adams Drive  
Steamboat Springs, CO 80487

To whom it may concern:

Over the five years Mike Martin and I have worked together at Colorado Mountain College, I have had the opportunity to watch him interact with a variety of coworkers in many different situations. Mike is extremely well respected, kind, positive and professional in his dealings with staff and faculty at the Alpine campus of Colorado Mountain College. His strong interpersonal skills also translate well with his relations in the Steamboat Springs community and within the ski industry he prepares students for.

Mike has chaired the Alpine campus Marketing Committee the last three years which I have been a member of during this time. His leadership of the committee is excellent. Meetings are timely, organized and results oriented.

Within institutions, we all meet folks that are offer positive and negative energy in their work environment. Mike Martin is a positive person who raises moral, professionalism and makes the Alpine campus a better place to work. As you consider Mike for a promotion, please accept my warmest recommendation for his capabilities, communication skills and positive influence on our community and within the CMC family.

If you have any questions on this recommendation, please feel free to contact me.

Sincerely,

Randall J. Rudasics
October 7, 2011

Dear CMC Promotion Committee:

I have worked with Mike Martin for three years at the Steamboat Campus of Colorado Mountain College. As colleagues, we collaborated on a number of projects, including development of the Bachelor of Science in Business Administration (BSBA) degree and the activities associated with managing our related disciplines and serving on the Curriculum Advisory Committee (CAC). I was also a member of the campus marketing committee that Mike chaired. Also, Mike leads the internationally-known CMC Ski and Snowboard Business Program, which accounts for a large portion of the Steamboat business and economics students.

Mike was instrumental in the creation the BSBA program. Some of Mike’s notable contributions include increasing access to the BSBA by developing multiple pathways into the program. For example, Mike’s efforts and creative thinking resulted in placing AAS degree students on equal footing with AA students, so that either pathway leads to essentially the same coursework over the course of 120 credits. Few, if any, bachelor’s programs have that capability, which is perhaps the program’s most distinguishing and creative feature.

Mike also developed a number of the BSBA courses in his particular area of expertise. He played a large role in scoping and sequencing the curriculum, including determining appropriate prerequisites. Mike helped lead the group toward balancing access with academic rigor and integrity.

Mike is highly organized and makes substantive, thoughtful contributions in meetings. Colleagues and administrators respect his ideas and opinions. Under his marketing leadership, the Steamboat Campus has increased its community involvement and awareness through a variety of local initiatives.

Students know and respect Mike. He is a popular teacher and advisor who works directly with students and helps students achieve lofty aspirations. Through his leadership and connections to industry, Mike has created numerous networking
opportunities for Ski and Snowboard students. Mike understands the importance of developing career opportunities for his students, and is successful in connecting students with prospective employers. These practical learning and networking opportunities provide a trained workforce and tremendous economic value to Steamboat Springs and neighboring resort towns. Mike continues to revise the Ski and Snowboard program based on input from industry and students. He truly lives “continuous improvement” and sets the standard for career and technical program management.

Mike has been a tremendous asset to Colorado Mountain College and a valued colleague. Mike receives my highest recommendation, without reservation, for promotion to Full Professor.

Warmest regards,

Fred Hampel
Dean of Instruction
Red Rocks Community College
Dear Academic Promotions Committee Members:

It is with great pleasure and confidence that I write this professional recommendation for Michael Martin regarding his consideration for promotion in academic rank at Colorado Mountain College.

During Mike’s tenure at CMC, the ski and snowboard business program has grown significantly. As the driving force behind the Ski and Snowboard Business program at Colorado Mountain College, Mike has worked hard to build authentic partnerships with major ski industry players. His efforts have led to countless opportunities for his students in both the academic and professional realm. Most notably, Mike developed partnerships with major brands such as Nordica, Spyder, Burton, Oakley, Never Summer snowboards, Liberty skis, and Rusty surfboards.

Mike leads by example and many people at CMC find his enthusiasm and dedication both inspiring and motivating. Mike’s talent is apparent in his visioning and entrepreneurial approach to the ski and snowboard business program. His ability to engage students via innovative delivery methods and technology has earned him the reputation of an academic pioneer among his peers at the Alpine campus.

Mike has served as my professional mentor since he began as director of the ski and snowboard business program eight years ago. During this time, his leadership has focused on three key goals: 1. Student success; 2. Program success; 3. Program and course assessment. Additionally, Mike was integral in designing, and eventually teaching, CMC’s four-year baccalaureate program.

It is with supreme confidence that I recommend Mike Martin for promotion to Professor. He is a top notch advisor, instructor, mentor, and leader. Feel free to contact me at twidmer@coloradomtn.edu or (970) 870-4528 if I can provide any further input.

Sincerely,

Tim Widmer

Assistant Professor, Ski & Snowboard Business
Colorado Mountain College
October 25, 2011

Dear Promotion Committee Members,

This letter is both a professional and personal letter of recommendation for Michael Martin regarding his consideration for promotion in academic rank at Colorado Mountain College.

Since Mike was hired as a professor here at Alpine Campus, I have observed how he has grown as both an educator and as a friend. He continually demonstrates those qualities that you wish to see in a fellow educator; both his dedication to his profession and his dedication to our students.

Professionally, Mike is consistently creative and thoughtful in his educational pursuits, bringing in fresh ideas and creating new opportunities for students to further their education, be it a film class or a new certificate within his field. He also enriches the Ski & Snowboard Business Program through his ever increasing contacts and relations throughout his field, creating more opportunities for students to gain experience in this arena. Mike has a grounded management perspective that he applies to the Ski & Snowboard Business Program, which is evinced by its growth and student involvement. His dedication to the students beyond the classroom is evinced by passionately advising the Backcountry Club: organizing and implementing their annual trip, and increasing awareness via avalanche awareness training & film involvement. Mike also organizes, participates in, and manages the annual Steamboat Mountain Film Festival, a local event he created that showcases both local and national ski and snowboard films.

On a personal level, Mike has continued to be both a thoughtful and supportive friend. He manages to balance his professional and personal life in such a way that he can juggle all of these different aspects of his life without appearing to be too stressed, modeling a healthy lifestyle for students and coworkers alike.

Mike is a dedicated educator, passionate recreationalist, and a creative artist. He has been a joy to work beside and I look forward to his inspiration and friendship in the upcoming years. With all due respect, I fully support Mike’s portfolio process and strongly recommend Mike for promotion in academic rank. If you have any questions or need further clarification please contact me at extension 4441 or via email (jsaunders@coloradomtn.edu).

Sincerely,

John Saunders, Ph.D.
Professor
Outdoor Education Program Director
Colorado Mountain College, (970) 870-4441
jsaunders@coloradomtn.edu
Colorado Mountain College

Promotion Committee

Colorado Mountain College

October 29, 2011

To Members of the Promotion Committee,

I am honored to write a letter in support of the promotion of Mike Martin to full professor. I have had the pleasure of working a couple of doors down the hall from Mike for the past five years. In that time, I have witnessed his motivation for his program and his dedication to the students.

Each year, Mike strives to improve the already burgeoning ski and snowboard business program. He motivates students in his classes to follow their passion and look for connections in other areas that would complement their skills. For example, Mike encourages the students interested in marketing and product design to take art classes to enhance their visual skills. Moreover, as film becomes an even more potent tool for skiers and snowboarders, Mike took the reins to offer opportunities in which students can both study filmmaking and practice it. He also organizes a film festival each year to highlight films of the genre. He has served on committees and has represented Alpine campus most recently as Secretary for the campus faculty senate. College-Wide, Mike acts as Discipline Coordinator for an enormous grouping of disciplines. Mike continues to step forward to serve the college and community at every opportunity and promotes CMC nation-wide.

Mike is an excellent example to students. He advises a student group, and organizes trips and gatherings to add to their classroom experience. In addition, he is a pleasure to work with. His positive attitude, great sense of humor, and willingness to always improve his program sets a standard for colleagues and students alike.

Mike Martin is a strong member of the Alpine faculty family. I strongly support his promotion to full Professor. Please feel free to contact me if you have any questions.

Respectfully,

Cynthia Zyzda
To the Members of the Promotion Committee:

I am pleased to recommend Michael Martin for promotion to the rank of full professor at Colorado Mountain College, Alpine campus. As a former student at CMC, Mike knows firsthand the importance of student-teacher connections and this is a value he models every day. Whether it’s working with students in the ski labs, leading student trips to industry trade shows or taking the members of the Backcountry club skiing in Jackson Hole, Mike’s involvement with our students enriches their experiences at CMC. Mike had led the Ski Business program at Alpine capably since his arrival, as someone who teaches many of his students in English and Communication classes, I know the impact he has on students personally and professionally. His contacts in the industry enable him to find jobs for many of our graduates and he is constantly seeking new ways to provide students with enriching opportunities. He also continues to be actively involved in the ski industry, as evidenced by his recent featured article in Powder Magazine and his annual ski film festival in Steamboat Springs. Mike’s students see him as an inspirational role model who is always willing to help. I have spoken with several former students employed in the ski industry who have told me that they attribute their success to the training and guidance provided by Mike, within in his program. One aspect of Mike’s service which I feel is not often fully appreciated is the number of students he attracts to Alpine campus. A significant portion of our FTE is generated by the Ski and Snowboard Business program and this is a tribute to his stewardship. Mike is an outstanding teacher, a valued colleague and an important part of the Alpine campus team. Please grant his application every consideration.

Sincerely,

Bruce Beckum

Professor of Communications and Humanities
To members of the Portfolio Committee,

I highly recommend Michael Martin’s promotion to full professor for many reasons. Mike is incredibly knowledgeable in the field and incorporates that knowledge into everything that he teaches. He connects very well with the students here, and has personally helped me throughout my college career at Colorado Mountain College. Being a student of his for more than two years, I have taken multiple classes with him and learned a lot about the ski and snowboard business. He gave me excellent advice while constructing my resume, and helped me gain an internship at a snowboard company. He has always been there to give me various career and personal advice, even outside of class. As an advisor for the Alpine Campus’ Backcountry Club, he has always shown how much fun he can be outside of class, whether it’s putting on fundraising events for the club, or taking the annual trip to Jackson Hole.

The classes that I’ve taken with him have been excellent experiences. Designing a company in Product Design was a great experience. I took the class about a year and a half ago, and I still talk to other students about the class and everything I did there. I highly recommend it. Marketing and Media was a great class as well; we helped design a company’s website. It was especially cool that he integrated that class with Nordica’s web design, because it really showed off the real life applications of the class.

Myself, and many other students are incredibly grateful for this program and to have Mike as the main guy behind it all. Before hearing about the SKB degree, I knew I should go to college, but didn’t have any clue where to go or what to study, until I heard about the Ski and Snowboard Business degree, which sounded absolutely spot on to what I wanted to pursue in my career. I’m glad there is a program that ties real world experience to in class experience,
and Mike is a great teacher that really pushes that and helps students get out of the classroom and into the field.

Thank you,

Eli Hays
Kyle P Ballinghoff  
P.O. Box 772547  
Steamboat Springs, CO  
80477  

To Whom It May Concern:

I have had the pleasure of knowing and working with Michael Martin for the past five years. Michael is a very diverse individual: a teacher, a skier, a professional, and a friend. It is for these things and more that I am formally and fully recommending Michael Martin for the position of Professor.

After graduating high school I could have attended any college or university of my choosing, however my love of skiing drove me to enroll in the Ski and Snowboard Business program at Colorado Mountain College, Alpine Campus. Upon meeting the program director, Michael Martin, I knew I had found where I belonged as a Student. Michael’s endless passion for his subject matter and his compassionate interest in his student’s success comes through in every class he teaches. Looking back on my time at Colorado Mountain College, I would not be enjoying the private sector success that I currently enjoy without the instruction and guidance of Michael and his program.

By promoting Michael Martin to Professor, the Ski and Snowboard Business Program and Colorado Mountain College as a whole, will continue to grow, improve and inspire current, past, and future students for years to come.

With much gratitude and appreciation for Mr. Martin,

[Signature]

--Kyle Patrick Ballinghoff
Dear Portfolio Committee,

It is with great honor that I address you in reference to Mike Martin. I attended Colorado Mountain College from August of 2005 through May 2007, culminating in a Ski and Snowboard Business degree. In my time there as a student I grew tremendously on a personal level and professional, both of which Mike Martin deserves most of the credit for. In my time since graduation I have continued on in the ski business and now own a ski and snowboard shop called SlopeStyle Ski and Ride in Vermont (www.slopestylevt.com).

I was fortunate to have many great professors at my time in CMC and earlier in my high school career, however none were even close to as influential as Mike Martin. The program he has developed there is so comprehensive I have never once found an instance in my career where I did not learn enough in college to prepare me. The practical hands on courses in boot fitting and ski tuning are used every day in my shop and help give our shop a great reputation in follow up service. Mike taught these through his own experience and had a passion about what he taught, keeping each lesson captivating. Besides developing courses to give us skills in the shop environment he developed courses that allowed us to use our mind in creative ways. The ski and board product design class allowed me to see the manufacturing side of the ski industry, but more importantly taught me about leadership. I saw the importance of a good leader to the success of a group. The retail management class gave us a comprehensive view of how a shop is run and how the numbers work. This class taught me not only about profit margins but opened my eyes to my true potential. Mike gave us freedom to take the ball and run on projects and I finally realized how to look at the “bigger picture.” This course let me realize that every aspect of a job is an important piece to a greater puzzle. It was this course which allowed me to analyze situations from every angle possible and come out with the best solution, an asset I use more than anything running my own shop.

Besides being a great educator Mike was also a great mentor and resource to go to for any situation. I remember a few instances where he allowed me to be late for class to attend a small business mixer. His view of seeing the importance in those functions to my later success was huge. Mike’s interest in student’s success after college is unmatched. Lots of professors always had the standard phrase of “keep in touch and good luck in your future”, only Mike followed through and has kept in touch. The sign that he truly cares about what he does.

Sincerely,

Ian Downing
If you’re a skier or rider, you’re probably watching the leaves change and counting the days until the first snowfall. Now there’s one more thing to look forward to — a new ski and snowboard shop is opening soon in Montpelier to help you get ready to hit the slopes.

Called SlopeStyle Ski and Ride, the new shop located at 92 River St. is owned by the former management team of Peter Glenn Ski and Sports. Longtime managers Gordie and Casey Eurich as well as Ian Downing have teamed up with David Belanger to bring more than 40 years of experience in the ski and snowboard industry to the store.

SlopeStyle Ski and Ride will carry familiar brands such as Burton, K2, Dynastar, Head and Elan, and they will also feature brands made in the USA including Icelantic Boards, Lightpole Clothing, Hot Chilly’s and Smartwool. Their highest priority, however, will be superior customer service and product knowledge. The owners will continue the popular ski and snowboard leasing program, and will also offer a full-service tune shop and custom boot fitting.

As merchandise will be arriving at the store throughout September, SlopeStyle Ski and Ride will be open to the public and will be offering discount lease and tuning rates. A Grand Opening will be held October 7 – 10 featuring a rail jam and ski movie premiere, with giveaways on Saturday, October 9th.

The owners of SlopeStyle Ski and Ride are excited to welcome central Vermont skiers and riders to their new shop, and they are also grateful for the support of other Vermont businesses, including Mad River Glen, Sugarbush, Capitol Plaza and Twin City Subaru, for helping make their Grand Opening event possible.

“We would like to express our deepest gratitude for the overwhelming support from family, friends and this community which has been instrumental in the realization of this dream.”

www.slopestyle.com
Check us out on Facebook Slopestyle Ski and Ride
Dear Colorado Mountain College Portfolio Committee,

The opportunity to write a letter of recommendation on for Michael Martin comes as a great honor; I directly associate his guidance and tutelage with my success in the ski industry. Michael Martin constantly stood out from other professors at Colorado Mountain College with his extensive knowledge, ability to relate with students and motivate them, and his tireless work ethic.

Outside of the classroom Michael Martin maintains a positive relationship with his students, is approachable on campus and in the dining hall and welcomes questions regarding everything from ski construction to boot fitting techniques.

When I look back at time I spent in the CMC-SKB program, I can confidently say that it has had a positive impact on my life, and that Michael Martin was a large part of making it happen. Above and beyond does not begin to describe his level of commitment to his students.

Thank you,

Jason Badgley
October 5, 2011

RE: Michael Martin

Dear Portfolio Committee:

I would like to highly recommend Michael Martin for the position of Professor of the Ski and Snowboard Business Program at Colorado Mountain College. I have had the pleasure of knowing Mike for three years now, two of which I was a student of his. His commitment to my education and extensive knowledge of the ski and snowboard industry is what made me excel in the Ski and Snowboard Program, allowing me opportunities I never would have had. His dedication to helping students succeed continues after graduation as well. Since my tenure at CMC, he has contacted me a number of times informing me of internships and other opportunities that have gotten me to where I am today in the industry.

Not only does Mike support his students, but he is also an excellent instructor in the classroom. Having taking several courses with him, I have experienced his hands-on approach to education, and would absolutely credit his teaching style and methods as a big reason why I was successful at CMC. His courses, along with the program, prepared me for any number of jobs within the ski and snowboard industry.

I give Mike my highest recommendation and if you have any questions regarding him, please do not hesitate to call me.

Sincerely,

Jacob Malenick
Floor Sales/Online Order Processing
Salty Peaks Snowboard Shop
3055 E 3300 S
Salt Lake City, UT 84109
612-360-3037
jake3613@comcast.net
Dear Colorado Mountain College Portfolio Committee,

This letter is my personal recommendation for Michael Martin. During my two years at CMC I had the privilege to have had Michael as my adviser and professor for the Ski and Snowboard Business Management program. I can say without exaggeration that Michael has played a key role for my success during and after my time at CMC.

Every class I took with Michael was challenging, educational and never boring. Michael always had up to date examples from the ski industry and often he used his business network to directly connect classroom activity to the day to day operations in the ski industry. He taught the fundamentals of Ski Business Management, but always emphasized the basic Business Administration principles at work. After my graduation I realized that the education I received was much less one dimensional than the name of the program might suggest.

After leaving CMC I worked in the ski industry for about two years, before switching to a job in the internet industry. Even two years after graduation I profited from the skills I learned during Michael’s classes. It wasn’t only the theoretical and practical knowledge of Business Administration, but also the hands on integration of various computer tools, both online and offline, that proofed to be a solid foundation that went beyond Ski Business Management.

Overall, I am personally thankful to Michael Martin for a college education that had a real impact on my life and my professional career.

Sincerely,

Leo Lutz
October 15, 2011

Dear Portfolio Committee,

I have had the pleasure of knowing Mike Martin since 2005. As a student at Colorado Mountain College in Steamboat Springs, Mike was both my teacher and advisor as I received an associate’s degree in Ski and Snowboard Business. I am confident that it was with Mike’s superior work ethic, compassion and drive to succeed that inspired me to continue my education in the snow sports industry and become a successful agent within the snow sports industry.

Mike’s insight into product development, boot fitting, ski and snowboard tuning, as well as the industry itself has proved to be invaluable. To this day, I utilize the diverse teaching methods and practices used by Mike in the classroom to teach my own employees and utilize what I have learned from him in every day business ventures. The product development techniques I acquired have helped me explain sell, and promote skis and snowboards to customers, as well as recognize trends in the industry to expand our product mix for the greatest profit yield. The skills I gained through Mike’s instruction have also helped me greatly in the areas of tuning and boot fitting as well.

It is my humble opinion that Mike will make an excellent full professor at Colorado Mountain College. He has been instrumental in my success as a snow sports professional. The knowledge that he has imparted on me has helped me in my pursuit of advancement in the industry that I have a true passion for. I know he will help others like me do the same.

If you have any further questions please do not hesitate to contact me. I can be contacted by phone at (720) 937-2694, e-mail ryan-dave@hotmail.com or at Alternative Edge in Telluride, Colorado at (970) 728-6138.

Sincerely,

Ryan D. Hoglund
1.D Assessment for the SKB program and College-Wide.

Over the past two summers, Tim Widmer and I have created several substantial projects in reference to the on-going assessment efforts of the College. In the summer of 2010, we created an Assessment Road Map for our program outlining our projected plan for Assessment for the upcoming years. This includes an in-depth look at all of our courses as well as the program and certificates. The result is the SKB Assessment Road Map spreadsheet, found here.

In the summer of 2011, we looked at taking the next step in assessment and began tracking our students entering the BSBA program. This has proved to be a major undertaking and we are currently putting together the initial data, with plans to release our initial findings at the In-Service, Spring 2012. The following outlines our projects and their intended outcomes:

Further, I was recognized for my piloting of TaskStream a full year before it was unveiled to all of CMC. The award follows.

Project: Assessment of SKB Program and Certificate outcomes as they relate to the Business Baccalaureate Degree:

(Proposed and accepted May 2011, work is on-going)
For summer 2011, Tim and I would like to create and deploy an assessment plan of the Ski and Snowboard Program as it relates to the outcomes of the upcoming Baccalaureate Business degree. Essentially, the project will evaluate and identify common outcomes of the BSBA and the current AAS:SKB degree giving us a roadmap of how to best track student progress as well as creating indicators of any changes needed. Further, we will be able to create a feedback loop using TaskStream of charting which outcomes SKB students are successful and where they need help as they pursue their upper division courses.

The project will be ready for deployment fall 2011 to coincide with the launch of the BSBA degree. Given the time frame, we can begin to assess students this fall as many of our current students have indicated they will be pursuing the degree. The project would be a big asset in our program and certificate improvements as well as our upcoming program review. Additionally, as Discipline Coordinator for CTE we would pass on this resource to all CTE programs so they could begin to chart their progress as soon as possible.

Anticipated Outcomes:

- A review of current outcomes for the program, certificates and all courses with the SKB prefix for comparison to the BSBA degree. Coinciding outcomes would be tracked to ensure student success for upper division courses.
- Revised competencies for the program certificates and all courses with the SKB prefix to ensure courses meet the needs of upper division courses.
- A Curriculum Road Map outlining current course/program offerings and future prospects as it pertains to the BSBA.
- A feedback loop for student success rates to be passed on to Student Services and Marketing departments.
• Creation of a SKB/BSBA advising path for degree seeking students using course prerequisites as a guideline. Thus, reviewing and revising current advising practices.
• Based on data gathered throughout 2011/12, generate recommendations for SKB courses and program changes in order to better align with BSBA program outcomes. Additionally, create a template to deploy to CTE programs to align outcomes with the BSBA program for the 2012/13 academic year.

Impact on learning:

A BSBA/SKB Assessment Plan would help SKB faculty steer their course work in a manner that benefits student learning. By ensuring course outcomes are inline with our Baccalaureate program, the SKB program can continue to cultivate new students to ensure the degree program’s success. Additionally, we would create a feedback loop to track where our students may need additional support to allow them to be successful in pursuit of a four-year degree. This information will benefit our enrollment efforts for the BSBA.

As with our previous work, the results would be reported on our bi-annual status report for Taskstream. Annual results would then be reported out each spring through the annual report on Taskstream.

(Proposed and accepted May 2010, spreadsheet is attached and the assessment work is on-going)

For summer 2010, Tim and I would like to create an entire program and course assessment plan of the Ski and Snowboard Program ready for deployment fall 2010. This would be a big asset in our program improvements and reviews and would be available as a resource to CTE programs via Taskstream by August 2010.

**Highlights would include:**
• A set of updated outcomes for the program, certificates and all courses with the SKB prefix.
• Complete competencies for the program certificates and all courses with the SKB prefix.
• Thorough skill sets for the program certificates and all courses with the SKB prefix, including risk management needs.
• Curriculum Map outlining current course/program offerings and future prospects.

Additionally a SKB Assessment Plan would be introduced for construction of a continuous improvement plan for all SKB faculty to be implemented Fall 2010. Further, we would create a status report template and depository for all adjuncts to report their course work. This would allow us to compile results for a bi-annual status report for Taskstream. Annual results would then be reported out spring 2011 on through the annual report on Taskstream.

I have attached the file to the source disc of the portfolio, as it doesn’t covert correctly to a letter format PDF. See “SKB Outcomes Sum2010 FINAL.XLS”
TaskStream Trailblazer Award is hereby granted to

Mike Martin

For your successful efforts to integrate TaskStream in the College's Assessment Process.

Ann Harris, Ph.D.
Vice President, Academic Affairs

Renee Kuharski, Ph.D.
Assistant Vice President, Academic Affairs
Student Guidance and Advising

Background-
I have attended student training and served on the Registration Task Force for the academic year of 2006/07 in an effort to improve the enrollment and registration process as a major component of advising.

Student Advising of Degree Seeking Students-
I advise one of the largest programs in Colorado Mountain College and up until spring of 2009, I did it alone. Typically this provides quite a challenge as we have students with a large array of backgrounds in terms of experience and competencies. I have created a model for SOAR that has been duplicated since where initial course advising is conducted in the computer labs to better facilitate the needs of students needing to register as soon as possible.

After which, I have the remaining portion of the day to meet with students one-on-one for their specific questions. This allows students the ability to get the classes they want and have time to meet with me in a personal setting. Families have expressed appreciation for this, as given the size of the SKB program, it is critical to expedite the process, but still meet with students as needed.

Further, as we have grown as a program, I have initiated an advising program where entering students are advised by graduates and currently enrolled students to get a "real world" answer as to what it means to be a SKB student. This often leads new students to have many questions answered that only our graduates and current students can answer. Amy Philips and I have worked closely on furthering this program as it has paved the way for better student success.

To facilitate a global-orientation to our program, I filmed and edited an Advising Podcast of Tim Widmer and myself covering the basics of the program, the courses, how to register, course loads and requirements. Podcast page follows.

Additionally, I continue to advise in the following functions:

- Create and provide detailed orientation information for our program
- Hold unique, industry-based meetings for our students where I cook them food and answer their questions on the industry. It provides a social setting for students to get to know our program faculty and each other better.
- Registration
- Graduate-Petition to Graduate
- Placement-Due to the fact that we have two tracks in our program, it is vital to distinguish the best path for our students to enable them to be successful.
- Establish goals and assist students in career path (malaky.com)

- Provide non-academic advising on issues pertaining to student's social and creative pursuits. This requires visiting students in social settings, thus my involvement in student clubs and community events (film festival).

- Work with the Student Success Center to generate and follow up on students who discontinue coming to class or are showing poor results in their endeavors. This often includes phone calls and emails to parents as needed/applicable.
Click here to watch the Podcast for Advising
Sample Student Advising Notes (emails from students)

Nice, I will be able to come to that meeting for sure. So you think we can get the ball rolling early? I'm all for that Mike. Companies I'm interested in attending SIA with: Arbor and Flow Snowboards are my top choices for sure, others I wouldn't mind working with include: O-matic Snowboards, Vans, L-r-g, Elm Hat company and Quiksilver. If you notice the trend, I'm shooting for a Southern/Central Coast California location. I am also open to any suggestions you may have along the way.

Thanks so much Mike,
Steve M

Hi Professor Martin,
Thank you very much for all of your help and for such a great class. I hope you have a great fall semester.
Best regards,
King

Hey mike,

Got the job at ski and bike kare! Ill be in steamboat starting next month, pretty excited! If you have any need for a judge for product design or need me for some help throughout the program I'd be really interested to get involved.

My current manager josh landell is going to email you soon letting you know of some positions in the tune shop at keystone that need to be filled. I figured if you knew of someone seeking a job in summit from the college you could point them towards josh.

Anyways just wanted to let you know what my plans were, pretty stoked!
See you soon,
Eric

Mike!

Thanks for taking the time... I condensed/took out a couple things on the resume and re-read through the cover letter. Ill get some names tomorrow for the letters, but here it all is again. I basically used the same cover letter for the Zoic but changed the position out. Is this okay?
Thanks again,
Hi Mike,

Hope all is well with you out in Steamboat. I have now started my own ski shop back here in Vermont and just wanted to send you the press release we have had run in various papers this week. Thanks for making such a great program at CMC, the degree definately gave me more clout when talking with banks. If there is anything I can ever do to help you out here on the east coast don’t hesitate to ask.

Thanks again!

Ian

Dear whom it may concern,

I would like to inform you about some teachers I had while attending CMC Alpine Campus. (this is in no particular order)

Jeff Weeden was very knowledgeable on criminal justice. He did a great job of making the class fun and interesting. He brought in a lot of guest speakers which helped to broaden my view of the subject.

Mike Martin and Tim Widmer where great instructors for the Ski and Snowboard degree. Both of them knew the subject matter in and out. They were great to come to with any questions.

Dori Weiss along with Mike Martin taught my intro to film class. They did a great job of showing me what it took to make a film and how one needs to see the film before it is even filmed.

Collectively I can say all of these professors taught me to look outside of the box. They taught me that there is more to see than what is at hand. And that to be successful one needs to see all sides of the issue. Since graduating in ’09 I have switched degrees but I still remember what these professors have taught me. Thank you to all of them!

Ryan Hawkins

Mike whats goin on man, its Hunter here, long time no talk man!!! Back in Cincinnati, been working in a ski shop here, figuring out my next steps in life!! How was the season out there??

So anyways man, I am SOOO excited to develop this incredible new brand idea that I
can do so much good with in the world of shredding.  
I am really needing the coursework for the media kit creation that we did in Marketing and Media, I am getting a business plan together and I cant seem to locate all my saved papers and stuff. I also could use anything on market research and stuff, I am beginning to see its importance in product formation. I know you’re really busy man with everything but that would be so sick if you could send it to me when you get a chance!!!

Another thing, I am debating going back to college to get a bachelors in marketing and international business, and from those I have spoken with, it seems like it will be a big step towards doing what I am looking to do. Do you think that having a bachelors in marketing will help get me towards my goal? I know you have one, but I am just sometimes skeptical about universities and the level of practical knowledge they administer in some of the courses. A guy at the shop I work at said its more for the knowledge and people I will meet to utilize for my goals than for the piece of paper, true I assume? Just wondering about what you think.

Hope you’re doing well out there man and all and I cant wait to hear back from you.
Thanks man,
Hunter

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Hey Mike, it's Jesse. I just wanted to say thank you for referring me to Seth at Surefoot. He told me he had quite a bit of work for me to do and that If I do well it could lead to something better. So again I just wanted to say thanks for your help. see you next week.

Jesse

---

Hi Mike!

GREAT NEWS.......the board arrived earlier this evening!! We drove it out to Justen just now and he is elated - clearly an understatement.

We cannot thank you enough for all of your time and effort. Justen loved you as an instructor and we can certainly see why. We felt his Colorado experience was beneficial in many ways. Unfortunately the timing was not the best, as he has felt such responsibility for his Mom & 3 siblings following his Dad's departure. Hopefully, time will heal and he will see them survive and be able to focus on his own personal goals.

Keep on inspiring and the best to you in the coming year.
With appreciation, Gramma Janet
(I shipped a snowboard to a grandparent of a student so that they would have something to put under the Christmas tree, Christmas 2008. I paid for the overnight shipping out of pocket.)
SOAR Email Example-
Hello All,
For the new spring 2010 students, here is a breakdown of where the students plan to take classes:
AA= 32
AS = 13
AGS = 5
UND = 19
**Ski Bus = 17**
Resort = 2
Accounting = 1
Janice says possibly 45 students. She has not received RSVPs yet.

Transfer students = 6. There are 19 with test scores and about half look like pre college scores.

I will try to get the names of these new advisees to you by the end of this year so you will have them for the first week back.
Thanks!
Sam Rush
Alpine Campus
Registration Task Force

Team Members: Amy Feltner (Facilitator), Mike Martin, Janice Bell, Mary Edwards, Erin Furman, Leslee Gooch, Marlene Horace, Kathie Rudasics, June Silva, Linda Westlake
Our Process:

- Identify Boundaries
- Define the Scope
- Statement of the Issues
- Set Goals
- Comparison Interviews
- Understand the Existing Registration Process
- Identify Root Causes
- Develop / Recommend Solutions
- Trial Run
- Outline Changes
- Implement Improvements
- Monitor Process
- Review and Revise Initial Plan
- Refine and Standardize Changes
Identify Boundaries:

- Although we can’t change Datatel now, our documentation could help with future Datatel improvements.
- This is an Alpine Campus improvement project.
- Focus on what we *can* change.
Define the Scope:

**What is registration?**

For the purposes of this task force, we defined registration as:

- Application Process
- SOAR Registration
- SOAR Payment
Application Process:

- Datatel entry of student information
- Communication track
- Testing
- Residential Hall applications/admissions
- Financial aid
SOAR Registration Process:

- SOAR Advising
- SOAR Registration
SOAR Payment:

- Payment
  - Payment Plan
- Financial Aid
- Bookstore
Understanding the Existing Process

The team prepared flow charts documenting existing processes:

1. Admission
2. Financial Aid
3. SOAR Registration
4. SOAR Payment
A list of issues was compiled for each of the areas.
Many duplications in Datatel. Student names are entered more than once causing student records to be found in multiple places. What can be done to eliminate duplications?

Incomplete information from students causes bottlenecks in the application process. What can be done to ensure student information is complete before the acceptance letter is sent?

- Not having test scores
- Immunizations
- Selective Service
Why are there so many communications with the students? Are all of these letters needed? Are they being read?

- Application letter
- Housing letter
- Financial aid letter
- Visit letter
- Complete letter

We need to review the letter track to determine what information is missing.

Important information could be hidden in the paragraphs within the letters, what can be done to clarify this?

Do we have enough communications, letters, information?
Where does the testing piece belong?
Students arrived on campus without appropriate testing and could not register for classes until testing was complete.
It would be helpful to have test results earlier to better plan course offerings for the semester.
Beneficial to have testing information as soon as possible for students who place below college level. Appropriate advising can begin early in order to inform students of summer course options/programs (Alpine Advantage).
What percentage of our students take advantage of Off-Site Placement Testing?
Residential Hall

- Current communication track is not informative enough.
- Better communication loop needed to ensure students don’t slip through the cracks.
- A few students arrived on campus without housing thinking it was all taken care of.
- Due to first year live on requirement, it’s imperative that housing is secured prior to arriving on campus.
- Financial package can not be used for Residential Hall deposit, but it’s ok to use for books – some confusion about this.
- What can be done to ensure the information is available and the steps are clearly defined?
Financial Aid

- Students are waiting till last minute to sign up for Financial Aid.
- Rarely aid pays for the entire bill, students don’t realize how much classes cost.
- There is confusion figuring base loan amount and aid dollars.
- Financial package can not be used for Residential Hall deposit, but it’s ok to use for books – some confusion about this.
SOAR Registration

- Roadblocks occur at least 50% of the time causing delays. Roadblocks include:
  - Selective Service – Need to check to see if student has signed up. If not they need to register on-line before continuing with registration process.
  - Immunization Hold – Student can not register the student signs an Immunization Waiver and DO releases the hold.
  - Placement Test – Usually one of three tests is missing. Students need to see a counselor before continuing with registration.
  - Course Conflict or Course Full – Send student back to an advisor to work through the conflict or put on a wait list for the class.
Payment

- Many parents/students don’t understand payment is due upon registration (unless payment is deferred).
- Are the form letters being read?
- Items that slip through the cracks – if a credit card is declined or NSF check student is dropped from all classes.
- The payment plan is the best option, how should we encourage use of this plan?

Pre-registration payment issues:
- Issue with students being dropped from classes if not paid by the due date.
- Anyone pre-registering should sign up for the payment plan. If they register online they need to pay within 24 hours or they are dropped from the class. Could we add another week so the information is visible (report so we can see who is dropped, link with payment play system so we can see status)?
As registration begins, need to run a report twice a day to see class enrollment numbers.

If instructors allow students into the class when over capacity can cause issues with enough textbooks on hand for the students.

Confusion about how much aid money can be applied towards textbooks.

Art supply lists are always hard to obtain.
Setting Goals:

- What is important to the students, families and staff at CMC?
- What is expected of this project?
- How will we measure success?
Registration Task Force Goals

- Work towards a smoother registration process including a general improvement of customer service, reduced lines, reduced phone calls, less bottlenecks.
- Shift our focus – what works for our students?
- Determine why are students registering when they are and can we change it?
- Make better use of computers.
- Have a better understanding of the tools available.
- Create flowchart of improved process.
- Create feedback loop to monitor improvements – are they working?
- Make recommendations to District Office.
Research

To determine registration procedures that may help at Alpine, each team member was assigned a similar size college to interview and provide a sampling of their registration processes.
Comparison Interviews

The questionnaire included several basic questions:

- Can you give me a brief synopsis of your registration process?
  - What does incoming freshman orientation and registration look like?
  - How often do you offer orientation?
  - How are students advised?
  - What do students need to actually register? (advisor signature, placement testing, immunization or other records)
- Can students register on line?
- What do they need to have to get through the on-line process?
How does your payment process work?
  - When is payment due?
  - What types of payment plans do you offer?
What are some things you have done to combat lines or overcrowding?
Some ideas from our interviews:

- Some colleges allow payment to be made later in semester (by the census date, 2 weeks after the semester, by the first Friday after the semester begins, etc.)
- Fort Lewis College had a great Payment Plan Terms letter and worksheet that would be helpful for us to use.
- Advising is done over the phone. The advisor gives the student a pin number that allows them to register on-line or by phone.
- The Lamar Community College bulletin had a two page “Daily Schedule” listing all class offerings by time and day of the week as well as their academic calendar showing “standard term” class start dates, census date, last day to drop a class, last day to withdraw, grades due date, and holidays for the semester.
A listing of application procedures for each type of student (high school graduates entering college, high school students participating in PSEO, service area high school graduates entering college with PSEO credit, General Education Development certificate students, home-schooled students and re-entering students).

Orientation included Peer Students (1:10 ratio) and separate parent sessions.

Students fill out add/drop forms then go to advisor to get a system assigned pin number. The pin number is needed to register at a “Processing Center”.

Processing Center is staffed by Admissions staff, Financial Aid staff, and Business Office staff. Mock offices are set up and meet 1:1 with students. Everyone is cross-trained.

Students are encouraged to go to the computer labs to register on-line but if they have questions, they can use the Processing Center.
Opportunities for Improvement:

The next step was to review the flow charts for bottlenecks and delays, and review the issues we had discovered.

We identified the root causes and developed solutions to resolve the issues.

☑ Checkmarks indicate an item has been completed.
Application

- **Item** – Duplicate student entries in Datatel causing student information to be located in several different places.
- **Root cause** – Applications are entered at District Office and Alpine.
- **Solution** –
  - Training to ensure database is checked prior to entering new student information.
Letter Track

- **Item** – We’re unsure the information sent is being read by the students. A good communication track is essential for students to successfully complete application, attend for SOAR, and register for classes. If this process is not effective, we are not successfully bringing in students.

- **Root cause** – Information should be clearer and consequences for not following the proper steps needs to be understood.

- **Solution** –
  - It was determined the number and frequency of the letters was important and necessary, but we could do a better job with the format and the type of information included in each letter.
  - Revised/reformatted/new letters will clarify missing pieces of the application.
  - New communication track.

- Create communication track schedule.
Testing

- **Item** - Testing is done late, or not at all in some instances. We need to encourage testing to be completed as soon as possible.

- **Root cause** – Importance of the testing piece and the timeframe to complete the testing is not understood by the students.

- **Solution** –
  
  Review the letter track, create a letter that defines early testing expectations including directions for off-site placement testing.
Residential Hall

- **Item** - Students waiting till last minute to apply, and in some instances, showing up without housing arrangements (Do they think it’s automatic?).

- **Root cause** - The information is not clear and the steps not clearly defined, students need to understand the consequences.

- **Solution** –
  - To ensure the information is available and the appropriate steps are followed need to review, reformat and rewrite letter track.
  - Better communication needed with Coordinator of Student Life.
Financial Aid

- **Item** - Students are waiting till last minute to sign up causing delays with Financial Aid approval.
- **Root cause** – Students are not understanding the critical dates for applying for aid.
- **Solution** –
  - ✓ New letter explaining the financial aid process and other payment options.
  - ✓ To save time, encourage students to complete the financial aid application on-line.
  - If balances were paid using FAXPRO there is no hold up.
  - ✓ The payment plan is the best option, we need to encourage the use of this plan for balances due.
Financial Aid (cont.)

- **Item** – Rarely aid pays for the entire bill, students/parents don’t realize how much classes cost.
- **Root cause** – Information not understood.
- **Solution** –
  - Created a worksheet that clarifies how to figure base loan amount and aid dollars so students/parents are prepared.
SOAR Advising

- Under construction!
SOAR Registration

- **Item** - What causes bottlenecks?
- **Root cause** - After group advising sessions, the group of students proceed to the registration process causing long lines.
- **Solution** –
  - Define campus philosophy of advising.
  - Add trained staff to assist with registration.
  - Add extra computers in other rooms to divert crowd from Student Services.
  - Separate rooms for Advising, Registration and Payment.
  - Community and phone registrations occur in another room.
  - Is there a way to do group on-line registration for new students?
SOAR Registration (cont.)

- **Item** - Many HOLDS occur during the registration process causing delays.
  - Selective Service
  - Placement Test
  - Immunization

- **Root cause** – Students unaware these items need to be addressed prior to registering.

- **Solution** –
  - ✓ All items addressed in new letter track.
  - ✓ Add a computer for students to register for Selective Service if needed.
  - If a student needs to speak with an advisor about a placement test, the student will be given a voucher that will allow them to go to the front of the line when they return to register.
  - ✓ Immunization Hold – this needs to be released by DO. We will ensure this information is addressed in the letter track.
SOAR Registration (cont.)

- **Item** - Delays occur if a course is full, if the student has a course conflict, or if pre-requisites have not been met.

- **Root Cause** – This information may not be available during the advising session.

- **Solution** –
  - Additional training for advisors.
  - Continue to have support staff advising with Web Advisor.
  - Advisors need to be added to Datatel screens. Needs to include Advisor, Dept. Head, Dev Ed, Special Pops.
  - Department Head should also be able to see class rosters of their adjunct faculty or any program course.
  - Most course conflicts occur due to Wilderness studies or Outdoor courses with a field trip, just requires an override.
SOAR Registration (cont.)

- Can we remove the pre-requisite for college-level reading?
- Students will be given a voucher that will allow them to go to the front of the line after they have met with their advisor.
- Advisors can add to alternate classes on Add/Drop Form.
**IT Concerns**

- **Item** – Delays due to time required to walk back and forth to Datatel printers. Twelve users funnel into three printers creating confusion and bottleneck situations.

- **Root cause** – Datatel printer is determined by user log in. We have just three licenses.

- **Solution** –
  - More Datatel printer licenses are needed to reduce walking time to and from other areas of the building as well as reducing....

  - Requested one additional license from the IT Dept. (Scott Cowdrey & Karleen Clark).
Payment

- **Item** – Delays, students waiting in line to pay for classes.
- **Root cause** – Volume too great for one person.
- **Solution** –
  - Encourage the use of the payment plan.
  - Add support staff to assist with payment plan options (with computers, facts, etc.).
  - Ask for additional staff to help with payments.
  - Person taking the payments needs to know how to receipt them (Carol Richards has volunteered).
  - Allow for individual campuses to take off the business hold (decision was made to do so at SDC earlier this year).
- Since 85% of our payments are made with credit card, another credit card machine located in close to payment area would help.
Payment (cont.)

- **Item** – Students/parents don’t realize they need to pay for classes upon registering.
- **Root cause** – Information not getting to the students/parents.
- **Solution** –
  - Review the letter track to ensure information is understood.
  - Payment due date – suggestion to move the date out a couple weeks into the semester to reduce the amount of refunds.
Bookstore

- **Item** - Confusion as to how much aid money can be applied towards books.
- **Root cause** - This information is currently not available to Bookstore staff.
- **Solution** –
  - It would be good to see Financial Aid information, the money left over could be applied to book purchases. How can we make the information available for the Bookstore staff?
Bookstore (cont.)

- **Item** – Students unsure what supplies are needed for art courses.
- **Root cause** - Art supply lists are not turned in on time or not forwarded to the bookstore.
- **Solution** –
  - Better communication with adjunct art instructors is needed.
  - Send memos to adjunct instructors, monitor which supply lists are turned in/missing.
Bookstore (cont.)

- **Item** – If instructors allow students into the class when over capacity this can cause issues with enough books on hand for the students.

- **Root cause** – Communication loop needed to ensure we have enough books for the students.

- **Solution** –
  - Students need to be told/informed of the situation.
  - Create communication between registration/instruction (that there’s been an increase).
After our January 2007 SOAR, we added these suggestions:

- Computers should be on tables, not on rolling carts.
- More private space needed to give students confidentiality.
- Training for those registering would be helpful.
- Advising should be in another room.
- Suggestion to remove testing option of one semester grace period to complete testing.
- Many “college level reading” pre-requisite overrides – this needs to be removed.
- Community registration should occur in another room.
## Implement Improvements:

### Student Registration Process

<table>
<thead>
<tr>
<th>Step</th>
<th>Room</th>
<th>Process</th>
<th>Notes</th>
<th>Action Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>B117</td>
<td>Advising Center</td>
<td>Will need 2 - 3 computers</td>
<td>Request computers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Support Staff to advise w/Web Advisor</td>
<td>Training on Web Advisor</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Advisors need to be entered in Datatel, needs to include</td>
<td>Enter Advisors in Datatel</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Advisor, Dept Head, Dev Ed, Spec Pops</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Dept Head should be able to see class rosters on their</td>
<td>Reserve room, floor plan to IT</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>adjuncts or any program courses</td>
<td></td>
</tr>
<tr>
<td>Step</td>
<td>Room</td>
<td>Process</td>
<td>Notes</td>
<td>Action Item</td>
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</tr>
<tr>
<td>#2</td>
<td>B118</td>
<td>Registration</td>
<td>Four people to register</td>
<td>Need computers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Printer - everyone needs to print to same printer</td>
<td>Request w/IT to send all to one printer. Work with Scott and IT on how this works</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Datatel training for consistent data entry</td>
<td>Formalized training for staff who will support</td>
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<td></td>
<td></td>
<td></td>
<td>Priority registration slips for students that encounter issues (need to leave and advise then return)</td>
<td>Design priority registration slips</td>
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<td></td>
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<td>Ask students their major at time of registration</td>
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<td></td>
<td></td>
<td>Let students know about Automatic Payment Plan</td>
<td>Computer available for student to sign up for Automatic Payment Plan</td>
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<td></td>
<td>Reserve room, forward floor plan to IT</td>
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<tr>
<td>Step</td>
<td>Room</td>
<td>Process</td>
<td>Notes</td>
<td>Action Item</td>
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<tr>
<td>#3</td>
<td>B134</td>
<td>Payment</td>
<td>Need a phone for Credit Card registration - is this possible?</td>
<td>Check with Denise - phone jack added?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Will need 2 computers for payment</td>
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<td></td>
<td>Will need 2 Cashiers for payment</td>
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<td></td>
<td>Printer (Datatel) - 1</td>
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<td></td>
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<td></td>
<td>Carol needs to print to Mary's computer</td>
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<td></td>
<td></td>
<td></td>
<td>Will Mary need her own room or be with payment?</td>
<td>Reserve room, forward floor plan to IT</td>
</tr>
<tr>
<td>#4</td>
<td>B121</td>
<td>Financial Aid</td>
<td>Will need computer with Datatel</td>
<td>Arrange for computer</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Reserve room, forward floor plan to IT</td>
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<tr>
<td>Step</td>
<td>Room</td>
<td>Process</td>
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<td>Action Item</td>
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<td></td>
<td></td>
<td>Community Registration (not part of SOAR and non-credit)</td>
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<td></td>
<td></td>
<td>Walk-in</td>
<td></td>
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<tr>
<td>#1</td>
<td>B106</td>
<td>Registration</td>
<td></td>
<td>Will need someone available in Brian's office Training needed?</td>
</tr>
<tr>
<td>#2</td>
<td>B134</td>
<td>Payment</td>
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</tbody>
</table>
IT Requests

- Another license
- Credit card machine, another port for phone line for the machine
- Access to 10 additional computers
- Invite IT to join us and troubleshoot during August SOAR
Monitor process, review and measure results:

Monitor Process:
- Create flowchart outlining the improved process.
- Create feedback loop to monitor improvements to determine if they working.

Measure Improvements:
- Reduced lines.
- Faster turnaround time for registration process.
Review and revise initial plan as needed:

The team will reconvene after Fall 07 SOAR to discuss initial improvements and seek additional input.
Refine and standardize the change:

- Create flowchart outlining the improved process.
<table>
<thead>
<tr>
<th>Student's Name Fall 2011</th>
<th>Mike Martin's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising List 1</td>
<td>Adrian N. Adamson</td>
</tr>
<tr>
<td>2 Zachary M. Ahrens</td>
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<td>3 Logan S. Ammon</td>
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<td>4 Connor J. Anderson</td>
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<td>5 Jeremy J. Anderson</td>
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<td>6 Karyn A. Anderson</td>
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<td>7 Kyle S. Aragon</td>
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<td>8 Tyler M. Ashley</td>
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<td>9 Mr. Keegan E. Axtell</td>
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<td>10 John W. Azman</td>
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<td>11 Elizabeth D. Baker</td>
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<td>12 Ryan S. Barclay</td>
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<td>13 Daniel Becker</td>
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<td>14 Ashley N. Behrns</td>
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<td>15 Charles J. Bell</td>
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<td>16 Erich J. Bender</td>
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<td>17 Beau J. Bentley</td>
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<td>18 Ashley D. Bernklaun</td>
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<td>19 Mr. Jeff L. Bingham</td>
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<td>20 Mathew W. Blodgett</td>
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<td>21 Timothy D. Bock</td>
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<td>22 Richard N. Boddy</td>
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<td>23 Joshua J. Boeser</td>
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<td>24 Heather M. Bremer</td>
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<td>25 Evan Brooks</td>
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<td>26 Cameron J. Bruegger</td>
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<td>27 Lars-Erik E. Brunk</td>
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<td>28 Andrew R. Burns</td>
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<td>29 Michael R. Burns</td>
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<td>30 Julian D. Caler</td>
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<td>31 Jericho R. Carson</td>
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<td>32 Taylor P. Chelstowski</td>
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<td>33 Cody B. Clark</td>
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<td>34 Stefany Cleaver</td>
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<td>36 Josiah P. Crain</td>
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<td>37 Mr. Robert J. Crespin</td>
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<td>38 Jacob T. DeGroot</td>
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<td>39 Dayna E. Diamond-Reed</td>
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<td>40 Scott Dickman</td>
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<td>41 Mr. Edward R. Dickson</td>
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<td>42 Austin J. Elmgreen</td>
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<td>43 Benjamin A. England</td>
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<td>44 Samuel H. Fletcher</td>
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<td>45 Kyla Fongty</td>
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<td>Page</td>
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<tr>
<td>46</td>
<td>Dustin D. Ford</td>
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<td>Tanner S. Glover</td>
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<td>48</td>
<td>Carly R. Grzebinski</td>
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<td>49</td>
<td>Zachary W. Harper</td>
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<td>50</td>
<td>Amy M. Haskins</td>
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<td>51</td>
<td>Mr. Eli L. Hays</td>
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<td>52</td>
<td>Alan Hedrick</td>
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<td>Gabrielle M. Henrey</td>
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<td>Colin F. Hickey</td>
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<td>Charlie Hochbrunn</td>
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<td>Kieren P. Horan</td>
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<td>Cassandra D. Howe</td>
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<td>Childs W. Hultquist</td>
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<td>David W. Humphrey</td>
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<td>Matthew J. Irvine</td>
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<td>Samuel J. Jacobs</td>
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<td>Ellen J. Johnson</td>
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<td>Victoria A. Kasik</td>
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<tr>
<td>65</td>
<td>Beau D. Kelly-Fontano</td>
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<td>Zachary R. Kelsey</td>
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<td>Kevin J. Keough</td>
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<td>68</td>
<td>Reiver D. Ketcham</td>
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<td>69</td>
<td>Mr. Corey H. Kopp</td>
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<td>70</td>
<td>Adam M. Koukal</td>
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<td>71</td>
<td>Sean R. Lajoie</td>
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<td>72</td>
<td>James M. Lambert</td>
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<td>Craig A. Lamond</td>
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<td>Tyler J. Lanning</td>
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<td>Robert V. Lewis</td>
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<td>Mason J. Light</td>
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<td>Kaley A. Lindstrom</td>
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<td>Aaron R. Lymer</td>
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<td>Mauricio Maese</td>
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<td>Emily Malucci</td>
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<td>82</td>
<td>Steven C. Maneotis</td>
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<tr>
<td>83</td>
<td>Jacob P. Marshall</td>
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<td>84</td>
<td>Mark A. Martinez</td>
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<td>Kevin R. McClelland</td>
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<td>86</td>
<td>Casey A. McDermott</td>
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<td>Connor W. McDowell</td>
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<td>Cary K. Memmen</td>
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<td>Matthew R. Miller</td>
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<tr>
<td>90</td>
<td>Meghan R. Moran</td>
</tr>
<tr>
<td>91</td>
<td>Thomas W. Moroney</td>
</tr>
</tbody>
</table>
1. List of Courses Taught: (* denotes courses in which I created all curriculum for)

SKB 110 Boot Fitting I *
SKB 111 Boot Fitting II *
SKB 120 Ski & Board Repair & Tuning I *
SKB 130 Accelerated Boot Fitting *
SKB 187 Work Experience *
SKB 210 Ski & Board Product Design *
SKB 216 Ski & Snowboard Marketing and Media *
SKB 220 Snow Sports Retail & Wholesale *
SKB 229 Integrated Portfolio & Capstone *

FVM 150 Development of Film Expression
FVM 275 Advanced Final Cut Pro Studio *
MAR 216 Principles of Marketing * (created the online course taught)
MAR 326 Contemporary Marketing * (created the initial course outline as part of the BSBA development committee and am the Course Lead for this course College-Wide)

I typically teach an average of 12-15 credits per semester, depending on the semester. Additionally I serve as Discipline Coordinator, which encompasses 3 credits of release time. Purpose and duties of DC include:

Purpose: To provide instructional leadership and coordination of the curriculum. To improve and measure quality of instruction in the classroom by establishing faculty mentoring, faculty observation, faculty-as-resource, consistent assessment within disciplines, and various other systems as they relate to curriculum improvement.

Types of Issues or topics covered: (If helpful, specify what is not covered)

• Study and evaluate course offerings and curricula
• Examine proposals for new or revised courses or curricula and periodically review courses for deletion
• Review program reports for program modification or deletion
• Review, recommend, and approve academic policy and standards
• Bring forth the concerns of faculty at the discipline and cluster level that might affect CMC as a whole
• Discipline Coordinators will oversee the assessment process of selecting two courses and two learning outcomes per course each year to assess throughout the annual cycle. Faculty leads in some areas, including CTE programs, will assist the Discipline Coordinator in this process.

As part of my program duties as Ski and Snowboard Program Director:

• Mentor faculty (both Tim Widmer and Adjunct, typically 7-10 per semester)
• This includes all aspects of course development, curriculum deployment, and testing.

• Support Adjunct and accompanying CMC employees to coordinate book orders, risk management, course resources, professional development/travel plans, etc)

• Schedule all SKB, FVM courses and work cooperatively with the Outdoor
program to coordinate courses for our joint programs

- Recruit new adjunct faculty for the SKB program and help with our avalanche courses and film/media needs.

- Arrange substitutes for adjuncts as needed.

- Coordinate with the District Office on all Marketing and Public Relations needs as it pertains to the SKB program and the Alpine campus.

- Promote the college locally through visits with community partners and employers to ensure their needs are met and our students have vocational opportunities. Additionally, many of these partners serve on our Advisory Board for the program. This helps keeps our program moving in the right direction from an educational and technological standpoint.

- Improve and revise the SKB program and conduct 5-Year reviews (## attached). As seen by my complete overhaul of the program in 2006, I strive to make the SKB program the leader in our industry and ensure students are taught on state of the art technology and curriculum.

- Conduct advising and student orientation throughout the year and often the summer.

- Complete Assessment reports for TaskStream and mentor other CTE faculty through the process.

- Respond and attract students to the program through various marketing and partnership efforts.

Committees/Organizations-Industry (as it pertains to course work)

I participate in industry trade shows including The Snowsports Industry of America (SIA), Action Sport Retailer (ASR), Western Winter Snowsport Representative Association (WWSRA). These trade shows serve as the connection point between our students and the manufacturers/retailers of our industry. I consider it one of my main functions to facilitate internships for students at these shows to build their careers. Traditionally we have had 5-50 students at any event, which not only helps our students, but also helps build awareness of the college within the industry. This in turn has helped build our program as we commonly have students requested by manufacturers for these shows, making us the “go to” source for employment. These internships are apart of our Work Experience and Capstone courses.
I. Course and Instructor:

SKB110 Boot Fitting 1 Syllabus Fall 2006
Michael Martin

Course Information:
Course Title: Boot Fitting I
Course Code: SKB110-SB01 Credits: 2
Semester: Fall 06
Prerequisite: none
Meeting Times and Days: Monday 9 am – 11:50 pm
Class Location: Monson 208
Start Date: 08/28
End Date: 12/11
Refund Date: 09/15
Withdraw Date: 11/18

Instructor Information:
Phone: 970-870-4438 leave a detailed message
Fax: 870-0485
E-Mail: mmartin@coloradomtn.edu
Office Hours: Monson 310-Posted on door
I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. Course Description:
Covers retail boot fitting. Included will be anatomy and physiology of the foot, boot design, analyzing and solving fit problems, introduction to foot bed construction, and basic shell expansion and repairs

III. Course Competencies and Objectives:
Competencies View:
I. Explain safety equipment and procedures necessary in a ski shop
II. Perform custom ski boot fitting
III. Demonstrate repair to ski boots
IV. Discuss layout and setup of a ski repair shop
V. List tools and materials necessary for boot repair and fitting

IV. General Education Transfer Degree Competencies:

1) Safety equipment and procedures-Through hands on labs and “Initial Fit”
2) Ski boot design-Demonstrated through textbook readings and hands on labs
3) Snowboard boot design- Demonstrated through textbook readings and hands on labs
4) Analyzing and solving fit problems-Demonstrated through textbook readings and hands on labs
5) Basic custom insole construction-Students will be proficient in Conformable and Masterfit insoles through lab construction.

