

1. Use the sliding scale on the right to rate how successful CMC is with helping students learn:

#	Answer	Response	%
1		0	0%
2		0	0%
3		0	0%
4		0	0%
5		0	0%
6		0	0%
7		4	4%
8		2	2%
9		13	15%
10		16	18%
11		13	15%
12		11	12%
13		30	34%
	Total	89	100%

2. Within the past year, what is one specific thing you have done to help students learn?

Text Response

DEVELOPED A WEB-SITE FOR MY DEV ED MATH STUDENTS TO ACCESS CLASS INFORMATION AND DAILY CLASS NOTES (DOWNLOADED VIA THE USE OF A SYMPODIUM), AS WELL AS NUMEROUS LINKS TO CMC RESOURCES, HELPFUL MATH RESOURCES, AND OTHER SITES OF INTEREST. THIS SITE GIVES STUDENTS ACCESS TO MATERIALS OUTSIDE OF CLASS AND REDUCES THE NUMBER OF STUDENTS NEEDING TO TRACK ME DOWN FOR A COPY OF A HANDOUT OR NOTES THEY MAY HAVE MISSED DUE TO AN ABSENCE.

I have screened all my students for what learning style is predominate. I keep the summary of the surveys near when I plan my lesson plan. For example, the majority of the first year nursing students are visual learners with kinesthetic close behind

This year, I spent my winter break grooming at Copper Mountain. The experiences gained during this time and as I continue with them on Monday nights will provide the students with a real time direct relationship between the didactic classroom experience and what happens day to day at the ski resorts.

Change the schedule so that students could more easily arrange their classes.

Modified the mehtods of teaching to be more student learning focused and assesment driven.

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Utilizing IVS to offer classes to students in many areas.

Increase instructional exercises that allow for rethinking and revision, so that true individual and group learning can take place. Example: in composition and humanities courses, student writings are often treated as rough drafts. Class discussion and group editing of these rough drafts give all students the chance to get important peer and instructor feedback on their work. The assignment allows time for rough drafts and finished products to be submitted for a grade. This kind of assignment puts emphasis on individual progress, peer learning, and critical thinking, writing, and reading.

I conduct periodic tutoring sessions in chemistry for students who need extra help.

I developed and implemented a worksheet that helps students make long range academic plans to meet their course goals at CMC. I have found that students are trying to juggle so many life responsibilities that they are not always realistic in planning. The student and I will plan out the next 2 to 6 semesters regarding required courses. The students have appreciated a realistic picture of what is need to reach thier goal.

As Frontdesk registration staff and IT helpdesk staff in the last year, I have had constant contact with students regarding distance learning classes. Where I feel that contact has helped students with learning is the information that we provide students with on how to approach a distance learning class. For example, I ask the student "Have you downloaded your syllabus? Have you gone on to Blackboard yet? Have you watched the video or DVD on how to take a distance learning class?" In probing the students we show them where to get their class information, how to access blackboard and move within the application, and then for classes like Teleweb courses, we suggest setting a time and day that they dedicate to that class and treat it like a classroom based class. We have found students have a better chance of completing a teleweb course and doing well by suggesting setting a time to do the class. But as I may be giving this information to students, there is no college wide standard to giving students this information. So I feel there needs to be a guide book or pamphlet with this information.

While it is only my second semester at CMC, (after 20 years at Penn State University) I have been very impressed with the college's sensitivity to student-centered learning. The administration must be commended on its willingness to listen to support and encourage innovation ways to teach. One of my most successful assignments is outlined in the Enews posted on the CMC website:

<http://enews.coloradomtn.edu/index.cfm?method=c.artDetail&artID=2011> Thanks for your inquiry. I look forward to contributing to CMC's mission and serving the college for years to come.
Warren Munick Adjunct Instructor, Economics and Statistics

To whom it may concern: My wife and I have three children: two of which are still in College. We encourage them to find their interests and assist them to study these toward an educational goal. Both just might graduate in the next two years. Two evenings per week I am happy to mentor local youth. Recently, I have had a 13 year old youngster to mentor and now I continue with a 10 year old lad. Homework as been an issue and a good reason for us to review and grow with newly discovered information. These youth have been fun to work with and hopefully they will both succeed. Society needs more mentors to work with youth. Please contact me for information how you can help. Our representation with groups like YouthZone at this time is very low and I would like to help others help more. Thanks, M

Scholarship assistance via Foundation Scholarships.

Help students through the functionality of Bb and Web Advisor.

Personal mentoring and tutoring, minimized obstacles which would prevent attendance such as working with their children while they are in school

Tried to keep the temperature at a comfortable setting for the classromms

Answering library reference questions.

Give each student as much individual feedback as possible as quickly as possible.

Provided seminar on internet research.

The sliding scale is a difficult one for me. I teach a two campuses and I believe one is excellent and the other needs some improvement. I individualize all content to the specific level of the student.

Over the past two semesters I have been incorporating a more interdisciplinary approach to teaching and learning, with the goal of investigating how seemingly disparate disciplines are connected.

I provide all students with practice quizzes (along with the solutions) prior to administering the graded quiz.

I give my students specific feedback on all the assignments they turn in so that if there is a misunderstanding or a lack of information they will know that in a reasonable amount of time - this directly correlates to the grade they receive - they know what grade they get and why. This allows them to change how they are doing things to improve their grade and/or understanding of the material.