IDEA Objectives
1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

V. Evaluation Methods and Class Management:
Students will be given the opportunity to complete three (3) quizzes, one (1) comprehensive midterm exam and one (1) final exam. Additionally the student will earn points for participating in class. The final grade will be assessed as follows:

1) Quiz 1 50 points
2) Quiz 2 50 points
3) Midterm 100 points
4) Quiz 3 50 points
5) Final 150 points
6) Participation/Attendance 50 points

450 points Total

Grading Scale: A= 450-405 pts, B=404-360 pts, C=359-315 pts, D=314-270pts, F=269pts and below.

A  94% - 100%
A- 89.5% - 93.4%
B+ 86.5% - 89.4%
B  82.5% - 86.4%
B- 79.5% - 82.4%
C+ 76.5% - 79.4%
C  72.5% - 76.4%
C- 69.5% - 72.4%
D+ 66.5% - 69.4%
D  62.5% - 66.4%
D- 59.5% - 62.4%
F  Below 59.5%

Supplemental Services: If any student feels he/she may need an accommodation for a disability or special need, please contact the Learning Lab at 870-4534.

Assignments:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28</td>
<td>Introduction</td>
<td>Introduction/Biomechanics</td>
</tr>
<tr>
<td>9/11</td>
<td>Initial Fit</td>
<td>Basics</td>
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<td>9/18</td>
<td>Anatomy/Physiology/Quiz 1</td>
<td>Anatomy</td>
</tr>
<tr>
<td>9/25</td>
<td>Planes of Motion</td>
<td>Lower Extremities</td>
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<td>10/2</td>
<td>Assessment</td>
<td>Skier/SB Examination/Snowboard pg 90</td>
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<td>10/9</td>
<td>Neutral/ Review for Midterm/Quiz 2</td>
<td>Footbeds/Orthotics</td>
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<td>10/16</td>
<td>Midterm</td>
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<td>10/23</td>
<td>Foam Injection Demonstration</td>
<td>Footbeds / Orthotics</td>
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<tr>
<td>10/30</td>
<td>Insole Overview/Quiz 3</td>
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<td>11/6</td>
<td>Insole Construction</td>
<td>Stance/Alignment</td>
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<td>11/13</td>
<td>Insole Construction/First Evaluation</td>
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<td>11/20</td>
<td>Insole Construction (cont)</td>
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<tr>
<td>11/27</td>
<td>Insole 2 Construction</td>
<td>Shell/Liner Modifications</td>
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<tr>
<td>12/4</td>
<td>Insole Testing</td>
<td></td>
</tr>
<tr>
<td>12/11</td>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

Class Management:
1) Plagiarism and cheating will result in student being dropped from class.
2) Participation and Attendance will be recorded and students are expected to be in class. Students are expected to be punctual and in class at the appointed time. An excused absence is one that is called in before class.

3) Make-up tests are only given in case of an excused absence. Test will be announced and reviewed two weeks in advance.

NOTICE:
A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook.

Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.
The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires.

Attendance at all class meetings is expected.

Students with disabilities – As required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made for all students with documented disabilities. Students must turn in a Notification of Accommodation to all of their instructors at the beginning of each semester. With these accommodations, students are required to meet the academic standards of the college.

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

VI. Grading System & Options

Information about the CMC grading scale is available in the College Catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VII. Required Course Materials

Boot Tech Bible, Masterfit Inc, available at the bookstore

VIII. Other Information:

Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. Virtual Library Information

You will find online articles, books and other library resources on the following web site: http://www.coloradomtn.edu/library/databases.html.

Virtual Library Help Desk
If you need help with the Virtual Library, email reference@coloradomtn.edu or call Michelle Marx at 970-569-2926.
I. **Course and Instructor:**

SKB111 Boot Fitting 2 Syllabus Spring 2007

Michael Martin

**Course Information:**

- **Course Title:** Boot Fitting II
- **Course Code:** SKB111-SB02 **Credits:** 2
- **Semester:** SP07
- **Meeting Times and Days:** Tuesday 2:30pm – 5:20 pm
- **Class Location:** Monson 208
- **Start Date:** 1/16
- **End Date:** 5/1
- **Refund Date:** 2/2
- **Withdraw Date:** 4/7

**Instructor Information:**

- **Phone:** 970-870-4438 leave a detailed message
- **Fax:** 870-0485
- **E-Mail:** mmartin@coloradomtn.edu
- **Office Hours:** Monson 310-Posted on door

I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. **Course Description:**

Covers advanced boot fitting procedures including the following: advanced modification techniques, stance balancing and canting techniques, custom inner boot fitting options, and advanced foot bed manufacturing.

**Course Competencies and Objectives:** (Competencies View:)

1. Analyze biomechanics
2. Modify ski boot shells
3. Perform stance balancing and provide the appropriate canting.
4. Inject custom inner boots

III. **General Education Transfer Degree Competencies:**

- I. Advanced biomechanical analysis-Demonstrated in hands on labs
- II. Advanced boot modification techniques- Demonstrated in hands on labs
- III. Stance balancing and canting techniques- Demonstrated in hands on labs utilizing Cant CO. equipment
- IV. Custom inner boot fitting options-Demonstrated in labs using Conformable Liners
- V. Advanced foot bed construction–Demonstrated in labs using Conformable and Masterfit products

**IDEA Objectives**
1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.

IV. **Evaluation Methods and Class Management:**
Students will be given the opportunity to complete one (1) exam and one (1) comprehensive final exam. Additionally the student will earn points for participating in class and completing a foot bed. The final grade will be assessed as follows:

1) Midterm 200 points
2) Practical Final Exam 200 points
3) Participation-Foot Bed 100 points

500 points Total

Grading Scale: A= 450-405 pts, B= 404-360 pts, C=359-315 pts, D=314-270pts, F=269pts and below.

A  94% - 100%
A- 89.5% - 93.4%
B+ 86.5% - 89.4%
B  82.5% - 86.4%
B- 79.5% - 82.4%
C+ 76.5% - 79.4%
C  72.5% - 76.4%
C- 69.5% - 72.4%
D+ 66.5% - 69.4%
D  62.5% - 66.4%
D- 59.5% - 62.4%
F  Below 59.5%

Supplemental Services: If any student feels he/she may need an accommodation for a disability or special need, please contact the Learning Lab at 870-4534.

Assignments:

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<th>Date</th>
<th>Assignment</th>
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<tr>
<td>1/16</td>
<td>Assignment</td>
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<td>1/23</td>
<td>Introduction</td>
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<td>SIA-no class</td>
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<td>Current Product Evaluation</td>
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<td>Keystone Show-no class</td>
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<td>Foot bed Construction continued</td>
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<td>3/6</td>
<td>Foot bed/Stance alignment</td>
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<td>Review for Midterm</td>
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<td>3/20*</td>
<td>Midterm</td>
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<td>3/27</td>
<td>Spring Break</td>
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<td>4/3</td>
<td>Foam Injection-Conformable</td>
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<td>4/10</td>
<td>Liner Molding-Heat Molding/Flo</td>
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<td>4/17</td>
<td>Stance alignment 1 Balancing</td>
</tr>
<tr>
<td>4/24</td>
<td>Stance alignment 2 Canting/Lifting/Routing</td>
</tr>
</tbody>
</table>
Review for Final

Class Management:
1) Plagiarism and cheating will result in student being dropped from class.
2) Participation and Attendance will be recorded and students are expected to be in class. Students are expected to be punctual and in class at the appointed time. An excused absence is one that is called in before class.
3) Make-up tests are only given in case of an excused absence. Test will be announced and reviewed two weeks in advance.

NOTICE:
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Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.
The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires.
Attendance at all class meetings is expected.

Students with disabilities – As required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made for all students with documented disabilities. Students must turn in a Notification of Accommodation to all of their instructors at the beginning of each semester. With these accommodations, students are required to meet the academic standards of the college.

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.
This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

V. Grading System & Options
Information about the CMC grading scale is available in the College Catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VI. Required Course Materials
Boot Tech Bible, Masterfit Inc, available at the bookstore

VII. Other Information:
Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. Virtual Library Information
You will find online articles, books and other library resources on the following web site:

Virtual Library Help Desk
If you need help with the Virtual Library, email reference@coloradomtn.edu or call Michelle Marx at 970-569-2926.
I. **Course and Instructor:**

SKB120 Ski and Board Repair and Tuning I Syllabus Fall 2005
Michael Martin

**Course Information:**

*Course Title:*  Ski and Board Repair and Tuning I  
*Synonym Number:* 11740  
*Course Code:*  SKB120-SB02  
*Credits:*  2  
*Semester:*  Fall 05  
*Prerequisite:*  none  
*Meeting Times and Days:*  Tuesday 9 am – 11:50 pm  
*Class Location:*  Monson 208  
*Start Date:*  08/30/05  
*End Date:*  12/13/05  
*Refund Date:*  09/16/05  
*Withdraw Date:*  11/19/05

**Instructor Information:**

*Phone:*  970-870-4438 leave a detailed message  
*Fax:*  870-0485  
*E-Mail:*  mmartin@coloradomtn.edu  
*Office Hours:*  Tolles Center Room 238, office hours posted  

I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. **Course Description:**

Emphasizes the ski repair shop as a profit center, techniques of ski repair and ski tuning.

III. **Course Competencies and Objectives:**

**Competencies View:**

I. Outline safety equipment and procedures necessary in a ski shop  
II. Explain construction and materials used in manufacturing skis.  
III. Discuss use of glues versus epoxies  
IV. Demonstrate repairing damaged skis  
V. Demonstrate tuning skis for performance  
VI. Demonstrate basic binding mounting techniques  
VII. Discuss profit and loss considerations in operating a ski repair shop

IV. **General Education Transfer Degree Competencies:**
I. Safety equipment and procedures-Demonstrated throughout in hands on labs
II. Construction and materials-Demonstrated in Introduction lab
III. Glues versus epoxies-Discussed in Base Repair Lab/Snowboard Tuning
IV. Ski repair and tuning-Demonstrated and Discussed in Base/Edge/Machine labs
V. The repair shop as a profit center-Discussed throughout labs

V. **Evaluation Methods and Class Management:**
Students will be given the opportunity to complete two (2) tests, one (1) midterm and one (1) Final. Additionally the student will earn points for participating in class. The final grade will be assessed as follows:
1) Test 1 100 points
2) Midterm 125 points
3) Test 2 100 points
4) Final 150 points
5) Participation 25 points
500 points Total

Grading Scale: A=500- 450 pts, B=449-400 pts, C=399-350 pts, D=349-300pts, F=299 pts and below.
A 94% - 100%
A- 89.5% - 93.4%
B+ 86.5% - 89.4%
B 82.5% - 86.4%
B- 79.5% - 82.4%
C+ 76.5% - 79.4%
C 72.5% - 76.4%
C- 69.5% - 72.4%
D+ 66.5% - 69.4%
D 62.5% - 66.4%
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Supplemental Services: If any student feels he/she may need an accommodation for a disability or special need, please contact the Learning Lab at 870-4534.
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<td>Introduction</td>
<td>Lecture</td>
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<tr>
<td>9/6</td>
<td>Tools and Equipment</td>
<td>Lecture</td>
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<td>9/13</td>
<td>Base Repair</td>
<td>Chapter 1</td>
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<td>9/20</td>
<td>Base Repair/Machinery Tuning</td>
<td>Chapter 2/10</td>
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<td>9/27</td>
<td>Base Repair Test 1</td>
<td>Chapter 3-5</td>
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<td>10/4</td>
<td>Base Edge Filing</td>
<td>Chapter 3-5</td>
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<td>10/11</td>
<td>Base Edge Filing/Review for Midterm</td>
<td>Chapter 3-5</td>
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<td>10/18</td>
<td>Midterm</td>
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<td>Side Edge Filing</td>
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<td>Waxing/ Test 2</td>
<td>Chapter 9</td>
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<td>11/22</td>
<td>Snowboard Tuning</td>
<td>Chapter 15</td>
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<td>11/29</td>
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<td>12/6</td>
<td>Nordic Tuning</td>
<td>Chapter 11-12</td>
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<tr>
<td>12/13</td>
<td>Final</td>
<td></td>
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</table>

Class Management:

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- Attendance at all class meetings is expected.
- Students with disabilities – As required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made for all students with documented disabilities. Students must turn in a Notification of Accommodation to all of their instructors at the beginning of each semester. With these accommodations, students are required to meet the academic standards of the college.
- Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.
- This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.
VI. **Grading System & Options**

Information about the CMC grading scale is available in the College Catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VII. **Required Course Materials**

- Textbook: Michael Howden World Class Tuning  
  ISBN 0-9615712-1-7
- 1. Notepad and binder for handouts
- 2. Handouts

VIII. **Other Information:**

Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. **Virtual Library Information**

You will find online articles, books and other library resources on the following web site:

**Virtual Library Help Desk**

If you need help with the Virtual Library, email reference@coloradomtn.edu or call Michelle Marx at 970-569-2926.
I. **Course and Instructor:**

SKB 130 Accelerated Boot Fitting Syllabus Spring 2007

Michael Martin

**Course Information:**

- **Course Title:** Accelerated Boot Fitting
- **Synonym Number:** 21804
- **Course Code:** SKB130-SB41  **Credits:** 3
- **Semester:** SP07  **Prerequisite:** Math 090
- **Meeting Times and Days:** Monday 1:00pm – 3:30 pm Friday 4/27-4/29 8-5PM (lab)
- **Class Location:** Monson 208
- **Start Date:** 1/15  **End Date:** 4/30
- **Refund Date:** 2/2  **Withdraw Date:** 4/7

**Instructor Information:**

- **Phone:** 970-870-4438 leave a detailed message
- **Fax:** 870-0485
- **E-Mail:** mmartin@coloradomtn.edu
- **Office Hours:** Monson 310-Posted on door

I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. **Course Description:**

Covers retail boot fitting. Included will be anatomy and physiology of the foot, boot design, analyzing and solving fit problems, introduction to advanced foot bed construction, and advanced modification techniques including shell expansion. Course will cover additional advanced boot fitting procedures including stance balancing and canting techniques, and custom inner boot fitting options.

**Course Competencies and Objectives:** (Competencies View:)

1. Explain safety equipment and procedures necessary in a snow sport shop
2. Perform custom ski/snowboard boot fitting
3. Demonstrate repair to ski/snowboard boots
4. Discuss layout and setup of a ski repair shop
5. List tools and materials necessary for boot repair and fitting
6. Analyze biomechanics
7. Modification of ski and snowboard boot shells
8. Perform stance balancing and provide the appropriate canting.
9. Inject custom inner boots
III. General Education Transfer Degree Competencies:
1. Safety equipment and procedures-Through Hands on labs
2. Ski/Snowboard boot construction- Demonstrated through textbook readings and labs
3. Ski/Snowboard boot repairs- Demonstrated through textbook readings and labs
4. Custom fitting- Demonstrated through textbook readings and labs
5. Ski shop layout, design and tools - Demonstrated through textbook readings and labs
6. Advanced biomechanical analysis- Demonstrated through hands on labs
7. Advanced boot modification techniques- Demonstrated through hands on labs
8. Stance balancing and canting techniques-Demonstrated with Sole Grind Stance Lab
9. Custom inner boot fitting options-Demonstrated with Foam Lab -Conformable
10. Advanced foot bed construction –Demonstrated with Conformable foot beds.

IDEA Objectives
1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.

IV. Evaluation Methods and Class Management:
Students will be given the opportunity to complete one (1) exam and one (1) comprehensive final exam. Additionally the student will earn points for participating in class and completing a foot bed. The final grade will be assessed as follows:

1) Midterm 200 points
2) Practical Final Exam 200 points
3) Participation-Foot Bed 100 points
500 points Total

Grading Scale: A= 450-405 pts, B=404-360 pts, C=359-315 pts, D=314-270pts, F=269pts and below.
A 94% - 100%
A- 89.5% - 93.4%
B+ 86.5% - 89.4%
B 82.5% - 86.4%
B- 79.5% - 82.4%
C+ 76.5% - 79.4%
C 72.5% - 76.4%
C- 69.5% - 72.4%
D+ 66.5% - 69.4%
D 62.5% - 66.4%
D- 59.5% - 62.4%
F Below 59.5%

Supplemental Services: If any student feels he/she may need an accommodation for a disability or special need, please contact the Learning Lab at 870-4534.

Assignments:
Date       Assignment                        Reading
1/15       Introduction                      Introduction/Biomechanics
1/22       SIA no class                      
1/29       Initial Fit/Anatomy                Basics/Anatomy
2/4        Keystone show no class           Lower Extremities
2/12       Planes of Motion/Assessment       SSB/Examinations Pg 90
2/19       Neutral/Current Product          Footbeds/Orthotics
2/26       Foot bed Construction 1          
3/5        Review for Midterm                
3/13       Midterm                           
3/19       Spring Break                     Footbeds/Orthotics
3/26       Foam Injection-Conformable        
4/2        Foot bed Construction continued  
4/9        Liner Molding-Heat Molding/Flo    Stance/Alignment
4/16       Stance-Canting/Lifting/Routing   Shell Modifications
4/24       Review for Final                 
4/30       Final                             

Class Management:
1) Plagiarism and cheating will result in student being dropped from class.
2) Participation and Attendance will be recorded and students are expected to be in class. Students are expected to be punctual and in class at the appointed time. An excused absence is one that is called in before class.
3) Make-up tests are only given in case of an excused absence. Test will be announced and reviewed two weeks in advance.

NOTICE:
A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook.

Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required. The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires.

Students will be notified in writing of changes. Attendance at all class meetings is expected.

Students with disabilities – As required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made for all students with documented disabilities. Students must turn in a Notification of Accommodation to all of their instructors at the beginning of each semester. With these accommodations, students are required to meet the academic standards of the college.

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

V. Grading System & Options

Information about the CMC grading scale is available in the College Catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.
VI. **Required Course Materials**

Boot Tech Bible, Masterfit Inc, available at the bookstore

VII. **Other Information:**
Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. **Virtual Library Information**

You will find online articles, books and other library resources on the following web site: http://www.coloradomtn.edu/library/databases.html.

**Virtual Library Help Desk**
If you need help with the Virtual Library, email reference@coloradomtn.edu or call Michelle Marx at 970-569-2926.
I. Course and Instructor:

SKB187 Work Experience Syllabus Spring 2007
Michael Martin

Course Information:
Course Title: Work Experience
Course Code: SKB187-SB01 Credits: 3
Semester: FA06
Meeting Times and Days: Monday or Thursday 12-1:50PM
Class Location: Monson 208
Start Date: 1/15
Refund Date: 2/2
End Date: 4/30
Withdraw Date: 4/7

Instructor Information:
Phone: 970-870-4438 leave a detailed message
Fax: 870-0485
E-Mail: mmartin@coloradomtn.edu
Office Hours: Monson 310, office hours posted
I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. Course Description:
The student will obtain specialized skills through on the job training related to the student's desired vocational interest and goals. The student will work at least eight hours per week and consult an additional one-hour per week with the instructor.

III. Course Competencies and Objectives:
Upon successful completion of this course, the student will be able to demonstrate knowledge and/or skill in the following areas:

1. Apply the skills gained in previous required courses
2. Develop his or her goals
3. Develop standards and work experience with an employer
4. Be evaluated regularly in his or work performance by a supervisor
5. Identify his or her weak areas and strive for improvement in these areas.
IV. **General Education Transfer Degree Competencies:**
1. Application of skills gained in the previous required courses while contributing to a Ski and Snowboard business.- Employer evaluation- Packet
2. Develop his or her goals through experiences gained during the internship- Packet
3. Develop standards and experience through knowledge gained during internship-Packet
4. Gain industry insight through cooperative projects with supervisors-Packet
5. Identify his or her weakness/strengths and strive for improvement in these areas-Packet

**IDEA Objectives**
1. Developing skill in expressing oneself orally or in writing.
2. Learning how to find and use resources for answering questions or solving problems.
3. Developing a clearer understanding of, and commitment to, personal values.
4. Learning to analyze and critically evaluate ideas, arguments, and points of view.
5. Acquiring an interest in learning more by asking questions and seeking answers.

V. **Evaluation Methods and Class Management:**
1. 80% of grade is determined by evaluation of the employer.
2. 20% of grade is determined by completing and returning the work experience packet by **May 1, 2007**

80 Points-Employer evaluation- Packet
20 Points-Students notes-Packet
100 Points-Total

**Grading Scale**
- A 94% - 100%
- A- 89.5% - 93.4%
- B+ 86.5% - 89.4%
- B 82.5% - 86.4%
- B- 79.5% - 82.4%
- C+ 76.5% - 79.4%
- C 72.5% - 76.4%
- C- 69.5% - 72.4%
- D+ 66.5% - 69.4%
- D 62.5% - 66.4%
- D- 59.5% - 62.4%
- F Below 59.5%

**Class Management:**
1. All papers should be spaced and double-spaced.
2. Plagiarism and cheating will result in student being dropped from class.

Supplemental Services: If any student feels he/she may need an accommodation for a disability or special need, please contact the Learning Lab at 870-4534.

**NOTICE:**
- A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s
discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook.

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- Attendance at all class meetings is expected.
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- Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.
- This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

VI. Grading System & Options

Information about the CMC grading scale is available in the College Catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VII. Required Course Materials

A Colorado Mountain College Work Experience Packet

VIII. Other Information:

Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. Virtual Library Information

You will find online articles, books and other library resources on the following web site: http://www.coloradomtn.edu/library/databases.html.

Virtual Library Help Desk
If you need help with the Virtual Library, email reference@coloradomtn.edu or call Michelle Marx at 970-569-2926.
I. **Course and Instructor:**

SKB210 Ski and Board Product Design Syllabus F11
Michael Martin

**Course Information:**

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Ski and Board Product Design</th>
<th>Synonym Number</th>
<th>59489</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>SKB210</td>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Meeting Times and Days:</td>
<td>Mon 6 pm – 7:50 pm / HYBRID COURSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Location:</td>
<td>Bristol 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Date:</td>
<td>29-Aug</td>
<td>End Date:</td>
<td>12-Dec</td>
</tr>
<tr>
<td>Refund Date:</td>
<td>15-Sep</td>
<td>Withdraw Date:</td>
<td>20-Nov</td>
</tr>
</tbody>
</table>

**Instructor Information:**

*Phone:* 970-870-4438 leave a detailed message  
*Fax:* 870-0485  
*E-Mail:* mmartin@coloradomtn.edu  
*Office Hours:* Bogue 205 office hours posted

I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. **Course Description:**
Introduces design and manufacturing aspects of ski equipment and clothing. Performance, safety, materials, graphics and packaging are covered.

III. **Course Competencies and Objectives:**

**Competencies View:**

I. Discuss factors that influence the location of a ski manufacturing business.
II. Discuss trends and factors influencing the design, construction, manufacturing of ski goods.
III. Discuss material selection in the manufacturing of ski goods.
IV. Determine market selections.
V. Determine site location for manufacturing

IV. **General Education Transfer Degree Competencies:**

I. Product design ski software-Displayed in Class  
II. Product design ski hardware-Lectured in Ski/Board Design projects  
III. Materials for ski software-Lectured in class/Projects in class/End ‘Project’  
IV. Materials for ski hardware-Lectured in class/Projects in class/End ‘Project’  
V. Quality and safety control- Lectured in class  
VI. Field trip to ski manufacturing firm (recommended)  
VII. Attendance at Annual Spring “Ski Industries America” trade show(recommended)
V. **Evaluation Methods and Class Management:**

Students will be given the opportunity to complete one (1) weekly assignments worth 10 points each, four (4) minor group projects (25 points each), two (2) major group projects, (100 points for paper and presentation). The final grade will be assessed as follows:

1) Minor Group Projects 100 points (2 – 50 points each)
2) Group Project -1 100 points (Paper)
3) Group Project -1 100 points (Presentation)
4) Peer Evaluation-1 100 points
5) Group Project-2 100 points (Paper)
6) Group Project-2 100 points (Presentation)
7) Peer Evaluation-2 100 points
8) Case Study Evaluations 150 points (Blackboard assignments)

850 points Total

Grading Scale: A=850- 761 pts, B=760-676 pts, C=675-591 pts, D=590-505pts, F=504 pts and below.

A 94% - 100%
A- 89.5% - 93.4%
B+ 86.5% - 89.4%
B 82.5% - 86.4%
B- 79.5% - 82.4%
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C 72.5% - 76.4%
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D+ 66.5% - 69.4%
D 62.5% - 66.4%
D- 59.5% - 62.4%
F Below 59.5%

Supplemental Services: If any student feels he/she may need an accommodation for a disability or special need, please contact the Learning Lab at 870-4534.

**Assignments**

<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-Aug</td>
<td>Introduction-Board/Ski Design 1-Group Formations/Intro</td>
<td>Group Formation</td>
</tr>
<tr>
<td>9/5</td>
<td>Labor Day/No Class</td>
<td></td>
</tr>
<tr>
<td>12-Sep</td>
<td>Board/Ski Design 2-Shapes for Today’s Market</td>
<td>Group Formations</td>
</tr>
<tr>
<td>19-Sep</td>
<td>Board/Ski Design 3-The Total Package</td>
<td>Initial Design Paper</td>
</tr>
<tr>
<td>26-Sep</td>
<td>Board/Ski Design 4-Graphics 1-Top Sheet</td>
<td>Graphic #1</td>
</tr>
<tr>
<td>3-Oct</td>
<td>Board/Ski Design 5-Graphics 2-Base</td>
<td>Final Graphics</td>
</tr>
<tr>
<td>10-Oct</td>
<td>Core Competences</td>
<td>Paper (version 1)</td>
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<tr>
<td>17-Oct</td>
<td>Presentation Wrap Up</td>
<td>Minor Group Project 1 due</td>
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<tr>
<td>24-Oct</td>
<td>Group Presentation 1</td>
<td></td>
</tr>
<tr>
<td>31-Oct</td>
<td>Strategic Intent/Deployment</td>
<td>Paper (version 2)</td>
</tr>
<tr>
<td>7-Nov</td>
<td>Innovation in Operations</td>
<td></td>
</tr>
<tr>
<td>14-Nov</td>
<td>Marketing-1</td>
<td>Catalogs</td>
</tr>
<tr>
<td>21-Nov</td>
<td>Marketing-2</td>
<td></td>
</tr>
<tr>
<td>28-Nov</td>
<td>Finalize Presentations</td>
<td>Minor Group Project 2 due</td>
</tr>
</tbody>
</table>
Class Management:

As instructed, written assignments will be submitted through the listed assignment on the Blackboard site. You will create a word document, type your essay with the question included before the answer, and attach the document to an email which should be sent to: mmartin@coloradomtn.edu  ABSOLUTELY NO HAND WRITTEN OR PRINTED ASSIGNMENTS WILL BE ACCPETED. Everything must be emailed in order to receive credit.

*Include the following heading on each assignment document:  
Your name & email address
Date & Assignment

Save each document as follows: Your Last Name_Assignment
If you do not use the proper heading and save as title, points will be deducted.

1) Plagiarism and cheating will result in student being dropped from class.
2) All papers should be typed and doubled spaced
3) Participation and Attendance will be recorded and students are expected to be in class. Students are expected to be punctual and in class at the appointed time. An excused absence is one that is called in before class. Two unexcused absences will result in a drop of one letter grade, three may result in being dropped from the class and will be done at the sole discretion of the instructor.
4) Make-up tests are only given in case of an excused absence. Test will be announced and reviewed two weeks in advance.
5) Participation Papers are due at the beginning of class. Any papers submitted after class will result in half credit. Projects will not be accepted late.
6) Student names are required on all submitted work.

NOTICE:

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Attendance at all class meetings is expected.

If you have a disability protected by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and feel you may need classroom accommodations based on the impact of your disability, please contact the Disability Services Coordinator on your campus. Alpine: Deb Farmer at 970-870-4450
Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

VI. **Grading System & Options**

Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VII. **Required Course Materials**

Textbook: **None**

1. Notepad and binder for handouts
2. Handouts

VIII. **Other Information:**

Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. **Virtual Library Information**

You will find online articles, books and other library resources on the following web site: [http://www.coloradomtn.edu/library/databases.html](http://www.coloradomtn.edu/library/databases.html).

**Virtual Library Help Desk**

If you need help with the Virtual Library, email reference@coloradomtn.edu or call Michelle Marx at 970-569-2926.
I. **Course and Instructor:**

SKB216 Ski and Snowboard Marketing & Media Syllabus F11
Michael Martin

**Course Information:**

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Marketing and Media</th>
<th>Synonym Number</th>
<th>59489</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code:</td>
<td>SKB216-SB01</td>
<td>Credits:</td>
<td>3</td>
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<tr>
<td>Meeting Times and Days:</td>
<td>Tuesday 6 pm – 7:50 pm / HYBRID COURSE</td>
<td></td>
<td></td>
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<tr>
<td>Class Location:</td>
<td>Bristol 204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Date:</td>
<td>30-Aug</td>
<td>End Date:</td>
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**Instructor Information:**

*Phone:* 970-870-4438 leave a detailed message
*Fax:* 870-0485
*E-Mail:* mmartin@coloradomtn.edu
*Office Hours:* Bogue 205-Posted on door

I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. **Course Description:**

Presents the analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution and their applications to the snow sport business and the individual consumer

**Course Competencies and Objectives:** (Competencies View:)

- Develop a working knowledge of snow sport marketing terminology and issues
- Identify the basic relationship of marketing to other functional areas of the snow sport industry.
- Define the basic elements of a marketing strategy for the snow sport industry
- Identify and apply demographic and psychographic information in marketing planning for ski & snowboard products
- Define market segmentation, steps in its application, and how it affects the success of a ski & snowboard product or service
- Compare the different buying behavior and decision making techniques among snow sport business, organizational, and the tourism consumer
- Explain the concepts of the marketing mix
- Understand the use of Media in the snow sport industry
III. **General Education Transfer Degree Competencies:**
- The Basics of Snow Sport Marketing
- The Environmental Factors of Snow Sport Marketing
- Marketing Research and Global Information Systems
- Ski and Snowboard Consumer and Business Behavior
- Snow Sport Market Segmentation and Positioning
- Snow Sport Products and Product Life Cycle Strategies
- Marketing Mix
- Ethics in Marketing
- Use of Media in Marketing

**IDEA Objectives**
1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.

IV. **Evaluation Methods and Class Management:**
Students will be given the opportunity to complete one (1) weekly assignments worth 10 points each, four (4) minor group projects (25 points each), two (2) major group projects, (100 points for paper and presentation). The final grade will be assessed as follows:

1) Minor Group Projects 100 points (4 – 25 points each)
2) Group Project -1 100 points (Paper)
3) Group Project -1 100 points (Presentation)
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5) Group Project-2 100 points (Paper)
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8) Case Study Evaluations 150 points (Blackboard assignments)

850 points Total

Grading Scale: A=850- 761 pts, B=760-676 pts, C=675-591 pts, D=590-505pts, F=504 pts and below.

A  94% - 100%
A-  89.5% - 93.4%
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C   72.5% - 76.4%
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Supplemental Services: If any student feels he/she may need an accommodation for a disability or special need, please contact the Learning Lab at 870-4534.
V. Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Group Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-Aug</td>
<td>Introduction-Group Formations</td>
<td>Group Formation-Minor Project 1</td>
</tr>
<tr>
<td>6-Sep</td>
<td>Marketing in Wintersports</td>
<td>Web Design</td>
</tr>
<tr>
<td>13-Sep</td>
<td>Strategic Marketing</td>
<td>Market Research</td>
</tr>
<tr>
<td>20-Sep</td>
<td>Strategic Marketing II</td>
<td>Analysis Research-Minor 2</td>
</tr>
<tr>
<td>27-Sep</td>
<td>Research, Analysis, Intelligence</td>
<td>Market Segmentation</td>
</tr>
<tr>
<td>4-Oct</td>
<td>Targeting Strategy</td>
<td>Paper /Presentation</td>
</tr>
<tr>
<td>11-Oct</td>
<td>Product Strategy</td>
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<tr>
<td>18-Oct</td>
<td>Finalize Design/Presentation</td>
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<td>25-Oct</td>
<td>Group Presentations 1</td>
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<tr>
<td>1-Nov</td>
<td>Implementations and Ethical Decisions</td>
<td>Promo Strategy Minor 3</td>
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<td>8-Nov</td>
<td>Promotional Strategies</td>
<td>Pricing</td>
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<tr>
<td>15-Nov</td>
<td>Pricing Strategies</td>
<td>Finalize Web Pages</td>
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<tr>
<td>22-Nov</td>
<td>Distribution Decisions</td>
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<tr>
<td>29-Nov</td>
<td>Distribution Decisions-Continued</td>
<td>Viral Project Minor 4</td>
</tr>
<tr>
<td>6-Dec</td>
<td>Projects Due/ Finalize Presentations</td>
<td>Paper /Presentation</td>
</tr>
<tr>
<td>13-Dec</td>
<td>Group Presentation 2</td>
<td></td>
</tr>
</tbody>
</table>

Class Management:

As instructed, written assignments will be submitted through the listed assignment on the Blackboard site. You will create a word document, type your essay with the question included before the answer, and attach the document to an email which should be sent to: mmartin@coloradomtn.edu ABSOLUTELY NO HAND WRITTEN OR PRINTED ASSIGNMENTS WILL BE ACCEPTED. Everything must be emailed in order to receive credit.

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Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

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VI. Grading System & Options

Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VII. Required Course Materials

Textbook: None
1. Notepad and binder for handouts
2. Handouts

VIII. Other Information:

Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. Virtual Library Information

You will find online articles, books and other library resources on the following web site: http://www.coloradomtn.edu/library/databases.html.

Virtual Library Help Desk
If you need help with the Virtual Library, email reference@coloradomtn.edu
I. Course and Instructor:
SKB220 Snow Sports Retail and Wholesale Syllabus Spring 2007
Michael Martin

Course Information:
Course Title: Snow Sports Retail and Wholesale
Course Code: SKB220-SB01 Credits: 3
Semester: SP07
Prerequisite: none
Meeting Times and Days: Wednesday 6 pm – 8:50 pm
Class Location: Bristol 204
Start Date: 1/17 End Date: 5/2
Refund Date: 2/2 Withdraw Date: 4/7

Instructor Information:
Phone: 970-870-4438 leave a detailed message
Fax: 870-0485
E-Mail: mmartin@coloradomtn.edu
Office Hours: Monson 310, office hours posted

I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. Course Description:
Organization, management, and planning strategies of a retail, repair, and rental shop are introduced in this course. Shop design, equipment buying and storage, shop procedures, shop liability, inventory, and bookkeeping are emphasized.

III. Course Competencies and Objectives:

1. Organizing and managing a ski/snowboard retail, rental, and repair shop.
2. Principle of shop design and layout.
3. Principles and procedures of equipment buying, leasing, and storage.
4. Shop procedures and inventory control.
5. Understanding and prevention of shop liability problems
IV. General Education Transfer Degree Competencies:

I. Cashiering - Discussed in lectures/project
II. Inventory control - Discussed in lectures/project
III. Security - Discussed in lectures/project
IV. Product purchasing/knowledge and Liability - Discussed in lectures/project
V. Informational skills on resort facilities - Discussed in lectures/project
VI. Customer relations - Discussed in lectures/project
VII. Store Layout - Discussed in lectures/project

IDEA Objectives

1. Learning to apply course material.
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Acquiring skills in working with others as a member of a team.
4. Developing creative capacities.

Evaluation Methods and Class Management:

Students will be given the opportunity to complete one (1) Midterm, one (1) research paper, one (1) Project, and one (1) Final. The final grade will be assessed as follows:

1) Midterm Exam 100 points
2) Final 100 points
4) Final Project 200 points
5) Class Projects/Participation 100 points

500 points Total

Grading Scale: A=500-450 pts, B=449-400 pts, C=399-350 pts, D=349-300pts, F=299 pts and below.
A  94% - 100%
A-  89.5% - 93.4%
B+  86.5% - 89.4%
B  82.5% - 86.4%
B-  79.5% - 82.4%
C+  76.5% - 79.4%
C  72.5% - 76.4%
C-  69.5% - 72.4%
D+  66.5% - 69.4%
D  62.5% - 66.4%
D-  59.5% - 62.4%
F  Below 59.5%

Supplemental Services: If any student feels he/she may need an accommodation for a disability or special need, please contact the Learning Lab at 870-4534.
Assignments:

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/17</td>
<td>Introduction-Shop Design 1-Layout</td>
</tr>
<tr>
<td>1/24</td>
<td>SIA Trade Show-No Class</td>
</tr>
<tr>
<td>1/31</td>
<td>Shop Design 2-Inventory</td>
</tr>
<tr>
<td>2/7</td>
<td>Keystone Trade Show-No Class</td>
</tr>
<tr>
<td>2/14</td>
<td>Procedures/Liability</td>
</tr>
<tr>
<td>2/21</td>
<td>Buying-Finance</td>
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<td>2/28</td>
<td>Inventory</td>
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<td>3/7</td>
<td>Review for Midterm</td>
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<td>3/14</td>
<td>Midterm</td>
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<tr>
<td>3/21</td>
<td>Spring Break</td>
</tr>
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<td>3/28</td>
<td>Rental Management</td>
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<td>4/4</td>
<td>Rental Liability</td>
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<tr>
<td>4/11</td>
<td>Rental Inventory</td>
</tr>
<tr>
<td>4/18</td>
<td>Research paper due</td>
</tr>
<tr>
<td>4/25</td>
<td>Review for Final</td>
</tr>
<tr>
<td>5/2</td>
<td>Final</td>
</tr>
</tbody>
</table>

Class Management:

1) Plagiarism and cheating will result in student being dropped from class.
2) Participation and Attendance will be recorded and students are expected to be in class. Students are expected to be punctual and in class at the appointed time. An excused absence is one that is called in before class.
3) Make-up tests are only given in case of an excused absence. Test will be announced and reviewed two weeks in advance.
4) Participation Papers are due at the beginning of class. Any papers submitted after class will result in half credit. Projects will not be accepted late.

NOTICE:

• A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook.

• Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.

• The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified in writing of changes.

• Attendance at all class meetings is expected.

• Students with disabilities – As required by Section 504 of the Rehabilitation Act, appropriate accommodations will be made for all students with documented disabilities. Students must turn in a Notification of Accommodation to all of their instructors at the beginning of each semester. With these accommodations, students are required to meet the academic standards of the college.

• Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

• This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled.
by that date.

V. **Grading System & Options**

Information about the CMC grading scale is available in the College Catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VI. **Required Course Materials**

   Textbook: None
   1. Notepad and binder for handouts
   2. Handouts

VII. **Other Information:**

Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. **Virtual Library Information**

   You will find online articles, books and other library resources on the following web site: http://www.coloradomtn.edu/library/databases.html.

   **Virtual Library Help Desk**
   If you need help with the Virtual Library, email reference@coloradomtn.edu or call Michelle Marx at 970-569-2926.
Colorado Mountain College

I. Course and Instructor:
   SKB229 Integrated Portfolio and Capstone S11
   Michael Martin

   Course Information:
   Course Title: Integrated Portfolio and Capstone  
   Synonym Number: 59518
   Course Code: SKB229-SB01  
   Credits: 3
   Meeting Times and Days: Tuesday 1-3PM
   Class Location: Monson 312
   Start Date: 31-Aug
   End Date: 14-Dec
   Refund Date: 15-Sep
   Withdraw Date: 20-Nov

   Instructor Information:
   Phone: 970-870-4438 leave a detailed message
   Fax: 870-0485
   E-Mail: mmartin@coloradomtn.edu
   Office Hours: Bogue 205 office hours posted
   I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. Course Description:
   Reviews the major ideas and issues of the Ski and Snowboard Business Program. Through development of an integrated portfolio gained during an internship with a Ski and Snowboard business, the student will demonstrate proficiency in degree competencies. Students will generate a resume based on skills and knowledge gained through the completion of on the job training related to the student's desired vocational interest and goals. The student will work at least one trade show or 40 hours and consult with the instructor.

III. Course Competencies and Objectives:
   Upon successful completion of this course, the student will be able to demonstrate knowledge and/or skill in the following areas:

   1. Apply the skills gained in previous required courses-Employer Packet
   2. Develop his or her goals
   3. Develop standards and work experience with an employer
   4. Be evaluated regularly in his or work performance by a supervisor
   5. Identify his or her weak areas and strive for improvement in these areas.
IV. General Education Transfer Degree Competencies:

1. Application of skills gained in the previous required courses while contributing to a Ski and Snowboard business.- Employer evaluation- Packet
2. Develop his or her goals through experiences gained during the internship- Packet
3. Develop standards and experience through knowledge gained during internship- Packet
4. Gain industry insight through cooperative projects with supervisors- Packet
5. Identify his or her weakness/strengths and strive for improvement in these areas- Packet

IDEA Objectives

1. Developing skill in expressing oneself orally or in writing.
2. Learning how to find and use resources for answering questions or solving problems.
3. Developing a clearer understanding of, and commitment to, personal values.
4. Learning to analyze and critically evaluate ideas, arguments, and points of view.
5. Acquiring an interest in learning more by asking questions and seeking answers.

V. Evaluation Methods and Class Management:

1. 80% of grade is determined by evaluation of the employer.
2. 20% of grade is determined by completing and returning the Student Notes/Resume Packet

80 Points-Employer evaluation- Packet
20 Points-Students notes- Packet
100 Points-Total

Grading Scale
A  94% - 100%
A- 89.5% - 93.4%
B+ 86.5% - 89.4%
B  82.5% - 86.4%
B- 79.5% - 82.4%
C+ 76.5% - 79.4%
C  72.5% - 76.4%
C- 69.5% - 72.4%
D+ 66.5% - 69.4%
D  62.5% - 66.4%
D- 59.5% - 62.4%
F  Below 59.5%

Class Management:
1) Plagiarism and cheating will result in student being dropped from class.
2) All papers should be typed and doubled spaced
3) Participation and Attendance will be recorded and students are expected to be in class. Students are expected to be punctual and in class at the appointed time. An excused absence is one that is called in before class. Two unexcused absences will result in a drop of one letter grade, three may result in being dropped from the class and will be done at the sole discretion of the instructor.
4) Make-up tests are only given in case of an excused absence. Test will be announced and reviewed two weeks in advance.
5) Participation Papers are due at the beginning of class. Any papers submitted after class will result in half credit. Projects will not be accepted late.
6) Student names are required on all submitted work.

NOTICE:

A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook.

Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.

The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified in writing of changes.

Attendance at all class meetings is expected.

If you have a disability protected by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and feel you may need classroom accommodations based on the impact of your disability, please contact the Disability Services Coordinator on your campus. Alpine: Deb Farmer at 970-870-4450

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

VI. Grading System & Options
Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VII. Required Course Materials
Textbook: None
1. Notepad and binder for handouts
2. Handouts

VIII. Other Information:
Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. Virtual Library Information
You will find online articles, books and other library resources on the following web site:
Virtual Library Help Desk
If you need help with the Virtual Library, email reference@coloradomtn.edu
I. **Course and Instructor:**

**Course Information:**

Course Title: Development of Film Expression  
Synonym Number: 59543  
Course Code: FVM-150  
Credits: 3  
Meeting Times and Days: Wednesday 3 pm – 3:50 pm, On Location times TBA  
Class Location: Bristol 320  
Start Date: 8/31  
End Date: 14-Dec  
Refund Date: 15-Sep  
Withdraw Date: 20-Nov

**Instructor Information:**

Phone: 970-870-4438 leave a detailed message  
Fax: 870-0485  
E-Mail: mmartin@coloradomtn.edu  
Office Hours: Bogue 205 office hours posted

I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. **Course Description:**

Examines the nature and structure of Film/Video expression, concentrating on the way directors, editors, and cinematographers use visual techniques to serve the narrative. Students watch films in their entirety and then analyze them for their lighting, composition, camera position, movement, lens, depth of field, use of screen space, placement of performers, and editing techniques.

III. **Course Competencies and Objectives:**

A. View a film each week  
1. Analyze the film  
2. Deconstruct directorial decisions  
3. Note expressive successes and failures
4. Observe the shadings in each instance of historical dialectics

B. Reading assignments each week
   1. Test each week

C. One shot analysis (midterm)
   1. Contain terminology and formats
   2. Aspect ratio
   3. Shot size
   4. Sound
   5. Screen Quadrants
   6. Contrast Dominants
   7. Character Movement
   8. Character Proxemics
   9. Camera Movement
  10. Camera Angle
  11. Lens Used
  12. Depth of Field
  13. Lighting
  14. Color Usage
  15. Screen Graphics / Composition
  16. Editing Style
  17. Time
  18. Subtext

C. Final Analysis
   1. Contain terminology and formats
   2. Aspect ratio
   3. Shot size
   4. Sound
   5. Screen Quadrants
   6. Contrast Dominants
   7. Character Movement
   8. Character Proxemics
   9. Camera Movement
  10. Camera Angle
  11. Lens Used
  12. Depth of Field
  13. Lighting
  14. Color Usage
  15. Screen Graphics / Composition
  16. Editing Style
IDEA OBJECTIVES
1. Developing specific competencies and points of view needed by professionals in the field most closely related to this course.
2. Developing skill in expressing oneself orally or in writing.
3. Developing creative capacities.
5. Learning fundamental principles, generalizations, or theories.

Evaluation Methods and Class Management:
Grades will be given based on four inputs: Midterm, Final, Written Assignment, and Class Participation. Each with count for ¼ of your grade (25%) 200 Points per input.

1. Written Assignment: 200 Points/25% of grade - Small paragraphs, discussing the films watched and discussions held during class.

2. Midterm: 200 Points/25% of grade –One minute film assignment, content awarded points based on ability to demonstrate objectives outlined by course

3. Final: 200 Points/25% of grade -Five minute film assignment, content awarded points based on ability to demonstrate objectives outlined by course

4. Attendance: 200 Points/25% of grade this will be calculated from 100% of 25% and counts as such.

Total-800 Points

Grading Scale: A=800- 720 pts, B=719-640 pts, C=639-560 pts, D=559-480pts, F=479 pts and below.
A   94% - 100%
A-  89.5% - 93.4%
B+  86.5% - 89.4%
B   82.5% - 86.4%
B-  79.5% - 82.4%
C+  76.5% - 79.4%
C   72.5% - 76.4%
C-  69.5% - 72.4%
D+  66.5% - 69.4%
D   62.5% - 66.4%
D-  59.5% - 62.4%
F   Below 59.5%
### IV. Schedule and Assignments: FVT Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Explanation</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-Aug</td>
<td>Thinking Visually</td>
<td>cinematography/Story related through Visuals-Beginning Middle End</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual/Story telling through visuals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-Sep</td>
<td>showcasing</td>
<td>cinematography</td>
<td>Deliverables-Themes to Explore</td>
</tr>
<tr>
<td>14-Sep</td>
<td>Theme/Editing</td>
<td></td>
<td>Deliverables-Concept for 1 minute film and Story Topics 5 minute final film</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Theme/Editing</td>
<td></td>
<td>Deliverables-Finalizing story topics for the 5 minute final film.</td>
</tr>
<tr>
<td>28-Sep</td>
<td><strong>1st shooting day, normal class time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Oct</td>
<td>Story Telling 101- Editing for the story</td>
<td>Feedback Provided</td>
<td>General Outline of the 1 minute story for feedback and editing ideas</td>
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<tr>
<td>12-Oct</td>
<td>Presentations-Story board presentations</td>
<td>Feedback Provided</td>
<td>Deliverables-Present Film-Feedback Forum.</td>
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<tr>
<td>19-Oct</td>
<td>Midterm Presentations</td>
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<tr>
<td>26-Oct</td>
<td>Choices in Story Telling</td>
<td></td>
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<tr>
<td>2-Nov</td>
<td>Choices in Story Telling 2</td>
<td></td>
<td>Deliverables-Check in on 5 minute film</td>
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<tr>
<td>9-Nov</td>
<td>On Location Shooting</td>
<td></td>
<td>Deliverables-footage to cut</td>
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<tr>
<td>16-Nov</td>
<td>FCP Work Day in class</td>
<td></td>
<td>Deliverables-5 min Rough cut</td>
</tr>
<tr>
<td>11/23/HOLIDAY</td>
<td>Holiday-No Class</td>
<td></td>
<td></td>
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<tr>
<td>30-Nov</td>
<td>Film Viewing Day 1</td>
<td>Feedback Provided</td>
<td>Rough Cut of 5 Min due today</td>
</tr>
<tr>
<td>7-Dec</td>
<td>Filmmaking: The Whole Package</td>
<td>experimentation, multi media, pure originality</td>
<td></td>
</tr>
<tr>
<td>14-Dec</td>
<td>Final Film Viewing Day</td>
<td>Final 5 Min Film Due</td>
<td></td>
</tr>
</tbody>
</table>

#### Class Management:

1. Plagiarism and cheating will result in student being dropped from class.
2. Participation and Attendance will be recorded and students are expected to be in class. Students are expected to be punctual and in class at the appointed time. An excused absence is one that is called in before class.
3. Make-up tests are only given in case of an excused absence. Test will be announced and reviewed two weeks in advance.
4. Participation Papers are due at the beginning of class. Any papers submitted after class will result in half credit. Projects will not be accepted late.
5. Each week there will be expectation of discussion based on the previous class.
6. Class attendance is considered mandatory due to the viewing of films.
NOTICE:

A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook.

Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.

The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified in writing of changes.

Attendance at all class meetings is expected.

If you have a disability protected by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and feel you may need classroom accommodations based on the impact of your disability, please contact the Disability Services Coordinator on your campus. Alpine: Deb Farmer at 970-870-4450

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

V. Grading System & Options
Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VI. Required Course Materials
Textbook: None
1. Notepad and binder for handouts
2. Handouts

VII. Other Information:
Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.
IX. **Virtual Library Information**
You will find online articles, books and other library resources on the following web site: [http://www.coloradomtn.edu/library/databases.html](http://www.coloradomtn.edu/library/databases.html).

**Virtual Library Help Desk**
If you need help with the Virtual Library, email [reference@coloradomtn.edu](mailto:reference@coloradomtn.edu) or call Michelle Marx at 970-569-2926.
I. Course and Instructor:

Advanced Final Cut Pro Studio  
Michael Martin

Course Information:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Advanced Final Cut Pro Studio</th>
<th>Synonym Number</th>
<th>54727</th>
</tr>
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<tbody>
<tr>
<td>Course Code</td>
<td>FVM-275</td>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Meeting Times and Days</td>
<td>Tuesday 5:30 pm – 7:20 pm, On Location times TBA</td>
<td></td>
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</tr>
<tr>
<td>Class Location</td>
<td>Bristol 320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Date</td>
<td>1/18</td>
<td>End Date:</td>
<td>5/3</td>
</tr>
<tr>
<td>Refund Date</td>
<td>2/2</td>
<td>Withdraw Date:</td>
<td>4/10</td>
</tr>
</tbody>
</table>

Instructor Information:

Phone: 970-870-4438 leave a detailed message  
Fax: 870-0485  
E-Mail: mmartin@coloradomtn.edu/ dweiss@coloradomtn.edu  
Office Hours: Monson 310 office hours posted

I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. Course Description:

Learning control and comprehension of digital editing and storytelling using various editing exercises, and apply these techniques to the creation of a final film product via Final Cut Pro Studio will be the focus of this course. Students will continue to use and gain mastery over audio, transitions, and motion graphics. Students will learn to manage workflows and the basics of roundtrip media editing. Other advanced features may be introduced in the course.

III. Course Competencies and Objectives:

Students will:

- Understand and work within post-production system Final Cut Pro to create finalized products suitable for web and DVD distribution

- Finalize a final edit (final cut) of a film
• Communicate within a production team or collaborative to achieve a unified product as specified by director
• Explore advanced techniques in Final Cut Pro Studio and apply the techniques to projects
• Analyze current industry work throughout the semester to incorporate into projects
• Explore distribution options such as web, film festivals, as well as soliciting contract work.

IV. General Education Transfer Degree Competencies:
   READING:
   Students should be able to read critically and thoughtfully.
   
   COMMUNICATION (written and oral):
   Students should be able to write and speak clearly and concisely to send and respond effectively to communications for varied audiences and purposes.

   CRITICAL THINKING
   Students should be able to critically examine issues and ideas to identify good and bad reasoning in a variety of fields with differing assumptions, contents and methods.

   IDEA OBJECTIVES
   Developing specific competencies and points of view needed by professionals in the field most closely related to this course.
   Developing creative capacities.
   Gaining factual knowledge (terminology, classification, methods, trends).
   Learning fundamental principles, generalizations, or theories.

V. Evaluation Methods and Class Management:
Grades will be given based on four inputs: Midterm, Final, Written Assignment, and Class Participation. Each with count for ¼ of your grade (25%)

   Weekly Assignment: 200 Points - 25% of grade - Short projects based on weekly class topics.

   Midterm: 200 Points - 25% of grade – One minute film assignment, content awarded points based on ability to demonstrate objectives outlined by course.

   Final: 200 Points - 25% of grade – Five minute film assignment, content awarded points based on ability to demonstrate objectives outlined by course.

   Attendance – 200 Points - this will be calculated from 100% of total classes met.
Grading Scale: A=800-720 pts, B=719-640 pts, C=639-560 pts, D=559-480 pts, F=479 pts and below.

A 94% - 100%
A- 89.5% - 93.4%
B+ 86.5% - 89.4%
B 82.5% - 86.4%
B- 79.5% - 82.4%
C+ 76.5% - 79.4%
C 72.5% - 76.4%
C- 69.5% - 72.4%
D+ 66.5% - 69.4%
D 62.5% - 66.4%
D- 59.5% - 62.4%
F Below 59.5%

VI. Schedule and Assignments:

FVT Class Schedule

<table>
<thead>
<tr>
<th>Topic</th>
<th>Explanation</th>
<th>Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-production system</td>
<td>Getting Around FCP</td>
<td>Idea for Project 1</td>
</tr>
<tr>
<td>Final Cut Pro</td>
<td>Moving projects</td>
<td></td>
</tr>
<tr>
<td>Round Tripping</td>
<td>through FCP</td>
<td>Finalized concept Project 1 and BB</td>
</tr>
<tr>
<td>SIA Trade Show NO CLASS</td>
<td>Blackboard assignment</td>
<td>Project Outline</td>
</tr>
<tr>
<td>Production teams</td>
<td>Films-Start to Finish</td>
<td></td>
</tr>
<tr>
<td>Advanced techniques-1</td>
<td>Getting around</td>
<td>Weekly project</td>
</tr>
<tr>
<td>Presentations-Story board presentations</td>
<td>Motion</td>
<td>Weekly project</td>
</tr>
<tr>
<td>Midterm Presentations</td>
<td>Feedback Provided</td>
<td>Midterm Film Project</td>
</tr>
<tr>
<td>Spring Break, No Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advanced techniques-2-Motion</td>
<td>Templates</td>
<td>Weekly project</td>
</tr>
<tr>
<td>Advanced techniques-3-Motion</td>
<td>Behaviors</td>
<td>Weekly project</td>
</tr>
<tr>
<td>Advanced techniques-4 Motion Distribution</td>
<td>Emitters/Replicators</td>
<td>Finalized Concept Project 2</td>
</tr>
<tr>
<td>Film Viewing Day 1</td>
<td>Sharing projects</td>
<td>Weekly project</td>
</tr>
<tr>
<td>Blackboard project</td>
<td>Feedback Provided</td>
<td>Rough Cut of Project 2</td>
</tr>
<tr>
<td>Filmmaking: The Whole Package 1</td>
<td>Experimentation, multi media, pure originality</td>
<td>Building 3D Projects</td>
</tr>
<tr>
<td>Final Film Viewing Day</td>
<td></td>
<td>Final Project (Project 2)</td>
</tr>
</tbody>
</table>

Class Management:
1) Plagiarism and cheating will result in student being dropped from class.
2) Participation and Attendance will be recorded and students are expected to be in class. Students are expected to be punctual and in class at the appointed time. An excused absence is one that is called in before class.
3) Make-up tests are only given in case of an excused absence. Test will be announced and reviewed two weeks in advance.
4) Participation Papers are due at the beginning of class. Any papers submitted after class will result in half credit. Projects will not be accepted late.

NOTICE:

A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook.

Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.

The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified in writing of changes.

Attendance at all class meetings is expected.

If you have a disability protected by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and feel you may need classroom accommodations based on the impact of your disability, please contact the Disability Services Coordinator on your campus. Alpine: Deb Farmer at 970-870-4450

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

VII. **Grading System & Options**

Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

VIII. **Required Course Materials**

   **Textbook:**
   1. Notepad and binder for handouts
   2. Handouts
IX. **Other Information:**
Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

IX. **Virtual Library Information**
You will find online articles, books and other library resources on the following web site: [http://www.coloradomtn.edu/library/databases.html](http://www.coloradomtn.edu/library/databases.html).

**Virtual Library Help Desk**
If you need help with the Virtual Library, email reference@coloradomtn.edu or call Michelle Marx at 970-569-2926.
I. **Course and Instructor:** Principles of Marketing Michael Martin

**Format:** WEB

**Course Information:**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Principles of Marketing</th>
<th>Synonym Number:</th>
<th>57735</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>MAR-216-DS01</td>
<td>Credits</td>
<td>3</td>
</tr>
<tr>
<td>Semester</td>
<td>Su11</td>
<td>Prerequisite:</td>
<td>BUS-115</td>
</tr>
</tbody>
</table>

**Meeting Times and Days:** "Due by” dates on assignments

**Class Location:** WEB

<table>
<thead>
<tr>
<th>Census Date</th>
<th>6/1/11</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Start Date</th>
<th>5/16/11</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>End Date</th>
<th>8/12/11</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Refund Date</th>
<th>5/31/11</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Withdraw Date</th>
<th>7/22/11</th>
</tr>
</thead>
</table>

**Orientation Note:** *Instructor will contact students by e-mail or phone for course orientation. Please make sure instructor has good contact information*

**Computer Access:**

Online courses require frequent computer use and access to the internet. It is highly recommended that students have a personal computer for use in online courses. If you need to use a computer at your local Colorado Mountain College location, you will be able to do so during open lab hours. Please check with your local site for times. Labs will not be available for Elluminate sessions, if included as part of your course, due to the verbal interaction involved.

**Instructor Information:**

*Mail:* 1350 Bob Adams Drive, Steamboat Springs, CO 80487

*Phone:* 970-870-4438 leave a detailed message

*Fax:* 870-0485

*E-Mail:* mmartin@coloradomtn.edu

*Office Hours:* It is my goal to answer student questions within 24 hrs. If I am not available for more than 48 hrs, I will post an announcement.

If you have general questions about distance learning at CMC, please contact the Virtual Campus at 800-621-8559, extension 8341 or email virtual@coloradomtn.edu.
II. **Course Description:**
Presents the analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer.

III. **Student Learning Outcomes, Competencies, and Skills:**
**STANDARD COMPETENCIES:**
I. Develop a working knowledge of marketing terminology
II. Identify the basic relationship of marketing to other functional areas of the organization
III. Define the basic elements of a marketing strategy
IV. Identify and apply demographic and psychographic information in marketing planning
V. Define market segmentation, steps in its application, and how it affects the success of a product or service
VI. Compare the different buying behavior and decision making techniques among business, organizational, and individual consumers
VII. Explain the concepts of the marketing mix

**TOPICAL OUTLINE:**
I. The Nature of Marketing
II. The Environmental Factors of Marketing
III. Marketing Research and Global Information Systems
IV. Consumer and Business Behavior
V. Market Segmentation and Positioning
VI. New Products and Product Life Cycle Strategies
VII. Marketing Mix

IV. **IDEA Student Ratings of Instruction:**
1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

V. **Evaluation Methods and Class Management:**
Students will be given the opportunity to complete two (2) weekly assignments worth 10 points each, two papers, worth 100 points for papers. The final grade will be assessed as follows:
1) Weekly Assignments 100 points (10 – 10 points each)
2) Weekly Case Study 90 points (9 – 10 points each)
3) Midterm Project 100 points (Paper)
4) Final Project 100 points (Paper)
**390 points Total**
A  94% - 100%
A- 89.5% - 93.4%
B+ 86.5% - 89.4%
B  82.5% - 86.4%
B- 79.5% - 82.4%
C+ 76.5% - 79.4%
C  72.5% - 76.4%
C- 69.5% - 72.4%
D+ 66.5% - 69.4%
D  62.5% - 66.4%
D- 59.5% - 62.4%
F  Below 59.5%

As instructed, written assignments will be submitted through the listed assignment on the Blackboard site. You will create a word document, type your essay with the question included before the answer, and attach the document to an email which should be sent to:
mmartin@coloradomtn.edu

*Include the following heading on each assignment document: Your name & email address
Date & Assignment

Save each document as follows:  Your Last Name_Assignment
If you do not use the proper heading and save as title, points will be deducted.

1) Plagiarism and cheating will result in student being dropped from class.
2) Make-up work will only be accepted in case of an excused absence. Papers will be announced and reviewed two weeks in advance.
3) Papers are due on Monday of the following week by 8AM. Any papers submitted after class will result in half credit. Projects will not be accepted late.
4) Student names are required on all submitted work.
5) Grades and Feedback will be posted by Monday 8AM of the following week.

Assignments:

<table>
<thead>
<tr>
<th>Week of</th>
<th>Topic</th>
<th>Exercises and Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-May</td>
<td>Marketing in Today's Global Environment</td>
<td>Read Unit 1, Part A and B. Complete Assignments posted on Blackboard for Week 1</td>
</tr>
<tr>
<td>6-Jun</td>
<td>Services and Social Marketing</td>
<td>Read Section 1 pages 3-60 in Grewal/Levy Marketing 3e and Unit 1, Part C in Annual Editions 11/12. Complete Assignments posted on Blackboard for Week 2.</td>
</tr>
<tr>
<td>20-Jun</td>
<td>Implementations and Ethical Decisions</td>
<td>Read Section 3 pages 229-282 Grewal/Levy Marketing 3e and Unit 1, Part D. Complete Assignments posted on Blackboard for Week 4.</td>
</tr>
<tr>
<td>27-Jun</td>
<td>Market Research</td>
<td>Read Section 3 pages 229-282 Grewal/Levy Marketing 3e and Unit 2, Part A and B. Complete Assignments posted on Blackboard for Week 5.</td>
</tr>
</tbody>
</table>
VI. GRADING OPTIONS:
You may register for most courses choosing any of the options listed. You must notify the instructor of the option you choose by the course census date. Your chosen grade option cannot be changed after the course census date.

Pass/Fail Option: If you select the Pass/Fail Option you will receive a "P" for the course if you earn the equivalent of a "C" or better for the course. Likewise, an "F" is assigned if a "C-", "D+", "D", "D-", or "F" is earned. Although this option is available for all courses, only 20 percent of all courses used to meet degree or certificate requirements can be graded pass/fail.

Audit Option: If you select the Audit Option you will receive an "AU" as the final grade. This means only that you registered for the course. Audit students are not required to submit papers, take exams, or attend class. The only requirement of the audit student is that he/she not be disruptive to classroom activity. Students who choose this option earn no credit hours or quality points. Students cannot meet prerequisite requirements through this grade option. Students who audit a course may, at a later date, retake it for credit.

Letter Grade Option: If you do not clearly express your desire to be evaluated under one of the grading options above, you will be automatically evaluated using the letter grade option. Letter grades and their respective quality points are listed above.

Withdrawal Policy: If a student wishes to withdraw from a course after the census/refund date, it is the student’s responsibility to initiate the withdrawal. Failure to do so by the withdraw date (see first page of syllabus) will result in an “F” grade.

NOTICE:

A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to SafeAssign (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook, online version at: www.coloradomtn.edu/UserFiles/Servers/Server_2935393/File/student_handbook.pdf.
Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.

The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified in writing of changes.

If you have a disability protected by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act and feel you may need classroom accommodations based on the impact of your disability, please contact the Disability Services Coordinator on your campus.

➢ Alpine and Vail-Eagle Valley Campuses: Deb Farmer at 970-870-4450
➢ Aspen, Roaring Fork, and West Garfield Campuses: Dr. Anne Moll at 970-947-8256
➢ Summit and Timberline Campuses (including Chaffee County): Sandi Conner at 719-486-4200

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.

VII. Grading System:

Information about the CMC grading scale is available in the College Catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term. Additional information is available at: http://coloradomtn.edu/UserFiles/Servers/Server_2935393/File/CMC_Catalog_10-11.pdf page 16.

VIII. Required Course Materials

BOOK-Marketing 11/12
Author: ANNUAL EDITION
Edition/Copyright: 33RD 10
Publisher: McGraw-Hill Publishing Company
Type: Paperback
ISBN-10: 0-07-352864-1

Available online

ORDERING BOOKS

Colorado Mountain College TeleWeb, IVS, and Web course books are purchased through MBS Direct: http://bookstore.mbsdirect.net/coloradomtn.htm. Students may place orders with MBS Direct by internet, phone, fax, or mail. Students should have their course code and synonym number ready when ordering.
To Order By Internet: Access the MBS Direct web page noted above and select “Buy Course Materials.” Note: Students taking TeleWeb, IVS, or Web courses should next select Virtual Campus/Distance Learning when prompted to “Select Location.”

To Order By Phone: Orders may be placed by calling 800-325-3252, (prompt #1) Monday through Thursday 7am – 9pm, Friday 7am – 6pm, Saturday 8am – 5pm, Sunday 12 – 4pm CDT/CST (hours are subject to change). Note: When speaking to a sales agent, you must indicate your location as Virtual Campus/Distance Learning for TeleWeb, IVS, or Web course textbooks.

To Order By Fax or Mail: Complete the MBS Direct Textbook Order Form (which can be obtained at your local Colorado Mountain College site, the CMC bulletin, or by clicking “Mail-In Order Form” on the menu of the MBS Direct web page).

Financial aid students may have the option to use the “voucher” form provided at each CMC location. This form will need to be filled out and signed by the student and an authorized CMC employee.

The MBS Direct returns policy and other information can be accessed from the web link above and then clicking “Need Help?” at the bottom of the web page. For customer service questions call: 800-325-3252 (prompt #2 for help on orders).

IX. Other Information:

Blackboard
Blackboard is the online course management system (CMS) used by Colorado Mountain College. You access Blackboard via your web browser, i.e.: Mozilla/Firefox, Internet Explorer, Opera, etc. Students, faculty and staff members use the CMC Blackboard site to access course announcements, documents, research links and library resources, to receive and deliver completed assignments, take tests, and to communicate with each other via email, discussion boards and chat.

For instructions on How to Access your Blackboard Account, Blackboard How To's, and who to contact for all your Blackboard questions and support needs, please visit: www.coloradomtn.edu/blackboard/.

Student Email
All CMC students enrolled in a credit-based class (0.5 hour credit class or more) will be assigned a CMC student email address through Google mail (Gmail). Please allow at least 48 hours after you register for this account to be activated. For more information on your CMC student email account, please visit: http://archive.coloradomtn.edu/email/students/student_gmail.shtml.

A Few Words About Microsoft Word
Microsoft Word is the standard word processing program for the majority of CMC instructors. Students without Microsoft Word may use the free software from
www.OpenOffice.org to create Word-compatible documents. The program also includes spreadsheet, presentation, drawing, and database applications. The program is available for Windows, Macintosh, or Linux operating systems. Microsoft Word is installed on computers available in computer labs at CMC locations.

**Saving An Office 2007 File as an Office 2003 File**

Some students have purchased new computers that have Microsoft Office 2007 applications such as Word, Excel and PowerPoint installed. By default, the new version of Office saves files with a .docx extension. This may create compatibility issues with someone using a previous version of Office. For this course, it is suggested that you save your Word files with a .doc extension. This is a simple process. When saving a file created in Office 2007, use the “Save As” feature rather than the “Save” feature. Choose Word 97-2003 format. Your document is saved as a .doc file rather than a .docx file and can be opened and read by older versions of Microsoft Word. You may use the same process when saving an Excel spreadsheet or PowerPoint presentation to insure compatibility with those viewing your file. For more information, including how to make the Word 97-2003 format your default, see http://archive.coloradomtn.edu/blackboard/training/office_2007/office_2007.shtml.

**Virtual Library Information**

You will find online articles, books and other library resources on the following web site: http://coloradomtn.edu/library. Our entire collection of online materials is available to you from home. If you are enrolled in a course that uses the Blackboard course management system, you can link to the Virtual Library on the Blackboard menu for the course.

If you link to the Virtual Library web site outside of Blackboard, you will be asked to login by entering your CMC Library Card number. To request a library card, fill out the “Library Card Request Form” at http://coloradomtn.edu/library/databases/card. After clicking on the title of any of our databases, you will be directed to the login screen. Enter your 13 digit library card barcode number and the following password: cmcstudent.

You will also find a link to the Virtual Library from MyCMC portal. The link will provide seamless authentication to online library resources.

**Virtual Library Help Desk**

If you need help with the Virtual Library, email reference@coloradomtn.edu or call us at 800-621-8559, extension 2926 or 2804. For additional contact information, please access our Ask A Librarian service at http://coloradomtn.edu/library/help/.

**CMC Virtual Campus (distance learning)**

Information is available at: http://www.coloradomtn.edu/distance_learning/.
I. **Course and Instructor:**

MAR326 Contemporary Marketing Syllabus F11  
Michael Martin

II. **Course Information:**

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Contemporary Marketing</th>
<th>Synonym Number</th>
<th>61032</th>
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<tbody>
<tr>
<td>Course Code:</td>
<td>MAR326</td>
<td>Credits:</td>
<td>3</td>
</tr>
<tr>
<td>Meeting Times and Days:</td>
<td>Wednesday 6 pm – 8:50 pm</td>
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</tr>
<tr>
<td>Class Location:</td>
<td>Bristol 220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start Date:</td>
<td>31-Aug</td>
<td>End Date:</td>
<td>14-Dec</td>
</tr>
<tr>
<td>Refund Date:</td>
<td>15-Sep</td>
<td>Withdraw Date:</td>
<td>20-Nov</td>
</tr>
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Prerequisite: 45 semester credits previous credits, minimum C- grade, ENG 121, COM 115; waiver of prior course requirement subject to guidance counselor and instructor approval.

**Instructor Information:**

Phone: 970-870-4438 leave a detailed message  
Fax: 870-0485  
E-Mail: mmartin@coloradomtn.edu  
Office Hours: Bogue 205-Posted on door  
I will check email and voice-mail messages at least twice per week, Mondays and Thursdays. I will most likely check messages everyday, Monday thru Friday. I will not check messages after 5pm on Fridays and on the weekends.

II. **Course Description:**

Explores an analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer. Specific topics include marketing practices for sustainable business.

III. **Course Competencies and Objectives:**

Develop a working knowledge of marketing principles/terminology to include branding, segmentation, targeting, & positioning.

Understand the relationship of marketing to other key functional areas of an organization.

Definition of the basic elements of a marketing strategy.
Application of demographic and psychographic information in marketing planning.

Learn the basic steps and application of marketing segmentation and how it impacts the success of a product or service.

Comparison of differential buying behavior and decision processes of businesses, organizations, and individual consumers.

Identification and application of marketing mix.

Select and apply contemporary forms of technology to solve problems or compile information.

Read, analyze and apply written materials to new situations with examples of current events.

Write and speak clearly and logically in presentations and summations.

**Topical Outline:**
- The nature of marketing
- The environmental factors of marketing
- Marketing research and global information systems
- Consumer and business behavior
- Market segmentation and positioning
- New products and product life cycles
- Marketing mix

**IDEA Objectives**
1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
5. Acquiring skills in working with others as a member of a team.

**IV. Grading System & Options**
Information about grading is available in the Colorado Mountain College catalog. You will receive a grade report for current semester courses at the end of each term. This grade report is mailed to your permanent mailing address. Reports are mailed approximately two weeks after the end of the academic term.

**V. Required Course Materials**
VI. **Other Information:**
Class will meet in other locations as necessary. Locations will be presented to the class at least one week prior to classroom changes.

VIII. **Virtual Library Information**
You will find online articles, books and other library resources on the following web site: [http://www.coloradomtn.edu/library/home.shtml](http://www.coloradomtn.edu/library/home.shtml).

Virtual Library Help Desk
If you need help with the Virtual Library, email reference@coloradomtn.edu or call Yuliya Lef at 800-621-8559, extension 2804.

IX. **Evaluation Methods and Class Management:**
Grading Method:
There will be five (5) components to the course grade:
20% Weekly Case Study Projects. -160- (10@10 Points each & 2@30 Points)
20% Weekly Double Down (10 in 10) Questions-Presenting your marketing ideas to peers. 160- (10@10 Points each & 2@30 Points)
60% Two (2) tests, (20% each), a blend of multiple choice and true/false questions. Tests not turned in on time will have a 10 point deduction from numerical score for each day late, with no credit given if over a week late. 480- (240 Points each)
800 Points Total

**SCHEDULE OF CLASSES**
Each hour will be devoted to approximately 50 minutes of class time and 10 minute breaks. Selected videos relevant to course material may be utilized during the quarter, subject to time and availability.

The requirement, as assigned, is for a minimum of one (1) article with written synopsis and, as assigned, one (1) Internet Quiz output, for each chapter, from each student, each week, for each chapter. Extra work gets extra credit. **Be sure to write the course name & number, your name and date, as well as the Chapter numbers.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-Aug</td>
<td>Introduction-What is Marketing?</td>
<td>Read Chapters 1&amp;2, Finalize Ddown 1</td>
</tr>
<tr>
<td>7-Sep</td>
<td>Relationships, Value and Strategy</td>
<td>Read Chapters 3&amp;4, Case Study 1</td>
</tr>
<tr>
<td>14-Sep</td>
<td>Consumer Behavior and Organizations</td>
<td>Read Chapters 4&amp;5, Case Study 2</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>21-Sep</td>
<td>Global Markets and Research</td>
<td>Read Chapters 6&amp;7, Case Study 3</td>
</tr>
<tr>
<td>28-Sep</td>
<td>Action on Research, Segmentation, Targeting</td>
<td>Read Chapter 9, Case Study 4</td>
</tr>
<tr>
<td>5-Oct</td>
<td>Targeting Strategy</td>
<td>Read Chapter 10, Case Study 5</td>
</tr>
<tr>
<td>12-Oct</td>
<td>Products</td>
<td>Read Chapter 11, Review for test</td>
</tr>
<tr>
<td>19-Oct</td>
<td>Test 1</td>
<td>Test 1</td>
</tr>
<tr>
<td>26-Oct</td>
<td>Brands&gt;Products &amp; Services</td>
<td>Read Chapter 12 Case Study 6</td>
</tr>
<tr>
<td>2-Nov</td>
<td>Pricing Strategies</td>
<td>Read Chapter 13, Case Study 7</td>
</tr>
<tr>
<td>9-Nov</td>
<td>Distribution Decisions</td>
<td>Read Chapter 14, Case Study 8</td>
</tr>
<tr>
<td>16-Nov</td>
<td>Wholesale</td>
<td>Read Chapter 15, Case Study 9</td>
</tr>
<tr>
<td>11/23/HOLIDAY</td>
<td>Holiday</td>
<td>Read Chapter 16</td>
</tr>
<tr>
<td>30-Nov</td>
<td>PR</td>
<td>Read Chapter 17, Case Study 10</td>
</tr>
<tr>
<td>7-Dec</td>
<td>Personal Selling</td>
<td>Read Chapter 18</td>
</tr>
<tr>
<td>14-Dec</td>
<td>Test 2</td>
<td></td>
</tr>
</tbody>
</table>

**Class Management:**

As instructed, written assignments will be submitted through the listed assignment on the Blackboard site. You will create a word document, type your essay with the question included before the answer, and attach the document to an email which should be sent to: mmartin@coloradomtn.edu  
**ABSOLUTELY NO HAND WRITTEN OR PRINTED ASSIGNMENTS WILL BE ACCEPTED. Everything must be emailed in order to receive credit.**

*Include the following heading on each assignment document:  
Your name & email address  
Date & Assignment*

Save each document as follows: Your Last Name_Assignment  
If you do not use the proper heading and save as title, points will be deducted.

1) Plagiarism and cheating will result in student being dropped from class.  
2) Participation and Attendance will be recorded and students are expected to be in class. Students are expected to be punctual and in class at the appointed time. An excused absence is one that is called in before class. **Two unexcused absences will result in a drop of one letter grade, three may result in being dropped from the class and will be done at the sole discretion of the instructor.**  
3) Make-up tests are only given in case of an excused absence. Test will be announced and reviewed two weeks in advance.
4) Participation Papers are due at the beginning of class. Any papers submitted after class will result in half credit. Projects will not be accepted late.
5) Student names are required on all submitted work.
6) The instructor may alter any, or all, of this syllabus during the semester as the learning environment requires. Students will be notified in writing of changes.

NOTICE:

A student judged to have engaged in academic misconduct as defined in the “Academic Policies and Requirements” section of the Colorado Mountain College Student Handbook will, at a minimum, receive a “zero” for the work in question. The student may also be removed from the class, resulting in a failing grade. All student course material may be submitted to turnitin.com (or another anti-plagiarism program) at the instructor’s discretion. “Academic Expectations,” the “Student Code of Conduct and Judicial Process” and more information about academic misconduct can be found in the Student Handbook.

Students are responsible for course materials from assigned text(s) and reading, lectures, labs, and other assignments as required.

Attendance at all class meetings is expected and required for maximum success.

Students wishing to withdraw from this course must INITIATE the course withdrawal/drop process at the site Registration Office.

This class could be cancelled one week prior to the census date if a sufficient number of students are not enrolled by that date.
2. Service to the College

As a faculty member, I serve the college in many functions. I have serve on several committees, work with the District Marketing and Public Relations departments, and coordinate these functions on a campus level. This has proven a worthwhile endeavor as the SKB program has been utilized in many campaigns and in turn, grown our FTE. Additionally, I have a better perspective of how the College operates and understand how to navigate the channels in order to create new opportunities for the program.

Further, as I have served as Discipline Coordinator for CTE for the past three years, I have a better understanding of what our CTE programs need to be successful. This was a extremely helpful in putting the BSBA curriculum together as I could articulate our CTE-AAS needs in a way that allowed several of our CTE programs to become BSBA emphasis degrees. Through this joint venture, we can further our programs and grow the College as the “first choice” in education.

From a student and community aspect, I strive to integrate what we create for the College as a benefit for the community. A large number of our students go to work for our community and thus, I have incorporated local, regional, and national partners in our marketing campaigns. Additionally, my advising role with the Backcountry club has allowed me to grant educational opportunities for our students, our employees and our community as a whole.
2. A Committee Work

Alpine Campus Committee Membership

• 2005/2006 and 2007-Present-Alpine Campus Marketing Committee Chairman. In this capacity I have led and organized our campus marketing campaigns as well as created seven television episodes and three 30-second television ads as well as a few print campaigns for the newspaper. This has been a tremendous saving for the College in terms of production cost.

   Additionally, I have enabled several film companies (Teton Gravity/Ford Motor Company and Warren Miller) to shoot feature films and commercials at Colorado Mountain College.

• 2011- Faculty of Year committee- (Fred Hampel)

• 2010/11-Alpine Faculty Senate Secretary

• Summer 2010 -Selection Committee-Stephanie Fletcher

• 2006/2007-Registration Task Force-Over the course of a year we evaluated and created a list of action items to improve our registration process. The majority are in use today, which has streamlined our efforts.

• 2004 & 2006 Scholarship Committee-Provided input on students and help decide the Bill Hill Scholarship award

College Wide Committee Membership

• 2008-Present-Discipline Coordinator-Career Technical Education (CTE). I oversee the largest and most diverse pool of faculty for the College. It’s a tremendous task, but has served us well as we transition to a four-year institution by enabling greater information sharing.

• 2010- Present-Bachelor of Science Business Administration (BSBA) Development Team. Full time team member starting summer 2010 and continuing onto the present. Created several BSBA courses and contributed the overall design and function of the program.

• 2008-Present-Web Steering Resource Member-Helped as needed providing input from a faculty perspective on the new website redesign and CMS framework. Attended several meetings and provided feedback on demonstration versions of the CMS for our current website.

• 2009-TaskStream Pilot Program-Tested and provided feedback on the TaskStream assessment website portal a full year before it was unveiled to the college faculty. Used as a resource for instructing faculty on best practices for TaskStream for CTE and later, BSBA faculty.
• 2008-Inaugural Action Team Member-Employment Retention-Researched, evaluated, and made recommendations on employee retention for the College. Presented a report to CLT in December 2008, which implemented many ideas that we use today.

• 2004-Present-Active member in curriculum development and program revisions for the college CTE programs. This led to me to be the “pilot” program for new 5-year Program Review Process.
**Faculty Professional Development**
Peter Perhac, Chair
Kathy Kiser Miller
Cynthia Zyzda
Susan Good
Lindsey Royce
Susan Herman
Denise Roach

**Marketing**
Mike Martin, Chair
Fred Hampel
Tamara Coleman
Kathie Rudasics
Randy Rudasics

**Green Sustainability Committee**
Terry Hunter, Chair
Jeff Troeger
John Saunders
Brian Hoza
Shawndra Winter
Amy Phillips
Michael Brumbaugh
Cynthia Zyzda
David Willis
George Bagwell
Kathie Rudasics
Lynda Pruitt
Pam Burwell
Sameta Rush
Shawn Sigstedt
Alex Koermer
Bob Beck
Bob Gumbrecht
Carol Richards
Denise Roach
Chip VonThaden
Dai Kato
Derek Hodson
John Spezia
Lyn Halliday
Megan Moore-Kemp
Peter Perhac
Sandy Kent
Steve DeLong

**Strategic Planning**
Peter Perhac ?, Chair
Denise Roach
George Bagwell
Kathy Kiser-Miller
Pat Turner
Brian Hoza
Carol Richards
David Willis
Sandy Kent
Bob Beck
## 2011-2012 Discipline Team Chairs

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Chair</th>
<th>Email</th>
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<tbody>
<tr>
<td>AAA Academic Achievement</td>
<td>Cindy Graham</td>
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</tr>
<tr>
<td>AEC Architectural Engineering</td>
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<td>AER Aerospace</td>
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<tr>
<td>AGR Agriculture</td>
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<td>SAO Ski Area Operations</td>
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<td>SCI Science</td>
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<tr>
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<td>Spring Valley</td>
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<td>MAT – Roseanne Shephard</td>
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<td>Speech/Communications</td>
<td>ESL- Jenny Leroux</td>
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<td>Tom Buesch</td>
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<td>Vail-Eagle Valley</td>
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<td>▪ Elementary Education</td>
<td>Mark McCabe</td>
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Podcasting and the Colorado Mountain College Website

• Author
• Store/Distribution
• Access

Last Updated: November 8, 2011
Benefits

Increase communication pathways

Peer Review
- Student Projects
- Programs and Course

Move Learning from Memorization to R&D
What Can I Do With Podcasts?

**Educate**
- Create dynamic classroom projects
- Generate Blogs for student interaction
- Facilitate learning through online references (notes)

**Market**
- Showcase programs, courses and events

**Head Hunting**
- Bridge the gap between graduates and employers

**Promote**
- Graduates beyond their CMC days
Education

Podcast Features/
Benefits

Benefits of Podcasts
- The Engaging Factor
- Projects with Meaning

- Blog and Network
- Notes for Reference
- Tutorials
Showcasing the Future

Showcase Your:
- Courses
- Program
- Faculty
- Program Events
Graduate Placement

✓ Student Resumes
✓ Employment Posting
Graduate Promotion

Head Hunting
Allow Students to Demonstrate Abilities through the Internet
Getting Started

Three Steps

1) Author the Project
   Create Samples
   Storyboard
   Rubric
   Audacity (and others)

2) Store/Distribute
   Blip.TV (RSS Feed)
   CMC Web
   iTunes

3) Access
   RSS Feed
Create Useful Podcasts

A) Keep it Simple

B) Avoid Copyright Issues

C) Create a Schedule of Production

D) Include Outside Media
   Interviews/Tours/Events
# Useful Links

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<td><a href="http://www.blip.tv">http://www.blip.tv</a></td>
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<tr>
<td>SKB Faculty Page</td>
<td><a href="http://cmcskb.com/">http://cmcskb.com/</a></td>
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**FACULTY IN-SERVICE AGENDA**  
**ALPINE CAMPUS, May 8, 2008**

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<td>8-8:50AM</td>
<td>Cafeteria</td>
<td>Dr. Ann Harris</td>
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<td>Electronic Advising Workshop (Full-Time)</td>
<td>9-10:50AM</td>
<td>B204, 319, 321</td>
<td>Mark McCabe &amp; Crew</td>
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<tr>
<td>Research-based Instruction Integration Into Curriculum (Adjunct)</td>
<td>9-9:50AM</td>
<td>B220</td>
<td>Yuliya Lef, Rob Wang, Morgan Liddick, Tina Rosee</td>
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<tr>
<td>Professional Development Funds (Adjunct)</td>
<td>10-10:50AM</td>
<td>B220</td>
<td>Deb Loper, Lorraine Miller</td>
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**BREAKOUTS**

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<td>11-11:50AM</td>
<td>B319</td>
<td>Dr. Alice Bedard-Voorhees</td>
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<td>Podcasting</td>
<td>11-11:50AM</td>
<td>B221</td>
<td>Professor Michael Martin, Scott Cowdrey</td>
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<td>Second Life</td>
<td>11-11:50AM</td>
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<td>Professor Kathy Kiser-Miller</td>
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<td>Advanced Blackboard Training</td>
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<td>reTests for Instructors</td>
<td>11-11:50AM</td>
<td>B119</td>
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<td>IDEA</td>
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<td>Theresa Herbst</td>
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<td>Embedding Sustainability in the Curriculum</td>
<td>11-11:50AM</td>
<td>B121</td>
<td>Dr. John Saunders</td>
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**LUNCH WITH DR. STAN JENSEN**  
12:00-12:50PM CAFETERIA WITH RUSSELL & CREW
Recommendations for a Bachelor’s of Science in Business Administration (B.S.B.A.) Degree

Colorado Mountain College

September 10, 2010
Business Curriculum Development Workgroup

Fred Hampel
Jeff Troeger
Kathie Rudasics
Maureen Stepp
Mike Martin

Pat Turner
Susanna Spaulding
Terry Hunter
Tim Widmer

Sponsors:

Four-year New Program Development

A committee of the CMC AQIP Quality Team,

Meeta Goel & Lin Stickler, Quality Team Chairpersons
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Executive Summary

**Purpose of report:** Develop recommendations for a business-area bachelor’s degree curriculum and related resource and implementation guidelines.

**Guiding concepts:**
- “Completion” pathway from associate’s to bachelor’s
- Highly accessible to community and current students with traditional business school academic content and rigor
- Curriculum is recognizable to prospective employers and serious students as a traditional business degree
- Leverage current CMC program strengths and hallmarks

**Data-driven sources drive recommendations:**
- Discipline-specific expertise
- Benchmark best practices at other schools
- Minutes of other workgroups
- CMC Institutional Research surveys and CDHE data and policies

**Program name:** 8 of 11 public four-year business programs in Colorado use “Bachelor of Science in Business Administration” (B.S.B.A.) as the formal degree name.

**Program Requirements**
- 36 credits of general education, including:
  - ENG121, ENG122, COM115, MAT121, ECO201, ECO202, 8 credits natural science, 6 credits arts and humanities, and a new interdisciplinary upper-division course in Leadership, Ethics and Social Responsibility.
- 14 credits of lower-division business, including:
  - ACC121, ACC122, BUS216 Legal Environment and BUS217 Business Communication
- 25 credits upper-division business core courses
- 12 credits upper-division business electives
- Total of 40 upper-division credits, which implies that most students will take at least 20 lower-division credits during the junior and senior years. This is typical at most other schools.

**Optional Majors (24 credits) and Emphases (18 credits)** are available in current applied business areas (Accounting, Entrepreneurship, Resort Management, and Ski & Snowboard Business) and the new Sustainability program. Students with an A.A.S. degree in one of these areas will have completed the requirements for a major. Students with A.A. degrees that included lower-division business requirements as electives will be able to complete an “emphasis” within 120 total credits. Students without lower-division business courses in their associate’s degree will need more than 120 credits to complete a major or emphasis.

**Admissions Requirements**
- Applicants for the B.S.B.A. program must have a minimum of 45 college-level semester credit hours including 15 credits of state-guaranteed general education courses that must include ENG-121 English Composition I and MAT-121 College Algebra. *(As is typical at business schools, students don’t get accepted into the program until the junior year. 45 credits relaxes this a bit, and provides some flexibility for students)*
Students must have completed COM-115 Speech Communications and ACC-121 Accounting Principles I. (Much lighter than most b-schools’ requirements. Goal is to create flexibility for students with non-business backgrounds. Students can “make-up” some lower-division business courses in the junior year.)

Applicants must be in good standing with the last institution attended with a minimum 2.30 cumulative grade-point average. (Consistent with CDHE requirements for Adams State and Mesa State, the only other state colleges that offer two-year and 4-year degrees.)

A college degree (associate’s or bachelor’s) is required before a student can earn more than 15 upper-division credits at CMC. (Good for students, and good for CMC completion rates. Current policy requires 15 resident credits to earn a CMC degree)

Applicants who do not meet the minimum credit hour or grade-point average requirement will be reviewed by the CMC Admissions Committee under the state transfer window exception (CDHE allows for the window).

Graduation Requirements

Students must successfully complete a minimum of 120 semester hours of credit with an earned cumulative grade-point average of 2.00 for all CMC hours attempted and included in the GPA computation for graduation. (Typical of other public colleges)

Students must earn a minimum of 30 of their last 60 credit hours in residence with a minimum of 2.00 GPA for all residence hours completed for graduation. (More relaxed than most other public colleges)

Students must successfully complete a minimum of 40 credit hours of upper-division courses (300-499). Upper-division courses must be earned through a four-year program. (Typical)

Students must successfully complete all requirements for any optional approved major or emphasis area prior to the awarding of a degree. (Typical)

Students must complete all B.S.B.A. Program Requirements as detailed in Table 1.

Program Length

Most students can complete the B.S.B.A. in two years, regardless of associate’s degree area. Students with degrees in “feeder programs” (Any A.A. degree and A.A.S. degrees in applied business areas) can complete in 60 credits.

Program Duplication is a concern for CDHE and state policy makers. However, business in the most popular degree program (16 percent of all four-year degrees) and demand is strong. No business degree in Colorado offers majors in Ski & Snowboard Business or Sustainability, two popular specialties in the mountain area. Also, there are only a few Resort Management specialties in public Colorado business programs, and their course offerings are not as deep as CMC’s program.

Student demographics of B.S.B.A. students will likely mirror current CMC graduates. According to the CMC 2009/10 Graduates Survey:

- Two-thirds of graduates are full-time
- 48 percent are “traditional” students, defined as less than 25 years of age.

Due to prerequisites, upper-division core courses in the B.S.B.A. program must be offered in a prescribed 4-term sequence. The sequence can begin in any term, and at any campus, where there is sufficient student demand, classroom space, and faculty. Upon sufficient demand, accelerated 8-week sequences are an option. However, since one-third of the courses that students will take are offered in traditional 15-week terms (a variety of general education and lower-division business courses), it is
advisable to maintain the 15-week structure. Also, 15-week courses appeal to a wider range of students.

For every 100 full-time students in the B.S.B.A. program, approximately 30 additional course sections are needed (assuming 5 courses per term per student and an average class size of 17 students). Approximately one-third (10 sections) are lower-division courses currently offered at CMC.

Thirty students are sufficient for a campus to offer 2 course sequences (a sequence is 5 courses per semester).

If there are fewer than 100 students admitted each year college-wide, no campus will likely meet the 30-student threshold needed to offer more than one course sequence, and therefore unlikely to support additional full-time faculty because no single individual is qualified to teach all of the core B.S.B.A. courses. However, 150 new students per year will support as many as 4 additional full-time faculty after the first year, depending on how enrollment is distributed. With 4 full-time business faculty each teaching 5 sections per semester, 25 sections per semester will be taught by adjunct faculty. Admission of 300 students per year translates to 16 new full-time faculty and 25 sections to be taught by adjunct faculty.

The current CMC adjunct faculty pay rate is too low to attract the quantity of qualified faculty that is needed.

At least one career services specialist is needed to assist employers and coordinate the student recruitment and interview activities at the campuses. Given college-wide accountability, this person should report to the VP of Student Affairs. Additional campus-level student services staff should be added in proportion to the increase in overall enrollment.

Consistent with other four-year institutions, an administrative position is needed to provide faculty recruitment and leadership, logistical planning, quality control, and accountability for the success of the B.S.B.A. program.

For out-of-distict students, a $50 per credit hour tuition and/or fee differential to CMC’s standard tuition rate is appropriate. Published research implies that enrollment in CMC’s B.S.B.A. program will decrease by about 0.25 percentage points for every $100 increase in tuition and fees. The low tuition sensitivity means that a tuition and/or fee differential for upper-division courses will generate about 9 times as much additional revenue as will be lost from the lower enrollment caused by the higher student prices. For example, if there are 100 in-state, out-of-distict FTE when CMC’s Fall 2011 in-state tuition rate is $90, a $50 per credit hour increase in tuition will cause enrollment to decline to 96.25 FTE. For the academic year, the higher tuition will create $134,250 of additional revenue, and slightly lower operating costs.
Statement of Purpose
The business curriculum workgroup was engaged by the 4-Year New Program Development Team, a committee of Colorado Mountain College (CMC) AQIP Quality Team, to develop recommendations for a bachelor’s degree curriculum and related resource and implementation guidelines. The intended audience of this report are all levels of decision makers at CMC. It is intended for internal use only.

The workgroup sought to create a program that is highly accessible to community members and current students, yet similar in content and academic rigor to business programs at other 4-year colleges. Simplicity was an important consideration given the challenges of implementing a new program across multiple campuses.

The concept of a “completion” program that sequences a bachelor’s degree to existing CMC associate's degrees determined the curriculum structure. Standard 4-year business program conventions and traditions were followed, especially in the core curriculum. Advanced elective courses, majors and areas of emphasis reflect the expertise of current faculty resources, perceived community needs, and the interests of current CMC business students.

The workgroup was comprised of all current full-time CMC business-area faculty. As a whole, the workgroup possesses practical business experience and substantial academic expertise in all major business fields. In addition, some workgroup members have substantial full-time teaching experience at the bachelor’s and graduate levels.

Sources Relied Upon
In developing its recommendations, the workgroup relied on its experience and knowledge of current trends in the business-area academic fields. Substantial external sources were also consulted. In an attempt to discover and incorporate best practices, benchmark research was compiled and evaluated. Particular attention was paid to Colorado public colleges and universities, as well as comprehensive community colleges in Florida and other states that offer bachelor’s degrees in business. In addition, the policies of the Colorado Department of Higher Education (CDHE) were followed when appropriate. External sources include the following:

- Association to Advance Collegiate Schools of Business website
- College catalogs (numerous)
- CDHE enrollment and tuition data
- CDHE admissions policies
- CMC 2009/10 Graduates Survey
- CMC Sustainability (Green) Survey (2009)
- CMC 2009/10 CMC Declared Majors Survey
- CMC Student Degree Preference Survey (2009)
- CMC Resident Survey (2010, Vision Engine Consulting and Research, LLC)
- Minutes of Graduation Requirements Workgroup
- Minutes of Sustainability Curriculum Workgroup
- Hemelt, Steven W. and Marcotte, Dave E., Rising Tuition and Enrollment in Public Higher Education. IZA Discussion Paper No. 3827.
Program Overview

The Bachelor of Science in Business Administration (B.S.B.A.) degree at Colorado Mountain College will prepare students to enter a wide range of careers in the private or public sectors, or to enter graduate programs. The degree develops broadly educated individuals who are able to analyze and solve business-related problems in rapidly changing environments.

The B.S.B.A. program is unique in Colorado because it requires a prior degree, usually an associate’s degree, before the B.S.B.A. is completed. As a “completion” degree, it allows students to build upon their two-year specialties and general education as complements to baccalaureate-level business studies. Requiring students to earn an associate’s degree while pursuing the B.S.B.A. provides formal recognition of academic accomplishment at prescribed intervals.

Prospective students not holding a college degree can begin at CMC with a two-year degree in their chosen field of study and then progress to a four-year degree using the B.S.B.A. This degree will provide students upward mobility in their career and prepare them for professional positions in accounting, finance, marketing and management. Upon completion of the program, students will be technically and academically prepared for leadership positions in their chosen industries and business professions.

The B.S.B.A. core courses will provide students with a foundation in each of five business functions: accounting, finance, marketing, information systems and management. The program offers flexibility to allow students to shape their learning to fit their individual needs. Specific lower-division (courses numbered 100-299) general education requirements include Public Speaking, College Algebra, Microeconomics, and Macroeconomics. Beyond general education, students will take 14 lower-division business credits, 28 upper-division (courses numbered 300-499) credits, and 12 credits of upper-division business electives. (Table 1) The 12 credits of upper-division business electives will permit individual campuses to leverage the expertise and talent that is available locally, or customize the program to specific community needs.

Students can also earn an optional emphasis (18 credits) or major (24 credits). Emphases and majors are available in Accounting, Entrepreneurship, Resort Management, Ski & Snowboard Business, and Sustainability. These major areas represent the hallmarks of current CMC business programs and faculty, and provide solid footing upon which to build the CMC B.S.B.A. program.

The program is designed to be completed in four terms. Because the B.S.B.A. degree is an upper-division program, the curriculum is a progressive sequence. Most courses have prerequisites. Thus, upper-division courses must be offered in a specific sequence that can begin in any term.

Four-year business curricula are relatively standard across the United States. To recruit students, it is important that the program courses are recognizable and comparable to other programs. Standardizing the curriculum helps to establish transferability and credibility among employers and other colleges. Table 12 details the core course requirements for CMC’s proposed B.S.B.A. degree.
# Table 1: B.S.B.A. Program Requirements

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<td>MAT-121 College Algebra</td>
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<td>ECO-201 Principles of Macroeconomics</td>
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<td>ECO-202 Principles of Microeconomics</td>
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<td>ACC-121 Accounting Principles I</td>
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<tr>
<td>ACC-122 Accounting Principles II</td>
<td>4</td>
</tr>
<tr>
<td>BUS-216 Legal Environment of Business</td>
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<td>BUS-217 Business Communication &amp; Report Writing</td>
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<td>INS-324 Advanced Computer Applications for Business</td>
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<td>MAR-326 Contemporary Marketing</td>
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<td>ECO-327 Data Analysis for Managers</td>
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<td>MAN-328 Contemporary Management</td>
<td>3</td>
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<td>INS-334 Management Information Systems</td>
<td>3</td>
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<td>MAN-488 Business Strategy</td>
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<td>MAN-490 Global Business</td>
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<td>Electives: Students will take 4 of the following courses:</td>
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<td>ACC-335 Accounting for Business Managers</td>
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</tr>
<tr>
<td>ECO-429 Economics for Managerial Decisions</td>
<td></td>
</tr>
<tr>
<td>FIN-423 Investment &amp; Portfolio Analysis</td>
<td></td>
</tr>
<tr>
<td>FIN-433 Financial Management of the Business Firm</td>
<td></td>
</tr>
<tr>
<td>MAR-336 Consumer Behavior</td>
<td></td>
</tr>
<tr>
<td>MAR-346 Professional Selling</td>
<td></td>
</tr>
<tr>
<td>MAR-426 Product Strategy</td>
<td></td>
</tr>
<tr>
<td>MAR-446 Advertising &amp; Promotion Strategy</td>
<td></td>
</tr>
<tr>
<td>MAN-337 Management Decision Support Systems</td>
<td></td>
</tr>
<tr>
<td>MAN-348 Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>MAN-427 Effective Project Management</td>
<td></td>
</tr>
<tr>
<td>MAN-498 Leadership &amp; Management for Change</td>
<td></td>
</tr>
<tr>
<td>SUS-430 Sustainable Business</td>
<td></td>
</tr>
<tr>
<td>SUS-330 Sustainable Economics</td>
<td></td>
</tr>
</tbody>
</table>

| Electives (includes associates degree courses, and may be applied towards a major or emphasis) | 33 |
| Total Credits:                                                                                   | 120 |

*CMC Guaranteed Transfer science courses are 4- or 5-credits with labs.*
Majors and Emphases

Students in the B.S.B.A. program have the option to earn a Major or Emphasis in Sustainability or one of CMC’s applied business programs such as Accounting, Entrepreneurship, Resort Management, or Ski & Snowboard Business. Courses required for the major must be earned before completion of the B.S.B.A. degree. Students who have completed an A.A.S. degree in Accounting, Entrepreneurship, Resort Management, or Ski & Snowboard Business will have earned a major in the respective applied business field upon completion of the B.S.B.A. degree.

Accounting (Major and Emphasis)

25 credits are required for a major in Accounting, 18 credits are required for an emphasis. Students choose from ACC courses numbered ACC-131 or higher, as well as ACC-115 Payroll Accounting and MAN-225 Managerial Finance.

Entrepreneurship (Major and Emphasis)

24 credits are required for a major, 18 credits are required for an emphasis in Entrepreneurship. The following courses are required:

- BUS-102 Entrepreneurial Operations
- MAN-216 Small Business Management

Students select the remaining courses for the major or emphasis in Entrepreneurship from the following:

- BUS-203 Introduction to International Business
- BUS-204 Introduction to E-Business
- BUS-241 Cultural Diversity in Business
- MAN-224 Leadership
- MAN-225 Managerial Finance
- MAN-226 Principles of Management
- MAR-216 Principles of Marketing
- PHI-205 Business Ethics
- MAR-222 Implementing E-Commerce
- MAR-217 E-Commerce Marketing

Resort Management

25 credits are required for a major. For the emphasis, students choose 18 credits from the list below. The following courses are required for the major in Resort Management:

- HOS-110 Introduction to Hospitality
- HOS-139 Housekeeping Management
- HOS-140 Front Office Procedures
- HOS-148 Introduction to Food & Beverage Management
- HOS-221 Basic Hotel & Restaurant Accounting
- HOS-226 Supervision in the Hospitality Industry
- HOS-242 Hotel Sales and Marketing
- HOS-250 Food, Beverage & Labor Cost Control
- HOS-287 Work Experience I
Ski & Snowboard Business
24 credits are required for a major in Ski & Snowboard Business, 18 credits are required for an emphasis. Students choose from SKB courses as well as MGB-102 Introduction to Multimedia and HOS-215 Training and Development.

Sustainability
24 credits are required for a major. For the emphasis, students choose 18 credits from the list below. The following courses are required for the major in Sustainability:
- SUS-330 Sustainable Economics (3 credits)
- SUS-430 Sustainable Business (3 credits)
Students select the remaining courses for the major or emphasis in Sustainability from the following:
- SUS-300 Foundations of Sustainability
- SUS-301 Systems Thinking and Sustainability
- SUS-310 Ecology & Sustainability (4 credits)
- SUS-311 Integrated Science for Sustainability
- SUS-320 Literature for Change
- SUS-331 Culture and Place Based Equity
- SUS-410 Conservation Biology (4 credits)
- SUS-420 Writing for Sustainability
- SUS-421 Fostering Sustainable Behavior
- SUS-431 Social Entrepreneurship
- SUS-499 Sustainability Capstone (4 credits)

Admissions Requirements
- Applicants for the B.S.B.A. program must have a minimum of 45 college-level semester credit hours including 15 credits of state-guaranteed general education courses that must include ENG-121 English Composition I and MAT-121 College Algebra.
- Students must have completed COM-115 Speech Communications and ACC-121 Accounting Principles I.
- Applicants must be in good standing with the last institution attended with a minimum 2.30 cumulative grade-point average.
- A college degree (associate’s or bachelor’s) is required before a student can earn more than 15 upper-division credits at CMC.
- Applicants who do not meet the minimum credit hour or grade-point average requirement will be reviewed by the CMC Admissions Committee under the state transfer window exception.
Graduation Requirements

- Students must successfully complete a minimum of 120 semester hours of credit with an earned cumulative grade-point average of 2.00 for all CMC hours attempted and included in the GPA computation for graduation.
- Students must earn a minimum of 30 of their last 60 credit hours in residence (courses taken from CMC) with a minimum of 2.00 GPA for all residence hours completed for graduation.
- Students must successfully complete a minimum of 40 credit hours of upper-division courses (300-499). Upper-division courses must be earned through a four-year program.
- Students must successfully complete all requirements for any optional approved major or emphasis area prior to the awarding of a degree.
- Students must complete all B.S.B.A. Program Requirements as detailed in Table 1.

Program Length

The B.S.B.A. degree requires 120 college-level credits including credits earned in a prior associate’s or bachelor’s degree. Students who have earned an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from any Colorado community college will be able to complete the B.S.B.A. degree in 60 credits.

The B.S.B.A. curriculum is designed to complement CMC Associate of Applied Science (A.A.S.) degrees in Accounting, Entrepreneurship, Resort Management, and Ski and Snowboard Business. Graduates of these programs can complete the B.S.B.A. degree in 60 credits, depending on prior coursework. Likewise, it is possible for graduates of most other CMC A.A.S. degrees to complete the B.S.B.A. in four semesters (Table 2).

Students who have earned CMC A.A.S. degrees can shorten the number of courses needed to complete the B.S.B.A. degree by meeting the requirements of their A.A.S. degree with required B.S.B.A. degree courses such as MAT-121 College Algebra, ENG-121 English Composition I, and COM-115 Public Speaking. Students interested in pursuing the B.S.B.A. degree should consult an academic advisor or counselor early in their A.A.S. degree program.
Program Name

The name of an academic degree is a significant mark that permanently identifies a graduate’s academic background. Especially in business fields, the degree name is often used to screen candidates for minimum qualifications for entry-level, professional and executive career positions. Whether perceived or real, the name imparts significant information about the degree holder. Thus, the name of the degree cannot be taken lightly.

The name of CMC’s baccalaureate program in business should be recognizable to prospective students, employers, and the admissions committees of major graduate programs. In Colorado, the most common name for baccalaureate business degree is Bachelor’s of Science in Business Administration, or B.S.B.A. (Table 3). The use of “B.S.B.A.” by Colorado public colleges and universities is consistent with schools in other states.

Western State College and Fort Lewis State College are self-proclaimed “public liberal arts” colleges, and therefore use the B.A. moniker. Mesa State uses a B.A.S. to differentiate its lower upper-division requirement of 33 credits from their standard B.B.A. requirement of 40 upper-division credits. CMC’s B.S.B.A. will require 40 upper-division credits.

Table 2: Estimated Number of Credits for CMC A.A.S. Degree Graduates to Complete the B.S.B.A. Degree
(Assumes A.A.S. degree requirements are met with B.S.B.A. degree requirements where appropriate.)

<table>
<thead>
<tr>
<th>Associate of Applied Science (A.A.S.) Degree</th>
<th>Number of Credits to Complete B.S.B.A. Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>59</td>
</tr>
<tr>
<td>Culinary Arts</td>
<td>74</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>80</td>
</tr>
<tr>
<td>Emergency Medical Technician</td>
<td>72</td>
</tr>
<tr>
<td>Fire Science</td>
<td>73</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>71</td>
</tr>
<tr>
<td>Historic Preservation</td>
<td>76</td>
</tr>
<tr>
<td>Integrated Energy Technology</td>
<td>69</td>
</tr>
<tr>
<td>Medical Assistant</td>
<td>67</td>
</tr>
<tr>
<td>Natural Resource Management</td>
<td>69</td>
</tr>
<tr>
<td>Nursing</td>
<td>73</td>
</tr>
<tr>
<td>Paralegal</td>
<td>73</td>
</tr>
<tr>
<td>Professional Photography</td>
<td>71</td>
</tr>
<tr>
<td>Resort Management</td>
<td>60</td>
</tr>
<tr>
<td>Ski Area Operations</td>
<td>66</td>
</tr>
<tr>
<td>Ski &amp; Snowboard Business</td>
<td>60</td>
</tr>
<tr>
<td>Veterinary Technology</td>
<td>73</td>
</tr>
</tbody>
</table>

Western State College and Fort Lewis State College are self-proclaimed “public liberal arts” colleges, and therefore use the B.A. moniker. Mesa State uses a B.A.S. to differentiate its lower upper-division requirement of 33 credits from their standard B.B.A. requirement of 40 upper-division credits. CMC’s B.S.B.A. will require 40 upper-division credits.
**Program Duplication**

Business is one of the most popular four-year degree programs. Among public colleges and universities in Colorado, about 16 percent of all four-year degrees are in business or a business field. (CDHE) Business degrees prepare students for an abundant array of career opportunities.

CMC’s B.S.B.A. degree program includes substantial majors and emphases in five applied business areas: Accounting, Entrepreneurship, Resort Management, Ski and Snowboard Business, and Sustainability. Each of these areas leverages current college resources and expertise. In addition, the programs were originally developed in response to community needs.

Accounting specializations are offered at all public four-year institutions in Colorado except the Colorado School of Mines. Accounting curricula are relatively standard across North America, and are geared toward preparing students for professional exams. The CMC accounting
program is no different as it has long been equivalent in rigor and breadth to that of 4-year institutions.

CMC’s Entrepreneurship program was established in 2007 in response to community needs. Many four-year business programs offer a few courses in entrepreneurship. However, none have the breadth of dedicated course offerings as CMC.

Given the importance of the resort and hospitality industries in the CMC district communities, it is no surprise that Resort Management has long been a strong program at CMC. CMC’s Resort Management program faculty are well connected to the industry both locally and nationally. The program serves as a curriculum model for professional education programs nationwide. Metro State and CSU Fort Collins also have strong programs, but they are not housed in their business schools nor considered an applied business program, and therefore do not have the “management” emphasis. Among business programs, Western State has a Resort Management Program and Fort Lewis and Mesa State offer a few courses in the resort, travel and hospitality fields. CMC’s Resort Management major requires 24 credits of dedicated Resort Management courses, a level of depth that is unmatched in Colorado.

The Ski and Snowboard Business program at CMC is the only program of its kind in Colorado and is a hallmark of CMC. The program supplies skilled workers and trained professionals to the winter sports industries that drive the inner-mountain economy.

Currently, no business degree program in Colorado offers a major in Sustainability. The B.S.B.A. and B.A. in Sustainability programs cross pollinate with common courses, and the major in Sustainability provides a pathway for business students to delve deep into the interdisciplinary complexities surrounding the major contemporary challenges facing society. Surveys conducted by CMC Institutional Research demonstrate the strong interest in the mountain communities.
Table 4: Business Program Majors and Concentrations

<table>
<thead>
<tr>
<th></th>
<th>Accounting</th>
<th>Entrepreneurship</th>
<th>Resort Management</th>
<th>Ski &amp; Snowboard Business</th>
<th>Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams State</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU-Ft. Collins</td>
<td>X 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSU-Pueblo</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU-Boulder</td>
<td>X 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU-Denver</td>
<td>X 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CU-Springs</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fort Lewis</td>
<td>X 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mesa State</td>
<td>X X 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metro State</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNC</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western State</td>
<td>X 0 X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X = substantial major with 5 or more courses
0 = Four or fewer courses

Student Demographics

The demographics of students pursuing a B.S.B.A. degree at CMC will be similar to current graduates of CMC. According to the CMC 2009/10 Graduates Survey:

- Two-thirds of graduates are full-time
  - Implication: Since completion program students must have an associate’s degree, it is reasonable to expect that two-thirds of the CMC Bachelor’s students will be full-time.
• 48 percent are “traditional” students, defined as less than 25 years of age.
  o Implication: Bachelor’s courses will have a fairly even mix of traditional and non-traditional students.
• 85 percent plan to continue their education; of those, 69 percent plan to take web-based courses.
  o Implication: Most students who graduate from CMC plan to continue their degree by taking online courses, likely because there are no other options for them.

Program Learning Outcomes
Upon completion of the CMC B.S.B.A. Degree Program, students will be able to:

1. Communicate in a variety of domains, including writing, speaking, listening and reading, while respecting the impact of technology on effective communication.
2. Use critical thinking skills to evaluate the practical implications of organizational policies, decisions and strategy.
3. Identify, research, analyze, and solve complex business problems using appropriate technological and analytical tools.
4. Identify and communicate the variety of risks and opportunities of doing business in a global environment.
5. Identify, evaluate and articulate defensible resolutions to practical social responsibility and ethical dilemmas.
6. Demonstrate knowledge in the various management areas including computer information systems, accounting, marketing, economics, finance, leadership, strategy, and management science.

Program Assessment
The B.S.B.A. program learning outcomes are mapped to required program courses. The course that best supports each program outcome will be used to assess student competency. Assessment instruments will be derived from an assortment of class activities that may include research projects, presentations, written exams, computer skills applications, consulting projects, business plans, and case study analyses.

Each semester, data will be collected for each learning outcome from all instructors who teach the required program courses. The discipline assessment coordinator and/or the B.S.B.A. program coordinator are responsible for collecting the data. Competency metrics, averaged across course sections for each course outcome, are benchmarked so that comparisons can be made. Competency rates outside of an acceptable range or trending in an unfavorable direction will flag a learning outcome for further review. Faculty will collaborate to identify possible pedagogical or systematic approaches to improve competency of the program outcomes. A plan will be implemented each semester to actualize the changes and measure the results.
AACSBAccreditation

AACSBAccreditation is not foreseeable for CMC’s B.S.B.A. program. In Colorado, there are 8 AACSBAccredited business schools. CMC’s peer baccalaureate institutions in Colorado, i.e., Metro State College, Western State College, Colorado State University-Pueblo, Mesa State College, and Adams State College, are not AACSBAccredited.

Course Sequence and Implementation

The B.S.B.A. program requires a minimum of 4 terms to complete. Due to prerequisites, upper-division core courses in the B.S.B.A. program must be offered in the following sequence:

First Term:
• INS-324 Advanced Computer Applications for Business
• MAR-326 Contemporary Marketing
• MAN-321 Leadership, Ethics and Social Responsibility

Second Term:
• MAN-328 Contemporary Management
• INS-334 Management Information Systems
• FIN-325 Essentials of Finance
• ECO-327 Data Analysis for Managers

Third Term:
• MAN-490 Global Business
• Upper-division Business Elective
• Upper-division Business Elective

Fourth Term:
• MAN-488 Business Strategy
• Upper-division Business Elective
• Upper-division Business Elective

Upper-division B.S.B.A. electives can be offered in any term after the first year of the program.

The diverse student body requires a diverse course schedule. B.S.B.A. course sequences can be offered as evening, day, or weekend formats. Once a sequence is initiated, the format should remain consistent for all four terms. Upon sufficient demand, a sequence can begin in any term. Terms may be any length. However, since students will take existing lower-division courses and new upper-division courses simultaneously, the traditional 15-week CMC semester is recommended.

1 Association to Advance Collegiate Schools of Business
The use of summer terms and weekend course schedules should depend on sufficient demand.

While no upper-division course will be offered online, required lower-division courses are currently offered online and at most campus sites. To ensure college-wide availability of the B.S.B.A., it is assumed that the Virtual Campus will regularly offer the course sequence through the IVS system. It is anticipated that the majority of upper-division course sequences will be offered at campuses that have adequate student demand, space, computer labs, and faculty (see Faculty Qualifications section). The decision to offer a B.S.B.A. course sequence is assumed to be made at the campus level where demand, facilities and available faculty can be assessed.
Table 5: Course Sequence for students entering with required lower-division business courses. Advised electives include courses used to satisfy a major or emphasis.

<table>
<thead>
<tr>
<th>Required Pre-Bachelor's</th>
<th>Recommended Pre-Bachelor's</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ACC-121</td>
<td>• ACC-122</td>
<td>• INS-324</td>
<td>• MAN-328</td>
<td>• MAN-490</td>
<td>• MAN-488</td>
</tr>
<tr>
<td>• COM-115</td>
<td>• BUS-216</td>
<td>• MAR-326</td>
<td>• INS-334</td>
<td>• Advised Upper-Division Business Elective</td>
<td>Advised Upper-Division Business Elective</td>
</tr>
<tr>
<td>• ENG-121</td>
<td>• BUS-217</td>
<td>• SUS-321</td>
<td>• FIN-325</td>
<td>• Advised Upper-Division Business Elective</td>
<td>Advised Upper-Division Business Elective</td>
</tr>
<tr>
<td>• MAT-121</td>
<td>• ECO-201</td>
<td>• Gen. Ed. or Advised Electives</td>
<td>• ECO-327</td>
<td>• Gen. Ed. or Advised Electives</td>
<td>Gen. Ed. or Advised Electives</td>
</tr>
<tr>
<td></td>
<td>• ECO-202</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6: Course Sequence for students entering without the required lower-division business courses. ACC-121 and COM-115 must be taken prior to the first fall semester. Students may also take general education and advised lower-division electives during the summer term.

<table>
<thead>
<tr>
<th>Required Pre-Bachelor's</th>
<th>1st Semester</th>
<th>2nd Semester</th>
<th>3rd Semester</th>
<th>4th Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC-121</td>
<td>INS-324</td>
<td>MAN-328</td>
<td>MAN-490</td>
<td>MAN-488</td>
</tr>
<tr>
<td>ENG-121</td>
<td>SUS-321</td>
<td>FIN-325</td>
<td>Advised Upper-Divison Business Elective</td>
<td>Advised Upper-Divison Business Elective</td>
</tr>
<tr>
<td>MAT-121</td>
<td>ACC-122</td>
<td>ECO-327</td>
<td>Gen. Ed. or Advised Electives</td>
<td>Gen. Ed. or Advised Electives</td>
</tr>
<tr>
<td></td>
<td>BUS-216</td>
<td>ECO-201</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUS-217</td>
<td>ECO-202</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Demand for the B.S.B.A. Degree

Bachelor’s degrees are far more popular than associate’s degrees. In 2009, public colleges and universities in Colorado awarded 27,785 four-year degrees and 12,767 two-year degrees (CDHE). Of the 4-year degrees, 4,469, or 16 percent, were in business fields. There were 5 times as many 4-year degrees awarded in business as there were 2-year degrees. Thus, the implications are that CMC can expect 2 to 5 times more B.S.B.A. graduates than recent 2-year graduates in the business feeder programs.

Most admitted students for Fall 2011 will have completed one of the program’s “feeder” associate’s degrees. Feeder programs allow students to take lower-division business courses that are required for the bachelor’s program. They are:

- AA-Business Transfer
- AAS-Accounting
- AAS-Entrepreneurship
- AAS-Resort Management
- AAS-Ski Area Operations
- AAS-Ski and Snowboard Business

According the CMC 2009/10 CMC Declared Majors Survey, there are 627 declared majors in the feeder programs. Of these declared majors, 225 are based in Steamboat, 92 in Summit County, 86 in Timberline, and 71 at the Roaring Fork Campus.

Feeder programs are reliable estimators for the B.S.B.A. program because they represent students who are 1) interested in business as a career, and 2) have already selected CMC. For the first year of the B.S.B.A., it is likely that most students will be continuing students.

Assuming:
- No constraint on classroom space,
- Courses are offered where and when students want to take them,
- Two-year completion rate of 20 percent of declared majors, and 50 percent of those who complete a 2-year degree in a feeder program in the 2010/11 school year will pursue the B.S.B.A. degree;

the following B.S.B.A. enrollments will occur merely from continuing students:

<table>
<thead>
<tr>
<th>Leadville</th>
<th>Steamboat</th>
<th>RFC</th>
<th>Summit</th>
<th>Vail</th>
<th>Aspen</th>
<th>Rifle</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>23</td>
<td>7</td>
<td>9</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>63</td>
</tr>
</tbody>
</table>

The above projections do not include non-continuing students such as:
- Students with general A.A. and A.S. degrees that want to pursue the B.S.B.A.
- Community students who have a two-year degree or equivalent
- Students who transfer from other colleges
In future years, the B.S.B.A. program will attract more transfer students and students outside of the local communities. The number of non-continuing students who will apply to the B.S.B.A. program is difficult to project. If campuses near larger population centers attract 20 non-continuing students, and smaller communities each add 10 non-continuing students, enrollments will be distributed as follows:

Table 8: Total Projected Annual Enrollment in the B.S.B.A. Program

<table>
<thead>
<tr>
<th>Leadville</th>
<th>Steamboat</th>
<th>RFC</th>
<th>Summit</th>
<th>Vail</th>
<th>Aspen</th>
<th>Rifle</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>43</td>
<td>33</td>
<td>37</td>
<td>19</td>
<td>13</td>
<td>15</td>
<td>179</td>
</tr>
</tbody>
</table>

B.S.B.A. enrollment of 179 students, or almost 3 times the number of students who earn a two-year degree in a business feeder program, is a reasonable long-run estimate considering that statewide there are 5 times as many B.S.B.A. degrees awarded as two-year business degrees.

**Other Considerations:**
- In future years, the bachelor’s programs will attract students to CMC who would not have otherwise considered a community college. Given acceptable quality control, the program can grow steadily in subsequent years.
- Feeder programs related to the ski and resort industries attract a higher-than-normal percentage of students from out-of-state, which is a consideration for modeling revenue.

**Campus-level Demand**

For every 100 full-time students in the B.S.B.A. program, approximately 30 additional course sections are needed (assuming 5 courses per term per student and an average class size of 17 students). Approximately one-third (10 sections) are lower-division courses currently offered at CMC, including basic general education courses, required business courses, and courses required for an optional major or emphasis in one of the applied business areas in Ski and Snowboard Business, Resort Management, Accounting, or Entrepreneurship. Approximately two-thirds (20 sections) will be new upper-division courses.

The additional sections will be spread across the college campuses depending on which campuses offer the program. Current demand for CMC’s 2-year applied business programs is the best indicator of how future demand for the B.S.B.A. degree will be spread across the college. Taken as a whole and after adjusting for duplicates in distance learning, CMC’s Declared Major Survey provides a reliable estimation of business program interest across the college:
Table 9: Number of Declared Majors in B.S.B.A. Feeder Programs

<table>
<thead>
<tr>
<th>Feeder Program</th>
<th>Timberline</th>
<th>Alpine</th>
<th>Roaring Fork</th>
<th>Summit</th>
<th>Vail</th>
<th>Aspen</th>
<th>Rifle</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA-Business</td>
<td>9</td>
<td>68</td>
<td>41</td>
<td>54</td>
<td>32</td>
<td>11</td>
<td>13</td>
<td>271</td>
</tr>
<tr>
<td>AAS-Accounting</td>
<td>4</td>
<td>9</td>
<td>21</td>
<td>18</td>
<td>13</td>
<td>6</td>
<td>13</td>
<td>93</td>
</tr>
<tr>
<td>AAS-Entrepreneurship</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>AAS-Resort Management</td>
<td>0</td>
<td>52</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>68</td>
</tr>
<tr>
<td>AAS-Ski &amp; Snowboard</td>
<td>0</td>
<td>95</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>113</td>
</tr>
<tr>
<td>AAS-Ski Area Operations</td>
<td>69</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>74</td>
</tr>
<tr>
<td>Total</td>
<td>86</td>
<td>225</td>
<td>71</td>
<td>92</td>
<td>50</td>
<td>17</td>
<td>28</td>
<td>569</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>15%</td>
<td>40%</td>
<td>12%</td>
<td>16%</td>
<td>9%</td>
<td>3%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Percent of Total AA-Business and AAS-Accounting</td>
<td>4%</td>
<td>25%</td>
<td>20%</td>
<td>23%</td>
<td>14%</td>
<td>5%</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

Even though Ski & Snowboard Business, Ski Area Operations and Resort Management are strong feeder programs for the B.S.B.A., they have not been offered college-wide in a classroom setting, and thus may not be reliable estimates for college-wide demand allocations. However, AA-Business and AAS-Accounting courses are offered at every campus and can be used to estimate the portion of total college-wide B.S.B.A. demand at each campus.

Initially, it is expected that demand for B.S.B.A. courses will be strongest at the Alpine campus with 25 to 40 percent of the total program enrollment. Summit and Roaring Fork campuses will also have strong enrollment in this program. Vail and Timberline campuses are expected to have enough students to offer the B.S.B.A. program course sequence every year. IVS is available for students who are at campuses that do not have sufficient enrollment to offer the program course sequence.

Thirty students are sufficient for a campus to offer 2 course sequences (perhaps a day and a night sequence). A weekend course sequence could be offered upon sufficient demand.

The B.S.B.A. program course sequence requires 3 or 4 upper-division courses to be offered each term. With 30 students in the first year, a campus could expect to offer 2 sections of each of three upper-division courses each term (6 total). If there are 60 students, the campus may be able to offer 4 sections of each of the three courses (12 total), and so on. However, it is not clear whether there is classroom space available at the time when students prefer to take classes. Ultimately, classroom space will be the bottleneck to program enrollment growth.
Table 10: Number of Course Sections Needed for New Upper-division Courses

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>Timberline</th>
<th>Alpine</th>
<th>Roaring Fork</th>
<th>Summit</th>
<th>Vail</th>
<th>Aspen</th>
<th>Rifle</th>
<th>Distance IVS</th>
<th>College-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100 Newly Admitted Students per Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td>5</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td>15</td>
<td>5</td>
<td>5</td>
<td>(20)</td>
<td>100</td>
</tr>
<tr>
<td>Minimum number of upper-division course sequences</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Number of upper-division sections per semester, 1st year</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Number of upper-division sections per semester, all subsequent years</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>Number of potential full-time faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>300 Newly Admitted Students per Year</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td>15</td>
<td>75</td>
<td>60</td>
<td>75</td>
<td>45</td>
<td>15</td>
<td>15</td>
<td>(20)</td>
<td>300</td>
</tr>
<tr>
<td>Minimum number of upper-division course sequences</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Number of upper-division sections per semester, 1st year</td>
<td>3</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>54</td>
</tr>
<tr>
<td>Number of upper-division sections per semester, all subsequent years</td>
<td>6</td>
<td>24</td>
<td>18</td>
<td>21</td>
<td>18</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>108</td>
</tr>
<tr>
<td>Number of potential full-time faculty</td>
<td>0</td>
<td>5</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
</tbody>
</table>

Table 10 demonstrates the number of sections needed at each campus for upper-division B.S.B.A. courses assuming that student demand is allocated similarly to AA-Business demand. These projections do not include the number of additional sections needed for lower-division courses, which is approximately one-half of the upper-division needs. Clearly, classroom space will be the limiting factor in meeting demand for new degree programs.

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2 Distance IVS can originate at the campus where the instructor is based. All distance students are counted at their home campus.

3 Assumes that lower-division courses and distance IVS courses are not available to new full-time faculty
Tuition

Table 11: Annual In-State Tuition and Fees for Public Colorado 4-Year Business Programs (Junior and Senior Years)

<table>
<thead>
<tr>
<th>Business School</th>
<th>Annual In-State Tuition &amp; Fees (30 credits) (dollars)</th>
<th>Percent Increase from CMC-Out of District In-State</th>
<th>Annual In-State Tuition &amp; Fees (Per Credit Hour) (dollars)</th>
<th>Difference from CMC-Out of District In-State (dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMC-In District</td>
<td>1,670</td>
<td>-37%</td>
<td>56</td>
<td>-990</td>
</tr>
<tr>
<td>CMC-Out of District</td>
<td>2,660</td>
<td>-</td>
<td>89</td>
<td>-</td>
</tr>
<tr>
<td>In-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metro State</td>
<td>4,092</td>
<td>54%</td>
<td>136</td>
<td>1,432</td>
</tr>
<tr>
<td>Western State</td>
<td>4,777</td>
<td>80%</td>
<td>159</td>
<td>2,117</td>
</tr>
<tr>
<td>Fort Lewis</td>
<td>4,923</td>
<td>85%</td>
<td>164</td>
<td>2,263</td>
</tr>
<tr>
<td>Adams State</td>
<td>4,970</td>
<td>87%</td>
<td>166</td>
<td>2,310</td>
</tr>
<tr>
<td>CSU-Pueblo</td>
<td>5,984</td>
<td>125%</td>
<td>199</td>
<td>3,324</td>
</tr>
<tr>
<td>U of Northern Colorado</td>
<td>5,997</td>
<td>125%</td>
<td>200</td>
<td>3,337</td>
</tr>
<tr>
<td>Mesa State</td>
<td>6,428</td>
<td>142%</td>
<td>214</td>
<td>3,768</td>
</tr>
<tr>
<td>CSU- Fort Collins</td>
<td>7,794</td>
<td>193%</td>
<td>260</td>
<td>5,134</td>
</tr>
<tr>
<td>CU-Denver</td>
<td>8,010</td>
<td>201%</td>
<td>267</td>
<td>5,350</td>
</tr>
<tr>
<td>CU-Colorado Springs</td>
<td>8,946</td>
<td>236%</td>
<td>298</td>
<td>6,286</td>
</tr>
<tr>
<td>CSU-Global</td>
<td>8,970</td>
<td>237%</td>
<td>299</td>
<td>6,310</td>
</tr>
<tr>
<td>CU-Boulder</td>
<td>13,075</td>
<td>392%</td>
<td>436</td>
<td>10,415</td>
</tr>
</tbody>
</table>

Tuition and fees at CMC are currently much lower than any 4-year business program in Colorado. Metro State College has the lowest tuition and fees among current 4-year programs. Still Metro State’s annual student costs are 54% higher than CMC’s. A full-time student at Western State pays $2,117 more per year than a student at CMC. A Mesa State student spends $3,768 more than at CMC.

Enrollment and college costs are inversely related. Community college students are more price sensitive than students at more prestigious schools such as the University of Colorado Boulder. Case in point, Boulder has been able to dramatically increase tuition while maintaining relatively steady enrollment. For example, according to CDHE data, enrollment remained steady after the Boulder campus increased tuition and fees nearly 25 percent in 2005.
On the other hand, during the same time period, Colorado community colleges increased tuition and fees by approximately 8 percent. Subsequently, enrollment fell by about the same percentage.

External factors influence how sensitive enrollment is to tuition and fees. Macroeconomics variables as well as changes in the competitive landscape impact families’ ability to pay for college. Taken together, the most compelling published research⁴, the competitive landscape, and an analysis of CDHE enrollment and tuition data implies that enrollment in CMC’s B.S.B.A. program will decrease by about 0.25 percentage points for every $100 increase in tuition and fees. Thus, increasing CMC’s in-state tuition and fees to match Metro State’s will cause B.S.B.A. in-state (out-of-district) enrollment to be a mere 1.75 percent less than it would be if CMC did not charge a tuition differential for its bachelor’s degrees.

The low tuition sensitivity means that a tuition and/or fee differential for upper-division courses will generate about 9 times as much additional revenue as will be lost from the lower enrollment caused by the higher student prices. For example, if there are 100 in-state, out-of-district FTE when CMC’s Fall 2011 in-state tuition rate is $90, a $50 per credit hour increase in tuition will cause enrollment to decline to 96.25 FTE. For the academic year, the higher tuition will create $134,250⁵ of additional revenue, and slightly lower operational costs.

In the short run, the lack of available classroom space at optimal times will limit the college’s ability to meet the demand for the B.S.B.A. degree program. If necessary, a tuition differential for four-year degrees can be increased annually so that the college isn’t forced to turn students away. In the long run, the tuition differential can help pay for additional classroom space. In Colorado, the following universities charge tuition differentials to in-state students:

- University of Northern Colorado ($27 per credit for business)
- University of Colorado Boulder ($128 per credit for business)
- University of Colorado Denver ($14 per credit for upper-division)
- University of Colorado Colorado Springs ($17.87 per credit for upper-division business)
- Colorado State University ($19 per credit for business)
- Colorado State University Pueblo ($15.33 per credit)

For out-of-distict students, a $50 per credit hour tuition and/or fee differential over CMC’s standard tuition rate is appropriate. Other colleges, especially on the front range, will be less likely to lose students to CMC due to lower tuition. CMC does not currently have the capacity, nor is it its mission, to subsidize a large number of students from the front range or other states.

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⁴ Hemelt, Steven W. and Marcotte, Dave E., Rising Tuition and Enrollment in Public Higher Education. IZA Discussion Paper No. 3827.

⁵ (96.25 FTE * $140 * 30 credits per FTE) minus (100 FTE * $90 * 30 credits per FTE) = $134,250
Rather, students decision to attend CMC’s B.S.B.A. program should be based on its own programmatic merits and location.

**Faculty Resources**

Currently, CMC has 6 full-time faculty academically qualified to teach at least one upper-division business course (4 at Steamboat, 1 at Leadville, and 1 at Aspen). Three of the 6 faculty have terminal degrees (2 Ph.D.’s and 1 J.D.) that are not in a business field. One additional faculty member is completing an M.B.A. this year. Furthermore, at least one Instructional Chair has an M.B.A. degree.

Each upper-division course requires specialized faculty qualifications. No one person is qualified to teach a majority of the upper-division B.S.B.A. courses. Campus supervisors will have to carefully consider their faculty needs in light of the faculty expertise available to the that campus. The 12 credits of upper-division B.S.B.A. electives provides campuses the flexibility to offer courses that match the qualifications and interests of available faculty.

Of the 3 upper-division courses that each campus will have to offer each term of the first year, it is unlikely that a single faculty member will be qualified to teach all of them. In the second year of the program and thereafter, however, an additional 3 different courses will be offered for seniors, for a total of 6 different courses per term. It is quite likely that a single faculty member with specializations in Management and one other field (such as Marketing, Sustainability or Systems) will be qualified to teach 3 of the 6 courses. Thus, any campus with at least 60 students (juniors and seniors) in the B.S.B.A. program can offer 2 sections of each course and support a full-time faculty position.

While Management/Marketing and Management/Systems specializations are fairly common, it is rare for a faculty member to be qualified in both Management/Economics, or Management/Finance, or Management/Accounting. It is equally rare for faculty to be dual qualified in Accounting/Economics. However, it is relatively common to find Finance/Economics or Finance/Accounting combinations. A graduate degree in Economics or a Ph.D. in any business field assumes adequate expertise in data analysis.

If there are fewer than 100 students admitted each year college-wide, no campus will likely meet the 30-student threshold needed to offer more than one course sequence, and therefore unlikely to support additional full-time faculty because no single individual is qualified to teach all of the core B.S.B.A. courses (Table 9). However, if a new full-time instructor can teach three of the six upper-division courses offered in the second year of the program, and also teach two distance IVS sections or lower-division business courses, then full-time faculty are easily feasible at some campuses.

However, 150 new students per year will support as many as 4 additional full-time faculty after the first year, depending on how enrollment is distributed. With 4 full-time business faculty each teaching 5 sections per semester, 25 sections per semester will be taught by adjunct faculty.
Admission of 300 students per year, distributed across the college as in Table 9, translates to 16 new full-time faculty and 25 sections to be taught by adjunct faculty.

**Faculty Compensation**

The current CMC adjunct faculty pay rate is too low to attract the quantity of qualified faculty that is needed. The business school at the University of Colorado Denver pays $5,000 per course. Metro State pays adjunct business faculty slightly less.

Current CMC full-time faculty compensation is adequate to attract faculty who are academically and professionally qualified to teach the prescribed B.S.B.A. courses, as detailed in the Minimum Faculty Qualifications section of this report. However, CMC faculty compensation will not attract AACSB\(^6\) doctoral-qualified faculty. The University of Colorado Boulder and the University of Utah are the only AACSB doctoral-granting institutions in the Rocky Mountain Region. Nearly all AACSB-accredited doctoral programs are full-time programs that require at least 4 years in residence. CMC will not seek AACSB accreditation.

Current business faculty have expressed an interest in pursuing a part-time (non-AACSB) doctoral degree while maintaining full-time employment at CMC. The primary obstacle to obtaining a doctoral degree is cost. Some faculty have indicated that they would pursue a doctoral degree if CMC provided a tuition benefit to defray some of the cost.

To increase the proportion of doctoral-qualified faculty, CMC should consider a tuition benefit for faculty. Some faculty indicated that they are willing to forgo the standard doctoral pay increase if the college subsidized their doctoral studies. Some faculty are also willing to refund the subsidy to the college if they terminated employment within a set number of years after earning the doctoral degree.

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\(^6\) CMC 2009/10 CMC Declared Majors Survey
Minimum Faculty Qualifications for B.S.B.A. Courses

To maintain quality and academic integrity, faculty qualifications should be constituent with AACSB guidelines.

**ACC-335 Accounting for Business Managers**
Graduate degree with 15 semester credits in Accounting; or graduate degree in a business field\(^1\) with professional accounting credential.

**ECO-429 Economics for Managerial Decisions**
Graduate degree in Economics; or graduate degree in a business field\(^1\) with 15 semester credits of Economics.

**FIN-325 Introduction to Finance**
Graduate degree with 15 semester credits in Finance; or graduate degree in a business field\(^7\) with professional finance credential.

**FIN-423 Investment and Portfolio Analysis**
Graduate degree with 15 semester credits in Finance; or graduate degree in a business field\(^1\) with professional finance credential.

**FIN-433 Financial Management for the Business Firm**
Graduate degree with 15 semester credits in Finance; or graduate degree in a business field\(^1\) with professional finance credential.

**INS-324 Advanced Computer Applications for Business**
MBA; or graduate degree with 15 semester credits in business fields\(^1\).

**INS-334 Management Information Systems**
MBA; or graduate degree with 15 semester credits in Management Information Systems.

**ECO-327 Data Analysis for Managers**
Graduate degree in Economics; or graduate degree in Decision Sciences; or graduate degree in a business field\(^1\) with 15 semester hours of statistics or quantitative methods.

**MAN-328 Contemporary Management**
MBA; or graduate degree in Management; or graduate degree with 15 semester credits of Management.

**MAN-337 Management Decision Support Systems**
Graduate degree in Decision Science; or graduate degree with 15 semester credits of Decision/Management Science.

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\(^1\)Business fields include Management, Marketing, Finance, Hospitality/Resort Management, Economics, Accounting, Decision Sciences, Management Information Systems, Business Administration, and Sustainable Business.
MAN-348 Human Resource Management
MBA; or graduate degree in Management; or graduate degree with 15 semester credits of Management.

MAN-427 Effective Project Management
Graduate degree in Management; or graduate degree with 15 semester credits of Management and Decision/Management Science.

MAN-488 Business Strategy
MBA; or graduate degree in Management; or graduate degree with 15 semester credits of Management, Marketing and Finance.

MAN-490 Global Business
MBA; or graduate degree in Management; or graduate degree in Marketing; or graduate degree with 15 semester credits of Management, Marketing and International Business.

MAN-498 Leadership and Management for Change
MBA; or graduate degree in Management; or graduate degree with 15 semester hours of Management and Leadership.

MAR-326 Contemporary Marketing
MBA; or graduate degree with 15 semester credits in Marketing.

MAR-336 Consumer Behavior
Graduate degree with 15 semester credits in Marketing.

MAR-346 Professional Selling
Graduate degree with 15 semester credits in Marketing.

MAR-426 Product Strategy
Graduate degree with 15 semester credits in Marketing.

MAR-446 Advertising and Promotion Management
Graduate degree with 15 semester credits in Marketing.

SUS-401 Sustainable Business
Graduate degree in a business field\(^1\) and professional experience in sustainable business systems.

SUS-439 Sustainable Economics
Graduate degree in a business field\(^1\)\(^8\) with 15 semester credits of Economics, and professional experience in sustainable economic systems.

\(^1\) Business fields include Management, Marketing, Finance, Hospitality/Resort Management, Economics, Accounting, Decision Sciences, Management Information Systems, Business Administration, and Sustainable Business.
Program Vetting

Upon preliminary approval of the SVP of Academic Affairs, this document should be vetted directly to all internal CMC stakeholders and adjunct business faculty. A reasonable amount of time should be available for feedback. The SVP of Academic Affairs should authorize a mechanism for gathering and considering this feedback. More importantly, opportunities for a two-way exchange with stakeholders will create goodwill between college leadership and internal stakeholders. In addition, the authors would like an opportunity to defend their recommendations.

Community information meetings will provide opportunities to explain how the B.S.B.A. degree will serve community needs. Research that supports the creation of the degree should be presented.

A college-wide advisory council should be formed to systematically review and revise the B.S.B.A. program on an annual basis. This advisory council can work in conjunction with the CTE advisory committees for A.A.S. degrees in Accounting, Entrepreneurship, Resort Management, and Ski and Snowboard Business.

Program Oversight

CMC has never attempted large-scale college-wide programs until now. Current programs are operationally campus-based. As a result, the current organizational structure is not well-suited to the development of college-wide bachelor’s degrees.

Like other four-year institutions, an administrative position is needed to provide faculty recruitment and leadership, quality control, and accountability for the success of the B.S.B.A. program. CMC’s campus-driven structure applies the importance of this position, which should be at the assistant vice-president level (AVP of Business Programs) and report directly the the SVP of Academic Affairs. The AVP of Business Programs should also oversee CMC’s associate’s degree programs in business, thus eliminating the need for release time for a Discipline Coordinator. The responsibilities of the AVP of Business Programs are entirely programmatic, and include:

- Securing extramural funding to support the program
- Coordinating with campus supervisors in course scheduling
- Coordinating with campus CEOs in the hiring of qualified faculty
- Solving logistical issues for college-wide coordination
- Assessing demand and implement the program accordingly
- Coordinating program marketing efforts with college marketing and public relations experts
- Assisting student affairs administrator in providing bachelor’s level counseling, career and placement services
- Leading the program and course-level assessment activities
- Assisting college leadership in accreditation activities
- Assisting faculty supervisors in faculty evaluations
- Establishing a strong adjunct-faculty mentoring program
• Ensuring college-wide consistency in academic rigor and quality
• Preparing and implementing a business plan for growing a successful program
• Building relationships and support in the communities
• Connecting with prospective employers of the program’s graduates

The AVP of Business Programs should have a strong academic background in business. An understanding of business program traditions, trends and curricula is needed to lead faculty and build a high-quality program of which our communities and students are proud.

In the long run, asking one bachelor’s program leader to oversee unrelated degree programs is a recipe for failure because it will not provide the kind of leadership necessary to build excellent programs. Program leadership requires a detail-oriented, logistical-minded, deadline-driven individual whom faculty will gladly trust and follow. Thus, it is impractical, if not impossible, to effectively build an upper-division academic program, recruit and lead faculty, and maintain quality control without intimate knowledge and understanding of the discipline’s intricacies, especially in a multi-campus setting. However, in the short run, low enrollment may make it fiscally difficult for each bachelor’s degree program to have its own AVP.

Career and Placement Services

Career and Placement services are important components of bachelor’s degrees, especially for business students. Many business students are advised to complete their bachelor’s degree at the school that has the strongest placement office. At the very least, employers need a formal pathway to reach prospective graduates. It is customary for employers to recruit on campus through events sponsored by student affairs, whether placement services or student organizations. Throughout the year, employers are invited to campus to formally interview students for jobs. Employers will expend resources to recruit only on campuses where they believe they have a respectable chance of securing the talent and skills they seek. Thus, the recruiting works in both directions.

At a minimum, at least one career services specialist is needed to assist employers and coordinate the student recruitment and interview activities at the campuses. Given college-wide accountability, this person should report to the VP of Student Affairs.

Additional campus-level student affairs staff, such as counselors, registration staff, and student activities coordinators, should be added in proportion to the increase in overall enrollment.
Selected Benchmarks for Required Courses, Admissions and Graduation Requirements
Table 12: Four-year Business Program Course Requirements at Public Colorado Colleges and Universities

<table>
<thead>
<tr>
<th>Course</th>
<th>CMC (Proposed)</th>
<th>Metro State</th>
<th>CSU-Ft. Collins</th>
<th>CSU-Pueblo</th>
<th>CSU-Global</th>
<th>CU-Boulder</th>
<th>CU-Denver</th>
<th>CU-Springs</th>
<th>U NC</th>
<th>Western State</th>
<th>Adams State</th>
<th>Mesa State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting I</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Accounting II</td>
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<td>Business Electives/Other</td>
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<td>30</td>
<td>24</td>
<td>12</td>
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<tr>
<td>Total Semester Credits</td>
<td>60</td>
<td>69</td>
<td>71</td>
<td>75</td>
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<td>73</td>
<td>69</td>
<td>78</td>
<td>66</td>
<td>42</td>
<td>69</td>
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Table 13: Graduation Requirements of Selected Benchmark Colleges

<table>
<thead>
<tr>
<th>Minimum Number of General Education Credits</th>
<th>Colorado Mountain College (Proposed)</th>
<th>Midland College (TX)</th>
<th>Vermont Technical College</th>
<th>St. Petersburg College (FL)</th>
<th>Northern New Mexico College</th>
<th>Mesa State College</th>
<th>Western State College</th>
<th>Adams State College</th>
<th>Metro State College</th>
<th>Colorado State University Global Campus</th>
<th>Regis University College of Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Number of General Education Credits</td>
<td>34 – 36, depending on program</td>
<td>42 for bachelors</td>
<td>34</td>
<td>36</td>
<td>35</td>
<td>31</td>
<td>35</td>
<td>38</td>
<td>33</td>
<td>35 or AA or AS or state GE Core Transfer</td>
<td>45</td>
</tr>
<tr>
<td>Minimum Communication</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>9</td>
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<tr>
<td>Minimum Math</td>
<td>3-4</td>
<td>3</td>
<td>5-6</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
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<td>3</td>
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<tr>
<td>Minimum Arts and Humanities</td>
<td>6</td>
<td>3-Humanities</td>
<td>3-Performing Arts</td>
<td>6</td>
<td>6-9</td>
<td>6 (3 must be performing arts)</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Minimum Social Science</td>
<td>6</td>
<td>15</td>
<td>0-6</td>
<td>6 (3 U.S. Government)</td>
<td>6-9</td>
<td>6</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Minimum Natural Science</td>
<td>7-8</td>
<td>8</td>
<td>8</td>
<td>6 (3 biology and 3 physical)</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Other:</td>
<td>3-Social &amp; Personal Responsibility (upper-division common core)</td>
<td>1-Wellness</td>
<td>3-Information Technology</td>
<td>3-Ethics +Computer Literacy</td>
<td>3-Wellness (exemptions apply); 3-history</td>
<td>3-History</td>
<td>3-History (As part of program: 3-multicultural 3-senior experience)</td>
<td>3-History</td>
<td>6-Global 6-Philosophy 6-Religion</td>
<td></td>
<td></td>
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<tr>
<td>Minimum Number of Upper Division Credits</td>
<td>40</td>
<td>48</td>
<td>21</td>
<td>40</td>
<td>34-59 depending on program</td>
<td>40</td>
<td>40</td>
<td>42</td>
<td>40</td>
<td>40 earned at a 4-year school</td>
<td>30 18 in the program area</td>
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</table>

35
<table>
<thead>
<tr>
<th>School</th>
<th>Minimum GPA for Admission to Upper Division</th>
<th>Degree or Number of Credits Required for Admission to Baccalaureate Program</th>
<th>Enrollment in Upper-Division Courses</th>
<th>Minimum Credits to Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colorado Mountain College (Proposed)</td>
<td>2.3 or state transfer window exception</td>
<td>45 credits including 15 credits of State Guaranteed General Education Requirements that must include ENG121 and MAT120 or higher.</td>
<td>College degree required for more than 15 upper-division credits</td>
<td>120</td>
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<tr>
<td>Midland Technical College</td>
<td>2.0; “D” not accepted</td>
<td>30 credits including 15 general education</td>
<td>Up to 6 credits when within 15 credits of completing associate’s degree</td>
<td>120</td>
</tr>
<tr>
<td>Vermont Technical College</td>
<td>2.0; C or better in state-mandated prerequisites</td>
<td>Certain lower-division courses must be completed; program specific</td>
<td></td>
<td>120</td>
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<tr>
<td>St. Petersburg College (FL)</td>
<td>2.5</td>
<td>60 credits or Associate’s degree and certain courses must be completed</td>
<td></td>
<td>120</td>
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<tr>
<td>Northern New Mexico College</td>
<td>2.3</td>
<td>45 credits including 35 credits of General Education Common Core.</td>
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<td>120</td>
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<tr>
<td>Mesa State College</td>
<td>2.5</td>
<td>13 credits</td>
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<td>120</td>
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<tr>
<td>Western State College</td>
<td>2.3</td>
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<td></td>
<td>120</td>
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<tr>
<td>Adams State College</td>
<td>2.3 or transfer window exception</td>
<td></td>
<td></td>
<td>120</td>
</tr>
<tr>
<td>Metro State College</td>
<td>2.3 or state transfer window exception</td>
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<td></td>
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<tr>
<td>Colorado State University Global Campus</td>
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<tr>
<td>Regis University College of Professional Studies</td>
<td></td>
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<tr>
<td>Minimum GPA to Graduate</td>
<td>Colorado Mountain College (Proposed)</td>
<td>Midland Technical College</td>
<td>Vermont Technical College</td>
<td>St. Petersburg College (FL)</td>
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</tr>
<tr>
<td>2.0; C or better in program area courses; D or higher in electives and general education</td>
<td>2.0; specific programs higher</td>
<td>2.0</td>
<td>2.0; C or better in program area courses; D or higher in electives and general education</td>
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<table>
<thead>
<tr>
<th>Minimum Number of Resident Credits to Graduate</th>
<th>Colorado Mountain College (Proposed)</th>
<th>Midland Technical College</th>
<th>Vermont Technical College</th>
<th>St. Petersburg College (FL)</th>
<th>Northern New Mexico College</th>
<th>Mesa State College</th>
<th>Western State College</th>
<th>Adams State College</th>
<th>Metro State College</th>
<th>Colorado State University Global Campus</th>
<th>Regis University College of Professional Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 of last 60</td>
<td>30 of 40 upper-division; must be C or better</td>
<td>28 credits in no fewer than two semesters with 15 upper-division</td>
<td>30</td>
<td>30; 8 upper-division in major and 3 upper-division in minor; Last 12 in residence</td>
<td>30</td>
<td>30</td>
<td>30</td>
<td>30; 18 must be upper-division</td>
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<table>
<thead>
<tr>
<th>Minimum Number of Credits Earned from a 4-year College</th>
<th>Colorado Mountain College (Proposed)</th>
<th>Midland Technical College</th>
<th>Vermont Technical College</th>
<th>St. Petersburg College (FL)</th>
<th>Northern New Mexico College</th>
<th>Mesa State College</th>
<th>Western State College</th>
<th>Adams State College</th>
<th>Metro State College</th>
<th>Colorado State University Global Campus</th>
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<tbody>
<tr>
<td>Program-specific</td>
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<table>
<thead>
<tr>
<th>Maximum Number of Credits Earned at 2-year Colleges</th>
<th>Colorado Mountain College (Proposed)</th>
<th>Midland Technical College</th>
<th>Vermont Technical College</th>
<th>St. Petersburg College (FL)</th>
<th>Northern New Mexico College</th>
<th>Mesa State College</th>
<th>Western State College</th>
<th>Adams State College</th>
<th>Metro State College</th>
<th>Colorado State University Global Campus</th>
<th>Regis University College of Professional Studies</th>
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</thead>
<tbody>
<tr>
<td>Lower-division courses do not substitute for upper-division</td>
<td>60 lower-division; 0 upper division</td>
<td>No limit</td>
<td>64</td>
<td>60</td>
<td>60</td>
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</tbody>
</table>
**Students who have earned an A.A. or A.S. degree from a Colorado community college will receive junior standing at Colorado state colleges and universities, provided all courses included in the degree carry a grade of “C” or better and based on the course-by-course evaluation, otherwise meet minimum state transfer credit standards. Students may need to complete additional lower-division requirements of the matriculating program.**

**Applicants having completed the Colorado community college core curriculum, as certified on their community college transcripts, are considered to have satisfied minimum General Studies requirements. However, additional specific lower-division courses may be required for certain degree programs.**

<table>
<thead>
<tr>
<th>Colorado Mountain College (Proposed)</th>
<th>Midland College (TX)</th>
<th>Vermont Technical College</th>
<th>St. Petersburg College (FL)</th>
<th>Northern New Mexico College</th>
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<th>Metro State College</th>
<th>Colorado State University Global Campus</th>
<th>Regis University College of Professional Studies</th>
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<tbody>
<tr>
<td>Maximum Number of Transfer Credits from 4-year Colleges</td>
<td>NA</td>
<td>Course-by-course basis</td>
<td>No maximum; Cannot duplicate other courses</td>
<td>90</td>
<td>No limit</td>
<td>90 or 90 combination of 2-year and 4-year</td>
<td>90; Half of the upper division program courses</td>
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<tr>
<td>Second degree requirements</td>
<td>Additional 15 credits after first degree is awarded (CURRENT CMC POLICY)</td>
<td>Additional 30 credits in residence after first degree is awarded; enrolled in one program at a time</td>
<td>Additional 30 credits after first degree is awarded; 18 must be upper-division</td>
<td>Additional 30 credits after first degree is awarded</td>
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<tr>
<td>Second concentration or majors</td>
<td>Concentration courses must be completed prior to award of degree</td>
<td>Concentration courses must be completed prior to award of degree</td>
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<tr>
<td>Non-degree seeking students</td>
<td>Enroll in up to 12 credits with dean’s permission</td>
<td>Enroll in up to 30 credits</td>
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</table>
Course Descriptions and Outcomes

**Accounting**
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ECO-429  Economics for Managerial Decisions .......................................................43

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Course Title: MAN-328 Contemporary Management

Credits: 3
Format: Lecture
Contact Hours: 45

Prerequisites: ACC-121, ACC-122, BUS-216, BUS-217; minimum grade C-


Course Description
Provides students of all disciplines a broad overview of contemporary organizational management practices as they relate to the four functions of managers: planning, organizing, leading and controlling. Explores organizational behavior and human motivation, total quality management and process improvement, decision-making styles, characteristics of effective control systems, and the importance of ethics and social responsibility in for-profit enterprises.

Topical Outline:
1. The management process today.
2. History of management thought.
3. Values, attitudes, emotions, and culture: the manager as a person.
4. Managing ethics and diversity.
5. Managing in the global environment.
6. Decision making, learning, creativity, and entrepreneurship.
7. Planning, strategy, and competitive advantage.
8. Designing organizational structure.
9. Control, change, and entrepreneurship.
10. Motivation.
11. Leaders and leadership.
12. Effective team management.
14. Communication and information technology management.

Student Learning Outcomes:
Upon completion of this course, students should be able to:

1. Apply methods of establishing strategic and operational goals by creating values statements, mission and vision statements, long-range plans, business plans, and operations budgets.
2. Apply organizing techniques to establish the lines of authority and communication among people and the various levels of the organization.
3. Plan and coordinate the effective and efficient use of resources, including money, products, time, procedures, energy, facilities, and equipment, to achieve organizational goals.
4. Plan and coordinate the effective use of human resources, including defining job-specific tasks, determining employee qualifications for specific positions, and applying of human resources laws and regulations.

5. Describe and apply various supervision tools and techniques to motivate, build teams, communicate with individuals and groups, and manage time, conflict, and organizational change.

6. Apply the control principle of comparing actual results to planned activities and goals to maximize the efficient use of organizational resources.

7. Describe the impact of social, economic, and environmental issues on management decision-making, and examine the effect of ethical decision making on organizational, local, regional, and global stakeholders.
Course Title: MAN-337 Management Decision Support Systems

Credits: 3
Format: Lecture
Contact Hours: 45

Prerequisite: INS-324, MAN-328, minimum grade C-.


Course Description:
Introduces management decision sciences and a quantitative approach to decision making. Provides students with a sound conceptual understanding of the role of management science in the decision-making process. Emphasizes applications and uses the problem-scenario approach to understanding real business problems and solutions. Creates models to generate solutions and recommendations to management.

Topical Outline:
1. The scope of decision sciences.
2. Problem finding and alternative generation.
4. Valuation and choice.
5. Evaluation of prescriptive approaches.
6. Group decision making.
7. Formal models of group decision making.
8. Organizational decision making.
9. Societal and sustainability decision making.

Student Learning Outcomes:
On completion of the course, the student will be able to:

1. Develop a framework for discussing the field of decision sciences.
2. Understand and define problems.
3. Explore different tools to generate alternative solutions.
4. Understand the similarities and differences between personal, group, and organizational decision making.
5. Utilize decision making models and tools to analyze data and produce models for creating solutions.
6. Present data as support for a decision.
Course Title: MAN-490 Global Business

Credits: 3
Format: Lecture
Contact Hours: 45

Prerequisites: MAN-328, MAR-326, minimum grade C-.

Suggested textbook: Global Business Today, Charles W. L. Hill.
ISBN: 007338139X / 978007338139

Course Description:

Topical Outline:
1. Introduction to international business operations and material sourcing in the global market.

Student Learning Outcomes:
Upon completion of this course, students should be able to:

1. Identify links in the global supply chain.
2. Conceptualize methods of marketing goods and services in the global market.
3. Examine and explain a culture’s influence on global business.
5. Demonstrate an understanding of the major functional areas of International business.
6. Apply techniques and theories from various areas of global business to business situations.
7. Demonstrate an understanding of international business concepts and trends and an ability to internationalize domestically developed business methods and practices.
Course Title: MAR-326 Contemporary Marketing

Credits: 3
Format: Lecture
Contact Hours: 45

Prerequisites: COM-115, minimum grade C- and Junior Standing.

Suggested Textbook: *Marketing Research*
By: Joseph F. Hair, Jr., Robert P Bush, David J. Ortinau
ISBN 0072830875 / 9780072830873

Course Description:
Explores an analysis of theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer. Specific topics include marketing practices for sustainable business.

Topical Outline:
1. The nature of marketing.
2. The environmental factors of marketing.
3. Marketing research and global information systems.
4. Consumer and business behavior.
5. Market segmentation and positioning.
7. Marketing mix.

Student Learning Outcomes:
Upon completion of this course, students should be able to:

1. Develop an understanding of consumer behaviors, motives, and decision-making processes.
2. Demonstrate an understanding of the traditional bases for segmentation and aggregation and how they work together to generate a marketing strategy.
3. Understand pricing strategies and competition analysis as it relates to generating profits.
4. Develop an understanding of product positioning and its role in developing a firm’s competitive strategy.
5. Exhibit knowledge of marketing communication, marketing/media strategy, and product message strategy.
6. Demonstrate conceptual knowledge of a business supply chain.
7. Develop an understanding of competitor analysis as it pertains to competitive strategy of a firm.
Course Title: MAR-336 Consumer Behavior

Credits: 3
Format: Lecture
Contact Hours: 45

Prerequisites: MAR-326, minimum grade C-.


Course Description:
Examines tools and models for developing and understanding consumer behavior, including processes by which individuals, groups, and organizations evaluate and select various products and services.

Topical Outline:
1. Internal influences on consumer behavior.
2. External influences on consumer behavior.
3. Consumer decision-making process.
4. Consumer behavior and marketing decisions.
5. Consumer behavior and marketing strategies.

Student Learning Outcomes:
Upon completion of this course, students should be able to:

1. Differentiate among consumer habits and behaviors and explain these differences.
2. Create a marketing strategy based on knowledge of consumer behavior and buying process.
3. Research and identify trends in cultures and explain how these trends relate to consumer behavior.
4. Examine strategies from a consumer-behavior perspective and their effect on the product or service.
Course Title: MAR-346 Professional Selling

Credits: 3
Format: Lecture
Contact Hours: 45

Prerequisites: COM-115, minimum grade C-


Course Description:
Introduces basic and advanced concepts of professional selling, including customer analysis, communication skills, effective openings and closings, and customer relations. Discusses development of a sustainable sales culture in the workplace. Develops selling skills and concepts through the extensive use of sales exercises, role-plays and presentations.

Topical Outline:
1. The selling process.
2. Prospecting—finding sales leads.
3. Traditional vs. relationship selling.
4. Handling objections.
5. Closing the sale.
6. Persuasive sales presentations.
7. Ethical selling.
8. Internet selling.

Student Learning Outcomes:
Upon completion of this course, students should be able to:

1. Illustrate the steps in the sales process from prospecting to closing.
2. Recruit, select and train sales personnel.
3. Develop a systematic and effective approach to goal setting and time management.
4. Demonstrate understanding of how communication works within a sales context.
5. Understand potential buying motives, and explore and compare the relationship between buyers and sellers.
Course Title: MAR-426 Product Strategy

Credits: 3
Format: Lecture
Contact Hours: 45

Prerequisites: MAR-326, MAR-336, minimum grade C-


Course Description:
Explores major topics in managing long-term customer relationships that derive from products. Focuses on concepts, analyses, and strategies for existing and new products. Topics include product positioning, brand image measurements and brand management, brand equity, conjoint analysis, concept development and testing, and product issues in public policy and ethics.

Topical Outline:
1. Introduction to marketing and marketing strategy.
2. Marketing environment analysis.
4. Consumer behavior.
5. Marketing research & marketing information system.
7. Strategic planning for marketing mix – price strategy.
8. Strategic planning for marketing mix – promotion strategy.
9. Strategic planning for marketing mix – place strategy.

Student Learning Outcomes:
Upon completion of this course, students should be able to:

1. Explain and identify steps in product positioning.
2. Exhibit knowledge in brand awareness and management as it pertains to a firm’s market share.
3. Understand the steps in developing a product from development to consumer.
4. Demonstrate skills in developing the proper marketing mix for a product.
5. Develop an understanding of product testing and safety as they pertain to public policy and ethics.
Course Title: MAR-446 Advertising and Promotion Management  
Credits: 3  
Format: Lecture  
Contact Hours: 45

Prerequisites: MAR-326, minimum grade C-.


Course Description:  
Analyzes advertising and promotion principles and practices from the marketing manager’s point of view. Considers the decision to advertise, market analysis as a planning phase of the advertising program, media selection, public relations, sales promotion, promotion budgets, campaigns, evaluation of results, and agency relations. Introduces the concept of socially responsible advertising and promotion related to sustainable marketing practices.

Topical Outline:  
1. Market identification.  
2. Creativity in the promotional industry.  
3. Promotional mix.  
4. Forms of media in a marketing mix.  
5. Print advertising.  
8. Brand image and consumer psychology used in advertising.  
9. Careers in advertising and promotions industry.  
10. Advertising to create brand loyalty.  
11. The role of advertising and promotion in sustainable businesses.  
12. Socially responsible advertising.

Student Learning Outcomes:  
On completion of this course, the student will be able to:

1. Describe target audiences and their influence on the choice of media used.  
2. Identify the basic components of a promotional plan according to set requirements.  
3. Explain the importance of publicity and public relations with respect to their impact on sales and their immediate effect on the image of the business.  
4. Describe the interconnection, interdependence and interrelation among publicity, public relations, marketing, advertising and sales.  
5. Apply advertising and promotions concepts and strategies to offer sound solutions to real world marketing problems.  
6. Recognize ethical dilemmas in advertising and apply decision-making tools.
Employee Retention
and Continuous Improvement

Team Members:
Mariana Velasquez-Schmahl, Youth & Outreach Coordinator-Leader
Theresa Hadsock, Financial Aid Advisor
Michael Martin, MBA, Assistant Professor, Ski & Snowboard Business
Anita Janis, M.A., Assistant Dean of Instruction-Scribe
Meeta Goel, Ph.D., V.P. of Institutional Effectiveness-Sponsor
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Acknowledgements

Our thanks to Linda Crockett (Adjunct & Instructional Chair) and Debi Martinez (Upward Bound Director) who participated on our team as much as their schedules could allow. We appreciate Melissa Dehaan’s contribution to our cover design. We’d also like to acknowledge the Human Resources Department for providing us with some data regarding the current employee retention strategies at CMC. Finally, Dr. Stan Jensen’s training & leadership provided a motivating force for this project—thank you Stan.
Rationale for Project

The need for this project was more recently identified at the July 2008 BOT retreat, but when CMC started with its accreditation with the Academic Quality Improvement Program (AQIP) in 2001, employee issues were at the forefront. Despite Colorado Mountain College (CMC) being a good place to work, employee feedback at meetings & gatherings and various focus groups and surveys conducted from 2001 onwards have suggested that CMC employees generally do not feel valued. Historically, little has been done to address this feedback, perhaps because the college has not had a clear sense of the underlying issues associated with employee retention.

Project Statement

The fundamental purpose of this project is to help improve employee retention related processes at CMC. More specifically, the project statement is: “Using employee input, to improve on existing employee retention processes as measured by the generation, implementation and assessment of the effectiveness of college wide strategies for promoting employee retention & rewards for all employees.” This aligns well with AQIP categories.

Key steps in the project include:
1) Examining any current strategies used by CMC & other organizations to retain employees, employee surveys, AQIP reports—especially feedback related to employees (both those from other schools’ & CMC’s)
2) Developing survey/focus group questions & conducting college wide focus groups and analysis of resulting data
3) Making recommendations for improving employee retention at CMC
4) Implementing recommendations during 2009 & 2010
5) Assessing the impact of changes and improvements related to employee retention during spring 2010

Please note that pay and benefits related employee concerns will not be the focus of this project because these are being addressed in some form currently. Instead, this project will identify other areas of the employee experience for improvement. Based on the breadth and enduring nature of employee-related concerns at CMC, the college will, no doubt, continue focus on employee retention as a priority long after 2010. This project’s intent is to begin immediately to improve upon employee retention and continue to monitor the impact of these improvements at least annually.
CMC's Current Strategies for Employee Retention

With pay & health benefits (with the exception of wellness related benefits) excluded from the scope of this project, CMC’s current strategies for employee retention include: Health Fair, wellness benefit, education benefit & recognition of excellence e.g. primarily through “great Job” on enews & Appreciation Day (See Table A in the Appendix).

The project team wanted to examine Exit Survey data from employees, however these are currently considered optional for employees, so very limited data are available.

Other Organizations' Strategies for Employee Retention

The project team members researched local & other organizations to get ideas for improving the CMC work environment. Alpine Bank, Valley View & Yampa Valley Medical Center were among those contacted. Also researched were Google, Southwest, etc. Fortuitously, an opportunity to attend training with the Strategic Horizons Network (an organization our President has belonged to for a number of years) arose during October 2008 and one of the team was able to attend. The training included presentations by and visits to some organizations exemplifying excellence with employees as a focus (See Table A in the Appendix for some of the strategies used by these organizations). Some major themes from these organizations’ approaches were:

- Organizational Development as the priority
- Authentic leadership; servant leadership
- Employee development (personal/as a customer & professional) because happy employees are productive employees
- Quality is important—have customers (students, employees, community, business partners) assess it regularly
- Focus on mission; hire employees to fit culture & mission
- Driven by data e.g. benchmarking ourselves important, some form of balanced score card
- Use of Gantt Charts to plan, organize & display tasks comprising projects
- Immense collaboration
- Shorter meetings; greater productivity
- Open spaces for employees to connect & for meeting purposes
- Transparency of processes; frequent & effective communication—openness to “truth” & walking the core values
- Work hard; play hard-work/quality of life balance; sense of fun
- Great reliance on the perspectives of all employees & students
- Reward work, efforts with frequent feedback, bonuses & numerous perks

In a nutshell, all of these organizations are doing the right things to recruit/hire, recognize, reward & retain their
employees. Based on college data and what quality organizations are doing, it seems that although CMC is generally considered a good place to work amidst its mountain communities, there remains much room for improvement. We could learn much from these other organizations.

**Focus Groups/Survey Process**

**Background:** Following an examination of survey feedback from CMC employees in 2005, 2006 & 2008 (See following Chart), which suggests that although CMC is being relatively effective overall with scores averaging below a 3.00, there has been little improvement in the AQIP categories of Valuing People and Leading & Communicating; CMC’s accreditation reports regarding the need to improve on the AQIP categories of Valuing People and Leading & Communication; CMC’s & other organizations’ strategies for employee retention; a relations diagram brainstormed during a large group training session (the causes were identified as having the necessary tools/training/fewer meetings 5:1; clarity of roles/responsibilities/communication 5:1; mentoring/supervision 4:2 meaningful teamwork/flex time/telecommuting 3:3) and fishbone diagrams developed by team members for what could be necessary for improving employee retention, the project team concluded that they needed to gather data about how to improve employee retention at CMC directly from employees. These data needed to be specific enough to allow for the identification of target areas that would have the maximum impact on employee retention.

![Employee Survey 2005, 2006 & 2008 Overall Results]

**Average Rating 2008**
**Average Rating 2006**
**Average Rating 2005**

n 2006=205
n 2006=146
n 2006=142

*Extremely Often
SOMETIMES
Infrequently

Average Rating*
**Procedure:** Questions that would determine more specifically what would make CMC a better place to work and hopefully help improve employee retention were developed (See focus group/survey questions in Appendix). Focus groups were held by team members at virtually all CMC sites & Central Services. Focus group size ranged from 6 to 12 or more. Each focus group participant was asked to complete a paper survey and then team members facilitated a discussion with the group. The participants appeared very engaged and interested in improving employee retention at CMC. Some employees volunteered to be part of a core follow-up group for any data gathering following the implementation of recommendations for improvement. Following the focus groups, a link to the survey was sent to those who were unable to participate in the sessions. One hundred employees participated in focus group discussions and another 84 completed the survey online. The paper survey data were entered into the online database for analysis.

**Key Findings**

The composition of the sample of 184 is presented in the charts below:

What is your function at CMC?
How many years have you been with CMC? (1-5 years=50%; 6-10 years=18%; 11+ years=31%)

# of Employees

Are you a full-time or part-time employee?

Part-Time (17.06%)

Full-Time (82.94%)
The overall satisfaction level of focus group/survey participants was high (50% as “satisfied” & 31% as “very satisfied”):

Although CMC has 366 full-time employees & 3,222 part-time employees, this sample represents nearly half of our full-time employees. Part-time employees are grossly underrepresented—likely an artifact of some of the underlying employee-related issues. Input was received from employees at all campuses & Central Services. The overall data suggests a high level of satisfaction and employees cited their passion for teaching & learning—the feeling they’re making a difference or contributing somehow to bettering their communities; the great people of CMC & work environment; the wonderful location and benefits as main reasons for their satisfaction. However, the focus of this project was to delve into why despite this overall sense of satisfaction, CMC’s people generally do not feel valued. During focus group sessions and on surveys, the employees offered many ideas for making the employee work environment even better. The key themes that emerged as areas for improvement were: pay & benefits (which are currently being addressed by another group, so they will not be under further focus here); communication/leadership skills; inefficient & ineffective processes (including providing employees with the necessary tools & training); differential treatment of full & part-time employees and wellness.

**Force Field Analysis of Main Themes from Data Collection**

Improved communication/leadership, better utilization of employee time, part-time/full-time differential and wellness emerged as the top areas employees would like to see improved. Using the feedback from employees, Force Field Analyses were conducted for
these four areas to determine what would help CMC improve (drivers) and what would hold the college back (restrainers).

### Improved Communication & Leadership Force Field Analysis

<table>
<thead>
<tr>
<th>Drivers</th>
<th>Restrainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to employees (focus groups/surveys, suggestion boxes, an ombudsman at each site, availability of supervisors to communicate with their staff on a daily basis)</td>
<td>Supervisors &amp; employees not taking responsibility or the time for productive communication</td>
</tr>
<tr>
<td>Training in communication skills for leadership</td>
<td>Leaders who don’t attend training</td>
</tr>
<tr>
<td>Improved employee orientation e.g. mentoring program</td>
<td>Employees who do not participate</td>
</tr>
<tr>
<td>Clarifying employees' roles/responsibilities</td>
<td>If the college &amp; leadership’s priorities are unclear</td>
</tr>
<tr>
<td>Increased collaboration &amp; teamwork</td>
<td>Continued silos</td>
</tr>
<tr>
<td>Transparency, not secrecy, of all processes</td>
<td>Continued lack transparency</td>
</tr>
<tr>
<td>Everyone modeling CMC’s core values</td>
<td>Core values are not demonstrated consistently</td>
</tr>
<tr>
<td>Recognition/reward of employee efforts/skills/education e.g. beyond “great job” on enews, Appreciation Day but by area/campus more frequently &amp; in many different ways</td>
<td>Supervisor/college buy-in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Better Utilization of Employee Time</th>
<th>Restrainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased # &amp; length of meetings</td>
<td>No change in the # or length or means by which we conduct meetings-continue with “Colorado Meeting College” culture</td>
</tr>
<tr>
<td>Increased IVS, elluminate &amp; Blackboard meetings</td>
<td></td>
</tr>
<tr>
<td>Efficient/action-oriented meetings</td>
<td>Ineffective meetings-opinions utilized rather than facts</td>
</tr>
<tr>
<td>Provision of necessary training &amp; tools for all employees e.g. technology</td>
<td>Lack of commitment and resources in providing the necessary training &amp; tools</td>
</tr>
<tr>
<td>Increased flexibility in work schedules e.g. telecommuting, job sharing, flex hours</td>
<td>Cost e.g. tools &amp; training/time e.g. to train and utilize tools &amp; training</td>
</tr>
<tr>
<td>Eliminate/improve inefficient processes related to employees e.g. hiring, unnecessary paper</td>
<td></td>
</tr>
<tr>
<td>Drivers</td>
<td>Restrainers</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>Better communication at and between Central Services &amp; sites</td>
<td></td>
</tr>
<tr>
<td>Increased accountability for productivity</td>
<td></td>
</tr>
<tr>
<td>Reward employee skills/education/output</td>
<td></td>
</tr>
</tbody>
</table>

**Part-Time & Full-Time Differential**

<table>
<thead>
<tr>
<th>Drivers</th>
<th>Restrainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased inclusivity &amp; improved treatment of part-timers e.g. adequate office space and storage, job shares</td>
<td>Continued lack of parity between full-time &amp; part-time employees</td>
</tr>
<tr>
<td>Improved communication with all employees e.g. blogs, portal, e-news, email, in-person</td>
<td>Continued lack of communication of key benefits for part-timers e.g. CMC course credits</td>
</tr>
<tr>
<td>Mentoring/training for all</td>
<td>Little on the job training for all, especially part-time employees</td>
</tr>
<tr>
<td>Practicing core values e.g. respect of all employees, especially part-timers</td>
<td>High turnover</td>
</tr>
<tr>
<td>Equal advancement opportunities e.g. from part-time to full-time</td>
<td>Frequent lack of job descriptions &amp; responsibilities for part-time employees</td>
</tr>
<tr>
<td>Recognition/reward of part-timers &amp; their contribution to the college</td>
<td>Continued lack of recognition/reward of performance for part-timers</td>
</tr>
<tr>
<td></td>
<td>Time &amp; cost of changes</td>
</tr>
</tbody>
</table>

**Improved Wellness/Work Environment**

<table>
<thead>
<tr>
<th>Drivers</th>
<th>Restrainers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve wellness benefit e.g. ski pass, gym membership, pool pass</td>
<td>Cost/time</td>
</tr>
<tr>
<td>CMC supported volunteer opportunities</td>
<td>Rigid rules attached to wellness benefits</td>
</tr>
<tr>
<td>Increased recognition of positive/enthusiastic/productive employees</td>
<td>Clinging to ineffective models of thinking about employees &amp; their productivity</td>
</tr>
<tr>
<td>Implement Wellness Days within departments &amp; at campuses</td>
<td></td>
</tr>
<tr>
<td>Inviting trainers from local successful organizations to present to employees e.g. from Alpine Bank, Valley View Hospital</td>
<td></td>
</tr>
<tr>
<td>Flexible schedules/job sharing/telecommuting</td>
<td></td>
</tr>
</tbody>
</table>
Model our core values
Hiring employees to fit the positive & productive culture

Relations Diagram to Identify Top Causes

In order to identify the key causes that would help impact employee retention, a relations diagram was done using the main categories and themes (improved leadership skills, communication, processes, wellness, reduced part-time/full-time differential, efficient meetings, tools & training and flexible schedules) from the preceding Force Field Analysis (See Appendix).

The results essentially corroborated the first relations diagram that was conducted during one of the initial training sessions. The four key causes identified were: providing employees with the necessary tools & training; leadership skills; efficiency of meetings and wellness. The remaining categories in the relations diagram are more "effects" and should improve as the four key causes are addressed & improve. Another team has been looking at employee professional development, so at this time the only recommendation is that the leadership support the professional development team if they propose that CMC assess and respond to employee needs with respect to the tools & training.

Leadership training (in communication, mentoring, recognition/reward of employee efforts, clarifying employee roles & responsibilities, collaboration, transparency, empowerment, practicing the college's core values, etc.) is sorely needed and highly recommended. Dr. Jensen could train the leadership in these types of skills at each meeting starting in January 2009. Also, he could begin to apply many of the leadership strategies used by the quality organizations presented here and trainers from these organizations could help train CMC employees as well. So that all employees can be heard better, suggestion boxes should be installed at each site and an ombudsman be selected for each site so that employees have someone they can go to with employee concerns.

It is also recommended that a list of all committees & meetings be compiled and all those leading these meetings be contacted and encouraged a) work with their respective groups to reduce the frequency of meetings b) work with their respective groups to reduce the length of meetings c) meet via IVS, Blackboard or eliminate if possible d) ensure productive actions tied to priorities result from any meeting and e) determine whether a meeting is even needed based on college priorities.

To really improve wellness at CMC will involve further work. Perhaps a representative college wide group can examine the many strategies presented here based on our employees and other
quality organizations and recommend wellness opportunities CMC employees would value more.

Gantt Charts for Improvement of the Employee Retention Process

The timeline for engrafting improvements to the employee retention process using the above recommendations is presented in the Gantt Charts below:

Process Improvement Gantt Chart 1:

<table>
<thead>
<tr>
<th>ID</th>
<th>Employee Retention Process Improvement</th>
<th>Start</th>
<th>Finish</th>
<th>Duration</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify Key Elements; Develop Project Statement</td>
<td>9/9/2008</td>
<td>9/22/2008</td>
<td>1.96w</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Gather data: existing strategies &amp; other organizations' strategies</td>
<td>10/19/2008</td>
<td>10/14/2008</td>
<td>4.95w</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Examine data, develop timeline for surveying CW &amp; identify content for focus group/survey questions related to employee retention</td>
<td>10/17/2008</td>
<td>10/28/2008</td>
<td>3.2w</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Schedule focus group/survey sessions at each campus w. 1-2 team members; Develop focus group/survey questions</td>
<td>10/14/2008</td>
<td>10/28/2008</td>
<td>2.2w</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Determine logistics of focus group/survey research design</td>
<td>10/14/2008</td>
<td>10/20/2008</td>
<td>1w</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Conduct focus group/survey sessions</td>
<td>11/3/2008</td>
<td>11/14/2008</td>
<td>2w</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Analyze results, write report</td>
<td>11/14/2008</td>
<td>12/2/2008</td>
<td>2.6w</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Report out to CLT-Make recommendations for improving employee retention at CMC</td>
<td>12/2/2008</td>
<td>12/2/2008</td>
<td>2w</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Support implementation of recommendations</td>
<td>1/14/2009</td>
<td>6/30/2010</td>
<td>76.2w</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Conduct focus groups/surveys again with employees to determine improvement in employee retention process</td>
<td>5/17/2010</td>
<td>6/15/2010</td>
<td>4.4w</td>
<td></td>
</tr>
</tbody>
</table>
The project team members will monitor the impact of implementations resulting from the project’s recommendations for improvement. They will work with Human Resources & Institutional Effectiveness to lead these areas for improvement college-wide.

To assess the impact of improvements, focus groups/surveys will be repeated during spring 2010 college-wide and include the core group of volunteers. The Employee Survey will be improved, perhaps with many of the smaller employee surveys done each year being incorporated into one. It’s recommended that future surveys/focus groups be conducted in the evenings as well, so that more part-timers have the opportunity to participate. The team recommends that Exit Surveys be conducted with all employees who leave CMC because this would help provide continuous feedback on what can be improved. Other data to be used for monitoring progress will include the number of employees (full-time & part-time) retained each year e.g. fall 2008 to spring 2009; fall 2008 to fall 2009; fall 2009 to spring 2010.

Employees often express that little is done with the input they provide through campus committees, focus groups, surveys, and other means. CMC needs to do a better job of communicating good news and recognizing employee accomplishments. The use of blogs, intranet, as well as a portal where all employees & students could share information and efficiently manage projects/workflow are currently being proposed and developed. A continuous improvement website is also under development to help communicate the work of process improvement teams & other AQIP information.
The key causes to target for improvement which we have identified: providing employees with the necessary tools & training, leadership skills, efficiency of meetings and wellness are a challenge at any institution because they can be difficult to measure and difficult to change. The gathering of data for this project should aid in having a positive influence on how employee retention can be systematically evaluated and improved.

Impact of Project on AQIP Categories

As noted previously, the two AQIP categories that would be impacted most by these recommendations would be Valuing People and Leading & Communicating. Valuing People explores an organization’s commitment to the development of its faculty, staff, and administrators. Leading & Communicating addresses how the leadership and communication processes, structures, and networks guide the organization in setting directions, making decisions, seeking future opportunities, and communicating decisions and actions to its internal and external stakeholders. These categories have shown little improvement over the past four years, especially when compared with the other categories.

Return on Investment (ROI) for CMC

The proposed recommendations do not have a significant cost associated with them aside from staff time and the impact on employees in terms of improved satisfaction will be measured at least annually via focus groups/surveys. But CMC can expect a return on any investment it makes in its employees through a reduction in turnover and related costs. The cost of recruiting, hiring and then losing even one highly skilled employee is high and CMC has had over 40 positions open during 2008. Even if only a few employees were to be retained through this employee retention team’s recommendations, the ROI would be immeasurable.

By monitoring the number of employees retained each year (projected to increase), approximate turnover costs can and will be determined using a calculator: [http://www.amlc.org/turnover_cost_calculator.htm](http://www.amlc.org/turnover_cost_calculator.htm)

Final Thoughts

The team limited the number of recommendations for improvement in consideration of college resources & other priorities for the “Steering Committee Feedback" form in the Appendix. Namely, this team would like to see the assessment and addressing of necessary employee training & tools and this is left up to the professional development team for the time being; training in leadership skills; more efficient use of meetings and that employee wellness needs addressed by a college wide representative group, so that employees have wellness benefits they can really use. Similarly, if pay and health-related employee issues are not adequately addressed by the current group, it is highly recommended another,
more representative team, and the leadership further addresses those too, as employees frequently cited them as needing improvement. Everything the team examined from successful organizations suggested that "happy employees are productive employees" and it’s expected that as CMC addresses the improvement of its employees’ personal & professional well being, employees will be even more productive, more responsive to students and more likely to stay with CMC. Much like students, employees are key stakeholders and need to be treated as "customers" too. Most importantly, it is hoped that the culture of CMC will not only reflect AQIP principles & categories, but outstanding organizations everywhere.
## Appendix

### Table A of Organizational Employee Retention Strategies

<table>
<thead>
<tr>
<th>CMC</th>
<th>Alpine Bank</th>
<th>Google</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education for employee/children</td>
<td>Stock Options for employees</td>
<td>Stock Options for employees</td>
</tr>
<tr>
<td>$120 Wellness Benefit</td>
<td>$1,200 Wellness Benefit</td>
<td></td>
</tr>
<tr>
<td>Training for employees (some)</td>
<td>Peer Recruiting</td>
<td></td>
</tr>
<tr>
<td>Work from home – telecommuting (rare)</td>
<td>Work from home - telecommuting</td>
<td></td>
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<tr>
<td>Recognition of excellence (great job on events; # years at CMC)</td>
<td>Pick best employees in 1st place</td>
<td></td>
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<tr>
<td>Rental &amp; home buying assistance</td>
<td>First time home buyer help</td>
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<tr>
<td>Appreciation Day</td>
<td>Employee appreciation week</td>
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<tr>
<td>Health Fair</td>
<td>Starbucks - $15 gift cards</td>
<td>Gmys, etc.</td>
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<tr>
<td></td>
<td>Target - $25 gift cards</td>
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<tr>
<td></td>
<td>Alpine Bank - $100 cash cards</td>
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<tr>
<td></td>
<td>Home-cooked breakfast by officers</td>
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<tr>
<td>Regional picnics</td>
<td></td>
<td>Job sharing, work from home (trust employees)</td>
</tr>
<tr>
<td>Award plaques</td>
<td></td>
<td>Hiring to fit &quot;Googly&quot; culture</td>
</tr>
<tr>
<td>5-yr employees-special dinner</td>
<td></td>
<td>Fun, vibrant, creative &amp; collaborative environment</td>
</tr>
<tr>
<td>10, 15, 20, 25, 30, 35 year employees invited to board mtgs</td>
<td>Dedication to work/life balance</td>
<td></td>
</tr>
<tr>
<td>Pen sets, clocks and cash bonuses for anniv. celebration</td>
<td>Seek frequent feedback from employees</td>
<td></td>
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<tr>
<td>Education for employee/children</td>
<td>Provide frequent feedback to employees</td>
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<tr>
<td>Interest free computer loans</td>
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<td>Display employee art, support other similar employee interests</td>
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<td>Flex time &amp; work sharing</td>
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<tr>
<td>Year end bonus</td>
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<tr>
<td>Promote from within</td>
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<tr>
<td>Tries to hire bi-lingual employees</td>
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<td>Hispanic scholarships</td>
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<td>Flexible spending account</td>
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<tr>
<td>Volunteer time (paid)</td>
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<tr>
<td>Vacation</td>
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<tr>
<td>Key Strategies from Other Organizations</td>
<td>Zingerman's Deli</td>
<td>Menlo Innovations (IT)</td>
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<tr>
<td>Quicken Loans: Ethically driven – treat people well</td>
<td>All employees share &amp; help address daily successes &amp; failures during 45 min meetings</td>
<td>Hire people who “fit” culture of creativity, collaboration &amp; customer focus</td>
</tr>
<tr>
<td>Cisco Systems: Meaningful employee input</td>
<td>Focus on quality/improvement – any “red cards” from customers</td>
<td>Employee plays key role in determining their workload/empowerment</td>
</tr>
<tr>
<td>Umpqua Bank: Volunteering (paid for)</td>
<td>Focus on customer service</td>
<td>Effective 13 min daily large group meeting</td>
</tr>
<tr>
<td>Southwest Airlines: Peer Recruiting</td>
<td>Only deli, but ship elsewhere</td>
<td>At least weekly client assessment of progress</td>
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<tr>
<td>Whole Foods: Huge customer, employee &amp; quality focus</td>
<td>Train other organizations</td>
<td>Leader as servant</td>
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<td>Team work-programmers work in pairs</td>
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</table>

17
Employee Survey

Your responses to the following questions will help our Academic Quality Improvement Program (AQIP) Employee Retention Team better understand your experience as an employee of CMC and make recommendations for improving things college wide for employees. The team assures confidentiality of individual responses.

1) What attracted you to CMC?

2) What keeps you working at CMC?

3) What three factors keep you from being efficient?

4) What three factors help you be more efficient?

5) How satisfied are you as a CMC employee?

<table>
<thead>
<tr>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied</th>
<th>Very Dissatisfied</th>
</tr>
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<tbody>
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</table>

6) Your main reasons for satisfaction as a CMC employee?
7) Your main reasons for dissatisfaction as a CMC employee:

8) What would make CMC the ideal place to work?

9) Are you a full-time or part-time employee?

   Full-Time       Part-Time
   ☐              ☐

10) How many years have you been with CMC?

   1-5              6-10              11+
   ☐              ☐              ☐

11) What is your function at CMC?

   Faculty          Staff           Administration
   ☐              ☐              ☐

SUBMIT

Thank You!
Employee Retention Relations Diagram

- Efficient Meetings (E=3, C=4)
- Improved Communication (E=5, C=2)
- Improved Leadership Skills (E=2, C=5)
- Improved Wellness (E=3, C=4)
- Reduced Part-Time/Full-Time Differential (E=5, C=2)
- Needed Training & Tools (E=0, C=7)
- Flex Schedules (E=6, C=1)
- Process Improvement (E=4, C=3)
Colorado Mountain College

This certifies that
Michael Martin

has served on an inaugural First Choice Action Team.
Your hard work and dedication to the improvement of Colorado Mountain College is greatly appreciated.

Stanley E. Jensen, President

Fall 2008
Emails in regards to my Marketing Efforts

-----Original Message-----
From: Benson, Myra
Sent: Friday, July 09, 2010 11:43 AM
To: Crawford, Debra
Subject: Mike Martin in the news

Hi Debra,
Pretty sure this is CMC's Mike Martin "We Love Steamboat event honors 6 contest winners"-- it was in the local Steamboat Today paper. I wasn't able to find the prize winning entry on the Chamber's web site -- wasn't sure how to access it via Face Book.

Thought you might be interested.
Myra Benson

Hi Mike – Congrats on a great job. Marsha

In response to-
From: Crawford, Debra
Sent: Friday, June 25, 2010 10:07 AM
To: Mail CMC Everyone; Anne Freedman; Debbie Novak; Dick Bateman; Glenn Davis; Mary Ellen Denomy; Shalee Cunningham; Stan Jensen; Stan Orr; Wesley Duran
Subject: Colorado Mountain College featured in Skiing

Here's another reason to celebrate today: Colorado Mountain College was featured yesterday on Skiing magazine's Web site!

http://www.skinet.com/skiing/

Thanks to Stan Jensen, Michael Martin in Steamboat, Barb Johnson in IR, and Doug Stewart in Marketing for their help with quick-turnaround research and photos. This is tremendous visibility for us, in front of a key audience.

Cheers -
Debbie

Debra Crawford
Public Information Officer
Colorado Mountain College, Central Services
Glenwood Springs, CO
Tel. (970) 384-8535
Cell (970) 309-1486
www.coloradomtn.edu
Hi Mike,
I wanted to drop you a quick note to thank you for donating two pairs of skis to the Town Challenge this year. It really is appreciated and makes each race all the more exciting when we get together for the apres race party. The best news (for me) is that I won a pair at the last race! I've decided to pass the skis along to my girlfriend and she is very excited to take the skis out, once they get mounted. We're especially looking forward to trying them out on a powder day!
Please let your students know how much we appreciate and plan to enjoy their generous gift.
Best regards,
Stephan

Stephan Zittel
Associate Broker
High Mountain Sotheby's International Realty
708 Lincoln Avenue
Steamboat Springs, CO 80487
970.879.8101 office
970.846.4803 cell

Featured on Steamboat TV-18 Talking about the Program
Yes, I heard about this from Mike McKibbin in our department, too. Nice job!

Mike, our Mike (McKibbin) suggested this could be a great story idea to pursue. I've asked him to get in touch with you and Peter, to get more information so he can write a feature press release or we can determine whether Jack or someone else at the paper is already working on something.

This is definitely a story that needs wider telling!

(thanks, Denise, for the heads-up, too!)

Regards,
Debbie

Debra Crawford
Public Information Officer
Colorado Mountain College, Central Services
Glenwood Springs, CO
Tel. (970) 384-8535
Cell (970) 309-1486
www.coloradomtn.edu

From: Roach, Denise
Sent: Friday, December 18, 2009 8:46 AM
To: Martin, Michael
Cc: Arzy, Marsha; Perhac, Peter; Crawford, Debra
Hi Mike,
I just watched the video on http://steamboatpilot.com of your interview promoting the Ski and Snowboard program.
You did an excellent job on the curriculum and the history of the program.
A great plug for CMC all around.
You are fantastic.
   Denise

Denise Roach
Assistant to CEO of the Alpine Campus
Colorado Mountain College
1330 Bob Adams Drive
Steamboat Springs, CO  80487
970/870-4454

Check out 4-Points in today's Today.  Great article on you and CMC students.
You're just in the news today.  Yea!

Denise Roach
Assistant to the CEO of the Alpine Campus
Colorado Mountain College - Steamboat Springs
970/870-4454

Nice presentation today, Mike! (Spring 2008)

Kimberly Wilkerson
Division Director
Colorado Mountain College
2.B Curriculum and Program Development (See also Program Review for more in-depth coverage)

Fall 2004-2006-After accepting the position as faculty and Program Director, I evaluated the current version of the SKB program from a teaching, student, and community aspect. I incorporated my history as a graduate of the program and created an entirely new, two track approach to the program’s courses and content.

2006-SKB Program redesign-Starting from the ground up, I overhauled and changed, deleted, or created new courses to better suit our student learning styles. This included the following courses:

New Courses-

SKB 105 Ski History-After completely changing the Product Design course and removing the history element, the need for a history class appeared. Knowing Chuck Hull and Steve Rice were the perfect fit, we utilized them for course content and instructors.

SKB 130 Accelerated Boot Fitting –Fast tracking the curriculum of Boot I & II, I revised this course (and tuning) into a semester long course to allow college-level learners to complete the course work at an accelerated rate allowing them more time for electives or work.

SKB 140 Accelerated Tuning-Same as Accelerated Boot Fitting, this freed up student scheduling, yet allows the same course material to be covered.

SKB 216 Ski & Snowboard Marketing and Media-A new course focusing on the need for our graduates to be competent in web-based marketing and media skills. Students construct and manage websites such as hellandback.tv, which is completely SKB student designed and managed. You can link to this site from Nordica ski and boot website (nordicausa.com). An instant resume builder as all graduates are linked to a living project, which also creates more awareness of the College.

SKB 220 Snow Sports Retail & Wholesale-A small business management course teaching students the nature of the retail and wholesale of the Snowsport industry. This course has since been passed on to Tim Widmer for further refinement.

SKB 229 Integrated Portfolio & Capstone-As a culminating finish to the SKB program, students are required to work within the industry and complete a portfolio including amongst other things, a resume and cover letter. We formerly published this on the web through our website –skiandsnowboardresume.com, but this will be moving to malakeye.com in an effort to gain more industry awareness. Malakye serves as the “monster.com” of our industry.

SKB 117 Retail Sales-A one-on-one sales class aimed at developing our student’s salesmanship. (Note, course curriculum developed by Tim Widmer)

MAR 326 Contemporary Marketing-Created the initial course outline as part of the BSBA development committee and I am the Course Lead for this course College-Wide. Created content in a joint effort with other CMC faculty, Summer 2011.
FVM 275 Advanced Final Cut Pro Studio – Now FVM 231 after a successful new course proposal. This course advances our student's knowledge of using computers to create web-based products for our industry. I initially developed the course in Spring 2011 as a trial offering.

Revisions - In this capacity, I incorporated the content of these courses and made them appropriate for Developmental Education. We often have students who are not at college level reading or math. These courses provide a separate track for these students to gain the same knowledge but at a rate that they are comfortable with. This has led to greater student success.

• SKB 110 Boot Fitting I
• SKB 111 Boot Fitting II
• SKB 120 Ski & Board Repair & Tuning I
• SKB 121 Ski & Board Repair & Tuning II
• SKB 187 Work Experience

New Revisions - MAR 216 Principles of Marketing - Created the online course utilized today for Daryl Yarrow, summer course offerings.

Overhauled -
SKB 210 Ski & Board Product Design – Completely overhauled where students went from learning the theory of design to actually creating a ski or snowboard brand. Students are grouped and square off in competitions to see which team has the best, all-around design. The winners are selected by our Advisory board who are in turn, better educated about our students, our curriculum and our program. Following this decision we build 35 units of the winning design. Each student receives a board or ski and we also use them in our marketing efforts.

FVM 150 Development of Film Expression - Now SKB 119 Product Launch - Taking input from the industry, I realized that we could further our student’s knowledge of creating a “story” behind a product launch through visual media. We teach students all the components of creating a successful product launch in this course, which for most ground level marketing positions is exactly what they will be doing in their careers.

2.B Part 2 Provisional Mentoring

In overseeing one of the largest programs in the CMC fold, I have mentored faculty, created clinics specific to our program’s needs as well as professional development opportunities for adjuncts and new professors. Most recently I served as Tim Widmer’s mentor as he entered his position as Assistant Professor as well as serving as mentor for the Portfolio process. The following is a list of mentoring activities-

2004-Present-Schedule, create agendas, and serve as moderator for SKB Adjunct faculty meetings. As I implemented massive changes to the program, we held weekly meetings to bring adjuncts up to speed on new curriculum. Additionally, I created
professional opportunities for them here on the Alpine campus to expand their knowledge base such as-

- The 6th Sense of Boot Fitting – Matt Ross (click here for more in-depth information)
- Amfit Certification-Certification on Amfit Orthotic technology

2008-Present- Discipline Coordinator- CTE (College Wide). I serve as the DC for one of the most diverse pools of departments and faculty at CMC. I have mentored my constituents through changes in CMC policies and presented my efforts such as the Nordica Project to inspire them to create more partnerships on behalf of the college.

2009-Present- TaskStream Mentor- As DC for CTE and a lead for BSBA courses, I mentor full time and adjunct faculty on the TaskStream system. Click here for more information on my efforts in regards to TaskStream.

2011-Served as an assistant mentor to Kelly Mullen as she transitions into our BSBA program. I was a guest speaker in her MAR 326 course in October 2011 and have helped her with navigating the CMC system.

Sample emails:

Hi Mike:

I am writing to see if you might consider being a guest speaker for my IVS Marketing 326 class. I would love to have you come in and speak about your experiences with Nordica. I think, if I remember correctly, that you have engaged with them for new product development and that would be so interesting for the students to hear about.

I will be at that theme around Oct 25 or 27. My class is Tues and Thursday mornings from 8:30-9:50am.

Would you possibly consider this?

Keeping my fingers crossed!

Kelly Mullen

(I presented a two hour lecture and Q&A on the impetus for the Nordica Project to students in her course via IVS as part of her curriculum on new products).

Hi Mike:

I think I opened this yesterday and thought I responded but evidently I didn't. Thanks a million for sharing this! Once I have had a chance to look more closely at everything I will probably come back to you with questions.

Thanks again for all!

Warm regards,
Kelly

Date: Tue, 23 Aug 2011 17:16:53 -0600
Subject: Mar326
From: mmartin@coloradomtn.edu
To: kcmullen@hotmail.com

Mar326
Hi Kelly
Attached you'll find the two syllabi we are using. I've paired my down from Allen's (Summit County), but effectively we're on the same page. Let me know if you have questions.

Welcome to CMC,

Michael Martin
Director of Ski and Snowboard Business Program
Colorado Mountain College
1320 Bob Adams Drive (Shipping)
1330 Bob Adams Drive (Mail)
Steamboat Springs Colorado 80487
970.870.4438
mmartin@coloradomtn.edu <http://mmartin@coloradomtn.edu>
http://www.cmcskb.com

Mentoring on TaskStream-
Way to go Mike!!!!!!!!!!!!! Thanks for helping out.

Dr Deborah (Sunny) Schmitt
AVP Academic Affairs
Arts & Sciences
Colorado Mountain College
(970)947-8340

-----Original Message-----
From: Martin, Michael
Sent: Wednesday, August 17, 2011 9:57 AM
To: Bacher, Allen
Subject: RE: Task Stream

Hey Allen
Login into Taskstream
http://www.taskstream.com/Main/homeCIP/default.asp
Click on "Course Assessment Workspace" for MAR 346

From here you'll be sent to a page with the left column showing the Assessment workspace.
1. Click the "+" symbol next to 2011-12 Assessment Cycle.
2. Next, click on "Assessment Plan"
3. Click on "Check Out" on the middle 1/3 of the right side of page.
4. Click on "Outcomes and Measures".
5. Select "Create New Outcomes"
6. Plunk in your Outcomes and measures. Repeat for the second outcome
7. Click "Accept and Return to Plan"
8. "Check in" your workspace. This is critical so people can access the work you put in.
9. You can add comments if you wish, then click "Return to workspace"
10. Once you're done with edits, etc, log out.

You can put in your Assessment findings, etc using the same technique stated above. Simply click on which space of MAR346 Assessment Cycle you want to work on. I've attached a screenshot of MAR326 for your review

Let me know if you have questions. It's pretty easy once you get a feel for it.

Michael Martin
Director of Ski and Snowboard Business Program Colorado Mountain College
1320 Bob Adams Drive (Shipping)
1330 Bob Adams Drive (Mail)
Steamboat Springs Colorado 80487
970.870.4438
mmartin@coloradomtn.edu
http://www.cmcskb.com

-----Original Message-----
From: Bacher, Allen
Sent: Tue 8/16/2011 8:20 PM
To: Martin, Michael
Subject: Task Stream

Hi,
I am a faculty member at the Vail/Eagle Valley Campus. I went to a presentation once in which someone from your program showed us a video resume made by one of your students. I would like to use the same idea with one of mine. Can you share a link to the video so I can show him the idea?
Thanks, Janet Rivera
2.C Program Development (see Program Review for more in-depth coverage)

Over the past eight years, I have facilitated changes to the Ski and Snowboard Business Program that reflect the changes occurring in the industry. As stated in the previous section, the following represent the changes made since accepting the position in 2004-

Program Overhaul-
Given the size and nature of the program, the SKB student is typically similar in terms of race, age, gender, and nationality. However, each individual’s knowledge depth and base varies greatly. In order to accommodate the needs of students, a recent re-tooling of the program was necessary. The following outlines the revisions of the courses and the reasoning behind their changes.

As the program has grown, the needs of the students have expanded greatly. With students wishing to pursue new career options and differences in learning abilities, it was necessary to create a program that encompass all of these special needs. To incorporate all aspects, I engineered a two-track program, which allows students, who are already at college level, to streamline the lab courses allowing them access to greater content in academics. Conversely, I have generated a path for students who perhaps need to take course work at a slower pace to be able to participate in the program without overwhelming them by using the “one-two” format. These changes have been well received by students and supervisors and allow optional pathways for student success.

New Certificates-
1. Marketing Media Manager- In an effort to give students marketing and media skills, I pioneered a new certificate, which actually was adopted by the College to become the New Media program going through review as I write this. The idea for the SKB certificate is to generate a skill set for students to work on product campaigns. Many of our students seek positions in marketing and sales and thus need to have skills in promotion from a visual and “new media” background. These courses help students create successful marketing campaigns and promotional tools. This certificate has taken off for our program and we have added curriculum since inception.

2. Ski/Snowboard Guide-This certificate has taken many shapes and forms since my first proposal of addressing the business of Tourism in 2005. I passed this certificate on to Tim Widmer as he entered our program to build the necessary courses for a student to be successful in operating a guiding business in our industry. Given his background in guiding, we have an attractive certificate that is bringing in students just for this certification, which has helped our program and the Outdoor program enjoy an increase in FTE.

Program/Course Technology-
With all the changes to the program and courses, new technology has been introduced to the classroom to enhance the experience. Our lab courses have benefitted from industry connections of mine where we were able to secure severely discounted pricing (often free) on state-of-the-art technology. For instance, our boot-fitting lab has the Amfit orthotic fabrication system with medical software. This normally would cost $35,000, but I was able to get it for half and the software we have is typically only granted to doctors. Thus, our students have a better understanding of the machinery then our retail partners who use Amfit as our students are trained to a higher degree of program knowledge.
Further, understanding that the majority of our partners needed students with knowledge of Apple/Mac based products; I began campaigning for Apples in 2006. This led to a 4-year process in which I was able to secure the old G5 Macs of Spring Valley in the summer 2009 and later, a brand new 18-unit iMac Lab now housed in Bristol. This lab will become a state-of-the-art Media Lab in Alpine’s new building which is not only a major leap for our program and campus, but an amazing resource for the community. It will be a one-stop shop for media products complete with cameras, green-screens (for CGI graphic work), and a sound booth. Essentially our students and community can create a Hollywood-style product on our campus.

As part of this, I successfully proposed several major camera equipment purchases for our campus and we now have 20 cameras for students to use, free of charge. This has helped other faculty utilize digital storytelling in their courses. Additionally, I have created podcasts for all sorts of topics such as this one on advising- http://coloradomtn.edu/cms/One.aspx?portalId=2935482&pageId=3670481

I presented Podcasting as a topic at the College Wide In-Service in Spring 2008.

FTE Growth-

Given the revisions, the program has seen gains in FTE. This has been punctuated by certain periods of tremendous growth for an already large program. In doing so, I campaigned for and was successful in securing a second full time faculty member for the program in 2009. Tim Widmer has been a tremendous asset to our program and has developed several great additions to our program.

Internship Development, Ski and Snowboard Business Program-

I have converted many industry contacts I developed over the years into new opportunities for students. The following list reflects the recent additions to the Ski/Snowboard Business Program, which is a component of the Work Experience and Capstone courses.

- Nordica Skis, Boots, and Bindings
  The Nordica group has a steep heritage in the industry dating back to the origins of skiing. Nordica has been an exceptional partner to the program with the creation of the summer intern program. One student was hired on as an intern for the summer where they spend time at the headquarters in New Hampshire assisting product design managers with their various tasks. Additionally, Nordica has donated old equipment to the ski and boot labs as a way for students to hone their craft.

- Burton Snowboards
  A recent addition to the program, Burton has come on strong utilizing students for ten days at the Las Vegas trade show and is paving inroads to create summer internship options at their headquarters in Burlington, Vermont. They also contribute to the labs and we have initiated a plan to add more students to the trade show this coming year.

- Liberty Skis
  Based out of Avon, Colorado, this is the only alpine ski manufacturer in Colorado. Liberty has become a strong partner
to Colorado Mountain College utilizing the most students of any company for trade shows, on-snow demonstrations, and other events. Two graduates of the program have since gone on to represent Liberty Skis in Colorado and California. Additionally, Liberty has utilized as one of the manufacturer for the Product Design course project.

**Program Review-Self Study**
In the spring of 2007, Ann Harris and Renee Kuharski approached me about piloting the CTE 5-Year Program Review process. They stated that I had been chosen for my ability to run and grow one of CMC’s flagship programs. The Program Review process is a large undertaking in which one drills down to the roots of the program and creates a path for the future.

What resulted was a highly touted project, which follows. Renee has told me several times that it is still the model they hold other programs to and I feel it has been a worthwhile experience to better guide our program into future.
### Part I
The Program Profile

<table>
<thead>
<tr>
<th>A. Mission/Statement of Purpose/Goals</th>
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<table>
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<tr>
<th><strong>The Mission</strong></th>
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<tbody>
<tr>
<td>What is the role your program plays in the College Mission?</td>
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<tr>
<td>The SKB program is devoted to preparing qualified individuals for the Snowsport industry. Through state-of-the-art learning environments and practice of skills, the program disseminates knowledge of the skills necessary to succeed in this industry. Additionally, the program strives to be the resource for the industry for employment and teaching needs.</td>
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<tr>
<th><strong>Statement of Purpose</strong></th>
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<tr>
<td>Please provide a statement of purpose:</td>
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<tr>
<td>To make CMC’s Ski &amp; Snowboard Business Program the best in the country through enhanced curriculum, education, and training utilizing the most advanced equipment and techniques available.</td>
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<tr>
<th><strong>Student Learning Outcomes</strong></th>
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</thead>
<tbody>
<tr>
<td>What are your administrative and student learning objectives?</td>
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<tr>
<td>Demonstrate Shop and Equipment Safety Procedures in the following:</td>
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<tr>
<td>• Analyze Boot, Ski, and Board Problems and Identify and Initiate Solutions</td>
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<tr>
<td>• Demonstrate Appropriate Use of Tools and Materials</td>
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<tr>
<td>• Organize Retail Store Layouts</td>
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<tr>
<td>• Use Basic Foot Anatomy, Physiology, and Bio-Mechanics to Properly Fit Ski and Snowboard Boots</td>
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<tr>
<td>• Explain Material Resource Management and Sourcing</td>
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<tr>
<td>• Demonstrate Employee Management Skills for Wholesale and Retail Operations</td>
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<tr>
<td>• Explain Small Business Management Procedures for Independent Ski Corporate Representation</td>
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<tr>
<td>• Develop and Demonstrate Communication Skills</td>
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<tr>
<td>• Integrate the Development of Customer Relationships into Management Plans</td>
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<tr>
<td>• Apply Knowledge of Sales &amp; Marketing</td>
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<tr>
<td>• Illustrate Global Marketing and Production Planning</td>
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<tr>
<th><strong>What are the program goals (5 year plan)?</strong></th>
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<tbody>
<tr>
<td>Within the next five years, the program will strive to achieve the following goals in addition to incorporating the skills and traits needed to succeed in the industry. Through program changes, internships, and technology improvements students will become, skilled, competent members of the Snowsport industry.</td>
</tr>
</tbody>
</table>
To ensure the students of Colorado Mountain College’s Ski and Snowboard Business Program receive the best education possible, the five-year plan seeks to improve current courses. By integrating changes in techniques and machinery occurring within the industry into everyday course work, students enter the workforce with better preparation. Additionally, the program will look to identify new opportunities, such as the upcoming Promotions course, to further the knowledge each student receives while in attendance.

**Goal 1. Add additional course offerings/programs to enhance community involvement.**

In an effort to expand our local student body, the program will begin to explore dual enrollment opportunities with the local school district to see where we can attract local students to begin their career training during their high school years. By doing so, the students enrolled in the “community-based” courses will receive the same education, but perhaps at a different pace or time. This would reflect the current “one/two” track in the lab courses, which has helped many of our developmental education students fulfill their education goals.

Additionally, the program will look to explore times and non-credit courses where the community could utilize the boot and ski tuning labs. The labs are state-of-the-art in terms of machinery and technology, but have been off limits outside of the current course offerings. One must be careful as this use of machinery does require time and training and thus a qualified and trained faculty or staff member must be present when it is in use. Additionally, as a partner with of the local retailers services, the program must avoid becoming a competitor to local retailers for their services. Thus, each class need be specifically designed to enhance and enrich the community, not serve as a method of disruption to economic flow.

**Objective Community:**
Generate additional student participation from within the local community.

**Target:** Specifically design courses to integrate the local community into the program degrees.

**Measure:** Examine the number of dual enrollment and community students’ enrollment numbers each academic year and increase them by 5% annually.

**Goal 2. To gain additional transferability and articulations with colleges nationwide.**

**Resort/Recreation/Tourism**
As a part of a collective process to integrate programs at the Alpine campus’, the potential for articulations increases. This would allow students greater options upon exiting the program in that they will have an opportunity to complete a bachelors degree in a timely manner. As a result, the marketability of graduates is enhanced.
In conjunction with goal 1, as the number of courses increases with the number of skills sets offered, our program becomes an attractive feeder into the four year degree programs of schools nationwide. (See Appendix Western Articulation)

Objective Articulation:
Increase the number of schools articulating to the SKB program
Target: Add one school every two years.
Measure: Increase articulation by 20% in 5 years

Goal 3. Integrate the skills demanded by the Snowsport Industry into every component of the SKB course offerings.

With the size and needs of our industry, a core group of skills are needed by every SKB graduate who enters the workforce. As a goal, the program strives to instill this knowledge through various courses. The following is a list of skills/traits and their place within the program.

Skills and Traits

In our discussions within our Advisory Board meetings, we have developed a set of skills and traits we feel are relevant to our industry and thus should be engrained into students throughout their education. These skills will help students achieve their goals in life and business and allow them to be successful in the industry.

The skills are as follows:
1. Time Management-The Snowsport industry requires one to have superior time management skills. This skill has been incorporated in SKB courses including but not limited to, Product Design, Marketing and Media, Retail Sales, and Wholesale Retail. All courses rely heavily on group work, which creates an atmosphere that encourages project management to see projects through to finish.

2. Responsibility- Maturity and assuming individual responsibility are imperative in order for any student to be successful. In reviewing recent work requests and job descriptions, these have become recurrent themes.

3. Communication- In the Snowsport industry, one needs to be able to communicate effectively. The majority of positions available in the vocation require sales, public speaking, and interpersonal communication skills.

4. Computer Skills- Programs of note: Photoshop/Graphic Design, MapPoint, and a form of DVD/Film editing. These skills are essential for the Retail and Manufacturing aspect of the profession.

5. Mathematics- The majority of positions in the Snowsport industry require a variety of mathematic skills. As a component of learning these skills, the Wholesale and Retail class incorporates intro level record-keeping mathematics, which is used throughout the industry.
6. Problem Solving-In any given industry, problem solving is essential to ensure that a company remains on top of their field. As part of the Product Design course, students are required to work through various sets of problems in order to bring their fictitious company to fruition. Problem solving also allows students to remain engaged within their education field and industry trends.

7. Salesmanship-Because the majority of positions students fill upon graduation are sales oriented, salesmanship is of the highest importance. To improve student learning in this discipline, the Retail and Sales course (SKB 117) was created. As part of the curriculum, students are introduced to selling the appropriate merchandise and Snowsport companies.

8. Product Knowledge- Product knowledge is key to being successful in the industry and many students are challenged to grasp certain aspect, of it depending on their background. The Product Design, Boot Fitting, and Ski Tuning courses will continue to add content in order to enhance product knowledge. Additionally, the program strives to have as many students as possible attend trade shows in order to obtain additional product knowledge.

9. Networking- One of the biggest challenges students face is their ability to continually network effectively with new contacts in order to increase their viability in the industry. The Retail/Sales course as well as Marketing and Media serve as an avenue for students to gain skills that are crucial in this environment.

Objective Skills:
To increase the skills of SKB students.

Target: In addition to the above course content, the program will strive to enhance student skills and encouraging participation in clubs and other organizations to hone these abilities.

Measure: Chart feedback from employers as to the success of implementing these skills.

Goal 4. Involve additional business leaders and integrate additional internships to compliment existing offerings.

In an effort to better equip students with first hand knowledge of the industry, business leaders of the Snowsport Industry are an invaluable resource. They in turn help integrate concepts and knowledge which is essential for program content. To further this relationship, the program will strive to include as many leaders as possible to increase opportunities for student learning as well as provide increased internship opportunities.

Objective Business Leaders:
Utilize the wealth of business leaders residing in the Colorado Mountain College region to enhance the availability of internships.
Target—Increase participation in meetings and internship offerings by one member each year for five years.
Measure—Compare the number of internships in 2008 to 2013.

Goal 5. Expand and upgrade existing facilities to stay on the cutting edge of technology and changes within the industry.

- Upgrading Machinery for State-of-the-Art Techniques
As part of the on-going efforts to ensure students are trained on the best equipment, I have strived to integrate the newest technology into the classroom. The following outlines the technology that has already been integrated and upcoming upgrades by course.

Objective Technology:
Continue to build on current manufacturing relationships such as Amfit and Wintersteiger machinery, to improve classroom learning environments.
Target—Increase technology and machinery yearly, whether in the labs or lecture classrooms.
Measure—Review equipment trends each year at trade shows to compare the curriculum content of Colorado Mountain College offerings to the industry demands.

Goal 6. Deepen the diversity of the student body by way of enhancing course offerings to encourage better gender balance as well as racial backgrounds.

Over the past three years, I have facilitated changes to the Ski and Snowboard Business Program that reflect the changes occurring in the industry. The following represent some of the contributions in this area.

Given the size and nature of the program, the SKB student is typically similar in terms of race, age, gender, and nationality. However, each individual’s knowledge depth and base varies greatly. In order to accommodate the needs of students, a recent re-tooling of the program was necessary. The following outlines the revisions of the courses and the reasoning behind their changes.

As the program has grown, the needs of the students have expanded greatly. Students wishing to pursue new career options and differences in learning abilities, it was necessary to create a program that encompass all of these special needs. To incorporate all aspects, I engineered a two-track program, which allows students, who are already at college level, to streamline the lab courses allowing them access to greater content in academics. Conversely, I have generated a path for students who perhaps need to take course work at a slower pace to be able to participate in the program without overwhelming them by using the “one-two” format. These changes have been well received by students and supervisors and allow optional pathways for student success.
Courses:

**SKB 117-Sales**
As outlined in the five year plan’s Skills and Traits, Ski and Snowboard students greatly benefit from the ability to communicate as the industry relies heavily on one’s ability to convey and exchange ideas and share information. As a component of the greater program’s ideals, this course focuses on one-on-one sales methods and integrates communication techniques used in the business. This course has morphed the Principles of Sales course of prior years into a course that is specific to our unique industry. Developed through my history in retail, this course focuses on instructing students in the necessity of people skills, which is paramount to success in the Snowsport retail environment. A key component of this course is weekly role-playing to develop communication skills. Looking into the future, the goal will be to integrate sales presentations in cooperation with the Marketing and Media and Product Design courses to sell the remaining products as designed by Product Design students to the public. This concept will allow students to create an ongoing virtual company, which is in effect, an opportunity to try one’s hand at running a company in an education environment rather than in a competitive free market.

**SKB 216-Marketing and Media**
Within this course, students gain valuable knowledge about the world of marketing within the Snowsport Industry. As part of the curriculum, students work in teams to design a website which is created using Macromedia’s Dreamweaver suite. I have integrated web development for two reasons. First, students entering the industry will need to know the basic concepts of creating and updating websites as the industry relies heavily on this medium to communicate with its markets. After completing a basic site, students square off as teams to see who can best ‘market’ their site. We compare results using Google Analytics. Throughout the course, marketing concepts are used to further the student’s virtual company utilizing all of the current media products available via the Internet. The websites use exciting new technology such as Blip.tv (available through the Internet) to give them an understanding of the techniques used in marketing the Snowsport Industry. This use of technology prepares students for work in the fields of Marketing, Public Relations, and event departments on both the ski area and manufacturing side of the industry. For the next five years, I will strive to integrate a portable laptop computer lab into this course to allow us to reach a larger audience for this ever popular class. This will allow us to meet the demands of our current student body and adjust for the growth predicted for the program.

**SKB 210: Product Design**
To give students a stronger background in Product Design, I have successfully created a partnership with Liberty Skis to produce 50 units of students designed skis or snowboards. The students spend the semester learning about design through creating their own board or ski, which is manufactured by a Chinese factory with components originating in Europe. This gives the students a true, hands-on, unique experience which would be cost prohibitive to produce as an individual. The class has been received well and continually fills to capacity.
Additionally, the course has become a flagship in our marketing efforts for the program. Looking toward the future, I foresee the class expanding to involve development of soft goods with online companies such as cafepress.com or manufacturers like Helly Hansen.

**SKB220: Snow Sport Retail & Wholesale**
This course has become a small business management course focusing on inner workings of the Snowsport Industry. Given the unique circumstances of the industry, it is clear that students need a strong background in how to best manage ski area resources in order to be successful. Students gain valuable insight in how to protect themselves from lawsuits, manage inventory, train employees, and determine inventory-buying forecasts. Within the next five years, I plan to incorporate this as our first web-based offering, broadening enrollment and the scope of the course.

**SKB130/140: Accelerated Boot Fitting and Ski/Board Repair & Tuning**
These courses have combined the “one/two” format of the past into one comprehensive course. These courses allow college level students to move through curriculum at a pace that is right for them, which in turn allows them to be exposed to more content through the program. The “one/two” format remains for Boot Fitting and Ski Tuning to allow our special needs students access to program content at a pace that is inline with their abilities. These courses have benefited from the addition of new technology which provides the best possible training for students prior to graduation. By 2012, we will have rounded out our machine offerings by combining our recent additions of the Amfit Insole Fabrication system in the Boot lab, and the Wintersteiger Micro 91 and Trim Disc 71 in the Ski Lab with a full line of new technology to assist in repairs and modifications. These will include new products such as a laser scanner for digital foot imaging, which is currently under refinement, but will eventually become a standard in the boot fitting world. On the ski tuning offerings, the program will strive to prepare students for certifications and management by increasing our tool supplies and offerings.

Together, both courses prepare students for store management and serve as key components to the SKB Certificates.

**SKB 105: Ski History**
Prior to the development of this course, the history of skiing and snowboarding was taught through the Product Design course. Since that course has been changed significantly, it was necessary to add this course as an additional offering. This course assesses the history of the Snowsport industry and addresses the major changes and evolutionary steps which have resulted in the industry as we know it today. Students will enter the workforce with an understanding of design concepts which provides a basis for future development.

**SKB 229: Integrated Portfolio and Capstone**
With technology surrounding students in the classroom and in their future careers, I believe it is of the utmost importance to expose students to as much technology possible within the context of the program. Thus, I have created two new courses, Integrated Portfolio and Capstone and Marketing and Media, which
focus on this concept. The Capstone course allows students to create their own website to post their DVD/online resumes for potential employers to view. The DVD/online resumes are the primary a main skill learned through the curriculum. In order to create the best possible resume for students the use of an Apple computer was necessary since they are an industry leader in DVD production. I petitioned the Colorado Mountain College Information Technology committee to lift the ban on purchasing Apple computers and was successful in October of 2006. The new MacBook is a valuable addition to the tools available in the program, giving students proficiency in a skill they will need to have in order to be more marketable. A demo version of this concept can be found at: http://cmcskb.com/

For the future I hope to see a full video production studio created in order to allow students to gain knowledge in video production to further enhance their career options.

Objective Diversity
To continue to meet the needs of all program students, it is important to continue to provide opportunities to develop the core competencies of each course. However, in order to draw a more diverse student body, it may be possible to adjust the content to attract a broader audience of students.

  Target: Increase the number of projects which focus on a gender-neutral outcome. This may include the addition of soft goods to the product design course.

  Measure: Track the ratios of the student body each academic year and poll students as to their preferences to enhance diversity.

Goal 7. Support Life-Long learning components of the program and expand course offerings as needed.

As the program grows, it is important that graduates possess a breadth of knowledge. Upon completion of the program, the goal of faculty will be to maintain communication with graduates to develop opportunities for life-long learning course offerings.

With the integration with the Resort Management and Outdoor Studies programs, the number of course offerings will increase as will the need for on-going review of program content will be needed.

Objective Life Long Learning
To create a resource for graduates for post graduation training.

  Target: Increase ‘Graduate’ lifelong learning courses by 20% in five years.

  Measure: Examine and follow up with industry leaders and graduate response to course work and content once per academic year.

Goal 8. Expand the scope of the program to allow for new avenues of degrees such as Recreation/Tourism/Eco-tourism.
With the recent boom in tourism and especially eco-focused tourism, there exist many possibilities to instruct students as to how to take advantage of this new market. One proposal would incorporate a professor who can bridge the disciplines of SKB, Resort Management and Outdoor Studies to combine into a degree focused on Recreation/Tourism.

In recent years, there have been a number of new backcountry lodges, outfitters and operations starting up in the United States and Canada and we have seen an increase in students wishing to pursue a career in guiding. As the number of operations increases, so does the demand for solid, qualified guides and Colorado Mountain College is poised to capitalize on this area. By incorporating key courses from all three disciplines, we will be able to utilize the best content to match employers’ needs. Since all three areas have a strong following, it will simply be a matter of adapting course work to match industry standards. A more in-depth outline is attached (See Appendix Tourism Proposal).

Objective Degree Additions:
Create additional components of the SKB program to allow for further degree development.

   Target: Adopt the Tourism proposal and add an additional faculty member to
   the SKB/HOS/OUT field of study to develop the program.
   Measure: FTE increases should be immediate as this will not only help
   lower the burden on the current SKB/HOS/OUT faculty, but also create a
   point person for this new endeavor. Numbers can be tracked as generated
   and will be reviewed annually.

Goal 9. Maintain current levels of funding for program/faculty

With budgets in flux and funding in question, it is imperative to maintain proper financial support for one of the largest programs offered by Colorado Mountain College. To do so, costs can be contained by continuing to utilize the industry and manufacturers to offset the costs. In years past, CMC has benefited from organizations like Burton, Liberty Skis, Nordica and others by way of in-kind product donation. This allows for students to get real-world experience on real products, yet costs the program very little to acquire. In contrast, many programs need to purchase products to accommodate learning, which in turn adds to the cost per student.

As a manner of business, the SKB program can look for new opportunities to capitalize on these cost saving breaks and increase the number of avenues by which to procure equipment. By doing so, the program gains valuable tools for the learning environment and strengthens connections to the industry.

Additionally, as FTE numbers increase with the aforementioned plans, funding will continue to increase given the size of the program. This is an extremely important function to enable students to get the skills they need. Nonetheless,
cost saving measures will continue to be in place to ensure spending is in the interest of the student.

**Objective Funding:**
To keep the SKB program funded in a manner which suits the needs of the program and the students.
- **Target:** Create one new tie to manufacturer and their equipment every one to two years.
- **Measurement:** Compare Year-Over-Year budget ratios to see areas of improvement.

**Goal 10. To be the source for hiring in the Wholesale/Retail/Manufacturing side of the Snowsport industry.**

**Creation of the SKB web presence and accompanying technology**
In an effort to attract employers and align them with SKB students as well as to attract perspective students, the SKB web presence will be used in two tiers: Marketing and Student Promotion. The following is a brief description.

On the Marketing side of the website, the ‘sizzle’ of program shines through. By documenting student experience through course work, travel (trade shows), and student life, we can capture the attention of the interested participants. Having a place for SKB students to blog their time at Colorado Mountain College allows a perspective student to gain insight as to what a SKB student experiences while attending school. Through content (to include text, photo, and video) generated by and aimed at our target market, we can give a real ‘experience’ via the web. Given our programs uniqueness, this will help sell our program over others.

**Student Promotion**
To gain industry backing, a ‘monster.com’ approach is necessary to capitalize on the wealth of talent that exists on the Colorado Mountain College Alpine campus. The concept of this component is to allow students, who are currently enrolled or have graduated, to continue a ‘web presence’ on a CMC based site. The site will be used by manufacturers to post positions and allow students to create their ‘page’ where the content is generated by them and monitored by faculty. The idea is to allow a common meeting ground (CMC) for both employers and students to continue the relationships developed during trade shows and other industry events. Upon completing the program, students can use these resources as needed for career options and to communicate with other members of the Snowsport world as well as alumni.

**Internships**
As an ongoing component of the program, a primary goal of faculty will be to increase the number of internships. In the short time Michael Martin has directed the program, the internship opportunities have tripled. Given the rapid growth of the program, this has kept pace with the number of students seeking these opportunities. In order to continue to grow the program, more internships are needed. A possible outlook will be to expand into other areas of the action sport industry to include summer products, such as skateboarding. Given the high number of skateboarders enrolled in the SKB program, this would seem to be a
natural and eminent migration and inclusion will be eminent. In turn, this will provide even more avenues for internships since this will include other company with a different market that are not currently involved with the program.

**Trade Shows**
To enhance the student experience, it is time to address the possibility of including other industry trade shows, such as the ISPO Snowsport show in Munich Germany, the ASR surf show in California, and Interbike in Las Vegas. All of these shows have the potential to increase not only the number of student internships, but the visibility of Colorado Mountain College to additional manufacturers. This will allow the program to integrate even further into the industry.

Together, this goal will be a primary focus of the five year plan.

**Objective Web:**
To create the web content needed in a timely manner.
  - **Target:** Create and roll out website by Fall 2008
  - **Measure:** As website unfold through 2008/2009 create survey to track content

**Objective Internship:**
Increase the number of manufacturers involved in the program.
  - **Target:** Strive to include 2-5 new manufacturers per academic year.
  - **Measure:** Create running list of internships online as a student resource. Compare Year to Year.

**Objective Trade Show:**
Increase the number of opportunities for students attending trade shows via Colorado Mountain College.
  - **Target:** Visit ISPO by January 2010 with students
  - **Measure:** Track number of students in attendance and their job opportunities following each show.
Program History

Provide a brief history of the program:

- Two Decades of Education and Training:
  - Billy Kidd-Olympian and program advisor
  - Bill Hill-Original creator and instructor
  - Rob Hawkins-Expert tuner and temporary custodian of the program
  - Chuck Hull-Full Time faculty and program director from 1988-2004
  - Michael Martin-Full Time faculty, current program director and program graduate
- Snowsport Industry Association (SIA) Endorsed
- Annual Enrollment-Approximately 120 Full-Time Students
- Prepare Students for Work:
  - Retail Sales / Sales Representatives
  - Shop and Rental Operations & Management

B. Faculty

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<tr>
<th>List the names of the full-time instructors:</th>
<th>List the names of the part-time instructors:</th>
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<tbody>
<tr>
<td>• Michael Martin</td>
<td>• Tim Widmer</td>
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<td>•</td>
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<td>• Steve Hoots</td>
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<td>• Leo Lutz</td>
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</tbody>
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Credentials and Accomplishments of Faculty

See Appendix Resumes for all Full Time and Adjunct Instructors

1. Michael Martin
2. Tim Widmer
3. Seth Mathey
4. Alex Pond
5. Pat Gagenbin
6. Steve Hoots
7. Leo Lutz

Professional Development Activities of Faculty (Martin):

- Avalanche, 1,2,3 American Avalanche Institute (2004-2007)
- 6th Sense of Boot Fitting Hosted by Matt Ross, Colorado Mountain College
  (A professional development course I developed to mentor adjuncts)
Course info taken from Webadvisor Fall 2006:
Hosted by Colorado Mountain College, Alpine Campus
Steamboat Springs, Colorado
Oct 21-22 9AM-5PM

“Matt Ross Director of Sales and Marketing at Gorsuch LTD, will be leading an in depth seminar to get your shop’s boot fitters up to speed. Matt has had over 16 years of boot fitting experience (14 of which were spent at Surefoot in Aspen, CO. where he sold thousands of boots) and still works the floor today. He was the Tech Editor for Ski Magazine’s Boot test from 2001-2004 and currently tests skis and boots for Ski and Skiing magazine.

The two day intensive course will instruct students on the secrets of mastering the art of boot fitting. Topics covered include: basic boot fitting techniques, extensive repair procedures, orthotic fabrication, and foaming. Matt Ross has been a certified pedorthist since 1996 and is the buyer for Gorsuch LTD.”

- Surefoot Manager Boot Fitting Seminars 1997-2003
- Masterfit University-Dark Arts of Boot Fitting, Breckenridge, CO 10/04
- Amfit Insole Fabrication System certified 2007 (operating system since 1996)

B. Faculty Data
See Appendix Full Time VS. Part Time and Active Students per Course
A. Student Data

**Breakdown of Students by Type, Numbers served, FTE, Registrations and Graduates**

Please provide a descriptive analysis based on the data provided by Institutional Research:

As a program, enrollment has had strong and positive numbers, which have been increasing over the past five years. (Appendix Section and Student Count). The data on this chart reflects approximately a 35-40% increase in enrollment from 2003 to 2008. This is due to supportive feedback from employers, industry leaders, and graduates. Since Datatel numbers are frequently erroneous, the former Assistant Dean of Instruction hand counted the students enrolled as a declared SKB major in the program and found the total number to be approximately 110 in 2005. This represents one of the largest programs in Colorado Mountain College.

Degrees granted have also increased as a result of the ‘two-track’ approach allowing more avenues for student success. By splitting the program courses into two formats, the student now has options as to the pace they would like to take the course work. Additionally, there are two certificates with a third in the works for 2009/10 to allow even more possibilities for students to complete this program. The data found in “Completion Rates” (Appendix Completion Rates) reflects an average of 28% completing the program with a 37% increase from 2004 to 2006.

Gender, ethnicity, and age have been relatively the same for many years. The program typically reflects a white male, ages 18-25 who is a snowboard enthusiast (Appendix Graduate Demographics). While being the core student, there are goals outlined in the five year plan to balance gender ratios.

Typically, the SKB student is full time, pursuing the full, two-year degree. While some students decide to exit the program before completion, others have managed to participate in both course work and work experience have completed the program and entered the workforce successfully. As one can see, looking at the grade/completion records, (Appendix Graduate Demographics) there’s a clear divide between academically challenged students and those who are college level, with college level being the largest percentage of completers. The “two-track” approach is addressing this issue and refinements will continue as needed.

Being an FTE leader for the campus, the SKB program enjoys a strong enrollment with classes filling each semester. Typically, the program adds courses late to meet the demands unforeseen earlier in the year. The FTE generated by the SKB program contribute a large component of the Alpine total. (Appendix Sum of MinCred)

**Total credit hours produced**

Due to multiple sections of classes being run, a typical semester for the SKB program generates an average of 39 credit hours of core SKB courses. (Appendix Sections and Student Count) Occasionally, the program exceeds this number and the faculty member has generated overload compensation every year since 2003 according to the data.
Classroom size is limited to 10-12 in the lab courses due to space available. The lecture courses typically exceed Colorado Mountain College standards, with Product Design, Marketing and Media, and Wholesale & Retail (formerly known as Rental & Repair Shop Management) averaging 35 students per semester. (Appendix Class Size)

All courses are instructed using traditional methods. Some courses are being examined for distance education, but because of the necessity of the hands-on’ approach, it is difficult to recreate such courses in a distance education format.

B. Student Narrative

Please provide information on your current students:
A typical Ski and Snowboard Business student is between the ages 18-25 male, a snowboarder, and usually originates from out of state. Most students entering the program have a strong interest in the discipline and are eager to enter the workforce in either a retail or manufacturing career.

Do you have an “early warning” system for student?
Yes, through student services, we review a student’s progress at midterm to ensure their progress is not impeded at the midpoint in the semester. Additionally, serving as an advisor I typically conduct individual conferences with students on a case-by-case basis.

What is your placement rate? Please describe where students generally find employment:
Placement rate is difficult to approximate, as students vary in their chosen career path and thus require different amounts of education. A typical student who leaves the program and wishes to directly enter the workforce will enter as a technical representative in the manufacturing track. Conversely, students wishing to pursue a retail/wholesale career will enter as shop managers or perhaps shop owners.

Students generally procure employment at shops or manufacturers where they have prior experience. These can include previous internships, work experience, and volunteer positions they generated while attending Colorado Mountain College. The connections made while attending school have proven to be one of the most valuable aspects of the program.

Provide information on Graduate satisfaction:
Jeff Price:
The new classes/program is in line with how the industry operates today. Working in retail while taking the courses has helped me to excel at work and in courses. The opportunities that were provided helped me to make a name for myself through many companies and industry leaders.

Zach Ostrander: The SKB program has been huge for my credibility as an industry professional. No matter where I go, when someone understands my degree they automatically give me respect and a sincerity which I doubt I would get anywhere else. That is the professional side. As far as the educational side, I am in my senior year at Western State and I genuinely believe that I was prepared for the challenges I have faced at WSC. I am proud to have gone through the SKB program.

Provide information on Employer Satisfaction:
With many students entering the work force upon completion of their degree, the general feedback we have received from employers has been positive. This has been reflected by manufacturers, who, after working with students at trade shows, ask the majority of students to return for additional events to aid companies. Thus in turn, provides students with even further background in the industry and their chosen career path.

Further, as Program Director, I am continually contacted by companies seeking internships and job placement for various positions. This trend has seemingly grown year-to-year with the advent of changes made within the program to further student knowledge.

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**Does your program use work study students? If so please provide a brief description:**

**N/A**

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Include a summary of how your program has grown, or how industry requirements have changed your program &/or courses in the last couple of years, or information about graduates and where they usually are employed. Also, what trend information do you have from your national associations, advisory boards, community input, employers, grads, etc.?

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**Overview:**

Given my unique insight into the program, first as a student, followed by five years of instructing as an Adjunct, and finally four years of leading the program, I have made several changes in response to the growth of the program. During the twelve years I have been associated with the Ski and Snowboard Business Program, it has grown and evolved in many ways. With the growth in size, course changes had to be addressed in order to allow students from all backgrounds to be successful. Beginning in my first year of my fulltime position, I began working on restructuring the program, which I implemented and completed and in the fall of 2006. The following outlines the course changes from a growth standpoint.

**Program Growth-Course Changes**

The SKB degree split into two “tracks”: the degree and two certificates. While the total content is basically the same for comparable courses offered, the degree seeking student is exposed to greater content at a faster pace than those in the certificate program.

**Classes-Lab: (Tuning/Boot Fitting)**

SKB students are required to take lab courses in Boot Fitting and Ski/Board Tuning. In the past, all students were required to take Boot 1 & 2 and Tuning 1 & 2, the “1-2” format. As of the fall of 2006, degree seeking students now able to take these courses in the “Accelerated” format of Accelerated Boot Fitting and Accelerated Tuning. The Accelerated format covers more information at a quicker pace and thus it is not right for all students entering CMC. For that reason, the “1-2” format remains as “Intro to Boot Fitting / Boot Fitting II” and “Intro to Tuning / Tuning II”. By doing so, the program allows students to take courses at a pace that is right for them.

Ideally, students placed in the Accelerated format should have test scores that reflect at least Math 090 and College level reading. All other students should be placed in the “1-2” format until they can complete their developmental course work. Currently, we are offering one Accelerated class for each discipline per semester.

If students who enter as ‘certificate’ students decide to complete the degree, they can substitute “1-2” courses by completing “Intro and II” for an Accelerated course (130/140 respectively). This
allows students to change degree paths if needed.

**Classes-Requirement Changes:**
To maintain the integrity of the program, there are no substitutions allowed for the following courses as we believe they are critical to the concept and content of the program:

SKB 117-Ski/Board Retail Sales  
SKB 216-Ski/Board Marketing and Media  
SKB 229-Integrated Portfolio & Capstone

**Course Changes-Fees:**
To expand and improve the learning experience of students, we have added course charges to further the instruction each student receives. The costs cover the materials used and tools supplied, which the student keeps upon completion of the semester.

Courses and reasoning:

Course: Boot Fitting $150  
Codes: SKB 130, 110, 111- Students are required to purchase insole blanks and molding material to create custom foot beds (4 per course). This allows students to gain knowledge in both Conformable and Amfit Insole Fabrication systems, keeping them current with what is required by the industry. The insole will be made by/for the student and the student retains the insoles upon completion.

Course: Ski and SB Tuning $160  
Codes: SKB 140 and 120 only- Students will be required to purchase a ski/board tuning tool kit which meets SKB industry specifications. Students will use the tool kit to tune skis/boards in class and will keep the kit for use in their career. This allows students to have a set of tools upon completion of the course which they can take with them upon entering the workforce.

Course: Product Design $300.  
Code- SKB 210- As a class, students design either a ski or snowboard and receive one (1) unit of the design at the end of the semester. The board/ski is based on the entire class’ specifications with fifty units being produced. Thus each individual student’s board/ski will not be custom, but will be unique and will give students an incredible advantage in their career pursuits. Costs cover the material/labor used for manufacturing by OEM supplier.

All of these changes have followed industry trends and allow students to explore the career path they may choose to enter.

**Program Changes-Industry/Graduates**
In order to prepare students for the work force, the program has closely mirrored changes within the industry. This has been reflected in courses such as Product Design and Marketing and Media where course content has been altered by the demands of the industry. For instance, with the majority of manufacturing of ski and snowboards being handled by China, our relationship with our Chinese OEM factory gives students knowledge in current trends of the industry, while providing hands-on experience. This is echoed in the Marketing and Media course where we have used technology (Macromedia Suite), which is in high demand by Marketing departments across the industry. Combining this marriage of products and changes in the industry has allowed students to be placed in, but not limited to, the following positions...
upon graduation:

Manufacturing Representative-
Lead Representative
Technical Representative
Public Relations/Events Representative

Retail-
Sales
Store Management
Small Business Management

Manufacturing-
Graphic Design
Board Production/Design

**Industry Trends/Board/Association Involvement**

Generally, the biggest trends in our industry are reported to our program with the cooperative agreement we share with the Snowsport Industry of America (SIA) who have donated information, credentials for trade shows, as well as software such as their industry specific program called *insight*, which allows users to view key information regarding industry sales and distribution by region of the country.

As a part of ongoing efforts to improve the program, I continually work with our advisory board that in turn generates many of the opportunities for the students of our program. This has been an essential component in making changes to our curriculum in a timely fashion. All of our courses use machinery and employ methodology based upon discussions from the SKB advisory board. Since the board is made up of graduates and employers, it provides an excellent feedback loop for information to make its way back into our operation which has resulted in changes that enhance the further program.

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**C. Marketing**

**What is the impact of the marketing efforts?**

Currently our marketing effort appears to be strong, as our program has made significant gains in year-to-year growth in regard to FTE. Additionally, internal marketing efforts which I have initiated through course curriculum have boosted enrollment such as the Product Design board project. By presenting potential students with a board that was created through our course work, it confirms to them why our program will give them the tools they need to succeed. Additionally, as I travel with these products, it provides an instant conversation catalyst as people inquire about the product’s origins.

I believe our program’s most successful marketing campaigns have been in Freeskier magazine and our television show, WZ-TV, which I created in the summer of 2007. This lends credibility and exposure to our campus and our program through repeated brand recognition and content can be adapted to the current climate.

**What improvements can be made?**
Every Colorado Mountain College program and campus should have its own website that is unique to the demographics which are central to its core cliental. These sites would be generated in-house and produced using input from the faculty members associated with them.

Additionally, the Colorado Mountain College Public Relations representative should strive to get more press releases into relevant magazines such as Transworld Snowboarding and Powder/Freeskier magazine. These magazines have a tremendous following among our core students and would be a valuable resource in marketing efforts.

Further, it would behoove each campus to create a studio to generate video, podcasts, and mp3 based media to promote programs. Our program benefits greatly from our students’ ability to produce content in these medias, which in turn is seen by other potential students, furthering the case to attend Colorado Mountain College. By enabling faculty members to procure this content and channel it in a more concise, clear package would enable all programs to grow at a faster rate.

Last, as of February 2008, FTE appears to be on the decline for 06/07, but a student made a strong point. He noted that there was significantly less advertisements in the publications for the industry. I believe he is right as many students have stated that they initially heard of Colorado Mountain College through these advertisements. To correct this, I believe as a college we need to refocus our efforts on tackling the target demographic in order to recapture this lost FTE. This can be done through marketing efforts which including advertising in popular publications. Additionally, I believe it would make sense to attract filmmakers to use Colorado Mountain College as a stop on their filming tour. Alpine Campus has been featured in many snowboard films, yet we receive no credit. This could be corrected by directing marketing to increase our involvement with these organizations as it would certainly be in line with our target demographics’ media choice.

D. Recruiting

What recruiting strategies work for this program?

As outlined previously, our on-campus efforts have the most significant effect on whether a student attends our college. In Janis Bell’s tenure on the campus, I can attest to her amazing ability to deliver the personal touch, which conveys the type of education a perspective student will receive while attending our campus. To assist Janice, I ensure she has all of our current products (Product Design Boards/Skis), literature (catalogs produced in Product Design and websites designed in Marketing/Media), and knowledge regarding our technology so that when she tours our campus, she has all the tools needed to represent our program in the best possible manner. Then I am easily able to converse with students who already posses a solid background about the benefits of our program's offerings.

Further, my effort within the industry to promote students while they attend Colorado Mountain College and after graduation has gained national attention, as our students have gone on to careers in all parts of the nation and the world. This in turn makes us a go-to place for high school graduates, which in turn, makes a convincing case as to why one should attend the SKB program.

The following information documents my efforts to promote the program to both students and perspective employers through the website I created using my faculty page.
Resume Site

A major component of the new look of the program is the Capstone webpage, which serves as a vehicle for students to present their resumes to any perspective employer from anywhere that employs an Internet connection. The concept behind this site is to allow the student to simply carry a business card, which lists their webpage where perspective employers can view their information at their leisure. Additionally, future updates for the website will allow employers to sort applicants by job requirements so they can view the information that is relative to their operation. Students will be able to maintain this site after graduation, giving the program and site a presence in the industry.

Tutorials Page

As the program grows, we gain technology, which is complex and requires instruction. The Tutorials page will serve as an introduction or a secondary information site to actual hands-on instruction of machinery used in boot and ski labs as well as some other areas of the program. This will help initiate the opening of the labs in the future to public use, thus creating a return on investment to the citizens of Steamboat Springs.

Photos Page

An updated photos page will help demonstrate what students actually do while at Colorado Mountain College. The photos page will highlight areas such as trade shows, special events, and everyday life as a student. Additionally, as the site develops, students will be able to post their relevant photos to their resume webpage.

Blog Page

Perspective students typically inquire as to what the industry trade shows and demonstrations are actually like. The intent of the blog page will be to post short video clips of students in action at these events to shed some insight as to what it will be like to work in the industry. Additionally, this page lends creditability to the program by showing students in action at actual industry events.

Outside Marketing/Recruitment Efforts

Michael Martin Productions-

As a part of the ongoing efforts to recruit students, my action-sport films often capture the goings-on of students and thus the short video clips are used to help promote the program and the college. I have worked as a part-time production assistant for Warren Miller in addition to creating and hosting Steamboat's only film festival, Steamboat Mountain Film Festival.

What improvements can be made?

I believe one of the strongest areas to improve our recruiting efforts should be made in our digital presences. This would include a website which is unique to our program, podcasts (both video and audio) which could be made available to download from our site, and ability to perform mass text messaging (Skype.com or Yahoo!). The majority of students I interact with either text my phone, send me an email, or visit our website to gain information. Very few call by
phone or request print materials. Thus it would be a critical to take advantage of these new technologies to capture these students before they move on to other college choices.

Additionally, as stated earlier, further work from our PR department is needed to ensure that each program is being presented at every opportunity which arises. By giving content to papers, magazines, and websites, we can create the proper perspective needed to capture future students.

C. Other program potential

Public service performed by the program, other comments.

As part of our working agreement with the Steamboat Springs Winter Sports Club (SSWSC), we are able to assist them in their local swaps by removing unwanted products which we utilize in ski and boot labs for product repair demonstrations.

Further, many of the clubs on campus are SKB student driven and contribute back to the community, such as the International Clubs involvement with hosting international dinners and other ‘world-class’ activities.

D. Quality and Effectiveness

Does your program utilize a peer evaluation system, if yes, please explain the effectiveness. N/A

Please provide a narrative of the IDEA results for program faculty

As reflected in IDEA, the overwhelming majority have responded in a favorable fashion. In cases where areas of concern have arisen, the course content has been evaluated and adjusted as deemed necessary to improve student learning. That said, the value of IDEA evaluations are weighted, as they only generate a simple component of the total feedback process for the program. As Director, I strive to meet with students in one-on-one settings to gain real feedback to cross-reference with the data gathered through IDEA and faculty evaluations.

E. Facilities and equipment

Library Holdings: Please provide comment on adequacy: While not as in depth as other programs, our campus holds many great reference materials for our program. These include DVD, Media Print, and reference resources such Lexus Nexus and Business Source Premiere which are heavily utilized in Product Design, Marketing and Media, and Wholesale and Retail courses. We can only benefit from expanding these offerings to include the Harvard Business School’s wealth of online resources.

Classroom space utilization: With changes to Monson and improvements made to the campus as a whole, our utilization has improved dramatically. Our program would greatly benefit from a laptop computer lab as well as larger, dedicated classroom being added to the Monson building to relieve the stresses put on Bristol from other programs.

Laboratory space and accessibility: Space and accessibility are on par with current industry norms. Our greatest challenge stems from our insurance policies and opening the labs up to the community and students wishing to use our equipment outside of our classroom times. This is an area we could improve upon campus wide.

Storage areas: Adequate for our current size and needs, but will need to be addressed on our next round of campus building/remodeling.

Environmental/ Health and Safety control: In general, we have adequate environmental controls which coupled with air filters currently in place in the labs, provide a safe environment for our students to learn. As we grow as a program and campus, we may need to reevaluate the
amount of load we are putting on our current systems to ensure they are covering our needs.

**Equipment Inventory:**
Ski/Board Tuning Lab:
Wintersteiger Micro 91
Wintersteiger Trim Disc 71
Grind Rite 1800
Ski Tuner side Edger
Smartboard/Classroom

Boot Lab:
Conformable Insole Fabricator
Amfit Insole Fabricator
Sears Flat Grinders
Foredom Grinder
Sani Grinder
Smartboard/Classroom

Capstone Lab-
Apple Computer-Macbook Pro-17”

Marketing and Media-
Macromedia Suite

**Replacement and new purchase plan:**

**Equipment Inventory:**
Ski/Board Tuning Lab:
Wintersteiger Micro 91-Trade in, re-evaluated at the time of next trade-in to ensure industry standards are met.
Wintersteiger Trim Disc 71- Trade in, re-evaluated at the time of next trade-in to ensure industry standards are met.
Grind Rite 1800-Salvaged at the end of use, possible sale.
Ski Tuner Side Edger- Salvaged at the end of use, possible sale.
Smartboard/Classroom-Evaluated by Sandy Kent

Boot Lab:
Conformable Insole Fabricator-Negotiated free upgrades as needed, (Martin, 2006)
Amfit Insole Fabricator-Negotiated at-cost upgrades as needed (Martin 2007)
Sears Flat Grinders-Replaced via P-card as needed
Foredom Grinder- Replaced via P-card as needed
Sani Grinder- Replaced via P-card as needed
Smartboard/Classroom- Evaluated by Sandy Kent

Capstone Lab-
Apple Computer-Macbook Pro-17”-TBD, campus approval

Marketing and Media
Macromedia Suite TBD, campus approval

**Equipment for program: please provide a comment on the adequacy.**
Upon assuming my position, I have been upgrading the quality of tuning and boot fitting
products available to students. All labs were in a bit of disarray and needed immediate upgrades to be current with trends in the industry. I believe within the next five years, the program will have a solid platform to build from. The most immediate need from an instructional standpoint is the portable laptop computer lab.

F. Advisory Committee

<table>
<thead>
<tr>
<th>List the name of the Advisory Committee Chair</th>
<th>Advisory committee chair contact information (email, phone, business name and address)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Widmer</td>
<td>See Appendix (SKB Advisory)</td>
</tr>
</tbody>
</table>

List the dates the last 2 meetings were held (attach copies of the minutes):

- 10/15/07
- 3/10/08

Colorado Mountain College
Ski / Snowboard Business Advisory Committee Meeting Minutes
10/15/07

Agenda:

1) Introductions/Sign In
   Present: Tim Widmer (Chairman), Mike DeCoske, Jeff Price, and Todd Givnish.

2) Program Overview
   Martin began the meeting by recapping the 5 Year strategic plan skill and traits each student should exit the program possessing.

   Skills and Traits:
   1. Time Management
   2. Responsibility
   3. Communication
   4. Computer Skills
   5. Simple Math
   6. New Computer Programs-Photoshop
   7. Motivation
   8. Problem Solving
   9. Salesmanship
   10. Product Knowledge
   11. Networking

   -After which, the goals and objectives were recapped and commented on after the 06/07 school year.

   Goal 1- Strengthen student time management and responsibility skills by generating and placing more responsibility on students.

   Objective-Upon completion of the SKB degree, each student will have the proper self management skills to be competitive and competent in respect to industry needs.

   Action 1- Use courses and internships to hold students accountable for their time management skills.
- Martin asked the board for comments on this process after one year, to which Tim Widmer stated that he noticed that not only had he seen an improvement in time management, but one could see the results in the Product Design presentations earlier that evening. Todd agreed, saying that it was evident in his CMC students working for him had definitely improved in their time management skills.

Goal 2-Improve communication, salesmanship, and networking skills.

Objective-Each student should have at least a basic background in communication and networking skills.

Action-Continued development of the Retail/Sales course and incorporate at least one component of public speaking into each of the SKB course offerings.

-Martin stated that the Retail/Sales course has seen a dramatic improvement in course outcomes with some slight tweaking from fall 06 to fall 07. Essentially, by focusing more on one-on-one selling and presentations, there has been a noticeable difference in the quality of salesmanship demonstrated by students. Mike DeCoske agreed stating that the new hire at Surefoot was better prepared to sell then he was when he began working for the shop.

Goal 3-Develop more problem solving components to curriculum through increased use of logic and product knowledge.

Objective-Students will need to be able to “think on their feet” as they work in the industry. Thus, students should have a strong product knowledge and problem-solving background to be able to handle the tasks assigned.

Action 1-Addition of more products into the classroom for students to become better versed in industry trends.
Action 2-Possible addition of a “logic” or similar course to advised electives.
Action 3-Increase math curriculum in courses.

-As a component of each course in the ‘200’ level curriculum, thinking on one’s feet has become an integral part of each week’s lesson. Martin stated that Wholesale/Retail works with numbers every week to enhance students’ understanding of their importance in relation to the industry.

Todd furthered this concept by stating that each student should consider accounting or a record keeping course in their degree if they want to prepare themselves for the industry. Mike agreed, stating that both reps and retailers use bookkeeping extensively.

Goal 4- With technology ever increasing, students need to be familiar with the different programs used in the industry.

Objective-Students need to be competent in using programs such as graphic editors (Photoshop), video editing (Final Cut Pro), word processing (MS Word), spreadsheets (Excel), and Email/PDA equipment.
Action 1-Add Distance Learning courses as appropriate.
Action 2-Continue to ad technology to all classes and courses.
Action 3-Add the Amfit insole manufacturing device (if possible)

-Martin commented on the success of the marketing course and the websites which have spawned as class projects. Martin noted that students have taken a real interest in their work and have actually continued developing the site upon completion of class. Martin stated these sites would migrate to the new CMC/SKB site once it was ready, slated for Jan. 08.

-Tim asked whether the mobile lab had been approved, Martin was following the progress closely.

-Additionally, Martin outlined the new Amfit technology in the boot lab to increase student knowledge of cutting edge technology in the classroom. Todd and Tim agreed that this was an incredible advantage that CMC students will poses as this technology is used by the Medical world and is a cut above the typical offerings.

At this point, Martin opened the table up for discussion on the progress of the five year plan. Todd mentioned there are new opportunities in the Steamboat area with Intrawest becoming the major player. Martin agreed stating that this will enhance the quality of local retail as well as increase the number of manufacturers selling in the area. Tim stated that there had been quite a few Intrawest representatives milling around the base discussing the future plans of the ski area. He felt it was only a matter of time before some of the ‘older, smaller’ retailers were replaced by bigger names, which was good and bad. Todd agreed stating that some of the small companies would feel the pinch, but the overall experience at Steamboat would greatly improve.

Tim then stated he noticed many students asking about becoming guides, or pursuing similar fields to take advantage of the ‘adventure travel’ options springing up in the industry. Mike agreed stating there are far more students taking advantage of the hybrid degree now offered using the hospitality and outdoor studies courses compared to when he was a student. Martin suggested that perhaps the board include this concept as “part 2” of the 5 year plan. Tim agreed stating this could be a great opportunity for the program.

Todd mentioned the idea of developing the Marketing/PR concept farther and begins to develop more course content around these efforts. Martin pointed to the new Promotions course and the idea of adding an SKB advertising class to the mix. Both ideas were well received and Martin stated he would comment on this more in future meetings.

At this point, Martin suggested the board generate ideas for the 5 year plan for the next meeting in Spring. The board agreed and with no further business, the meeting adjourned.

Colorado Mountain College
Ski / Snowboard Business Advisory Committee Meeting Minutes
3/10/08
Agenda:
  1) Product Design Course-Honorary Judges
2) Introductions/Sign In
Present: Tim Widmer (Chairman), Shannon Johnson, and Todd Givnish.

3) Program Overview
Martin presented an overview of new changes to the SKB program including the clock hour’s reduction to the lab courses (Boot Fitting/Ski Tuning) as well as the new course Promotions, which focuses on Snowsport PR events.

Next, Martin recapped the concept online offerings for SKB, but has yet to set a firm date for implementation as he still exploring ideas for deployment. At best, it Wholesale/Retail could be offered, but given the content of the other offerings, it is unlikely there will be more courses on line.

Finally, Martin commented on the idea of having a ‘eco’ offering in the SKB arena. Martin stated this will be a stretch to make it truly eco-friendly, since most products are not exactly “of the earth”. Tim noted that many companies are pushing this terminology in their sales pitches, but few are reducing their true carbon footprint. Martin stated this will be an ongoing idea for 08/09.

Discussion Notes-
-Martin began by reviewing the goals outlined in the prior meeting and stated that projects initiated have been proceeding as planned and asked for ideas on the 5 year plan.

-To commence the 5 year plan, broader goals were outlined by board members which was documented as follows:
1. To be the source for hiring in the Wholesale/Retail/Manufacturing side of the Snowsport industry
2. Investigate additional transferability and articulation agreements with colleges nationwide.
3. Integrate the skill list from prior meetings into every component of the SKB course offerings.
4. Involve additional business leaders and integrate additional internships to compliment existing offerings.
5. Expand and upgrade existing facilities to stay on the cutting edge of technology and changes within the industry.
6. Deepen the diversity of the student body by way of enhancing course offerings to encourage better gender balance and more diversity.
7. Support Life-Long learning components of the program and expand course offerings as needed.
8. Expand the scope of the program to allow for new avenues of degrees such as Recreation/Tourism/Eco-tourism.
9. Maintain industry participation opportunities and increase options for students.

10. Add additional course offerings/programs to enhance community involvement.

Upon refining these ten goals, Martin reviewed a list of course ideas generated Fall 07 including Promotion and Advertising and opened up the discussion for further course ideas.

Todd stated that it would be great to see the tuning lab used for community projects. Martin agreed, but was hesitant on how this would be accomplished given the insurance issues and staffing. Both agreed this is a great idea and would warrant further investigation.

-Mike mentioned that it might help to pursue/incorporate more ‘female’ oriented content to help with diversity. Martin agreed and pointed to a recent meeting with Helly Hansen regarding the idea of composing a soft good component to compliment the existing product design ski or board. The board agreed this would be a great idea.

-Tim stated he has seen more students pursuing ‘guide-like’ course work, which has been an ongoing topic of discussion for SKB. Basically, students were combining OUT courses with some EMT training to broaden their depth and career options. This in turn has allowed a version of the ‘hybrid’ degree to come to light. Martin agreed, stating that he believed the future SKB/HOS/OUT offerings would include a degree of this nature a few years down the road.

Marketing/Catalog

At this point, Tim asked what changes have taken place so far this year to implement the above goals. Martin stated that there are several areas which are in the process of change. First and foremost is the new website for CMC and the new SKB website, which has been launched on a trial basis as of Jan 2008. Both are in the process of refinement, but Martin felt it will be a significant improvement to the visibility of the programs and its students. Further, Martin noted that catalog changes had taken place as described in prior meetings and would be reflected on the new website for the program.

Todd mentioned that registering is still a problem, to which Martin agreed. That said, it is not in the scope of this panel to change this policy.

Tim commented that his review of the Promotions course and found it was exemplary and should be a great asset to the program. He then stated that he would work with Martin on some new course ideas to help reach the goals of the 5 year plan.

- By creating the goals, the board agreed that Martin would need to create the plan for review during the Fall 08 meeting.

With no further business, the meeting adjourned.

**Business and Industry partnerships:**

Internship Development, Ski and Snowboard Business Program

I have converted many industry contacts I developed over the years I spent in the industry into
new opportunities for students. The following list reflects the recent additions to the Ski/Snowboard Business Program, which is a component of the Work Experience and Capstone courses.

Liberty Skis

Based out of Avon, Colorado, this is the only alpine ski manufacturer in Colorado. Liberty has become a strong partner to Colorado Mountain College utilizing the most students of any company for trade shows, on-snow demonstrations, and other events. Two graduates of the program have since gone on to represent Liberty Skis in Colorado and California. Additionally, Liberty has become the manufacturer for the Product Design course project.

Nordica Skis, Boots, and Bindings

The Nordica group has a steep heritage in the industry dating back to the origins of skiing. Nordica has been an exceptional partner to the program with the creation of the summer intern program. One student is hired on as an intern for the summer semester where they spend time at the headquarters in New Hampshire assisting product design managers with their various tasks. Additionally, Nordica has donated old equipment to the ski and boot labs as a way for students to hone their craft.

Burton Snowboards

A recent addition to the program, Burton has come on strong utilizing students for ten days at the Las Vegas trade show and is paving inroads to create summer internship options at their headquarters in Burlington, Vermont. They also contribute to the labs and we have initiated a plan to add more students to the trade show this coming year. One graduate, Tim Obarski has become one of the product design technicians at the Vermont factory, building boards for Olympians, sponsored athletes and the president of the company, Jake Burton.

Snowsport Industry of America

In partnering with SIA, our program gains valuable insight to trends and data only available to industry insiders. This gives students an incredible advantage when they enter the job recruitment arena as they have access to information which most working level employees never see. This partnership has been and remains one of our best assets as it also allows students access to all tradeshows where students make the contacts they need to be successful in the industry.

Surefoot

One of our biggest employers locally, the retail company Surefoot, continually hires both paid and unpaid internships throughout the year. This give students direct access to the industry and hands-on experience which they can use to secure employment upon graduation.

Sportstalker/Christy Sports

Another large local employer in Steamboat, Christy’s offers many opportunities for students to work and attend school. Several SKB students have become managers of local shops and Jeff Price, a graduate, was recently asked to take over the Beaver Creek location.
## Part III
The Program Content

### A. Definition of the program

**Program Description:** The Ski and Snowboard Business program is designed to place students in the wholesale and manufacturing side of the industry as well as a separate track which enables students to pursue small business retail.

**Who is the primary program audience:** Our core student falls between 18-25 males looking to seek a ‘management’ level position in either the manufacturing or retail aspect of the industry. Additionally, these students are typically entering with a general enthusiasm for the outdoors which in turn allows us to share students with our Outdoor Education program and Resort Management.

**Criteria for admissions to program (if any):** Students should have a background with the industry and a desire to work in an industry where travel schedules are mandatory.

### B. Curriculum (See Appendix SKB Program Checklist)

**Distance Learning Offerings and Use of Technology**

<table>
<thead>
<tr>
<th>List program specific distance learning offerings: List any technology used in the program for the delivery of courses:</th>
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<tbody>
<tr>
<td>Currently, there are no distance learning offerings, but SKB 220 is being evaluated as a possible first step in this arena.</td>
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</table>

Technology is used throughout the program. Smart classrooms are used in Boot Fitting and Ski/Board Tuning as well as Marketing Media. Apple computers and accompanying software such as Final Cut Pro (the Television Media’s Standard) are used in Marketing and Media as well as Capstone.

Macromedia’s Design Suite (Fireworks, Dreamweaver) are utilized in Marketing and Media to create websites as well generate other marketing materials. Further, this program has been heavily utilized in the creation of my faculty website and efforts for the Capstone course.

**Specific Programs that require your courses**

| List any course(s) in the program that that is/are required from another area or program. |
| N/A |

**List or include Instructional Material and texts used for program:**

| Boot Fitting-Boot Tech Bible-Masterfit, current addition |
Retail/Sales-
Ski/Board Tuning-World Class Tuning-Michael

Our biggest challenge is the lack of adequate text books on the subjects related to the industry. The tuning book is out of print and dates back to 1986. We have begun exploring other opportunities in this area such as creating a new text in-house and adding content through online media like Xanadu.com

**Other:**

**List any courses used for continuing education:**

Students tend to attend courses relative to their discipline, thus it depends on the career path chosen. For instance, retail employees employ seminars on subjects such as boot fitting where students are educated on current changes occurring within the vocation which are needed to stay current in the industry. The same applies to ski and board tuning.

Manufacturing representatives attend national sales meetings to enhance their product knowledge and key consumer data to make them more successful in targeting potential clientele.

Both aspects (retail/manufacturing) attend national trade shows to stay current in the industry as a whole and exchange ideas with counterparts.

**List any courses used for Job upgrade:**

The best courses to upgrade positions upon exiting the program would be to pursue a Bachelor degree in Marketing or Business for the manufacturing vocation. For design, coursework relating to graphic design tends to lend the most efficient transfer from graduation to work-force needs. For Retail, most students find course work in business management useful, best not necessary for upgrade in job positions. The retail component of the industry values seminars such as the Masterfit Boot Fitting clinic to aid employees into transitioning into higher positions.

**C. Accreditation**

**List the external accreditation agency if the program has this requirement:**

N/A
Part IV  
Summary & Recommendations of Self-Study

Please list the current status of the following:

<table>
<thead>
<tr>
<th>Strengths:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong base of faculty and resources</td>
</tr>
<tr>
<td>Cooperative industry ties, lending to course/curriculum development and job placement</td>
</tr>
<tr>
<td>Efficient use of the best Technology and Machinery</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Opportunities:</th>
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</thead>
<tbody>
<tr>
<td>Development of Tourism degree to capture students wishing to pursue Guiding as a career. Degree would operate in conjunction with the Outdoor Education and Resort Management programs.</td>
</tr>
<tr>
<td>Further development of the Marketing/Graphic design aspect of the program to capture students interested in pursing graphic design and marketing as an emphasis.</td>
</tr>
<tr>
<td>Increasing the enrollment capacity of the Capstone course by adding additional Apple computers. This would help create a higher demand for our programs in general because of the renowned reputation Apple has in this arena.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenges:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of additional Full Time faculty to adequately address the growth of the program. We currently rely too heavily on adjuncts to cover the course offerings, which leads to complications and cancellations.</td>
</tr>
</tbody>
</table>

Please provide the 5 year plan for the program:

**Mission**

The SKB program is devoted to preparing qualified individuals for the Snowsport industry. Through state-of-the-art hands-on learning environments, the program disseminates knowledge and imparts the skills necessary to succeed in this industry. Additionally, the program strives to be the resource for the industry for employment and teaching needs.

**History**

Initially started by Bill Hill, the Ski Business Program, presently known as the Ski and Snowboard Business Program, has undergone many changes. The early days included visits from guest speakers, such as Olympian Billy Kidd, who later served as program advisor. These early courses created the foundation for and provided the impetus for what has become the program as it is today.

After Bill passed the program to Rob Hawkins, a temporary replacement, it was perceived that the program needed to find a focus which was different then the other program offerings at Colorado Mountain College and elsewhere in the nation. Fortunately, the perfect person for the job became available in 1988. Chuck Hull had
essentially grown up with the U.S. industry and helped early ski areas like Mammoth set up lifts everyday so they could ski. Chuck was a promising racer, but was sidelined with injuries which eventually led him to become one of the first and subsequently largest ski product distributors in North America. Hull’s brand offerings included Dynamic, North Face, Blizzard, Koflach, to name a few. Chuck’s success led him to an early retirement in the 80’s where he found himself looking for a new position. He already knew Rob Hawkins from his industry ties, so it was a natural match for him to succeed as the next and truly first full time director of the program.

Under Chuck’s leadership, the program refocused itself as the only program in the nation concentrating on the wholesale, manufacturing, and retail side of the industry. Naturally this drew many students, one which would eventually pick up where Chuck left off. During the nineties, the program exploded, proving that Chuck was correct in his assessment that not only would students respond to this opportunity, the industry needed a program like this to fulfill its heavy demand for skilled, trained labor needs. After 15 years of leadership, Chuck was ready to retire, and thus one of his top students, Michael Martin, filled his position.

Industry Trends and Factors:
Currently there are several large retail companies which are creating monstrous size organizations selling every component needed to ski or snowboard. Essentially, the industry as a whole has become smaller in terms of individually owned manufacturers and thus some of the individuality that created the industry has been lost. In response, many new snowboard and ski manufacturers have sprung up to battle the ‘corporate’ conglomerates, creating new opportunities in the industry.

Global warming has becoming a serious topic for both the ski areas and the manufacturers of the industry. Addressing this issue has become a focus of most companies since if there is no snow, there is no industry. Several non-profits and other organizations have been created to help lobby against global warming at the state and national levels. Additionally, most companies on both sides of the industry are offsetting their carbon foot prints by using wind-credits and similar eco-friendly powers.

A secondary component of the impact of global warming has been a rise in the use of renewable materials such as bamboo to build skis and snowboards. Using these materials allow the manufacturers to create solid product offerings, while remaining cognizant of the pitfalls of using old growth materials. In turn, this has led to new developments in design and construction.

The computer revolution has allowed for more media and media outlets to become powerful within the industry. Suddenly, some of the most sought after advertising space is on teenage websites which industry leaders feel hits the ‘cool’ factor. This has led to many new methods and avenues for advertising and promotion. Further, the online revolution in sales has allowed small start ups to reach large audiences and thus more products are being sold online than in many retail markets. As a result, many geographically challenged stores are now able to compete given the ‘online advantage’.

Program Priorities:
As a leader in the Snowsport Industry, the SKB program has succeeded in efforts to educate students and prepare them for successful careers in the Snowsport world. A primary focus of the program is to place students in the industry as often as possible and this is reflected in the numbers of trade shows, on-snow demos, promotion events, and public relation projects which have increased dramatically since 2004.
Additionally, the program has seen growth between the 10-20% range within the past four years, making it one of the biggest programs in the Colorado Mountain College fold. As a result, the program operates at near capacity given its one full-time faculty and four to seven adjuncts. By looking to the future, a few priorities come to light.

In an effort to grow the number of students, a second full-time faculty member is needed to compensate the overwhelming enrollment growth. This reduces the number of students’ full-time advisor (currently in the 100:1 ratio) and allows for another set of skills to be incorporated into the program. By doing so, the program not only improves its positioning for growth but it also adds the possibility of new, currently unexplored avenues.

In the fall of 2005, the concept of “SKB Part 2” was first explored in a proposal Martin created and collaborated on with Terry Hunter and John Saunders regarding the explosion of growth in the number of backcountry enthusiasts venturing into new regions of the country. As a result, an influx of new outfitters and guide operations sprang up to fill the needs. In response, the past four years have seen a dramatic rise in the desire of students to pursue this opportunity.

The best example of the Recreation/Tourism concept can be seen by former SKB student, Aaron Brill who created and founded the Silverton Ski Area in Silverton, Colorado. The resort focuses on guiding clients around the surrounding the mountains utilizing an old lift donated by Mammoth mountain. Brill took the knowledge gained at Alpine campus and combined it with other Colorado Mountain College course offerings to gain the skills needed to create a one-of-a kind ski area. The area is thriving today and is noted as a trend-setter of things to come.

To capture this market, a priority of the program will be to add a faculty member to capitalize on this new opening in the industry.

As the program grows, there will be additional financial needs to continue the educational experience currently afforded by Colorado Mountain College and to raise the bar. One initiative for the program will be to attend more trade shows and events in other parts of the world. The concept behind this priority is to not only expose more students to new opportunities, but to incorporate other manufacturers and businesses which exist in other parts of the world. While the Snowsport Industry of America (SIA) trade show in Las Vegas is a great chance for students to network with industry leaders, it only demonstrates one segment of the big picture.

Given that a large majority of our student body originates from the East Coast, Midwest, and Central regions, it is important to highlight shows and events in these areas. This allows students to take the knowledge gained at Colorado Mountain College and use it to further careers they may have initiated back home.

Further, the ISPO show in Munich Germany is the largest of any trade show in the industry, dwarfing all others by two to four times. This show would be an extremely strong choice for students looking to pursue careers in manufacturing in that unlike other trade shows, the ISPO show allows independent manufacturers to display their works. Essentially, if one was looking to start a ski/snowboard company of their own, they could make the connections there to do so. Most small start ups from the U.S. have done
exactly that.

Equipment Needs:
In looking to the future of facilities, it is probable that the current labs will be outgrown in the next five to ten years. Currently, they operate with only ten students because of safety requirements and are solely used for the SKB course work. Future facilities may incorporate a way of combining several 'like' disciplines into one space to make better use of the space.

Additionally, as technology pushes the industry, new tuning and boot fitting machines will be necessary to continue to educate students at the highest possible level. Currently, the SKB machinery is sufficient in the tuning lab and the boot lab is the second best in town, only trailing the national retail boot sales leader, Surefoot, in offerings. This will be rectified next academic year with the completion of several new technologies coming on board.

The next generation of facilities will need to incorporate a 35 person computer lab for the lecture courses as well as industry friendly software, such as Adobe Illustrator, to remain on the forefront of technology. Driven by design, our students use these computers to design their custom board for the Product Design course. All of the design information is sent to China for manufacturing and the boards are then shipped back to Alpine.

Marketing and Media will also utilize a lab of this nature for its web-based design focus in which students create, promote and market via websites. The class allows students to take concepts and products they have dreamed up into the real world. An example of this, collarclothing.com, was a company started in the course by several students who wanted to create a T-shirt company. They produced a website to promote their products and became successful in only a semester.

Last, the Capstone course has allowed students to market themselves in a 21 century fashion. By using Apple computer technology, students create a portfolio of skills which is then hosted on a Colorado Mountain College website, using several URLs (cmcskb.com, skiandsnowboardresume.com to name a few). This allows them to be available at the touch of a finger to any industry business looking to fill a position. To further this project, a small Apple lab would be of great importance.

Opportunities like this are critical to student learning and the funding and facilities necessary create this experience need to change with the times. Financial backing and policy changes (Apple) should be revisited to ensure students are receiving the best education possible.

Program Goals:
Within the next five years, the program will strive to achieve the following goals in addition to incorporating the skills and traits. Together these program changes, internships, and technology improvements will allow students to become, skilled, competent members of the Snowsport industry.

To ensure the students of Colorado Mountain College’s Ski and Snowboard Business Program receive the best education possible, the five year plan seeks
to improve current courses. By integrating changes in techniques and machinery occurring within the industry into everyday course work, students enter the workforce with better preparation. Additionally, the program will look to identify new opportunities, such as the upcoming Promotions course, to further the knowledge each student receives while in attendance.

**Goal 1. Add additional course offerings/programs to enhance community involvement.**

In an effort to expand our local student body, the program will begin to explore dual enrollment opportunities with the local school district to see where we can attract local students to begin their career training during their high school years. By doing so, the students enrolled in the “community-based” courses will receive the same education, but perhaps at a different pace or time. This would reflect the current “one/two” track in the lab courses, which has helped many of our developmental education students fulfill their education goals.

Additionally, the program will look to explore times and non-credit courses where the community could utilize the boot and ski tuning labs. The labs are state-of-the-art in terms of machinery and technology, but have been off limits outside of the current course offerings. One must be careful as this use of machinery does require time and training and thus a qualified and trained faculty or staff member must be present when it is in use. Additionally, as a partner with of the local retailers services, the program must avoid becoming a competitor to local retailers for their services. Thus, each class need be specifically designed to enhance and enrich the community, not serve as a method of disruption to economic flow.

**Objective Community:**
Generate additional student participation from within the local community.

**Target:** Specifically design courses to integrate the local community into the program degrees.

**Measure:** Examine the number of dual enrollment and community students’ enrollment numbers each academic year and increase them by 5% annually.

**Goal 2. To gain additional transferability and articulations with colleges nationwide.**

**Resort/Recreation/Tourism**
As a part of a collective process to integrate programs at the Alpine campus’, the potential for articulations increases. This would allow students greater options upon exiting the program in that they will have an opportunity to complete a bachelors degree in a timely manner. As a result, the marketability of graduates is enhanced.

In conjunction with goal 1, as the number of courses increases with the number
of skills sets offered, our program becomes an attractive feeder into the four year degree programs of schools nationwide. (See Appendix Western Articulation)

**Objective Articulation:**
Increase the number of schools articulating to the SKB program  
Target: Add one school every two years.  
Measure: Increase articulation by 20% in 5 years

**Goal 3. Integrate the skills demanded by the Snowsport Industry into every component of the SKB course offerings.**

With the size and needs of our industry, a core group of skills are needed by every SKB graduate who enters the workforce. As a goal, the program strives to instill this knowledge through various courses. The following is a list of skills/traits and their place within the program.

**Skills and Traits**

In our discussions within our Advisory Board meetings, we have developed a set of skills and traits we feel are relevant to our industry and thus should be engrained into students throughout their education. These skills will help students achieve their goals in life and business and allow them to be successful in the industry.

The skills are as follows:

1. **Time Management**- The Snowsport industry requires one to have superior time management skills. This skill has been incorporated in SKB courses including but not limited to, Product Design, Marketing and Media, Retail Sales, and Wholesale Retail. All courses rely heavily on group work which creates an atmosphere that encourages project management to see projects through to finish.

2. **Responsibility**- Maturity and assuming individual responsibility are imperative in order for any student to be successful. In reviewing recent work requests and job descriptions, these have become recurrent themes.

3. **Communication**- In the Snowsport industry, one needs to be able to communicate effectively. The majority of positions available in the vocation require sales, public speaking, and interpersonal communication skills.

4. **Computer Skills**- Programs of note: Photoshop/Graphic Design, MapPoint, and a form of DVD/Film editing. These skills are essential for the Retail and Manufacturing aspect of the profession.

5. **Mathematics**- The majority of positions in the Snowsport industry require a variety of mathematic skills. As a component of learning these skills, the Wholesale and Retail class incorporates intro level record-keeping mathematics which is used throughout the industry.

6. **Problem Solving**- In any given industry, problem-solving is essential to ensure
that a company remains on top of their field. As part of the Product Design course, students are required to work through various sets of problems in order to bring their fictitious company to fruition. Problem-solving also allows students to remain engaged within their education field and industry trends.

7. Salesmanship—Because the majority of positions students fill upon graduation are sales oriented, salesmanship is of the highest importance. To improve student learning in this discipline, the Retail and Sales course (SKB 117) was created. As part of the curriculum, students are introduced to selling the appropriate merchandise and Snowsport companies.

8. Product Knowledge—Product knowledge is key to being successful in the industry and many students are challenged to grasp certain aspect, of it depending on their background. The Product Design, Boot Fitting, and Ski Tuning courses will continue to add content in order to enhance product knowledge. Additionally, the program strives to have as many students as possible attend trade shows in order to obtain additional product knowledge.

9. Networking—One of the biggest challenges students face is their ability to continually network effectively with new contacts in order to increase their viability in the industry. The Retail/Sales course as well as Marketing and Media serve as an avenue for students to gain skills that are crucial in this environment.

**Objective Skills:**
To increase the skills of SKB students.

- Target: In addition to the above course content, the program will strive to enhance student skills and encouraging participation in clubs and other organizations to hone these abilities.

Measure: Chart feedback from employers as to the success of implementing these skills.

**Goal 4. Involve additional business leaders and integrate additional internships to compliment existing offerings.**

In an effort to better equip students with first hand knowledge of the industry, business leaders of the Snowsport Industry are an invaluable resource. They in turn help integrate concepts and knowledge which is essential for program content. To further this relationship, the program will strive to include as many leaders as possible to increase opportunities for student learning as well as provide increased internship opportunities.

**Objective Business Leaders:**
Utilize the wealth of business leaders residing in the Colorado Mountain College region to enhance the availability of internships.

- Target: Increase participation in meetings and internship offerings by one member
each year for five years.
Measure-Compare the number of internships in 2008 to 2013.

**Goal 5. Expand and upgrade existing facilities to stay on the cutting edge of technology and changes within the industry.**

-Upgrading Machinery for State-of-the-Art Techniques
As part of the on-going efforts to ensure students are trained on the best equipment, I have strived to integrate the newest technology into the classroom. The following outlines the technology that has already been integrated and upcoming upgrades by course.

Objective Technology:
Continue to build on current manufacturing relationships such as Amfit and Wintersteiger machinery, to improve classroom learning environments.

Target-Increase technology and machinery yearly, whether in the labs or lecture classrooms.
Measure-Review equipment trends each year at trade shows to compare the curriculum content of Colorado Mountain College offerings to the industry demands.

**Goal 6. Deepen the diversity of the student body by way of enhancing course offerings to encourage better gender balance as well as racial backgrounds.**

Over the past three years, I have facilitated changes to the Ski and Snowboard Business Program that reflect the changes occurring in the industry. The following represent some of the contributions in this area.

Given the size and nature of the program, the SKB student is typically similar in terms of race, age, gender, and nationality. However, each individual’s knowledge depth and base varies greatly. In order to accommodate the needs of students, a recent re-tooling of the program was necessary. The following outlines the revisions of the courses and the reasoning behind their changes.

As the program has grown, the needs of the students have expanded greatly. Students wishing to pursue new career options and differences in learning abilities, it was necessary to create a program that encompass all of these special needs. To incorporate all aspects, I engineered a two-track program, which allows students, who are already at college level, to streamline the lab courses allowing them access to greater content in academics. Conversely, I have generated a path for students who perhaps need to take course work at a slower pace to be able to participate in the program without overwhelming them by using the “one-two” format. These changes have been well received by students and supervisors and allow optional pathways for student success.

**Courses:**
SKB 117-Sales
As outlined in the five year plan’s Skills and Traits, Ski and Snowboard students greatly benefit from the ability to communicate as the industry relies heavily on one’s ability to convey and exchange ideas and share information. As a component of the greater program’s ideals, this course focuses on one-on-one sales methods and integrates communication techniques used in the business. This course has morphed the Principles of Sales course of prior years into a course that is specific to our unique industry. Developed through my history in retail, this course focuses on instructing students in the necessity of people skills, which is paramount to success in the Snowsport retail environment. A key component of this course is weekly role-playing to develop communication skills. Looking into the future, the goal will be to integrate sales presentations in cooperation with the Marketing and Media and Product Design courses to sell the remaining products as designed by Product Design students to the public. This concept will allow students to create an ongoing virtual company, which is in effect, an opportunity to try one’s hand at running a company in an education environment rather than in a competitive free market.

SKB 216-Marketing and Media
Within this course, students gain valuable knowledge about the world of marketing within the Snowsport Industry. As part of the curriculum, students work in teams to design a website which is created using Macromedia’s Dreamweaver suite. I have integrated web development for two reasons. First, students entering the industry will need to know the basic concepts of creating and updating websites as the industry relies heavily on this medium to communicate with its markets. After completing a basic site, students square off as teams to see who can best ‘market’ their site. We compare results using Google Analytics. Throughout the course, marketing concepts are used to further the student’s virtual company utilizing all of the current media products available via the Internet. The websites use exciting new technology such as Blip.tv (available through the Internet) to give them an understanding of the techniques used in marketing the Snowsport Industry. This use of technology prepares students for work in the fields of Marketing, Public Relations, and event departments on both the ski area and manufacturing side of the industry. For the next five years, I will strive to integrate a portable laptop computer lab into this course to allow us to reach a larger audience for this ever popular class. This will allow us to meet the demands of our current student body and adjust for the growth predicted for the program.

SKB 210: Product Design
To give students a stronger background in Product Design, I have successfully created a partnership with Liberty Skis to produce 50 units of students designed skis or snowboards. The students spend the semester learning about design through creating their own board or ski, which is manufactured by a Chinese factory with components originating in Europe. This gives the students a true, hands-on, unique experience which would be cost prohibitive to produce as an individual. The class has been received well and continually fills to capacity. Additionally, the course has become a flagship in our marketing efforts for the program. Looking toward the future, I foresee the class expanding to involve
development of soft goods with online companies such as cafepress.com or manufacturers like Helly Hansen.

**SKB220: Snow Sport Retail & Wholesale**
This course has become a small business management course focusing on inner workings of the Snowsport Industry. Given the unique circumstances of the industry, it is clear that students need a strong background in how to best manage ski area resources in order to be successful. Students gain valuable insight in how to protect themselves from lawsuits, manage inventory, train employees, and determine inventory-buying forecasts. Within the next five years, I plan to incorporate this as our first web-based offering, broadening enrollment and the scope of the course.

**SKB130/140: Accelerated Boot Fitting and Ski/Board Repair & Tuning**
These courses have combined the “one/two” format of the past into one comprehensive course. These courses allow college level students to move through curriculum at a pace that is right for them, which in turn allows them to be exposed to more content through the program. The “one/two” format remains for Boot Fitting and Ski Tuning to allow our special needs students access to program content at a pace that is inline with their abilities. These courses have benefited from the addition of new technology which provides the best possible training for students prior to graduation. By 2012, we will have rounded out our machine offerings by combining our recent additions of the Amfit Insole Fabrication system in the Boot lab, and the Wintersteiger Micro 91 and Trim Disc 71 in the Ski Lab with a full line of new technology to assist in repairs and modifications. These will include new products such as a laser scanner for digital foot imaging, which is currently under refinement, but will eventually become a standard in the boot fitting world. On the ski tuning offerings, the program will strive to prepare students for certifications and management by increasing our tool supplies and offerings.

Together, both courses prepare students for store management and serve as key components to the SKB Certificates.

**SKB 105: Ski History**
Prior to the development of this course, the history of skiing and snowboarding was taught through the Product Design course. Since that course has been changed significantly, it was necessary to add this course as an additional offering. This course assesses the history of the Snowsport industry and addresses the major changes and evolutionary steps which have resulted in the industry as we know it today. Students will enter the workforce with an understanding of design concepts which provides a basis for future development.

**SKB 229: Integrated Portfolio and Capstone**
With technology surrounding students in the classroom and in their future careers, I believe it is of the utmost importance to expose students to as much technology possible within the context of the program. Thus, I have created two new courses, Integrated Portfolio and Capstone and Marketing and Media, which focus on this concept. The Capstone course allows students to create their own website to post their DVD/online resumes for potential employers to view. The
DVD/online resumes are the primary main skill learned through the curriculum. In order to create the best possible resume for students the use of an Apple computer was necessary since they are an industry leader in DVD production. I petitioned the Colorado Mountain College Information Technology committee to lift the ban on purchasing Apple computers and was successful in October of 2006. The new MacBook is a valuable addition to the tools available in the program, giving students proficiency in a skill they will need to have in order to be more marketable. A demo version of this concept can be found at: http://cmcskb.com/

For the future I hope to see a full video production studio created in order to allow students to gain knowledge in video production to further enhance their career options.

Objective Diversity
To continue to meet the needs of all program students, it is important to continue to provide opportunities to develop the core competencies of each course. However, in order to draw a more diverse student body, it may be possible to adjust the content to attract a broader audience of students.

Target: Increase the number of projects which focus on a gender-neutral outcome. This may include the addition of soft goods to the product design course.

Measure: Track the ratios of the student body each academic year and poll students as to their preferences to enhance diversity.

Goal 7. Support Life-Long learning components of the program and expand course offerings as needed.

As the program grows, it is important that graduates possess a breadth of knowledge. Upon completion of the program, the goal of faculty will be to maintain communication with graduates to develop opportunities for life-long learning course offerings.

With the integration with the Resort Management and Outdoor Studies programs, the number of course offerings will increase as will the need for on-going review of program content will be needed.

Objective Life Long Learning
To create a resource for graduates for post graduation training.

Target: Increase ‘Graduate’ lifelong learning courses by 20% in five years.

Measure: Examine and follow up with industry leaders and graduate response to course work and content once per academic year.

Goal 8. Expand the scope of the program to allow for new avenues of degrees such as Recreation/Tourism/Eco-tourism.

With the recent boom in tourism and especially eco-focused tourism, there exist
many possibilities to instruct students as to how to take advantage of this new market. One proposal would incorporate a professor who can bridge the disciplines of SKB, Resort Management and Outdoor Studies to combine into a degree focused on Recreation/Tourism.

In recent years, there have been a number of new backcountry lodges, outfitters and operations starting up in the United States and Canada and we have seen an increase in students wishing to pursue a career in guiding. As the number of operations increases, so does the demand for solid, qualified guides and Colorado Mountain College is poised to capitalize on this area. By incorporating key courses from all three disciplines, we will be able to utilize the best content to match employers’ needs. Since all three areas have a strong following, it will simply be a matter of adapting course work to match industry standards. A more in-depth outline is attached (See Appendix Tourism Proposal).

**Objective Degree Additions:**
Create additional components of the SKB program to allow for further degree development.
  Target: Adopt the Tourism proposal and add an additional faculty member to the SKB/HOS/OUT field of study to develop the program.
  Measure: FTE increases should be immediate as this will not only help lower the burden on the current SKB/HOS/OUT faculty, but also create a point person for this new endeavor. Numbers can be tracked as generated and will be reviewed annually.

**Goal 9. Maintain current levels of funding for program/faculty**

With budgets in flux and funding in question, it is imperative to maintain proper financial support for one of the largest programs offered by Colorado Mountain College. To do so, costs can be contained by continuing to utilize the industry and manufacturers to offset the costs. In years past, CMC has benefited from organizations like Burton, Liberty Skis, Nordica and others by way of in-kind product donation. This allows for students to get real-world experience on real products, yet costs the program very little to acquire. In contrast, many programs need to purchase products to accommodate learning, which in turn adds to the cost per student.

As a manner of business, the SKB program can look for new opportunities to capitalize on these cost saving breaks and increase the number of avenues by which to procure equipment. By doing so, the program gains valuable tools for the learning environment and strengthens connections to the industry.

Additionally, as FTE numbers increase with the aforementioned plans, funding will continue to increase given the size of the program. This is an extremely important function to enable students to get the skills they need. Nonetheless, cost saving measures will continue to be in place to ensure spending is in the interest of the student.
Objective Funding:
To keep the SKB program funded in a manner which suits the needs of the program and the students.

Target: Create one new tie to manufacturer and their equipment every one to two years.
Measurement: Compare Year-Over-Year budget ratios to see areas of improvement.

Goal 10. To be the source for hiring in the Wholesale/Retail/Manufacturing side of the Snowsport industry.

Creation of the SKB web presence and accompanying technology
In an effort to attract employers and align them with SKB students as well as to attract perspective students, the SKB web presence will be used in two tiers: Marketing and Student Promotion. The following is a brief description.

On the Marketing side of the website, the ‘sizzle’ of program shines through. By documenting student experience through course work, travel (trade shows), and student life, we can capture the attention of the interested participants. Having a place for SKB students to blog their time at Colorado Mountain College allows a perspective student to gain insight as to what a SKB student experiences while attending school. Through content (to include text, photo, and video) generated by and aimed at our target market, we can give a real ‘experience’ via the web. Given our programs uniqueness, this will help sell our program over others.

Student Promotion
To gain industry backing, a ‘monster.com’ approach is necessary to capitalize on the wealth of talent that exists on the Colorado Mountain College Alpine campus. The concept of this component is to allow students, who are currently enrolled or have graduated, to continue a ‘web presence’ on a CMC based site. The site will be used by manufacturers to post positions and allow students to create their ‘page’ where the content is generated by them and monitored by faculty. The idea is to allow a common meeting ground (CMC) for both employers and students to continue the relationships developed during trade shows and other industry events. Upon completing the program, students can use these resources as needed for career options and to communicate with other members of the Snowsport world as well as alumni.

Internships
As an ongoing component of the program, a primary goal of faculty will be to increase the number of internships. In the short time Michael Martin has directed the program, the internship opportunities have tripled. Given the rapid growth of the program, this has kept pace with the number of students seeking these opportunities. In order to continue to grow the program, more internships are needed. A possible outlook will be to expand into other areas of the action sport industry to include summer products, such as skateboarding. Given the high number of skateboarders enrolled in the SKB program, this would seem to be a natural and eminent migration and inclusion will be eminent. In turn, this will provide even more avenues for internships since this will include other company
with a different market that are not currently involved with the program.

**Trade Shows**

To enhance the student experience, it is time to address the possibility of including other industry trade shows, such as the ISPO Snowsport show in Munich Germany, the ASR surf show in California, and Interbike in Las Vegas. All of these shows have the potential to increase not only the number of student internships, but the visibility of Colorado Mountain College to additional manufacturers. This will allow the program to integrate even further into the industry.

Together, this goal will be a primary focus of the five year plan.

**Objective Web:**

To create the web content needed in a timely manner.

- **Target:** Create and roll out website by Fall 2008
- **Measure:** As website unfold through 2008/2009 create survey to track content

**Objective Internship:**

Increase the number of manufacturers involved in the program.

- **Target:** Strive to include 2-5 new manufacturers per academic year.
- **Measure:** Create running list of internships online as a student resource.
  Compare Year to Year.

**Objective Trade Show:**

Increase the number of opportunities for students attending trade shows via Colorado Mountain College.

- **Target:** Visit ISPO by January 2010 with students
- **Measure:** Track number of students in attendance and their job opportunities following each show.

---

**Resources needed:**

(Outlined in 5 Year Plan)
FTE Trends Fall 2010

Well my Monson Friends --- Superb !!!!
Congrats on an outstanding semester.

<table>
<thead>
<tr>
<th>Last Year FTE Increase</th>
<th>Outdoor Studies</th>
<th>This Year FTE</th>
<th>Ski Business</th>
<th>This Year FTE</th>
<th>Resort Mgt</th>
<th>This Year FTE</th>
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</thead>
<tbody>
<tr>
<td>111600</td>
<td></td>
<td>7.57</td>
<td>18.00</td>
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</tbody>
</table>

Marsha Arzy <marzy@coloradomtn.edu>
5 Year Completion Rate Trends

School: COLORADO MTN COLLEGE - GLENWOOD
Program: SKI & SNOWBOARD BUSINESS
Program ID: 62708
Program Request ID: 5283
Approval Date: 06/27/2007
Status: Active

School Code/Suffix: 324
Level: Postsecondary
CIP ID: 520903
Non Trad: Yes, Female Dominated
Expiration Date: 06/27/2012

Program at COLORADO MTN COLLEGE - GLENWOOD

<table>
<thead>
<tr>
<th>School Year</th>
<th>Number Enrolled</th>
<th>Number of Completers</th>
<th>Completion Rate</th>
<th>Number Enrolled</th>
<th>Number of Completers</th>
<th>Completion Rate</th>
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<tbody>
<tr>
<td>06</td>
<td>13</td>
<td>12</td>
<td>92%</td>
<td>13</td>
<td>12</td>
<td>92%</td>
</tr>
<tr>
<td>05</td>
<td>91</td>
<td>25</td>
<td>27%</td>
<td>91</td>
<td>25</td>
<td>27%</td>
</tr>
<tr>
<td>04</td>
<td>92</td>
<td>17</td>
<td>18%</td>
<td>92</td>
<td>17</td>
<td>18%</td>
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<tr>
<td>03</td>
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<td>0</td>
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<td>0</td>
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<tr>
<td>02</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>13</td>
<td>5</td>
<td>38%</td>
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</tbody>
</table>

5 Yr Avg 39.6 11.2 28% 41.8 11.8 28%

Completion 5 Year Trend

Notes:

<table>
<thead>
<tr>
<th>Student Majors</th>
<th>2008-09</th>
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<tbody>
<tr>
<td>Associate of Arts</td>
<td>209</td>
</tr>
<tr>
<td>AAS in Ski &amp; Snowboard Business</td>
<td>98</td>
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<tr>
<td>Associate of Science</td>
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<tr>
<td>AA in Business</td>
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<td>AA in Outdoor Education</td>
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<td>AAS in Resort Management</td>
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<tr>
<td>AGS in Community College Engineering</td>
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<td>Associate of General Studies</td>
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<tr>
<td>COP: Emergency Medical Technician - Basic</td>
<td>14</td>
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<tr>
<td>AAS in Accounting</td>
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<td>AA in Early Childhood Education</td>
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<tr>
<td>AS in Physics</td>
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<tr>
<td>AA in Visual Arts</td>
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<tr>
<td>AAS in Early Childhood Education</td>
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</tr>
<tr>
<td>AS in Biology</td>
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<tr>
<td>AAS in EMT- Paramedic</td>
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<tr>
<td>COP: Real Estate</td>
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<tr>
<td>AA in Elementary Education</td>
<td>3</td>
</tr>
<tr>
<td>AAS in Golf Club Management</td>
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</tr>
<tr>
<td>AAS in Graphic Design</td>
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<tr>
<td>COP: SKB Retail &amp; Repair Shop Tech 1</td>
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<tr>
<td>AAS in Criminal Justice</td>
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</tr>
<tr>
<td>AA in Wilderness Studies</td>
<td>2</td>
</tr>
<tr>
<td>AAS in Nursing</td>
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</tr>
<tr>
<td>AAS in Natural Resource Management</td>
<td>2</td>
</tr>
<tr>
<td>AGS in Outdoor Recreation Leadership</td>
<td>2</td>
</tr>
<tr>
<td>AS in Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>COP: Historic Preservation</td>
<td>2</td>
</tr>
<tr>
<td>COP: SKB Retail &amp; Repair Shop Tech 11</td>
<td>2</td>
</tr>
<tr>
<td>AAS in Business</td>
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</tr>
<tr>
<td>AAS in Culinary Arts</td>
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</tr>
<tr>
<td>AAS in Veterinary Technology</td>
<td>1</td>
</tr>
<tr>
<td>COC: Professional Fly Fishing Guide</td>
<td>1</td>
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<tr>
<td>COC: Outdoor Semester in the Rockies</td>
<td>1</td>
</tr>
<tr>
<td>COP: Accounting</td>
<td>1</td>
</tr>
<tr>
<td>COP: Early Childhood Education Group Leader</td>
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</tr>
<tr>
<td>COP: Early Childhood Education Director</td>
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</tr>
<tr>
<td>COP: Nurse Aide Training</td>
<td>1</td>
</tr>
<tr>
<td>COP: Paralegal</td>
<td>1</td>
</tr>
<tr>
<td>COP: Resort Management Business</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>713</strong></td>
</tr>
</tbody>
</table>
COLORADO FACULTY CREDENTIAL

Issued by: Colorado Mountain College

☑ Full-Time
☐ Part-Time

Issued to
Name: Michael W Martin
Address: P O Box 882322
City: Steamboat Springs
State: CO Zip: 80488

Program Area: Ski and Snowboard Business

Effective Date: May 4, 2009 CIP Code: 521910
Expiration Date: May 3, 2014

Certified by: Renee Kuharski, Dean, Career & Technical Education

CMC Location: Alpine
MEMORANDUM

TO:       All Alpine Full-Time Faculty

FROM:     Kerry Hart, Alpine Campus Dean

SUBJ:     FTE Production

DATE:     February 14, 2007

Per my email update earlier this week, I have enclosed the most recent numbers for FTE production. The first sheet contains the raw data for all instructional programs at Alpine and the line graph is specific to your cost center.

Please know that this is simply FYI at this point. We have been spending some time in Alpine Council strategizing and trying to figure out how to turn the downward trend around – albeit a few programs are in excellent shape. Please feel free to offer suggestions or ask questions at any time. More importantly, the more you can do in working with student services in the areas of recruitment and retention will produce the best results.

Have a good rest of the week.

\[\text{[Handwritten note: "Hats off, Mike! Your program is going in the right direction. Keep up the good work!"}]\]
Proposal

Colorado Mountain College
Apple Certified Training Center
Version 1.1

Date: November 3, 2009

Prepared
By
Michael Martin
Director of Ski/Snowboard Business
Alpine Campus
An Overview

In an ongoing effort to keep with the changing needs of our students and diversify course offerings, I have outlined the following proposal to take advantage of the ever-expanding field of media that is predominant in our world today. Over the past few years, I have been approached by students inquiring about a media program at Colorado Mountain College. After doing some research and making some connections in the industry, it is my belief that CMC can achieve this degree in a short amount of time.

The media industry is evident in most CMC locations and could become a substantial component of the Alpine Campus. Combining the opportunities already found here on campus with the town and resort of Steamboat, this type of training has the potential to become a formidable player.

Media training would incorporate a two track approach between Apple’s Pro Applications training and SKB Marketing Media certificate. Students could pursue specified course content depending on career direction. The SKB marketing certificate would give a student knowledge to pursue a career in marketing within the Snowsport Industry. Entry level careers would include manufacturing, retail, and area operations. Course content would focus on a web-based delivery of media products, which is currently a highly required skill (SKB Advisory board meeting).

Apple’s Pro Applications training would specialize in utilizing top of the line media software and applications developed by and exclusive to Apple. Apple Training Centers are a rare resource in the United States, with students traveling thousands of miles to attend. The curriculum allows students to become certified by Apple in a given application, allowing them to further their respective careers. Further, the Apple Certified Training Program commands respect within the film, photography, sound, and media world. By combining the environment, knowledge and personability of the Alpine Campus with the spectacular community of Steamboat Springs, Colorado Mountain College stands to become the top training center in the nation.

The media training will be overseen by three current professors at Alpine, Tim Widmer, Leo Lutz and myself to ensure that the program is moving in the correct direction and has the ability to grow properly. Additionally, Apple has a pool of certified trainers available for hire. The registry can be found here: https://i7lp.integral7.com/durango/do/pr/prSearch?ownername=apple&channel=apple

SKB Marketing Certificate and Apple Training Center – An Overview

The SKB Marketing Certificate is already in the pipeline for rollout in Spring 2010. The course offerings will be piloted throughout the semester and enrollment is expected to be in the eight to fifteen student range. In creating this course curriculum, Apple computers are utilized and thus, it makes sense to pursue an Apple Training Center Certification as part planning for this certificates needs for the future. In doing so, Colorado Mountain College doubles the options for perspective students by creating a learning environment that is state of the art and opens additional doors for FTE.

By utilizing a two track approach, Colorado Mountain College extends opportunities for lifelong learning, by granting students access to a program typically only found in specialized film schools and vocational training seminars. We have students who are teaching themselves how to use these programs because they can’t find nor afford this training elsewhere.

Additionally, faculty has expressed an interest in marketing their respective courses and programs. The training center could be a vast resource of professional development for the entire college by inspiring faculty to take a leading role in the marketing of their program. As media and messaging delivery has changed, so too has our daily habits. Print and newspaper have begun their decline and will be replaced by new forms of media. Through expanding our offerings, CMC can keep our program and college in step with the changes in the industry and present our offerings to the next generation in a format they can relate to.

From a community standpoint, this training center would be an incredible asset. The Pro Application software is available to any Apple owner, thus students can receive their training here at Colorado Mountain College and apply it to a career in a vast array of fields. Further, the local business would benefit from the out of state student population who would need housing, transportation and food services. Further, The Pro Application training could increase broaden the depth of our summer enrollment as they courses lend themselves to week long sessions.
Currently the local school district is ahead of the Alpine campus in terms of this type of education. We will look to partner with the district and possibly add PSEO offerings allowing students to articulate into careers paths upon completion of Colorado Mountain College’s SKB Certificate and Apple Certified Training Program.

**Apple Pro Application Courses Proposed over the next Three Years:**

<table>
<thead>
<tr>
<th>Apple Certified Pro Certifications</th>
<th>Required Exam(s)</th>
<th>Recommended Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aperture 2 Level One</td>
<td>Aperture 2 Level One Exam</td>
<td>Aperture 101 course</td>
</tr>
<tr>
<td>Color Correction in Final Cut Studio Level One</td>
<td>Color Correction in Final Cut Studio Level One Exam</td>
<td>Color 101 course</td>
</tr>
<tr>
<td>Compressor 3.5 Level One</td>
<td>Compressor 3.5 Level One Exam</td>
<td>Self-study via the Apple Pro Training Series</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam Prep Guide</td>
</tr>
<tr>
<td>DVD Studio Pro 4 Level One</td>
<td>DVD Studio Pro 4 Level One Exam</td>
<td>DVDSP 101 course</td>
</tr>
<tr>
<td>Final Cut Express 4 Level One</td>
<td>Final Cut Express 4 Level One Exam</td>
<td>FCE 101 course</td>
</tr>
<tr>
<td>Final Cut Pro 7 Level One</td>
<td>Final Cut Pro 7 Level One Exam</td>
<td>Offerings</td>
</tr>
<tr>
<td>Final Cut Pro 7 Level Two</td>
<td>Final Cut Pro 7 Level Two Exam</td>
<td>FCP 200 course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam Prep Guide and Practice Exam</td>
</tr>
<tr>
<td>Final Cut Studio 2 Motion Graphics Level One</td>
<td>Final Cut Studio 2 Motion Graphics Level One Exam</td>
<td>FCS 101 course</td>
</tr>
<tr>
<td>Logic Pro 9 Level One</td>
<td>Logic Pro 9 Level One Exam</td>
<td>Choose one course:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logic 101 course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logic 102 course</td>
</tr>
<tr>
<td>Logic Pro 8 Level Two</td>
<td>Logic Pro 8 Level Two Exam</td>
<td>Choose one course:</td>
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<tr>
<td></td>
<td></td>
<td>Logic 101 course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Logic 102 course</td>
</tr>
<tr>
<td>Motion 4 Level One</td>
<td>Motion 4 Level One Exam</td>
<td>Logic 301 course</td>
</tr>
<tr>
<td>Sound Editing in Final Cut Studio Level One</td>
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<td>Motion 101 course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sound 101 course</td>
</tr>
</tbody>
</table>

**Potential Three Year Plan of Course Offerings for Certificate and Training:**

<table>
<thead>
<tr>
<th>SKB Marketing Certificate</th>
<th>Course Title</th>
<th>SP-10</th>
<th>SU-10</th>
<th>F-10</th>
<th>SP-11</th>
<th>SU-11</th>
<th>F-11</th>
<th>SP-12</th>
<th>SU-12</th>
<th>F-12</th>
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<tbody>
<tr>
<td>FVT-150</td>
<td>Development of Film</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FVT 130</td>
<td>Videography / Cinematography</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>SKB-216</td>
<td>Ski &amp; Board Marketing &amp; Media</td>
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<td>FVT-250</td>
<td>Scriptwriting for Film and Video</td>
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<tr>
<td>FVT 164</td>
<td>Intro to Digital Editing</td>
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</table>
For the initial offerings, I would expect the SKB certificate to have 15-20 students per course enrolled by Fall 2010. The Apple Pro Training would be as follows:

- **Fall 2010**: 5 students
- **Spring 2011**: 8 students
- **Summer 2011**: 10 students
- **Fall 2011**: 10 students
- **Spring 2012**: 12 students
- **Summer 2012**: 15 students
- **Fall 2012**: 15 students

**Summary:**

Combining the Mac lab, training, and faculty at Colorado Mountain College, CMC could capture this ever growing field of employment. Apple’s market share continues to grow and these courses will be seen as an advantage to CMC students over other institutions.

I look forward to working with you to finalize the most appropriate plan. Please do not hesitate to contact me for any further information.

Michael Martin
Director of Ski/Snowboard Business
Alpine Campus
Recruitment of Students

I spend a lot of time with our students through various club and industry trips as well as recreating with them in various capacities in common projects that benefit our student body (see Service to Community-Steamboat Film Festival). This has given me great insight into how our students think and communicate. For me, it’s been an exciting learning adventure as I went from not having a cell phone, to mastering texting, social media, and various other forms of communication. It’s in this capacity that I was initially appointed to Chairman of the Alpine Marketing Committee by then Dean Kerry Hart. Kerry knew of my media work and over the years I have created several marketing and social methods of recruiting and retaining our students. The following are some examples of this-

Web-based products

From the start of my tenure at CMC, I have strived to create online resources for students, which include a variety of web products. In 2005, I created my first website where I taught myself HTML code which resulted in -
http://faculty.coloradomtn.edu/mmartin/

This site is now stripped down as I have moved content to different pages of the main CMC website. Further, as you will see, the first versions of video resumes which I pioneered with students Mike DeCoske and Ryan Moore-
http://faculty.coloradomtn.edu/mmartin/Resumes.html

Both were successful in their job searches. Ryan is now a leading representative for Armada skis and Mike is a successful retailer.

This paved the way for web-based media in our program including the successful advising podcast used by councilors throughout the CMC system. This podcast can be accessed through our website or through iTunes, creating further ways of reaching potential students. You can view them through a streamlined URL I created – cmcskb.com that will take you to the main SKB page. Click on “Curriculum” to view the Podcast.

Television-

In spring 2007, I began WZ-TV, a television series that benefitted the college by showcasing student films of the Alpine campus to highlight student life. I completed roughly 10 episodes, which aired from 2007-2009 through various seasons, and syndication on Steamboat’s TV-18. As part of this, I also created three-30 second television ads, which highlighted the College and more specifically the then “new” Art program. An example can be seen here:

ITunes:


(#16-Art Ad)
OR through Blip.Tv-
http://blip.tv/ski-and-snowboardbusiness/cmc-art-ad-893062

Additionally we have created student based media products to promote the College and program, which can be viewed, here-

(Video by graduate Leo Lutz who is now Germany’s business manager for the “MySpace” of Europe)

and here-
http://coloradomtn.edu/cms/One.aspx?portalId=2935482&pageld=3628951

(Main video on screen, by Marketing Media Manager/AA student Ben Saheb)

Further, I have done numerous interviews for the program, one of which can be seen here-

Originally aired on Steamboat’s TV-18.

**Graphic Design**

Given my background in media products, I have been tapped to create copy and print ads for the campus and College. The following is an example used in print advertising in 2007. I created the graphic design and copy aspects of the ad, photos by Doug Stewart/Marketing-
As part of my day-to-day activities, I have served in the following capacities:

- Generated print advertising for courses and programs (often on behalf of other programs)
- Recruited and promoted our students through various retail partners in the community and nation wide.

- Participated in District wide campaign efforts and public relation campaigns.

- Maintained a close relationship with reporters for local news outlets to promote the program and campus. This has been extremely beneficial for the Nordica Project and Backcountry Club.

- Cross-advertised our program to other CMC students as way of increasing completers. Often our students can take a few extra courses to create a second degree or certificate.

- Presented for the Jefferson County High School Councilors where Tim and myself demonstrated the inner workings of our program and donated a snowboard from the Product Design course to the group so that they could show students in their respective schools.

- Boot / Ski Lab Redesign- In the summer of 2011, Tim and I moved our ski and boot labs to Bogue on the Alpine campus. As part of this, we created new work stations where students could get real-time feedback on their craft through video. A demonstration of this can be found here:

http://www.youtube.com/watch?v=sonQxXrK8Tw
December 15, 2009

Mike Martin and Tim Widmer
Colorado Mountain College
Alpine Campus
Ski & Snowboard Business
1330 Bob Adams Drive
Steamboat Springs, CO 80487

Dear Mike and Tim:

On behalf of the Jefferson County Career Counselors, we would like to thank you for the very informative tour and presentation to our group on December 7.

Visiting the Ski & Snowboard Business classroom and labs and hearing about this exceptional program was a unique opportunity. We also appreciated the chance to receive concrete information regarding careers and the career pathways of some of the CMC Ski & Snowboard Business graduates. In addition, we can’t thank you enough for the beautiful one-of-a-kind snowboard presented to our group.

Your enthusiasm for your subject and the wealth of knowledge you possess were evident. The counselors all agreed that much new knowledge was gained. They are excited to be able to share your program information with their colleagues and students.

Thank you again for hosting our group!

Sincerely,

Leslee Hampel
Jeffco Career Counselors

Julie Plautz
Jeffco Career Counselors
Monday Is Visit Day!!

10:30 a.m.
John Saunders	Outdoor Education	Bogue Hall 216
Mike Martin/Tim Widmer	Snow Sports Industry	Bogue Hall 200
Terry Hunter	The Hospitality Industry	Bogue Hall 212
Susan Good	Emergency Medical Services	Bogue Hall 116

Stephanie Fletcher
Colorado Mountain College - Alpine Campus
Admissions Assistant Student Affairs
1330 Bob Adams Drive
Steamboat Springs, CO 80487
(970)870-4417
2.E Advising to Student Organizations

Backcountry Club 2008-Present

With the interest in backcountry skiing and snowboarding on the rise, it became evident that students needed guidance and education on how to recreate safely. Initially I worked with John Saunders on creating this club to enhance the knowledge of students. The club is now one of the largest on the campus, typically seeing 70-100 students enrolled. This club was featured as part of the Nordica Project in Powder Magazine in September 2011.

Other trips and events have included-

2011-Spring Jackson Trip-four days with Powder Magazine reporter and prototype of Nordica’s Sidecountry ski and boot line. Featured in September 2011, this 4 day trip showcased not only our student knowledge to Powder readers, but the stamina and drive of our student body. The reporter stated he was “impressed” with our student’s ability to make good decisions and the desire they had to get beyond the lift access terrain. This has introduced our club and the College to a nation wide audience. Additionally, a student of the club photos were used in the article, giving him his first nationwide press and a paycheck!

2010-Fall outing-With the November snowfall, students were enthusiastic about getting out early and thus a fall trip to educate students was utilized in preparation for the upcoming Jackson Trip. Alex Pond and I brought 10 students up the ski area and did avalanche beacon drills, etc.

2010-Fall Fundraiser-Steamboat Mountain Film Festival-Students help organize and run raffle components of the event. They keep all the proceeds of the raffle and I donate the proceeds of that evening’s ticket sales to the club.

2010-Spring Jackson Trip-four days of out-of-bounds riding with 20 students outside of Jackson Hole resort and Teton Pass. Education highlights included creating a better understanding of the benefits of snow analysis and decision-making. Led by myself, Tim Widmer and Alex Pond.

2009-Club trip to Silverton Mountain, Silverton Colorado. four days of riding both on the ski area and neighboring passes to educate students on snow safety. Trip led by myself, John Saunders, Tim Widmer Alex Pond.

2009-Fall Fundraiser-Steamboat Mountain Film Festival-Students help organize and run raffle components of the event. They keep all the proceeds of the raffle and I donate the proceeds of that evening to the club.

International Club-2004-2006

As a former member of the International Club of CMC, I continued the heritage of the club and served as the main trip planner for the Jackson Hole component of the club for
three years. As the size and interest of the club grew, I split off with John Saunders to create the Backcountry club.
Backcountry Club Meeting

October 5

5 P M (Wednesday)

Bogue 200

(the big center room)

Planning meeting for trips and fundraising

See you there
3. Service to Discipline/Professional Development

In this capacity, I have strived to enrich my students and my life by finding subjects and goals which lead to a more complete knowledge base. I have always had an interest in design, media/marketing and technology. Thus, my efforts have revolved around these concepts.

From a college standpoint, I have not missed a single In-Service since my start date and have led an several In-Service break out sessions as well as serving on the Assessment Panel in Fall of 2009 for the main session.

Additionally, in my role as Discipline Coordinator I attend meetings and trainings related to the Career-Tech field as well as coordinate efforts to enhance our programs through information sharing.

For my start at the Alpine campus, I have received funding for professional development activities. From starting and completing my MBA while being a full-time professor, to reaching my Level 3 status in Avalanche safety, to becoming an Apple Certified technician for Apple Professional Applications, my efforts serve my program, my students and my need to expand my own knowledge. This leads to exciting courses and course work as well as expanded opportunities for the College.

3A. Professional Development-

2011-Fall-Apple’s Final Cut Pro X- Training on Apple’s new film/media editing software. Certification to follow as I take our campus one step closer to becoming an Authorized Apple Training Center (AATC). 24 Hours completed.

2011-Spring-International Ski History Association-Attended the annual ISHA event featuring the roots of ski/snowboard ski media and Hall of Fame Inductions. Over a four-day period attended seminars and screenings of the origins Snowsport Media. This information has been disseminated to our Product Design, Marketing Media and Ski History courses. Approximately 32 hours completed.

2010-Fall-Apple’s Motion-Training on Apple’s Motion 4 graphic design editing software. This course led to my creation of the FVM 275 Advanced Final Cut Pro course, which I instructed in spring 2011. Over the summer, I revised the material and created FVM 231 Advanced Final Cut Pro to move it from trial to CCCNS approval. Course will be available Fall 2012 for CMC students. 24 Hours completed.

2009-Fall-Apple’s Final Cut Pro 7-Training and Certification on Apple’s Final Cut Pro Studio. This course paved the way for my task of creating an Apple Training Center (AATC), which on track for deployment for summer 2012. 35 Hours completed.

2009-Spring-International Ski History Association-Attended the annual ISHA event featuring the roots of ski/snowboard ski area development and Hall of Fame Inductions. Additionally, Steve Rice was asked to present on the College’s Tourism program, which I assisted in researching and composing the final content. This information has been disseminated to our Product Design and Ski History courses. Approximately 32 hours completed.
2007-Avalanche Level 3 Certification - Certified to the highest status by the American Avalanche Institute through a weeklong training session in the Teton area of Jackson, WY. This course helped build the foundation of our Ski Guide program. Approximately 3 credits or 45 hours.

2006-Avalanche Level 2 Certification - Certified to the level 2 status by the American Avalanche Institute at Alta, UT. Approximately 2 credits or 30 hours.

2007- Amfit Insole Fabrication System - Certified 2007 (operating system since 1996)

2005/06-Created The Sixth Sense of Bootfitting - for the program’s Adjunct instructors. Led by master boot fitter Matt Ross, our adjuncts were taught about the physiology and biomechanics of the foot as it relates to Snowsports. Content is now used in all boot fitting courses- Course info taken from Webadvisor Fall 2006:

Hosted by Colorado Mountain College, Alpine Campus
Steamboat Springs, Colorado
Oct 21-22 9AM-5PM

“Matt Ross Director of Sales and Marketing at Gorsuch LTD, will be leading an in depth seminar to get your shop’s boot fitters up to speed. Matt has had over 16 years of boot fitting experience (14 of which were spent at Surefoot in Aspen, CO. where he sold thousands of boots) and still works the floor today. He was the Tech Editor for Ski Magazine's Boot test from 2001-2004 and currently tests skis and boots for Ski and Skiing magazine.

The two-day intensive course will instruct students on the secrets of mastering the art of boot fitting. Topics covered include: basic boot fitting techniques, extensive repair procedures, orthotic fabrication, and foaming. Matt Ross has been a certified pedorthist since 1996 and is the buyer for Gorsuch LTD.”

2004-2006-Started and Completed my Masters in Business Administration through Regis University of Denver while full time at CMC.

2004- Masterfit University-Dark Arts of Boot Fitting, Breckenridge, CO

3B. Professional Activities and Associations

1996-2011- Industry Trade Shows:

Snowsport Industry of America-SIA-Week long trade show with seminars and meeting with the industry. The most important, vital connection we have to our industry and was the meeting point for the beginnings of the Nordica Project. ~32 hours each year

Western Winter Sports Representative Association-WWSRA-Two days of prototype testing and feedback. 16 hours each year

2009-2011- Industry Trade Shows:
Outdoor Retailer-OR - Three days of seminars and knowledge sharing on the outdoor industry, which includes all four seasons of gear. This show and ASR are part of our move to become a year-round curriculum based degree. ~24 hours each year.

Action Sport Retailer-ASR- and Agenda - The summer version of the SIA show, this tradeshow exposes us to our summer counterparts. This show has led several students to occupations with brands they would not have otherwise considered.

These tradeshows are our greatest asset in connecting students to our industry. Frequently the students who accompany us to these events leave with connections which become job opportunities upon completion.

The Nordica Project -

In January 2010, I approached Nordica Ski and Boot company about producing a backcountry ski boot with the program. They liked the idea and we formed a partnership through the spring, which would result in the Sidecountry line for Nordica.

The process was a major undertaking for myself as it meant I would be serving in many capacities on behalf of both entities. Throughout the summer of 2010, I worked closely with Nordica on the preliminary prototypes and with the College to form the outline of the partnership. This included a meeting in June of 2010 with senior level College officers such as Linda English and Steve Boyd as well as our administration at the Alpine campus. I generated the following as a starting point for the partnership, which I worked closely with Linda and Steve on throughout the remainder of 2010.

Nordica/Colorado Mountain College Partnership – An Overview

Colorado Mountain College recognizes an opportunity to partner with Nordica to enhance our organizations’ collective market share. As seen in the SIA intelligence report, Randonee/AT boots were the only segment of alpine equipment to see an increase in sales last year (72.5% year over year), which is significant given the tough economic conditions. We believe the time is right for Nordica to expand its current dominance in the boot market into AT and capture this growing market share. Further, given CMC’s history of successful student participation in development projects, we are confident we can provide a workforce to assist in creating the advertising campaign, web and film presence, as well as prototype product testing. In keeping with our goals, Colorado Mountain College strives to be our community’s choice for partnerships with businesses to offer real world learning opportunities for our students. To commence this partnership, the college will contribute a one time, contract for $10,000 in public marketing funds to contribute to the cost of the campaign. If this partnership is a success, CMC will consider making the $10,000 dollar contribution an annually renewable contract.

Colorado Mountain College Can Provide:
• Engineering program for testing, quantifying, and generating scientific results and feedback for product development.
• Hands on product development/testing area-Steamboat Ski area “side country” and surrounding backcountry areas.
• Graphic Design/Film workforce to generate advertisement and online web content including magazine, film, and web blogs.
• Marketing Department to generate social networking website.
• Full access to campus boot fitting lab for boot modifications.
• $10,000 dollar contribution to the product’s Public Advertising/Marketing campaign.

In consideration for the $10,000 contribution in marketing funds we would ask for the following concessions:

**Colorado Mountain College / “Real Skiers” Campaign Inclusion**

• Colorado Mountain College logo included on all, but not limited to:
  - Print collateral associated with the product including hangtags, brochures, posters, boxes, and related media.
• Three (3) magazine print ads featuring Michael Martin, Tim Widmer and a few select students “testing product”. (i.e. showcasing the boot/ski in action or touring as outlined in previous document)
• Colorado Mountain College logo included in all product related advertisement and online web content including banners, posters, webzines, webisodes, film, and web blogs.
• Name recognition in all associated articles, press releases, and related news material with regard to the product.

**Summary:**

Colorado Mountain College is dedicated to producing the best possible product for Nordica and to expand our collective market share. Based on the project needs, the college would be willing to contribute to the design and accompanying campaign both monetarily and in work force. Colorado Mountain College would like to generate a contract between our organizations, with a yearly renewal option to commence this project.

**Estimated Timeline (Commencing August 2010):**

**Fall 2010**

- Engineering program testing, quantifying, and generating scientific results and feedback for product development.
  - Hands on product development/testing area-Steamboat Ski area “side country” and surrounding backcountry areas. (Fall/Spring)
  - Graphic Design/Film workforce to generate advertisement and online web content including magazine, film, and web blogs.
  - Marketing courses to generate social networking website.
  - Access to campus boot fitting lab for boot modifications.

**Spring 2011**
o $10,000 dollar contribution to the product’s Public Advertising/Marketing campaign.

**Summer 2011**

o Contract review and renewal period.

**Fall 2011**

o Public Launch of Product.

We look forward to working with you to finalize the most appropriate partnership. Please do not hesitate to contact me for any further information.

Michael Martin  
Director: Ski and Snowboard Business  
Colorado Mountain College  
(970) 870-4438  
mmartin@coloradomtn.edu

**Outline of Marketing Campaign:**

**The “Real Skiers” Campaign-An Overview**

To launch the product, Colorado Mountain College and Nordica would co-produce a campaign centered on ski town locals using the product in an effort to associate the brand to “real-world” people. Breaking away from the recent “pro-athlete” approach, the campaign would feature real people skiing areas around their respective towns to showcase how the brand is the “local’s choice” for equipment. Given the nature of backcountry skiing, participants look to real world testimonials instead of paid athletes since the consequences for a failed product are high.

The advertising campaign would feature magazine ads in Powder, Backcountry and others. Additionally, the campaign would feature a social networking website designed to feature Nordica’s backcountry products and for skiers to log trips, information, and relay product information. Further, the site would feature real-life film clips of participants using Nordica products. I’ve included an example of a possible magazine ad at the end of the proposal.

**The “Real Skiers” Campaign**

**Magazine Campaign**

The College and the Ski Business Program is committed to producing and marketing the 2011/12 Nordica AT boot in conjunction with Nordica. As part of the process, the Ski Business Program would like to be featured in a national ad campaign with Nordica that the College would contribute to in terms of content, production management, as well as
a dedicated financial contribution. A concept message for this campaign might be something along the lines of "Real Skiers, Real Brand, Nordica", or something to that effect. The idea would be to tie the brand to the local, backcountry enthusiast that is the core user of this type of product. Each ad would feature a peak or line that was skied in the new boot and details of the trip would be posted to the social network site. We at CMC are excited about collaborating on this project and believe it will reinforce both our market shares in conjunction with the following additional components of the marketing strategy for this product.

**Social Networking Website**

Essentially a blog/Facebook social networking site, such as Kickapps ([http://www.kickapps.com/](http://www.kickapps.com/)) to help launch the new boot. The main page would feature information from the trip utilized in the national print ad campaign. This page would be updated monthly, as each new issue is shipped. Additionally, content would be updated day to day, by the general users of the site, similar to TGR's blog where users log trip information, gear reviews, and other pertinent data. Website users would be able to post photos, video, and text of their adventures. This would create an avenue to tie the brand to the core user of the product. Currently only TGR has addressed this type of content, yet only TGR sponsors are benefitting. I believe this is an opportunity for Nordica to gain real world feedback, publicity, and generate a true connection to the end user. The site would be created, managed, and overseen by the College, with content approval by Nordica.

**Film**

As a secondary component to the Nordica social network site, the College and Ski Business students will generate short YouTube type films of the product. These films will be posted on all relevant sites in addition to the Nordica social networking site and will have an unique look and feel to accompany the “Real Skiers, Real Brand” marketing campaign.

**Benefits of the CMC/Nordica Partnership**

Nordica’s involvement with the project would allow the company to expand on its current product offerings and generate a new avenue for sales. By venturing into the backcountry segment, Nordica stands to bolster its recognition with the core skiers who currently live or have lived in a ski towns, as many of these “core skiers” prefer the backcountry experience. Further, the proposed “Real Skiers” ad campaign would generate a social networking site where Nordica would gain direct access to buyers via the accompanying blog and social networking site. In return, the college would gain important recognition through the advertising campaign, which increases enrollment and furthers the objectives of this proposal.

**Hiring Pool-Techical Representatives**

As part of the experience creating this product, Ski and Snowboard Business students could participate in trade shows such as SIA and various WWSRA events to help promote this product. As discussed, students could also intern during the summer at Mt. Hood or at Nordica Headquarters. Given their hands-on knowledge of the product, they could be a valuable testimonial to its features and benefits. This creates a win-win situation as these shows allow students to gain hands-on knowledge of the industry and
Nordica representatives gain valuable assistance during their busiest times. With the addition of Nordica products in our curriculum, students will learn the product lines in the classroom, which will better prepare them for use in trade shows and further their careers.

Every student completing the Ski and Snowboard Business program has knowledge in the following areas: Product Design, Rental/Repair Shop Management, Boot Fitting, and Ski Tuning. In addition each student completes core Colorado general requirements such as Public Speaking, Accounting, and Legal Environment of Business to name a few. With these skills, students will be strong assets to the Snowsport Industry.

Project Review-

As the fall 2010 semester began, the students of the Product Design and Marketing Media worked on the campaign for product launch to the industry (SIA Tradeshow 2011) as well as prototype revisions. Due to the global nature of Nordica, students were working with input and feedback on the design as well as direction from Nordica’s U.S. office in New Hampshire as well as Nordica Global in Italy. This experience was enhanced as Nordica provided me a free trip to their Italian and Austrian manufacturing and design facilities where I filmed an entire overview of the operation, which we use now in Product Design, Boot Fitting and Tuning courses.

Following the fall work of 2010, it was time to get the product ready for the public launch of August 2011. Spring students in Marketing and Media developed the social media strategy for the product which would become the hellandback.tv website. This website is entirely student driven and the content is created and managed by our students. Further, Nordica links to the College and the website from their home page-nordicausa.com (look on the “Powered By” section of the homepage, roughly half way down the page. You’ll see the CMC logo and hellandback.tv).

The product launch was a stunning success for the company in which the skis were rated 2 of the best 9 for the year by Skiing magazine and have become the number one line in terms of sales for Nordica USA.

As a result the College and program have received a tremendous amount of media coverage through press such as Powder Magazine, the Denver Post, and Steamboat Today amongst others. I have provided the following links to the articles for your review:


Additionally, the following is the scan of the Powder Magazine article and accompanying ad. If you have a Smartphone, the QR tag on the ad will take you to the SKB CMC webpage.
The following outline details the results of the Nordica Project for CMC. It showcases the reach of the campaign and project as well as the opportunities it has created for student’s work. For example, not only do the students have their name tied to a real-world product website, their photos, video, and research is being utilized in the business operations of both CMC and Nordica, all of which serves as a credible resume builder.

Nordica Project as of September 2011:

1. Overview- National Ad Campaign-Nordica
   a. National Ad-Powder Magazine
   b. CMC Logo on nordicausa.com
   c. Articles
      i. Powder-Sept 2011
      ii. Entrepreneur magazine-Dec. 2011
      iii. Denver Post 9/13/11
      iv. Snowboard Colorado magazine Spring 2012
      v. Steamboat Today 9/24/11
      vi. Grand Junction Gear Guide 11/20/11

2. Advertising Campaign-CMC
   a. Agreement with Doug Stewart:
      i. DIA Train Stations Winter 2011/12
      ii. Kate Lapides-Social Media, eNews, etc.
         1. http://enews.coloradomtn.edu/2011/09/19/nordica-
            sidecountry/
      iii. Retail Window Display
         1. Steamboat Ski and Resort Corporation will feature the
            ad in all stores including a 5-foot stand up version as
            you enter their main shop.
         2. Sportstalker/Christy Sports will feature the
            CMC/Nordica ad on their main entrance window to the
            flagship shop
      iv. Model for future partnerships-Linda English/Steve Boyd have
         commented that this project is often used as an example to
         expand CMC’s mission to grow partnerships in CLT meetings.
      v. CMCSKB Media Group-Doug Stewart-11/12
         1. Students will be featured throughout the year in various
            campaigns using footage and photos they shot (And
            they get paid!)

3. Student Projects Nordica-Now and Above and Beyond our Agreement
   a. Trade Show Material-Fall 2010
      i. Literature/information for consumers
      ii. Product Video-Sidecountry
      iii. Initial Version of Proposed Websites
   b. Competitors Analysis-Spring 2011
      i. Detailed competitor analysis of Nordica products (120 pages)
         deployed to Nordica Sales Force Fall 2012
      ii. Final version of hellandback.tv
   c. Content Managers/ Event Planners-Fall 2011
      i. Student course work deployed through hellandback.tv
ii. Contests for 2011/12 designed and run by SKB students.
iii. Video/Photo content deployed through website, credited to CMC.

3.C Awards, Grants and Donations

Media-Michael Martin Productions

- 2010-1st Place Steamboat Springs “We Love Steamboat” video award with a $10,000 Prize. Featured a student’s backing music track, for which I compensated him handsomely.
- 2009 “walls (thinner)” selected for Revelstoke BC and Cold Smoke Film Festivals
- 2006-Great Northern Film Festival-1st Place for my film “A Place Without A Postcard”

College-Wide-

- 2010 TaskStream Assessment Pilot Program-stated earlier
- 2008 Inaugural Action Team member-stated earlier

Program-

- 2004-Present-Nordica USA-Donations of products for student use in coursework.
- 2004-Present- Surefoot- Donations of products for student use in coursework.
- 2004-Present- Powder Pursuits Snowboard Shop- Donations of products for student use in coursework.

3.D Scholarly and Creative Activities

Scholarly-

In August of 2004 I began my full-time career with CMC as well as beginning my MBA studies with Regis University. This was difficult to manage time-wise, but I maintained a 3.5 GPA throughout my studies and grew FTE for both years, while redesigning the entire program.
I have integrated components of my scholarly work within the program as needed and this has benefited the College in terms of marketing and product design aspects as seen by the Nordica project.

Further, this endeavor has become a community resource of sorts for local business who have tapped me for advice or education of their employees. I have in turn performed clinics or instructional sessions for these entities, at no cost to them, on behalf of the College.

Presentations-

2008-Present-Lead all In-Service Breakout Sessions by Discipline for the CTE programs of CTE. This typically requires a full day meeting prior to the In-Service date in which I learn and help shape the College’s agenda for the In-Service. We then disseminate new information, which has focused on assessment which I have developed a great knowledge of and interest in.

2009-Assessment Panel-College-Wide In-Service (fall)-Spoke on behalf the assessment efforts of the college to the CMC faculty body. This presentation was well received (see notes).

2008-Podcasting- College-Wide In-Service (spring). Demonstrated the power of Podcasting. You can view the entire project here:

Short version- PowerPoint:

Email in regards to the Nordica Project from CMC-

Mike and Tim,
Heck of nice plug for your program. The article captures the heart and soul of what the degree can offer students.

--Fred

Fred Hampel  
Interim Dean of Instruction  
Red Rocks Community College  
13300 West Sixth Avenue  
Lakewood, CO 80228-1255  
303.914.6634

Mike and Kyle,  
What a great article. It made me think that these were the perfect skis for me (and I don’t even ski—just ask Sam J).

Holly

Holly Smith, PhD  
Instructional Chair: Liberal Arts  
Colorado Mountain College  
Alpine Campus  
970-870-4422

http://www.denverpost.com/business/ci_18881312  
<http://www.denverpost.com/business/ci_18881312>

Front page of the business section; beyond cool!

Mike, Tim and crew have worked so hard on this project; it is just great to see it come in such a winner.

Terry Hunter

Professor, Resort Management

Colorado Mountain College

Denver Post article on the Ski & Snowboard Business program. Very cool!

Renee
Renee Kuharski, PhD
Assistant Vice President Academic Affairs
Career & Technical Education
Colorado Mountain College
831 Grand Ave.
Glenwood Springs CO 81601
970-947-8346
970-947-8307 fax
970-379-6030 cell

You guys rock…

Jeff

Jeffry Troeger
Professor
Colorado Mountain College-Alpine Campus
Steamboat Springs, Colorado

Mike and Tim,
WOW! I’m impressed. d

Denise Roach
Executive Admininistrative Assistant
Colorado Mountain College
Steamboat Springs Campus
970 870 4454

Congratulations on this great article!! SKI BIZ Wow, Indeed!

Kathy

Kathy Kiser-Miller
Interim Dean of Academic Affairs
Colorado Mountain College
Alpine Campus-Steamboat Springs, CO
kmiller@coloradomtn.edu <mailto:kmiller@coloradomtn.edu>
970-870-4489

Your idea, your design, your contact, your initiative, your follow-through, your execution.

Perfect. Great for CMC in so many ways.

-Steve Boyd
Hello Alpine Campus,

You may care to see the article in today’s Denver Post, “Ski shops giving Colorado Mountain College’s pioneering business program a big lift,” at http://www.denverpost.com/business/ci_18881312

Congrats Profs. Mike Martin and Tim Widmer!

Geo. Bagwell, Prof.

Hi, Stan –
Thought you’d appreciate seeing this story about Colorado Mountain College in today’s Denver Post:

http://www.denverpost.com/search/ci_18881312

It’s on the front of the Business section, and has a top-to-bottom of page graphic so is quite visible. Woohoo!

They did get that little detail about the bachelor’s degrees wrong, so I’m working on clarifying that with the reporter. But we’re thrilled to see this prominent coverage – thanks to Michael Martin in Steamboat for all his information and help, and Michael McKibbin here in the public information office, who put together the story pitch.

Now, that’s teamwork! Nice job, guys.

Regards,
Debbie

Debra Crawford
Public Information Officer
Colorado Mountain College, Central Services
Glenwood Springs, CO
Tel. (970) 384-8535
Cell (970) 309-1486
www.coloradomtn.edu

Furthering the reach to Park City Utah

<chris@dennyink.com>, <jake3613@comcast.net>, Zach Nordica <ZLittlepage@nordicausa.com>, Tyler Kipp tkipp@nordicausa.com

Hello,
Mike Martin in Steamboat Springs provided your contact info as folks who might be willing to help us promote the skis and boots Mike’s students helped develop and
Nordica has begun selling.

We want to put together a short “story pitch” to send to newspapers in Park City and Salt Lake City and Mike suggested you might be willing to be a possible source for that story. We’ve already had a good response to this approach with the Denver Post and Steamboat Today papers. As I’m sure you know, the products have also been written about in Ski magazine and others are planning their coverage in the near future.

So I am asking you to let me know, either by email or a phone call to the number below, if you would be willing to help. Also if you would be available if a reporter for either Utah paper decides to write a story. I know you all are gearing up for the busy winter season, but any interviews with reporters would likely be via phone or email and should be brief.

Feel free to call or email with any questions and thank you for your time.

Mike McKibbin  
Public Information Editor  
Colorado Mountain College  
831 Grand Avenue  
Glenwood Springs, CO 81601  
(970) 384-8505  
(800) 621-8559  
(970) 384-8507 (fax)
Apple Certified Pro

Final Cut Pro 7
Level One

Michael Martin

Granted by Apple Inc. on the Thirtieth of October 2009

View all of my credentials at www.apple.com/certification/verify
The Art Institute of Colorado

Michael W. Martin

Has earned this

Certificate of Completion

In

Apple Motion® 101

And

One Continuing Education Unit
For class attended October 21st -22nd, 2010

Given at Denver, Colorado, this Eighteenth day of December, 2010.

[Signature]
Associate Dean
Michael Martin

has successfully completed the Level III
Avalanche Course
February 14th - 18th, 2007 at Jackson, Wyoming

Instructors:

Ron Matous
Greg Collins
Armando Menocal
Jamie Yount
Rod Newcomb

Don Sharaf
Allen O'Banon
Nat Patridge
Sarah Carpenter
Map of “Vintage Ski Exhibits” and Program of Academic Sessions

International Ski History Congress 2009

Big Mountain Bottled Water - Bob & Peggy Schotz - Gail Scoggins
Marc Hodler Foundation - Michael & Donalda Day - Sam Walker
The Scripps Family - U.S. Ski & Snowboard Hall of Fame
PROGRAM OF PAPERS  Sessions at The Village

Monday 30 March
8:00-8:50  Keynote Address: Dr. Rudolf Mülner, University of Vienna
          “Movement Culture and the Construction of Collective Identities:
          Skiing and Nation Building in post-war Austria.”

Session 1L*:  Today’s Old Time Skiing (Wicken)
8:55-9:15 Lawson and Russell: Longboards
9:20-9:40 Nothnagl: Austrian Nostalgia
1R*:  Influences on US Skiing (Sunde)
       Brathen: Kongsberg Influence in US
       West: Immigrant Influence: Tollefsen

Session 2L:  Different Techniques (Groszold)
9:45-10:05 Klien: Snowsailing
10:10-10:30 Bengtsson: X-C Technique Changes
2R:  Skis and Poles (Larsen)
      De Chambeau: My Grandfather’s Ski
      Soden: History of Sticks and Poles

Session 3L:  Developing Equipment (West)
10:55-11:15 Hooge: Lund Manufacturing
11:20-11:40 Groszold: Groszold Manufacturing
3R:  New England Skiing (Besser)
      Scott: Vermont Heroes
      Parkinson: Preserving Theo Johnsen

Tuesday 31 March
Session 4L:  Olympic Perspectives (Fry)
2:00-2:20 Parvaainen: Finns at Lake Place 1932
2:25-2:45 Antonucci: 1960 Olympics XC Venue
2:50-3:10 Gamache: Bode Miller
4R:  Arnold Lunn and Influences (Soden)
      Hussey: Knowing Arnold Lunn
      Thöny: The Arlberg-Kandahar at 80
      Kleppen: Slalom

Session 5L:  Individuals (Hooge)
3:45-4:05 Brugger: Hemingway in Austria
4:10-4:30 Batagelj: Rudolf Badjura
4:35-4:55 Besser: Dr. Kraus
5R:  Universities and Clubs (Esson)
      Rice: Colorado Mountain College
      Buss: Univ. of Götttingen Skiing
      Falkner: Middle European Clubs

7:00 – 9:00 “The Strong Spirit of Women Skiers” at the Forest Service Auditorium
Keynote address: Dr. Annette Hofmann, University of Ludwigsburg “Left Out in the Cold? Women’s Struggle for a Breakthrough in Ski Jumping.” Private viewing
“Olympic Charm: Andrea Mead Lawrence, A Film”, by Allison Probliso

Wednesday 1 April
Session 6L:  Mammoth Notables (Lizza)
2:00-2:20 Odman: Corty Hill
2:25-2:45 Miller: Hans Georg
6R:  Resorts (Leich)
      Esson: Berg Film and Resort making
      Lazard: French and American Resorts:

Session 7L:  Philosophies Behind Skiing (Watson)
2:50-3:10 Fry: Arnold Lunn’s Religion
3:15-3:35 Loland: Why We Ski
3R:  Scandinavian (Gamache)
     Sunde: 1860s Norway
     Goksøyr: Norway’s Polar Quests
     Yttergren: Norway and Sweden 1941
     Wicken: Scandinavia: Jumping

6:30-9:30 “Films From the Fall Line” at Forest Service Auditorium

Thursday 2 April
Session 9L:  Heritage Preservation (Parkinson)
8:00-8:20 Boffill: The new Spanish museum
8:25-8:45 Puszarski The Museum in Warsaw
8:50-9:10 Yaple: French and Italian Bibliographies
9:15-9:35 Hybertsen: Digitizing film
9R:  High Country Sierra (Odmann)
      Quinn: Women in the Back Country
      Armstrong: Sierra Snow Surveys
      Robinson: 36 Sierra Crest days
      Beck: The Sierra High Route

Session 10L:  US Ski Industry (Yaple)
10:00-10:20 Leich: NH and America’s Ski Industry
10:25-10:45 Watson: Ski shows
10:55-11:15 Davis: Lost Areas of the White Mts
10R:  Skiing and the Media
       Allen: Wooing a Clientele
       Ryan: Ski Racer 1969
       Larsen: Indigenous Chinese on film

5:00-9:00 ISHA Awards Banquet/Mason Beckley Memorial Dinner at Ski Museum $60/person
includes reception, dinner, and 3 raffle tickets. Contact Kendra at 934.6592
Development of Instructional Programs That Serve the Ski Industry

Colorado Mountain College’s Example

Steve Rice

The role of the American college in the development of skiing is well documented. E. John B. Allen (Allen, 1993, p. 223) says of early skiing in the United States, “Dartmouth becomes the fulcrum around which eastern America learned to ski.” Abbott Fay in A History of Skiing in Colorado devotes a chapter to collegiate ski racing (Abbott, 2000, pp. 103-111). Ingrid Wickin in Pray for Snow details how the University of California Los Angeles and University of Southern California generated interest in Southern California skiing (Wickin, 2001, pp. 66-73). Clubs were formed within the colleges, competitions offered, and amongst the wealthy skiing as a sport became acceptable. By the time this author attended Beloit College in the late 1960’s a pattern of ski team, club or outing group was typical around the Midwest, and continues to be so amongst American colleges and universities.

By the late 1960’s another group of colleges, which had very different roles and missions, began to consider skiing and the ski industry. These were institutions that had a mission that some refer to as “mere vocationalism” (a February 2009 Google search yielded 164 references for this “exact” term). They trained people for jobs. A number of these were close to the ski and resort centers. These were colleges like Goegebic College in Ironwood, Michigan; Humber College in Toronto; the University of Maine at Farmington; Wanatchee Valley Community College in Washington; New Mexico Highlands University; the Selkirk College Campus in Nelson, British Columbia; Sierra Nevada College in California; Lyndon State College in Vermont; and Colorado Mountain College (CMC). Most of these colleges had ski teams or clubs, but all developed instructional programs meant to provide graduates employment. The programs included technical programs about how to run ski areas, both nordic and alpine. Programs devoted to developing ski instructors are found at several colleges. Instruction related to
management and operational aspects of ski resorts including lodging, conventions, marketing, and food service are organized into degree and certificate offerings. There are programs devoted to the off site activities that are a part of the ski industry like manufacturing, sales, and fitting of equipment. Some programs are successful, some not. Some exist today, others have been eliminated.

While a number of programs have been successful, Sierra Nevada in a February 3, 2009 posting in Ski Area Management’s online magazine will have over 100 students in its Ski Business and Resort Management program, even successful programs have struggled to find a niche. Sierra Nevada discontinued its program for a time before reintroducing it in 2006. Colorado Mountain College also experienced struggles as its programs evolved. This presentation will center on Colorado Mountain College and the evolution of its programs serving the ski and resort industry, as its development is likely typical.

The paper will be organized around two themes, identity and credibility. Identity means developing instructional program that make sense to employers, the college, and students. Identity has always plagued community college programs. The basis of the community college is the associate degree, first awarded by the University of Chicago in 1900. The President of that University, William Rainey Harper, saw Chicago as a German style university, stressing specialized work to the PhD level. The general education function typical of the first two years of university education in the United States needed to be separated from this specialized work. Since American high schools, now completing their own version of a nationwide curriculum, did not wish to play that role, someone else would need to. The junior college was founded to take on education that occurred between high school and what would become the upper division of the American university. The first stand alone college, Joliet College, was founded in 1901. Generally, the reaction to Harper amongst other colleges and universities was “why should we give up this function?” This left the junior college to struggle as an institution that tried to perform a function already done well by others (Rice, 1995, pp. 32-33).
Junior colleges added instructional programs that would train people for entry level employment in the 1930’s. Identity again becomes an issue, but over time training for traditional jobs developed common curricula. Welding, for instance, generally includes MIG, TIG, Oxyacetylene, and performing these types of welding out of position, as a part of its curriculum. When a new occupation, or type of employer is encountered, the establishment of identity for an instructional program again raises its head. Much of the story of CMC’s instructional programs is about establishing identity as it trains for new kinds of occupations.

Credibility is defined as worthy of belief or confidence. The history of education for transfer from junior colleges to four year institutions is also the story of the junior college establishing itself as credible to offer general education (Rice, pp 33-37). Likewise, the decision to prepare for entry level employment within occupations also yields a question of credibility. The question that must be answered is “Why is training important when none was required before.”

This paper considers three CMC programs, Ski Business, Ski Area Management, and Resort Management and how they develop identity and credibility. The research method was: First, Colorado Mountain Catalogs were consulted, and a time line for each program was developed. This identified when programs were begun and ended, how the curriculum changed, and how the programs were described. Next, using the catalog data, a series of nineteen questions were developed about program origin and change. Faculty and administrators, who worked in or dealt with these programs were interviewed and asked these questions. Not all questions were asked of all participants in the interviews. Twelve people were interviewed. Interviewees are not noted in the text, as virtually all recollections come from multiple sources. The data was organized by program, timeline, and how the programs met the credibility and identity issues.

To let us understand what Colorado Mountain College did, we will begin by describing what Colorado Mountain College is. Colorado Mountain College is a local district community college. A community college is a less than baccalaureate degree granting
institution that offers four kinds of programs. These are, first, university parallel offerings, the junior college described above. Second, community colleges offer vocational or occupational programs leading to degrees and certificates. These are usually designed to provide students with skills that will lead to successful entry level employment. Third, workforce development is offered. Workforce development is educational offerings supplied directly to single employers, often under contract. Fourth, community services are provided. This category includes everything from remedial classes, to offering noncredit cooking courses, or CMC’s recent production of the Vagina Monologs. For an extended discussion of these functions, please see, The American Community College by Cohen and Brawer (Cohen and Brawer, 1982). These programs are generally offered within a specific geographical area.

A local district is a taxing entity created for a specific purpose by a vote of the people to serve a limited geographic area. It is governed by an elected governing board. In Colorado the tax levied is typically a property tax, and a mineral severance tax. Colorado Mountain College offers programs in all four areas, and is governed and financed as a local district.

CMC provides these programs in its district and service area in the following manner. The College is located in north central Colorado, and serves nine counties. The counties served are Pitkin, Garfield, Eagle, Routt, Grand, Lake, Summit, Jackson and Garfield. Most major Colorado ski resorts are located in these counties. Resorts like Aspen, Aspen Highlands, Buttermilk, Snowmass, Vail, Beaver Creek, Copper Mountain, Breckenridge, Keystone, Winter Park, and Steamboat are all in the CMC’s district and service area. There are smaller ski areas and resorts as well like Sol Vista and Sunlight. Ski Cooper, where the 10th Mountain Division taught skiing, is in the District. 84% of Colorado’s 12.5 million skier days are generated at these ski areas and resorts in 2007-08 (Colorado Ski Country USA data). This region and its resorts are served by a network of seven campuses and thirteen instructional sites. An eighth campus, which provides Distance Learning, will be added in the 2009-2010 academic year.
It does not go unnoticed by the resorts or extraction companies that 3.997 mills of a 11.6 billion dollar assessed valuation, which yields 47.9 million dollars in property tax revenues (CMC 2008-2009 budget), makes for a college that can provide significant services to industry and to students, who wish to participate in those industries.

Resort Management

Identity was defined as finding an instructional program that makes sense to employers, the college, and students. CMC had two instructional programs, Resort Management and Food Service Technology, directed at tourism when it opened in 1968. Both were associate degree programs. They were offered at CMC’s West (now Spring Valley) Campus outside of Glenwood Springs, Colorado. Resort Management was a typical hotel-motel program. It shared a common first year and instructor with Food Service Technology. By 1970-71 the program was described as a hospitality program, and had become a four quarter certificate program, instead of an associate degree program. The 1971-72 Catalog did not list the program. CMC had two issues at this time. First, the College does not meet its initial enrollment and financial goals, and reduced the number of its faculty. Programs with small enrollment were eliminated, this among them. Virtually all the students in these programs were enrolled in Food Service Technology. Food Service Technology itself was very small. Second, while CMC encompasses a resort area, the resorts were small. Only Aspen could be considered a developed ski resort at this time. Others had been founded, but were still new. Sufficient demand for a skilled work force to support these programs did not yet exist.

The program was revived in the fall of 1976. In the summer of 1975, Georgia Hotton, then Assistant Manager of Taos Ski Valley, convinced the Occupational Director of the East Campus in Leadville (now the Timberline Campus) that a program called Ski and Resort Management could be successful. Georgia was cognizant of the failure of the West Campus Program and attributed that to the hospitality emphasis. Rather, she believed the programs identity needed to be built around the idea of running a small resort. Georgia was hired to develop the program. She put together a curriculum that
contained the skills needed to operate Taos Ski Valley. Taos at that time had four chair lifts, and 600 “pillows” at its base. The skills necessary to operate were lodging, food service, ski area operations and management, and marketing. The program would serve what would be a boutique resort in today’s ski environment. It attracted students often in significant numbers from Japan, Canada, and the US, who had an interest in working in that kind of environment.

In 1981 the community of Steamboat Springs became part of the CMC district. Bill Hill was the Director of the Steamboat Springs Chamber Resort Association. Steamboat had established itself as a major ski destination by this time. It listed 13 chair lifts and a gondola in the 1980 White Book of US Ski Areas (Enzel, 1980, p. 52). Bill’s major concern as the Director was development of summer tourism that would support the burgeoning bed base associated with the resort. Bill was hired by the college as a business instructor, and tried to match college curriculum with what was happening at Steamboat. The result was the adoption of an American Hotel and Motel Association (AHMA) curriculum as a major part of the degree, and the addition of tourism courses that would help students understand year round resort programming. The use of the AHMA courses packaged into a CMC degree offered instant credibility both for Association and for the program. The Association now had a degree tied to its offerings, and the College used an industry standard curriculum as the basis for its degree. The program was adopted by a number of properties in the Steamboat area, and had significant enrollments from the onset. Two degrees with virtually the same name then exist at CMC, and a crisis of identity ensued.

Georgia Hotton left the East Campus in 1981. She believed that Resort Management would not survive in Leadville after it started in Steamboat Springs, as Leadville was not a resort community and would have difficulty attracting students given internal competition. Bob Mayer took over the program in Leadville. He ran properties in Vail before joining the college, and would return to Vail in a few years. He saw that the AHMA model made more sense for the developing resorts in the region and the two programs had merged curriculum by the 1983-84 catalog. Aspects of the program were
offered in Aspen, Vail, and Breckenridge by 1985-86, while the program was no longer offered in Leadville.

The resort program was now limited to the resort communities. Enrollment did not support the expansion into the other communities, and it was offered only in Steamboat Springs by 1989. In 2002 Terry Hunter, now head of the program, made another attempt to introduce the program into other resort communities. This time a series of online courses were offered. The online courses took hold, and AHMA based degrees and certificates are now offered throughout the college.

After several tries, and several failures, the Resort Management Program has an identity. It is an instructional program that uses AHMA classes as its base and adds other classes that fit the resort environment to complete the curriculum. The program is offered in class rooms in Steamboat Springs, and to residents of other areas via distance learning. Credibility is attained by packaging a national standard in curriculum into a degree program.

Ski Area Operations

The program opened in Leadville as Ski Area Maintenance in 1971. It was started because of a request from ski area operators in Summit Count that needed trained employees. Ski Maintenance was four quarter program designed to train lift and equipment operators. In 1973 it was a three quarter program with two options, one business that looked a bit like the Ski and Resort Management program, and the other technical. The program was now called Ski Area Technology. In 1974 the program took on much of its present shape. It is a six quarter certificate program that had a clear technical emphasis. The first full time instructor, Alf Tieze, who had been at Arapahoe Basin was hired at this time. By 1976 it had become a degree, maintaining its technical emphasis with some business courses. It was not a degree in the following year, and does not become one officially until 1981, when the name changed to Supervision/Management of Ski Area Operations. The checkered history of introduction
as a degree program is a lesson about how a degree gets offered in a regulated environment. It was an “emphasis area,” within a business degree at the onset. In 1976 CMC faculty decided that the ski industry, large even in those days in central Colorado, deserved its own degree program. It took until 1979 to complete the internal work required to offer the degree. It was presented to the State Board of Community Colleges and with approval by that agency was moved on to the Colorado Commission on Higher Education for its approval. The degree was recognized by the Commission in late 1980, and offered as a stand alone degree in the fall of 1981.

Along with hiring faculty recognized by the industry, the degree was another step in adding creditability to the program by making it more recognizable to parents as a college program, as they were paying the bill. Between 1976 and 1980, the program took other steps to improve its credibility. First, only majors were allowed in the courses that are a part of the program. When enrollment was open to all students, non majors would use them as a means to get a season pass. Some of these students would not perform at a level expected of someone, who wanted to be a long term participant in the industry. Second, the Program Advisory Committee became a central element in the organization and management of the program. In Colorado every vocational program was to be overseen by a Program Advisory Committee. The majority of participants in these committees should be employed in the industry served. Most committees are faculty directed, and their work is perfunctory. A few operate in other ways. The Ski Area Operations program developed a committee that included high ranking officials in the operations or planning side of ski areas like Keystone, Copper Mountain, Steamboat, Winter Park, and Vail. They are allowed significant input into the direction of the instructional program. This yielded not only good will amongst the ski areas, but also donations of equipment.

The program drops the Supervision/Management portion of its title in 1983 and was now called Ski Area Operations. Options were developed for the degree in 1988. These were technical, services (things you get beyond the price of a lift ticket), and nordic touring center options. The nordic touring center option was dropped by 1992, because of lack of
enrollment. The service option was replaced by a group of guided electives in 1994. In 1994 another method of adding credibility appeared in the catalog. Western State College in Gunnison, Colorado and Colorado Mountain College had developed and signed agreements detailing how vocational graduates at CMC could smoothly attain baccalaureate degrees at Western. CMC listed this agreement in the catalog description of Ski Area Operations. This boosted the credibility of the program to incoming students and parents. A like agreement with Sierra Nevada College was noted in 2004.

Ski Area Operations spawns another program. How credibility had grown is demonstrated by how this program starts. A fatal lift accident occurred at Whistler. Andy Daly, President of Vail Resorts, directs his lift manager, Steve Hyland, to ensure that this did not happen at Vail. Amongst other efforts an educational program was started. Aspen Ski Company, Vail Resorts and the Rocky Mountain Lift Association (RMLA) in cooperation with CMC started a lift apprenticeship based on a European model developed by Doppelmeyer. The companies and Association provided CMC with $100,000 to develop the program and purchase materials. This has been an online program from its beginning in 1997 and is available to anyone wanting to upgrade skills as a ropeway technician, either on the electrical or mechanical side. CMC faculty had long worked with and been officers in the association that dealt with ski lifts, RMLA, and had worked with many of the operations people in the Association for years. When it came time for Vail Resorts and Aspen Ski Company to ensure formal training was provided for its employees, which was certified by an outside agency, CMC and RMLA became the partners. Ski Area Operations had moved from searching for credibility to providing credibility. In that this program is usually provided to employees by the ski companies as a part of a training package to upgrade skills, it is as much a workforce as a traditional occupational program.

Several certificates were added in 2008. These are designed as workforce programs to upgrades skills for patrol, and slope and trails. Ski Area Operations went through several iterations before gaining its current identity. It is now a technical program offered by the Timberline Campus that trains entry level employees to do a variety of tasks at a ski area.
In addition it is a workforce program that trains employees in patrol, ropeways, and slope and trail maintenance. Much of the workforce training is done online. Credibility was gained in a variety of ways, including the ability to transfer the degree, use of advisory committees, development of workforce programs, and solidifying the student body.

Ski Business

Identity was an issue at this program’s onset. Billy Kidd, winner of alpine Olympic and World Championship medals, was Director of Skiing at Steamboat. Billy had gone to the University of Colorado, and skied for Bob Beattie at CU and the US Ski Team. Billy noted his own and others difficulty in balancing education and ski racing. Kidd approached Bill Hill with that problem, and asked Bill for help in developing a program that could promote the education of ski racers. Bill called together an advisory committee made up of local skiers, many of whom had raced, but were now involved in the sale and maintenance of ski equipment. They advised that instead CMC look at a program that developed individuals who could work in shops, and had skills that would support the industry that provided the shops with product, the manufacturers of ski hard and soft goods.

When the program opened, this was its identity. This is the current identity as well. The program was first offered in 1982. Like Ski Area Operations it went through a series of steps. First, it was an emphasis within a business degree. It then went through State processes and becomes a stand alone degree in 1988. In the same year Billy Kidd’s relationship to the program was noted for the first time. In 2004-05 the Western State transfer agreement was noted. We discussed Western State’s connection to credibility earlier. The addition of Billy Kidd had a twofold purpose. First, there was a desire to honor him and his role with the College. Second, he was the icon of one of the largest ski areas in America, Steamboat, where the campus is located, and the use of his name adds credibility.
Credibility is enhanced with the hiring of Chuck Hull, and his efforts to bring a national focus to the program. Chuck was a long term industry insider. He came to CMC from Blizzard in 1986. Chuck understood how the Las Vegas Ski Show might become not just a method of bringing buyers and sellers of equipment together, but bringing a national focus to the CMC program. CMC students would become interns to the manufacturers at the show, and manufacturers and shop owners would become the Program Advisory Committee. The Committee would meet at the show. He also understood how channels of product distribution worked. He placed students as interns in those channels of distribution. Soon students were in those jobs as well as in local shops.

Identity in Ski Business is established as an instructional program that trains students to deal with ski shop operations and ski industry products, especially their development and sale, and maintenance. Credibility is established via transfer agreements, faculty recognition, national visibility, and use of industry icons.

Colorado Mountain College continues its quest for identity and credibility in its ski and resort programs. The most recent catalog lists changes in programs, and new offerings to support the ski industry. Mike Martin, a current Ski Business program instructor, runs a significant mountain film festival with the support of the College. This is the Steamboat Mountain Film Festival, which began in 2003 showing three films. Nineteen films were shown as a part of the festival in 2008. Major producers, like Teton Gravity Research, now display films at the festival. This academic year will see over 1,100 credit enrollments in CMC’s ski and resort programs. A fifth full time faculty member has recently been added to teach in these programs. Colleges, we believe, continue to play a significant role in the development of American skiing. CMC continues to develop its programs, their identity, credibility, faculty and enrollment, with the intention of becoming “America’s Ski College.”

References


Nordica Project - Colorado Mountain College

Representing the next generation of skiers, the Ski Business Program of Colorado Mountain College has partnered with Nordica to create the Sidecountry line. ...

Ski shops giving Colorado Mountain College's pioneering business

Ski shops giving Colorado Mountain College's pioneering business

Ski shops giving Colorado Mountain College's pioneering business

Men's nordic second at USCSA Championships | Magazine Nordica

Men's nordic second at USCSA Championships | Magazine Nordica

Men's nordic second at USCSA Championships | Magazine Nordica

Hiking News - Topix

Hiking News - Topix

Hiking News - Topix

Jon Ralph profiles | LinkedIn

Jon Ralph profiles | LinkedIn

Jon Ralph profiles | LinkedIn

Nordica Freeskiers | Freeskiers - Peter Olenick

Nordica Freeskiers | Freeskiers - Peter Olenick

Nordica Freeskiers | Freeskiers - Peter Olenick

Colorado students design skis & boots that are in stores now | Skiing

Colorado students design skis & boots that are in stores now | Skiing

Colorado students design skis & boots that are in stores now | Skiing
4. Service to Community

For the community in which I have been a part of since 1995, I am honored to give back in a variety of ways. From a faculty standpoint this has been through several ventures and as previously mentioned tend to lend support to our students as a component. As seen by the efforts to promote and aid our students, I often try to create events that attract people to and enhance our community, yet showcase our student’s work.

Fall 2011-Colloborating CMC Knowledge Base with the Community-

(Steamboat Ski & Resort, Forest Service, and Colorado Mountain College-Backcountry Club)

By working with local partners, I have increased awareness and education of our students and the community to the hazards of the backcountry. This fall I have put together a proposal to work cooperatively with the Ski Resort, the Backcountry Club and the community to enhance not only education, but access to our National Forest. This proposal has been greeted with a warm response as a way of bridging the gap between our students and the resort. With some time, I believe we can have students working with the Ski Patrol to open access gates of the backcountry terrain surrounding the resort sooner in the year. In addition the students and myself will help educate the community in terms of equipment requirements and training in use of equipment through on-site seminars.

The following is a proposal I have drafted and submitted on behalf of the Club to the Resort. It’s currently under review and we are addressing legal/insurance issues to see this through. At a minimum, the Patrol has committed to doing short seminars for the community using myself and our students to lead the sessions. The plan is to then upload the information to hellandback.tv for greater public dissemination.
Proposal

Steamboat Ski & Resort Corporation
And
Backcountry Club
Colorado Mountain College
Alpine Campus

Attention:
Kyle Lawton
John Wes Ritchey

Date: Monday, 7 November 2011

Prepared
By
Michael Martin
On behalf of
Backcountry Club
Colorado Mountain College
Alpine Campus
Introduction

Colorado Mountain College is a unique learning center dedicated to the Snowsport industry. Located in Steamboat Springs, Colorado, the program provides students with both classroom knowledge and real hands-on experience.

The college has developed a new club for students known as the Backcountry Club as well as a certificate for guiding operations. Students are exposed to new terrain, safety, and an appreciation of the surrounding forest in its winter environment. Students within the program are instructed on avalanche safety, backcountry etiquette, and safe-travel procedures. The result is youth who are more informed backcountry enthusiasts.

With an emphasis on enhancing our student’s relationship with the ski area, Colorado Mountain College strives for ways of enriching our student’s learning environment so that they may understand the risks and challenges that come with maintaining a resort. Our hope is to create a well-rounded student who has a sense of respect and ownership in their relation to the resort.

Thus, we are proposing a cooperative work experience program with Ski Patrol as a way to enhance the knowledge of our students as well as enhancing the experience of the ski area patron. Our initial partnership may consist of opening the Hogan Park trail via Morningside the week Storm Peak lift opens. Ideally, this would include a gate at the top of Cowboy Coffee or Frying Pan with boundary ropes lining the run down to the normal position of the gate of Hogan Park. (below)

The benefit to the public would include early access for touring and skating to Rabbit Ears Pass as well as the surrounding area. Our students would profit from the knowledge gained by working side by side with patrol and a shared sense of responsibility for the area. Given the media exposure of opening new terrain early, there would also be an opportunity for students to help share backcountry knowledge with the public by educating them on the hazards and respect backcountry skiing and snowboarding deserves.
Colorado Mountain College Partnership – An Overview

In partnering with the resort, Colorado Mountain College would enhance our learning environment. As our enrollment has grown, our campus and facilities have grown significantly. By partnering with our College, the resort can expect the following.

**Our campus and program can provide:**

- Dedicated students to help with set up, tear down, and maintenance of boundary lines
- Resource for educating public recreationalists
- A vast hiring pool for all staffing needs
- Internships which utilize students well versed in resort operations
- Students with experience in education in all facets of outdoor education
- Computer labs with Internet access

**Curriculum Knowledge Base**

Students will greatly benefit from the Ski Patrol’s expertise in the industry. To create this environment, it would be beneficial for students to work with patrol on various projects as outlined previously. As proposed, the Hogan Park gate opening could be the start of similar projects and perhaps this cooperative might turn into a career path for ski patrollers. Additionally, students may be able to help on public relation projects, maintenance responsibilities, and other related needs. By utilizing Patrol’s experience, students would be able to get real world experience while attending college, preparing them for a career after graduation.

**Hiring Pool**

As part of the experience of attending the Ski and Snowboard Business Program, and more specifically our Ski/Snowboard Guide Certificate, students participate in course work such as Avalanche 1 and 2, Wilderness First Responder, Leadership Development, as well as specific guide courses. Typically students work with guide operations in an effort to learn about the business of guiding in terms of customer service and operation management. This experience allows students to gain hands-on knowledge of the industry and create career paths. With the addition of incorporating patrol work into our curriculum, students will learn a solid basis of the industry in addition to the curriculum taught in the classroom, which will better prepare them for their careers. By partnering with our program, Patrol would be able to have an internal voice in the selection of these students for hiring needs.

In addition to the Guide Certificate, every student completing the Ski and Snowboard Business program has knowledge in the following areas: Product Design, Rental/Repair Shop Management, Boot Fitting, and Ski Tuning. Further, each student completes core
Colorado general requirements such as Public Speaking, Accounting, and Legal Environment of Business to name a few. With these skills, students will be strong assets to the Snowsport Industry.

**Proposed**

To enable our students to gain knowledge, experience is of the utmost importance. By partnering with our program we would ask that Patrol donate time and knowledge for a select group of students by training hands-on with Patrollers. The donation of these services will allow students to gain firsthand knowledge of the operating needs of a resort, making them competent, knowledgeable assets for any of the resort’s needs.

**Summary:**

Colorado Mountain College is dedicated to producing the most knowledgeable Snowsport hiring pool in the nation. The Ski and Snowboard Business program will strive to produce resort applicants who are capable, dedicated, and willing to enhance your company. Together, our two entities can work together to enhance both operations.

We look forward to working with you to finalize the most appropriate partnership. Please do not hesitate to contact me for any further information.

Michael Martin  
Director: Ski and Snowboard Business  
Colorado Mountain College  
(970) 870-4438  
mmartin@coloradomtn.edu

2003-2011- The Steamboat Mountain Film Festival-

I believe this is one of my strongest areas of my work for the community given my creation of the Steamboat Mountain Film Festival, previously known as the Steamboat Outdoor Film Festival. This festival has been a huge undertaking, but I believe it is a strong benefit to the community.

The festival was started by myself as a way to allow local filmmakers, artists, musicians, and photographers and outlet for their work. For me, it is important to have a balance of art in the community and without a film festival, most of this work would never see the light of day. I hatched the idea in the fall of 2003 with only the goal in mind. With no sponsorship money, I fronted the entire cost on credit cards. The payoff was evident as after the first festival, the sponsors lined up for 2004.

Over the years, I’ve grown the festival into a three-day affair. Highlighting a variety of genres, the festival is becoming a recognized name. Changing the event order and
entrance requirements keeps the festival fresh and innovative. I have engaged students in the festival and it has become a highlight of the academic year for many. Additionally, the students benefit from a monetary contribution through raffle sales and a contribution I personally give to the club through ticket sales.

The festival has been featured in numerous articles locally and in Denver. Further, I have appeared on local television and radio shows to promote the event. In addition, I have stepped up the advertising for the event, to which CMC is an ‘honorary’ sponsor, receiving all of the benefits of advertising at no cost to the college. The approximate value of this advertising has been valued over $10,000 over the past nine years which includes print ads in the local paper and the Denver Post, television, radio, print/flyer, as well as the website. The festival will continue this tradition as we move into the future.

2007-Banff Radical Reels-Steamboat Stop-
Hosted the Banff Radical Reels Film Festival Tour stop for Steamboat Springs. I secured financing, organized and ran the event for the community. A well attended and highly sought after film festival-
&
http://michaelmartinproductions.com/banff

Film Festival Press-Click Here
Film Festival Advertising-Click Here

2006-Present-Boot Fitting Seminars for Local Shops-
Instructed local Steamboat retailers on boot fitting and shop management techniques at their respective locations. Additionally, created “for retail” professional development opportunities for local retailers such as the “6th Sense of Boot Fitting” as mentioned in 2.B. Curriculum Development.

2005-Present Steamboat Springs/Yampa Valley Film Council-
As the creator of the town’s film festival, I was recruited by the Steamboat Springs Art Council to host a foreign film series in 2005 as well as being tapped for a position on the Steamboat Springs Film Board, which helps oversee location shooting for production companies as well as enhancing community resources. See the TGR Film Shoot.

These roles have kept me busy as I have been active in the “Friends of the Chief” project where the community has come together to restore the town’s original movie theater into a multi-use concert hall, movie theater, and performing arts center. The project has taken a major step forward in securing financing for and putting together a contract to buy the theater. I foresee the College will be working with this project for years to come as we will soon have a Digital Media Lab.

Sample email follows for Friends of the Chief:
From: "Valerie Stafford"
To: "Martin"
Subject: The Chief Theater is Under Contract Celebration!
Date: Thu, 15 Sep 2011 13:43:25
This afternoon, the contract became final. The Friends of the Chief delivered the earnest money to the title company and the contract is firm.

We should celebrate this milestone together! Please Join Us @The Sweetwater Grill, Friday Sept 16th 5-7pm. You can mingle with other supporters, review the plans to-date and sign up for Fundraising & Marketing committees (if you haven't already!)

Hope to see you there!
Valerie Stafford
Friend of the Chief

2007-Filmmaking-Alpine Enrichment series-Gave an hour-long presentation to the community of Steamboat on filmmaking techniques with relation to home and professional use. Commented on my work with Warren Miller-


2005 Friday Foreign Film Series –Organizer and Presenter:

Free Friday Film Series returns
By Autumn Phillips
September 22, 2005 Steamboat Today
Article taken from:
The screen at Centennial Hall has been blank for more than a year while the Steamboat Springs Arts Council worked to determine the future direction of the popular Free Friday Film Series.
Tonight, the series returns with foreign films chosen around the theme of childhood. Films will be shown every Friday through Oct. 14.
These are not children's films. Instead, they are director's looks at children and the struggles childhood.
"Childhood is such a rich topic," series organizer Dori Weiss said. "I like to choose a thematic link when I'm presenting a film series because it allows us to focus our discussion and our thinking. It affords me the opportunity to guide the audience to look for certain elements that might deepen their viewing experience."
Each film presents childhood differently from the approach usually taken by American films, Weiss said. "(Childhood) is an extraordinary way for a culture of a country to open up to us, but for Americans, it can sometimes be a harsh experience. These are not the idyllic childhoods as we envision them."
The series begins with a screening of "My Life as a Dog," a Swedish film directed by Lasse Hallström. It tells the story of Ingemar, an intelligent 12-year-old, as he tries to understand "life, death and mom" in 1950s Sweden.
"This is the film that Lasse Hallström compares all his other films to," Weiss said. Hallström's other films include "What's Eating Gilbert Grape," "Cider House Rules" and "The Shipping News."
The four-week film series closes with "Born Into Brothels: Calcutta's Red Light Kids," a documentary shot in India about the lives of child prostitutes.
The format for this season's Free Friday Film Series is a bit different than prior years. Each viewing will include an introduction by Weiss and Mike Martin. After the film ends, instead of the wine and cheese reception held in past years, the post-film discussion will be reconvened in the loft at the Cantina Mexican Restaurant on Lincoln Avenue. Attendees will be responsible for their own beverage and food costs.

**Changed film series to return**
**Wine socials to be dropped, commentary to be added**
*By Autumn Phillips*


Money, officials said, was the biggest reason for the recent cancellation of the Free Friday Film Series.
About 15 people gathered Monday at the Depot Art Center to discuss the future of the film series, which was canceled without warning earlier this winter. For four years, film lovers had gathered at Centennial Hall to watch somewhat obscure foreign films that would never show in local theaters.
"We just ran out of gas, but we are open to suggestions," said Steamboat Springs Arts Council board president Nora Parker.
Of the many problems the film series faced, money was the biggest hurdle.
Each film was followed by a wine-and-cheese social, and the costs for those socials added up: The Arts Council had to pay a $150 fee for each event in which it used its liquor license outside of the Depot, Parker said. That figure was compounded by a $177 insurance fee for each event involving alcohol and an additional $150 spent on wine and cheese for the after-film social hour. The Arts Council also had to pay two or three staff members $16 an hour for four hours at each film series event.
Although Film Guild members were asked to pay a $250 annual membership fee, the Arts Council still ran in the red with the event, Parker said.
She asked that any reconstituted Film Series re-evaluate the need for the after-film wine and cheese discussion period.
Instead, the Arts Council has been approaching restaurants about sponsoring a cocktail hour after each foreign film so people can meet and discuss what they had just seen. Restaurants have been receptive to the idea, Parker said.
Those gathered for Monday's brainstorming session agreed they attended the film series for the film and not for the free wine. They agreed not to dwell on why the series was cancelled, but rather to focus on how they could bring it back.
Filmmakers Dori Weiss and Mike Martin led the discussion.
Weiss proposed a redesigned Foreign Film Series that would open with a brief lecture about the film to be shown led by someone with a film background.
Weiss and Martin will lead a film committee, which is being reestablished to choose future films.
Although the Arts Council still has two dates -- March 18 and April 1 -- to show films, Weiss and Martin think the series redesign should be entered slowly.
"I want to do this right," Weiss said. "When we come out, I want to come out as a well-oiled machine. I want to make it fun. I want to make it entertaining."
Weiss and Martin predicted the Free Friday Foreign Film Series would return in its new incarnation by fall.
Steamboat Springs Arts Council members hope to clear the air and discuss publicly the future of a foreign film series. In a letter to the editor published in the Steamboat Pilot & Today on Feb. 23, Arts Council President Nora Parker promised to consider bringing the Free Friday Foreign Film Series back if the council received 10 calls or e-mails by the end of the week. They received four calls, Arts Council Executive Director Nancy Kramer said. "It wasn't the 10 we asked for, but we saw this as an opportunity to have our new board member Mike Martin and (film instructor) Dori Weiss talk to the community about their involvement in film."
At noon Monday, Kramer, Weiss and Martin will explain the history of the film series, explain why it was canceled and discuss the possibility of bringing the series back. For four years, the Arts Council has offered a free foreign film series on Friday nights at Centennial Hall, but citing poor attendance and financial difficulties, the Arts Council's board of directors voted to cancel the series in December. Kramer said attendance of the film series was down by 50 percent -- meaning 60 to 65 people came to each film.
If the series is brought back, Kramer envisions involving local restaurants where people can meet afterward to discuss the film they just saw.
"We are open to all ideas to re-initiate this program," Kramer said, "but we need to discuss the potential cost, the potential partnerships and ask where is the volunteer base." The Arts Council still has two dates on the books at Centennial Hall reserved for the canceled film series. Those dates could be used if the discussion goes well.
"I don't want this meeting to be a chance for everyone to dwell on all the negative stuff that has come up about the film series," Kramer said. "We need to move forward. "If this is an art asset, we need to figure out how to save it."

2005-Board Member of Steamboat Springs Art’s Council

New Faces at the Depot
March 23, 2005
Article taken from:

Nancy Gallion has 20 years experience in television, which includes work with the Discovery Channel and interactive television research. She is active in the Arts in Education Committee, and inArtCore. Currently she works with her husband in his new company, WheelWax.
Michael Martin is an associate professor at Colorado Mountain College. He is also head of Michael Martin Productions, and looks to developing plans for the local film festival.
Katy Kriz works with MDM Group Associates, Inc. For the past eight years she has been the brilliant stage manager for Cabaret. Her artistic interests lie in Irish dance and Irish culture.
Dwight Williams is a local writer and a longtime Yampa Valley resident. He looks forward to working with the Arts Council on the Marketing Committee, and various other projects.
Jennifer Jones is our brand-new Director of Events and Marketing, and her presence at the Depot has already had a deep impact. She has been a project director for AmeriCorps, and has performed a great deal of community-based public liaison and marketing functions with various nonprofit organizations nationwide. Jennifer holds a Bachelor of Science degree from the University of Illinois in Human Development and Family Studies.

Tami Walter recently joined our staff at the Depot as our new executive assistant. She has had a great deal of experience as an executive office manager, event coordinator -- and even as a wine ambassador, a role appreciated by a great many Arts Council members. Her experience and success in the private sector have already carried over to her work with the Arts Council; Tami was chosen out of a large field of remarkably qualified applicants for her skill and charm, two qualities that never go out of style at the Depot.


4.b Shared Activities With Schools

2010-Improved Steamboat High School's Apple/Mac Lab-Worked with Steve Moos of the Steamboat Springs High School to improve their Apple Mac lab by donating our old Apple G5 desktops. I installed all new hard drives and software prior to their deployment ensuring the labs were as up to date as possible. This has led to many SSHS students become PESO students in our Marketing Media Program, which benefits the community as a whole.

Further, the high school is now a major driver in local films for the Steamboat Film Festival which helps showcase our collective student work to the community.

Steve and I have developed a good working relationship through the years and there are many new opportunities on the horizon for this project as I move the College towards becoming and Apple Certified Training Center (AATC).

2004 Collaborated with Local Students to host Film Première
Worked with local Steamboat High School and CMC students to host Level 1’s film première in the Alpine Campus Gym.

These extracurricular activities have been an exciting change of pace and keep increasing my enthusiasm for the promotion of the arts. I believe this component of the portfolio is one of the most demanding, yet most rewarding parts of my career.
Steamboat Springs — Before the skiing and snowboarding boots get dusted off and the lifts crank to a start, don’t forget about one of the most important aspects of the snow sport lifestyle: the people.
Tonight at the Sheraton Steamboat Resort is an opportunity to catch up with the rest of the skiing and snowboarding community, from an acquaintance from the chairlift last year in the crowd to some of the biggest names and personalities in the industry on the big screen.


Film Festival founder and Colorado Mountain College ski and snowboard business professor Michael Martin started the film festival eight years ago to help get recognition for local filmmakers and bring in “big names,” as well. Submitted films from local filmmakers will screen Nov. 20 at Ghost Ranch Saloon.

“It’s a cool way to get everyone together one last time before the season gets going,” Martin said about the festival. “I look at it as a kickoff to the winter. It’s a time the town reconnects, reminiscences about last year and looks forward to this year.”

Martin, an avid backcountry skier, said he’s already taken to the slopes on Cameron Pass after an early season storm.

The Matchstick Productions movie might inspire others to do the same.

“The Way I See It” builds on the humanity in the skiing lifestyle, coupled with progressive skiing despite a difficult snow year for many locations in the 2009-10 season.

“It continues on their theme from last year,” Martin said about the film. “It’s about the skiing experience; they’re trying to push the personalities. In previous years, (ski movies have been) just a music video to skiing. This film brings a lot of skiers’ personality into the forefront.”

Particularly, Martin said skier Colby West’s segment stood out to him.
“He’s a great skier, and he’s hilarious,” Martin said. “I think you’ve got a have a story to keep people interested. At this point, there’s so much content out there between YouTube and whatever else. People are jaded if you’re just producing an edit of footage.”

He said the film incorporates a balanced mixed of big mountain and park skiing, something that “The Storming,” also exemplifies.

“It’s very flashy,” Martin said about “The Storming.” “The production value’s very high. They put a lot of emphasis on that: taking your average shot and tweaking it to make it unique.”

Waide Hoyt, a production manager with Lake Tahoe-based Standard Productions, said at least one-third of the riding in “The Storming” are tricks and lines he’s never seen done before.

“The theme is progression,” Hoyt said about the movie. “We got a lot of guys in there going above and beyond. Xavier de Le Rue has this insane crazy (Alaska) segment.”

Above all, Hoyt said the film’s final segment featuring Torstein Horgmo is sure to drop jaws.

Captured on film for the first time, Horgmo performs a “triple cork,” which essentially is three flips and three lateral rotations.

“It was one of the biggest things to go down in snowboarding,” he said.

For Hoyt, snow sports movies are about escapism to a winter wonderland.

“This film reminds me of the throwback days,” Hoyt said. “Like when you watched the film, and you were captivated. When I know I’m captivated, I lose track of time.”

Locals compete in film festival

Event today and Saturday also features professional ski movies

Friday, October 23, 2009

Adventure sports films from four local producers and three professional companies are on the schedule today and Saturday at the seventh annual Steamboat Mountain Film Festival.
Screenings of the four local films start at 7 p.m. today at the Bristol Hall gym at Colorado Mountain College. There's a $5 suggested donation to the CMC Backcountry Club for admission.


The teasers went up after the film festival's opening screening of Teton Gravity Research's 2009 movie, "Re:Session," and drew 500 hits on the festival Web site by the next day, event organizer Michael Martin said. Voting closes today, and the winners of categories including people's choice, best powder and best line/performance will be announced Saturday.

Brian McCleary, of Bent and Broken Productions, submitted a film for the fourth year in a row. "Yesterday" features about 10 athletes and is a compilation of skiing, snowboarding and snowmobiling footage from Mount Hood in Oregon, Jackson Hole in Wyoming and the backcountry near Steamboat Springs. The format is similar to what Bent and Broken has done the past few years, McCleary said.

"It's fun just to see my friends logging what they do, so maybe when we're 80 years old we can look back and say we did that when we were young," McCleary said. For the 2010 film festival, McCleary plans to use high-definition filming equipment and new editing software to make his submission, he said.

Bent and Broken's move toward new technology has been a trend in submitted films, Martin said.

"Generally speaking, looking at year over year, I think the quality has improved a lot," Martin said. "A lot of local filmmakers have really stepped up the production quality, not only in terms of the films themselves, but a lot of people are shooting in HD now."

A screening of Factors Films' "They Came From:" - which Martin described as a standout submission in this year's Reel Open adventure film category - closes out today's event.

On Saturday, screenings of Matchstick Productions' "In Deep," Standard Films' "Black Winter" and Michael Martin Productions' "The Sum of Zero" surround the awards ceremony for the best of today's featured films. Movie showings start at 7 p.m. Saturday at the Steamboat Grand Resort Hotel; the awards ceremony is scheduled for 8:30 p.m. Tickets are $15 at Ski Haus, at Surefoot or at the door.
Steamboat Springs — In the opening moments of Matchstick Productions' "Claim," the narrator declares it the best ski movie that has ever been made. Then Europe's "Final Countdown" kicks in, followed by about an hour and a half of awesome runs and goofy interludes.

Watching the movie, the speckled crowd remaining at the final screening of the 2008 Steamboat Mountain Film Festival was cheering for anything that involved powder. In its sixth year, the festival has become a tradition in getting ready for a hopefully snow-heavy season of skiing and snowboarding.

As it widened its scope to become a ski movie-making competition, the Mountain Film Festival has done its part in documenting Steamboat Springs' addiction to winter sports.

Where skiers and riders might have kept their backcountry footage or freestyle tricks confined to home videos five years ago, the film festival gives locals a chance to get that footage to the public.

It also gives them motivation to take the final product well beyond any home movie, with imaginative and quality production - and with more impressive tricks and runs than you might risk doing, if it weren't for the possibility of more than 10 people seeing it.

**The winners:**

Best overall film:

2. "We Like Snow," by Bent & Broken Productions


Best overall film in the "open" (non-action sport) category:
1. "Return of La Niña," by Right On Brother Productions
2. "Stormy," by Jeff Temple and Jay Kinghorn

Most popular film:
1. "Sick Days," by Unproductive Productions
2. "Sketchy Biz," by Stir Fry Films

Best line: "We Like Snow," by Bent & Broken Productions

Best powder: "We Like Snow," by Bent & Broken Productions

Spraying powder on the screen

Mountain Film Festival keeps a focus on snow in its 6th year

By Margaret Hair Friday, September 19, 2008

With seven feature-length films, two weekends of screenings and about 500 inches of filmed snow slated for this year’s event, Michael Martin’s work with the Steamboat Mountain Film Festival is starting to pay off.

"Most of it has been through word of mouth," Martin said of the festival, which this year has attracted four international action sport film submissions. "It’s been a nice bonus after four years of pounding the pavement."

An event that started out as a way for Martin to show his own ski films, the festival has become a mud season tradition as it prepares for its sixth year. Submitted films can focus on action sports for the Reel People category, or be loosely related to some kind of adventure for the Reel Open category. Submissions for this year’s festival are due at 5 p.m. today.
Martin, who directs the ski and snowboard business program at Colorado Mountain College, said he hopes a record-breaking snow year in 2007-08 ups interest in the festival.

"With the great snow we got last year, I'm expecting more (submissions)," he said, adding that his CMC students often make up a good bit of the submitted-films production pool. The festival takes up two weekends for the first time this year, with a night of professional action film screenings Oct. 10, and a weekend of professional and submitted screenings Nov. 21 and 22.

"We decided to break it apart to kind of include the shorts contest," he said, explaining that holding three consecutive nights of screenings could get complicated for people with families. "And it gives people a way, in a sense, to view more films."

Contest submissions tend to stick to the ski and snowboard film genre, Martin said, but a few entries in the past few festivals have taken on a documentary style. Martin's latest project, a ski film looking at the history of the Steamboat Ski Area, falls into that category. Martin said films submitted for the Reel People and Reel Open contests are judged with a professional eye.

"We look for creativity, first and foremost. And if it doesn't have a storyline, does it keep your interest? What are the quality of the shots and the quality of the editing?" he said. "They're looking at it from the standard of if you compare this to any other genre of adventure film, how does it measure up."

As he nurtures a lifelong obsession with ski movies, Martin said he's happy to see how his pet project has grown.

"Each year we make little adjustments. I think we've grown a really good fan base over five years, and that's really helped us."

**Mountain movies**

**Filmmakers step up for fifth festival**

By Margaret Hair  Friday, October 12, 2007

Steamboat Springs — After Josh Brom took home an independent film award for a ski and snowboard movie he made last winter, he decided to put some effort into it the next time around - by filming in Chile.

"When we made the film last year, our friend had a camera and we just filmed on the days we were in Steamboat," he said. "I wanted to see if we actually put time and effort into this and we structured it out, where could we go with it."
On Saturday at the fifth annual Steamboat Mountain Film Festival, Brom's film - which he shot for a month in July on a limited budget while visiting a former roommate in Chile - will be shown with nine other submissions.

The skiing and snowboarding conditions were different from what he was used to in Colorado, mostly because of patchy weather and runs above the timberline. Brom's team did a lot of hiking and building jumps to get the right shots.

Brom's movie, "Tres Queso," made by his own Lift Line Media and a friend’s Idiosyncrasy Films, is the only submission that went so far as to jump hemispheres for production. That trip signifies a shift in how people approach the event as it grows, film festival organizer Michael Martin said.

"This is the best submission group we've ever had as far as quality and content," Martin said.

Most of the submitted films are ski and snowboard movies, though there's a new category this year - called Reel People - that's a catch-all for anything interesting, lifestyle-oriented or local.

Kerry Lofy, who made a spoof called "Steeze Watch" - the opening scene of which involves running along the bank of the Yampa River, in ski boots, a la 1990s TV lifeguards - has made a ski movie every year for the past five years.

"Just growing up watching ski video and magazines, I always wanted to be out there to be in my own ski video and make my own ski video," Lofy said. His movie has its goofy parts, but Lofy is starting to get more serious about the production process.

"It's kind of stressful : trying to reach the deadline - going for a couple of days without sleep, working to get the right shot and the right angle and make the music go with the video," he said.

For some, the film festival is a competition. For others, it's a way to remember the fun from the previous ski season.

"Everyone's local in Steamboat. We're just doing it more to remember, to document and watch it on the big screen," said Brian McCleary, whose movie is called "Steamboat Trash II."

"It's just for the fun of it, that's why we live here."

**Shooting the slopes**
Steamboat Mountain Film Festival starts tonight

By Margaret Hair Thursday, October 11, 2007


Steamboat Springs — The fifth annual Steamboat Mountain Film Festival starts tonight with a screening of two movies at the Steamboat Springs Mountain Theater. "Hello My Name Is" by First Line Productions and "Linescore" by Coreshot Productions start at 7 p.m. at the theater in Ski Time Square. On Friday, the festival will screen Teton Gravity Research's "Lost and Found" at 8 p.m. at the Steamboat Grand Resort Hotel Ballroom.

This year, local filmmakers were invited to submit movies of 20 minutes or less for the Reel People category, which goes beyond skiing and snowboarding to cover lifestyle. Online voting for a favorite from the eight films has been under way for about three weeks through festival partner NossaTV.com

With the Reel Open category, which focuses on adventure, there are 10 films entered in the festival, with $1,000, skis and gear up for grabs. Submissions will be screened from 3 to 6 p.m. Saturday at the Mountain Theater.

Festival founder and organizer Michael Martin said the level of quality has been upped for this year.

"The returning filmmakers have really stepped it up and went to different locations," Martin said. "There have just been some neat innovations on prior filmmakers' work and (they) really stepped up the filming and editing."

Reel Steamboat

By Margaret Hair Friday, August 31, 2007


Michael Martin has been making ski movies for more than a decade, but they've been a part of his life for much longer.

"For me, I kind of grew up with ski films, so it's always been an interest of mine to be making films," he said.
In 2003, Martin started the Steamboat Mountain Film Festival to share that love of snow-themed action with a town that lived and breathed it.

Now in its fifth year, the film festival has grown to include a TV show for aspiring filmmakers and two categories: one for action, "Reel People," and one for lifestyle, "Reel Open." Submissions for the festival are due Sept. 14.

"We've kind of evolved from it being just strictly action sport to incorporating a lot of different films," Martin said.

The "Reel Open" category is new this year, and can include just about anything - as long as it’s 35 minutes or less. The category has the loose qualifier of involving "adventure."

"That can be interpreted kind of however you want to interpret it," Martin said.

Submissions for the "Reel People" category must be 20 minutes or less and need to include a three- to five-minute teaser to be aired on the festival's television show, WZ-TV. That show, Martin said, started in June as a way to showcase local filmmakers of all genres. WZ-TV airs at 8 p.m. Mondays and Wednesdays on Steamboat TV18.

The festival is from 6 to 9 p.m. Oct. 11 to 13. It will include three big premieres: "Hello My Name Is" from First Tracks Productions, "Lost and Found" from Teton Gravity Research and "Seven Sunny Days" from Matchstick Productions.

The film festival tends to range in size each year from 20 to 40 submissions, and in the past has spanned whole days and included filmmaking seminars. Martin said he hopes it will continue to grow.

Film festival accepting submissions

By Allison Plean (Contact)

Tuesday September 26, 2006 Steamboat Today

Article taken from:

Steamboat Springs — The fourth annual Steamboat Mountain Film Festival has a new format this year and is still accepting submissions.

All entries need to include a five-minute teaser/trailer of the full-length feature film. The top four shorts will be shown Nov. 10 and the audience will vote on which features will air on Nov. 12.

“We made the switch to make it more exciting for the audience,” said Michael Martin, festival organizer. “We have also removed the guideline that it has to be predominantly Steamboat footage. We are just trying to open it up to more outside areas.”

Martin has already received entries from Austria and Switzerland.

“We’re getting international all of a sudden,” he said. “We’re pretty open to anything as long as it fits the overall theme.”

The full-length feature cannot be longer than 35 minutes including the credits. Films have to be completed after Sept. 1, 2005, involve the outdoors and include some aspect of an action sport.

“Sometimes we get Joe’s backyard basement video and we have to weed out some of them,” Martin said. “We have grown as a festival and get some entries that are not the right genre.”

Last year’s submissions featured a lot of summer sports including mountain biking and kayaking, but it was three ski films that aired during the festival.

“The Steamboat Mountain Film Festival has grown into a great way to relive the past year’s epic moments and kick off another winter season,” Martin said. “The festival brings together locals to share their talents and showcase the life we live here in Steamboat.”

Martin compares the festival to a last free concert of the fall.

“It’s the last local get together before everyone takes off for their winter jobs and goes into seclusion,” he said.

Entries can be delivered to room 310 in Monson Hall at Colorado Mountain College or mailed to Steamboat Mountain Film Festival, c/o festival organizer Michael Martin, P.O. Box 883322, Steamboat Springs, Colo., 80488.

Call Martin for more information at (970) 870-9676 or visit www.steamboatfilmfestival.com.

The deadline for entries is 5 p.m. Oct. 31.
This weekend's three-day Steamboat Mountain Film Festival is a miniature film school. Today is dedicated to pre-production script writing. Saturday is full of workshops focused on filming, and Sunday is a day of postproduction work, including a complete class for first-time users of Final Cut Pro. The class is offered by one of the editing program's developers.

"The last day of classes would be the equivalent of anything you could get at any of the major film festivals," co-organizer Dori Weiss said. "Sunday's lineup is as good as it gets."

➤ Today through Sunday

➤ Steamboat Grand Resort Hotel

➤ Three-day festival passes are $49; one-day passes are $20; $5 tickets for the Northwest Colorado Outdoor Action Film Contest; available at Ski Haus and at the film festival information booth at the Steamboat Grand Resort Hotel

➤ 870-9676

If you've ever wanted to try your hand at any phase of filmmaking, this is the time to try. Every class will end with a lengthy question-and-answer session. No equipment or experience is necessary, festival co-organizer Mike Martin said.

Each day of workshops ends with an afternoon and evening of outdoor adventure films.
"The classes incorporate everything that took me 10 years to learn the hard way," Martin said. "It's everything you need to know about making films."

The Steamboat Mountain Film Festival started three years ago as a one-evening local film competition. Attendance spilled out of the large Steamboat Grand Resort Hotel ballroom, where the event was held.

Tickets sold out, and people were turned away.

Martin watched the phenomenon and realized he unexpectedly had hit on a point of interest in the Steamboat community.

With the help of Weiss and the Steamboat Ski and Resort Corp., Martin put together this year's expanded program to test the waters to see where the interest really lies.

For tonight and Saturday, they brought in a long list of outdoor films that showed at the Flagstaff Mountain Film Festival.

The film festival still will end with the local filmmakers competition featuring three finalists -- Greg Jansen's "The Contrast," Dave Genchi's "'Boat Trippin'" and Mike Martin's "(En)vision."

"If the town turns out and supports this film festival, we can keep doing it and making it bigger and better, tailored to locals who dig film and make film," Weiss said.

Follow up note on Monday:

Unfit for film

Friday was the first day of the three-day Steamboat Mountain Film Festival. After watching three films about guys acting crazy in other countries -- surfing the boar tide on the Amazon, kayaking down waterfalls in Costa Rica and unicycling the entire distance of Bhutan -- I realized my life in Steamboat was completely unfit for film.

-- Autumn Phillips

Made in the mountains
Entries due, passes on sale for Steamboat film festival

By Autumn Phillips

October 13, 2005 Steamboat Today

Article taken from:


What began as a chance for a few local filmmakers to show their work has become a full-blown, three-day film festival in its third year.

The Steamboat Mountain Film Festival has partnered with the Flagstaff Film Festival to bring a wide array of adventure and travel films along with the local outdoor recreation films that are the foundation of the event.

As in the past, three local movies will be chosen for a contest on the last day of the festival. The staff of Warren Miller Entertainment will judge the winner. The films must be no longer than 35 minutes and must have been shot in the Yampa Valley in the past year. All films must include an aspect of an action sport from any season.

The deadline for entries is 5 p.m. Oct. 31. Entries can be in video or DVD format and can be delivered to Room 238 in Bristol Hall at Colorado Mountain College or mailed to Steamboat Mountain Film Festival, c/o festival organizer Michael Martin, P.O. Box 883322, Steamboat Springs, CO 80488.

A few already have come in, but Martin expects more.

Festival passes went on sale this week for $49, which includes three days of film-related classes during the day and films at night. The festival will be limited to 500 people.

The Steamboat Mountain Film Festival is planned for Dec. 16 to 18.

On Dec. 16, Dori Weiss will teach a screenwriting workshop. Weiss has been a senior vice president at Imagine and a studio executive at Paramount, Warner Bros and MGM.

A class is planned for "Action Sport Video Photography" on Dec. 17, but organizers are working to find the right instructor.

On Dec. 18, Benjamin Weissman will teach editing. Weissman has edited more than 60 movies and has been nominated for several Emmy awards and Eddies, the American Cinema Editor Association award for excellence. On the same day, Sean Waterman of Warren Miller Entertainment will lead a workshop about music licensing for filmmakers.
On the evenings of Dec. 16 and 17, films from the Flagstaff Film Festival will be shown, including "Trout Grass," "Between Earth and Sky: Flying Over Khumbu," "Across Australia" and "Twice Upon a Time in Bolivia."

"We realized this film festival was ready to expand when we had to turn people away at the door last year," Martin said. "We were at capacity with 600 people. There is a large demand."

Steamboat debuts film festival

By Autumn Phillips

November 18, 2004

Article taken from:


Filmmaker Mike Martin had an idea last year to show off his work and the work of several friends. He threw together a "film festival" of amateur footage and watched in amazement as the seats filled. This year, the Steamboat Mountain Film Festival not only enlisted the help of Warren Miller and the Steamboat Ski and Resort Corp., but plans are in the works to turn Martin's idea into a real three-day film festival, complete with daytime filmmaking workshops.

This year's film festival focuses on outdoor recreation footage, but next year's event will be more inclusive, Martin said.

The Steamboat Mountain Film Festival sent out a call for people to enter their outdoor recreation footage by Oct. 15. Films had to be shot recently, mostly in the Steamboat area and involve some sort of outdoor recreation. Film length was limited to 35 minutes.

Ten filmmakers sent in their work to be judged by a panel from Warren Miller Entertainment. Three filmmakers were chosen to screen their work tonight as part of the Steamboat Mountain Film Festival -- Mike Martin, Jason Berman and Dave Genchi.

Films will be shown in a random order. After each has been shown, first, second and third places will be awarded. The first-place winner will receive $1,000 and a chance to work on the 2006 Warren Miller production.
Martin entered his continuation of the 1993 Greg Stump film "P-tex, Lies and Duct Tape."

"I saw that film at a transitional time in my life," Martin said. "Seeing that film encouraged me to move to Steamboat Springs. It encouraged me to make films, which eventually led to organizing a film festival."

Martin's film features several Steamboat skiers -- Tim Widner, Max Damore, Christian Gratton and Seth Mathey. The film is shot on digital video primarily in Steamboat with additional footage from Jackson Hole, Wyo., Taos, N.M., and Whistler, Canada.

"It tells the story behind the skiers and how they got to where they are -- living in a ski town," Martin said. "It's about what motivated them to choose the seasonal worker way of life."

While Martin's camera follows a few seasonal workers, Dave Genchi turns the camera on himself as a seasonal worker.

Genchi's film, shot on digital video, is about his experience last winter as a photographer for Steamboat Powdercats. The film is 22 minutes long.

"There are a lot of great pictures of Steamboat backcountry and the ski area," Powdercats manager Kent Vertrees said. "There are a lot of shots using fisheye lenses and some helmet camera video and still pictures.

"There's a section in there about how he broke five cameras, including mine."

Berman, a junior at the University of Southern California School of Cinema and Film, came to Steamboat last summer with a crew of fellow film students to shoot a 17-minute film about Buddy Werner. The film is shot on Super 16mm and features actor Eli Craig as a young Buddy Werner.

The film will be used as an undergraduate thesis for Berman and fellow student, Mike Jensen. It also will be used as a calling card to find funding for a feature length film about Werner's life.

Berman and Jensen also submitted their film to the Sundance Film Festival.

Article from November 2003 edition of the Steamboat Local

WARREN WHO??
MEET THE NEXT GENERATION OF SNOW FILMMAKERS
By Megan “Money” Murphy
Friday, November 21, 2003 at the Sheraton Ballroom: The First Annual Outdoor Art and Film Festival. If you weren’t there YOU MISSED OUT! A hefty crowd of around 250 Steamboat snow worshippers witnessed the birth of a new generation of local filmmakers.

The festival was a dream realized for filmmaker and organizer Mike Martin. Martin has been making amateur ski movies featuring local powder hounds since his days as a student in the CMC Ski Business program. Now, Martin teaches the Ski Business students, manages Surefoot in Ski Time Square, and has started his own production company, Michael Martin Productions. Seven years ago, Martin debuted his first film, “Movement,” to an audience of five in his basement. This year’s production, “Wedge,” premiered on a 14-foot movie screen in the Sheraton Ballroom to a nearly full house.

One of the driving reasons that Martin wanted to start a film festival was to create a venue for any local filmmakers that wanted to show their perspective of Steamboat. Local high school students put the opening film, “A Cure for Boredom,” together in one week before the entry deadline. Erik Thomsen, Kyle Wellman, Rory Kriz, Kyle Wilson, and Bret Lickteig introduced the film by saying, ”This is just what we do on the weekends.” It was a film filled with youthful daring and shenanigans, perfect for kicking off the night with high energy and anticipation for more. If “Cure” is what these guys can do in a week, I can’t wait to see what we’ll get from them next year.

On the very same day as the festival, Dan Gilchrist got in touch with Martin asking if there was room for one more film. Simply named, “Late Entry” on the program, this movie featured skiing, mountain biking, a close-up shot of a Guinness cascading, and a couple of aspiring canine actors.

Intermission allowed moviegoers to peruse artwork and photography by Steamboat locals. Colorful and lucid oil paintings of trees, lovers entwined, bottles, and blorbs by artist Max Damore hung around the perimeter of the ballroom. Areyh Copa, recently featured in Skiing Magazine, was enthusiastically showing off his prints of snow-frosted trees, skiers suspended mid-air above the tree line, and Storm Peak Express in the mists of winter.

“City Limits,” a snowboard feature with sick terrain park footage started the second half of the evening. The film, by Third Eye Productions, had previously been screened at Lupo’s. The highlight of this film was an eclectic soundtrack featuring Pink Floyd, Rick Springfield’s “Jesse’s Girl,” and some hip hop from a Colorado group, The Acoustic MC’s. An impressive effort for a first film, but the lengthy running time lost the attention of today’s A.D.D. generation.

Martin’s moment, his first big screen premiere, had arrived. “Wedge” told a story of the season leading up to the expedition to Whistler’s Wedge peak. Each segment chronicled a day in the life of Steamboat and Whistler skiers, each one different from the one before it, promising to make it to Wedge by winter’s end. The footage, editing, music and storyline of “Wedge” kept the audience going until the last frame—which cut to black and said “See you next year” in larger than life letters on the screen. Some viewers screamed and yelled in good-natured frustration. We didn’t get to see what Wedge was really like, but it was all part of a larger plan for Martin. He stood up and addressed the motley crew: “Get out there and make your own movies!” Inspiration was cemented in the minds of viewers as they walked out of the Sheraton and into a snowstorm the week
before opening day. I can only imagine that the 2004 Outdoor Art and Film Festival will be bigger and better and highly anticipated by many Steamboat locals.

For more info or to purchase a movie visit: www.michaelmartinproductions.com.

Hats off to the sponsors who fueled the dream: Wells Fargo, Liberty Skis, Surefoot, Powder Pursuits, Blue Sage Bakery, Black Tie Ski Rentals, Tugboat, BAP!, Big Agnes, Honey Stinger, Backcountry Provisions, Steamboat Fishing Company, StraightlineSports. And thanks to all the locals who came and bought tickets despite being mudseason broke.

Filmmaker focuses on storytelling

By Autumn Phillips, Pilot & Today Staff
FRIDAY, NOVEMBER 21, 2003 STEAMBOAT TODAY

Article taken from:
HTTP://WWW2.STEAMBOATPILOT.COM/NEWS/2003/NOV/20/FILMMAKER_FOCUSES_ON/

IT WAS HIS BEST DAY of skiing in 27 years on Earth. Michael Martin's descent down Wedge Mountain, the highest mountain in the Garibaldi Provincial Park, came after almost a year of planning and training, and he never wanted to forget it.

So he captured the whole thing on film. He recorded every moment from the time he saw the mountain and decided to ski it in May 2002 to the moment he stepped into his skis April 18.

"The focus of my film is to bring back (storytelling). Ski films now are more about images and sounds. They are so segmented, and it gets boring," Martin said. "I always ask myself, 'Why do I want to see the end of this movie?'"

"You need to give the audience a reason to watch it all the way through."

The film "Wedge," that Martin made from his adventure, saves the best skiing for the end.

Wedge Mountain can be reached only by hiking in. No heli skiing is allowed.

The movie follows the skiers as they skin and boot pack their way up the mountain, past and sometimes into huge tree wells that had receded on the spring melt.

"You can see Wedge (Mountain) from every point in Whistler," Martin said. "Everyone has it in their head that they'll ski it someday."

But not everyone does.

"Wedge" will premiere tonight as part of the Steamboat Springs Outdoor Film Festival.

Martin started making amateur ski films in 1995 when he moved to Steamboat Springs to attend Colorado Mountain College. The first film premiered in a friend's basement, with an audience of 15.

"I had a crappy Sony Handycam," Martin said. He edited the film by playing the raw footage on his television and then filmed the segments he wanted to keep. He kept a CD player next to the Handycam microphone to create a soundtrack.

"Needless to say, those early films are not for sale," he said.
"Wedge" will be featured at the Steamboat Springs Outdoor Film Festival along with "City Lights," a snowboarding movie by Jake Carson and "Cure for Boredom," a movie by five Steamboat Springs High School students -- Erik Thomsen, Kyle Wellman, Rory Kriz, Kyle Wilson and Bret Lickteig.

During intermission, audience members will get a chance to view paintings by Damore and photography by Areyh Copa.

"This will be a last locals get-together before the ski season," Martin said. "In a week, you'll be lucky to see your neighbor because you'll be so busy."

Martin hopes that the Steamboat Springs Outdoor Film Festival will become an annual fall tradition to herald the beginning of ski season for locals.

"I want to encourage people to go out and create things," Martin said. "Whether they paint or take photos, have fun with the season."

Autumn Phillips: Out of hibernation

By Autumn Phillips


It's 8 a.m. Mocha Molly's coffee shop.

I put my dollar in the jar and started pouring myself a cup of coffee. I was in my own world. My brain was ruminating on some pop-music cud that I'd picked up from the car radio on my way over. But I was shaken from my "Hit me baby one more time" daydream somewhere between the cream and the sugar.

I started hearing my name.

I turned around and saw smiling faces. They were the faces of people I recognized, people I used to know well.

I smiled back.

"I haven't seen you for a while," I said.

Or you. Or you. Or you. I was like a spinning top or a malfunctioning robot turning in every direction. Smiling and repeating, "I haven't seen you for a while."

What were they all doing here?

It was as if I had been transported by the Ghost of Christmas Past to a town where I used to live. All my old friends were there. And then I remembered:
I used to go to Mocha Molly's every morning before work. I would pour a cup of coffee and have a few short conversations before heading off to my position in the Borg.

I was social once. I had friends.

And then it started snowing.

Last November, I was talking to wise Mike Martin about the Mountain Film Festival. He called the event "the last time we can all get together before the season starts, and we don't see each other until spring."

Sure, Mike, I thought. This is our last chance to spend time together. Steamboat is a cardboard box, and we are a pile of puppies crawling all over each other. I have to schedule 20 extra minutes for every errand just for the inevitable socializing time.

But he was right. The ski mountain opened, and winter swallowed me whole.

Sometime in December, everything changes. You start hanging out with your small group of winter friends, which usually includes the people you work with, the people who ski or snowboard at your ability and the people who live within walking distance of your house. And all those other friends, the people you know when there are leaves on the trees, just disappear into their own individual snow pods.

Winter began. I opened the closet and pulled out my snow pants and my gloves. I replaced my broken goggles and asked for a new picture on my pass. (Actually, the woman behind the counter told me that I really should get a new picture on my pass.)

Since then, I've been skiing as if I'm on some kind of incentive program -- if I just get 10 more days on my pass, then I qualify for the knife set.

I've been pacing up and down that hill, every weekend and every time I have a free hour between 8:30 a.m. and 3:15 p.m.

And at night, when I'm inside my warm, cozy house, it takes a rocket's blast of motivation to get me outside again. I spend the days isolated from the world behind my goggles and my nights living what I will call "the Netflix lifestyle."

Last week, during Winter Carnival, I watched the fireworks, and I listened as they echoed against the falling rain. They seemed so loud to me this year, and I thought, "How loud would something have to be to wake the bears out of their hibernation?" (Yes, deep thoughts with Autumn Phillips.)

Instead, I think it was me who was woken out of hibernation this week. As a result, I've decided to have a "where have all my friends gone?" party sometime soon.

But not this weekend.
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