For whatever reason, students think I am good at math. I have used some of my spare time to help students with their homework and when I was of no help, I made sure to send them to a tutor.

Delivered written new program information to the work place of a graduated (CMC) student.

Pointed students to online resources to help in their study of foreign languages.

Create a hands-on learning environment.

I created projects in my classroom that allowed students the opportunity to put abstract ideas into concrete representations. It forced them to evaluate the idea, analyze the expression of that idea, make comparisons of the expression of the idea over time, and analyze what that comparison meant. Student feedback indicated that having to work with an abstract idea in so many ways helped them develop a multi-faceted understanding of it that relied on more than mere memorization.

Implementing a 2.5 hour substance abuse/alcohol educational class that over the past year (the first full academic year in place) has help reduce alcohol and other drug violation by 73.4% and 94.5% respectively over the previous year.

Student learning at CMC begins before a student ever step foot onto a campus, site or take a seat in a classroom. In admission and recruiting, we have developed and implemented communications that start to set learning expectations at CMC.

Taken students to Steamboat Ski and Resort Corp to learn how their executives break down their marketing initiatives and understand their customer.

Making students be more accountable for their time here at CMC.

Utilized a writing-lab format combined with Blackboard course software in my ENG 121 and 122 classes, allowing students to write significant portions of graded essays in class, submit daily writing through Blackboard's Digital Drop Box for my frequent (after each lab-day) and timely (24-48 hour turn-around) feedback on the strengths, weaknesses and possible paths to success for their developing writing projects, delivered back to them through Blackboard's Digital Drop Box. This has increased student class participation in writing activities, has improved class attendance (since class time is more productive and each student feels "known" by the instructor) and has improved the quality of students' final papers as they have learned the skills of drafting, revising, editing with guided practice, informal assessment and frequent feedback on progress.

Show alternative methods - Stay after class -

This may not qualify as me directly helping students learn, but I have worked closely with Deb Martinez to provide her Student Success Seminars to our Vet Tech students. Many of her regularly offered seminars occur at times that prevent our students from participating due to the tight scheduling of Vet Tech courses. She and I have coordinated presentation of her seminars during the lunch break at the Vet Tech facility, thus permitting many of our students to attend. I think the information she provides helps our students learn.

I have started to collect all homework in my math classes, correct it, and return it with feedback in

the next class. Before, when I expected the students to do the homework, they did not, and had trouble learning. Now that I am collecting it, they do it more, and the success rate is higher (the failure rate is lower)

Grants Office: 1) organized and facilitated a committee in preparing a Federal TRIO grant for Upward Bound to serve three high schools in Lake and Eagle Counties. I also uploaded the grant to grants.gov as an administrator for Colorado Mountain College. The lead educational center will be CMC - Timberline Campus. 2) introduced staff on the machinations of a Federal National Science Foundation grant for Major Research Instrumentation and signed off (as above) that the proposal was complete. This grant will help students in the CMC Natural Resource Management Program at Timberline Campus. 3) prepared the application that was awarded to CMC from the Colorado Dept. of Local Affairs Mineral Impact Funds to add an auditorium to the new West Garfield Campus. The original award was for \$500,000.

Listened to their concerns or problems and spent time with individuals helping them overcome these issues.

I have made an effort to make my teaching even more focused on addressing different learning styles. For instance, in my Interpersonal Communication class, we are spending time at a retirement home, a kindergarden and a facility for special needs folks.

Taught a late start class for students under enrolled. Brought in community leaders as guest speakers.

As a new aid to the ESL program, I help address student concerns as far as immigration issues, encouraging community involvement and assisting students with career opportunities.

Work one on one with students who are having trouble understanding what it means to be held accountable for their actions (positive and negative) when they make a choice at CMC. Interactions include meetings, required activities, and follow up conversations regarding what the student's mindset and understanding is and perhaps how it has changed or not changed.

Created an "inventory checklist" of topics and specific items to be learned and referred to throughout the semester to chart progress and spot areas to be worked on.

I have taught a student understand how to properly use an academic database, and helped her properly cite the work in her paper.

Assisted in finding research material for class project.

I try to relate to my students as peers; since we are a community college and we are all members of the same community, I want my students to see we have a lot in common. When students realize they face some of the same challenges as their instructor, they open up more to the learning process.

I try to talk to students more to build a better rapport. I also eat lunch at a student lunch table more often to get to know the students better.

~Provided emergency funding for two students in financial distress using Dean's discretionary scholarship funds.

Encouraged the following initiatives: 1) base camp 2) faculty chairs 3) new strat plan 4) new facilities 5) created a budget focused on instruction and student services support

The Facilities Department is responsible for the physical environment in which students learn. Within the past year we have designed and began construction on a new 10,000 square foot Library @ Timberline and a new 34,000 square foot Academic Building @ West Garfield. We have also begun design for a new 37,000 square foot Academic Building @ Summit.

On the first day of class I give the students a hand-out with tips for productive studying techniques.

I have been organized in the classroom and adjusted my teaching style to meet the needs of all the students.

Assisted in the design, ordering, installation and training of 14 new "smart classrooms" college wide.

One way I have helped my students to learn is through my consistent and dependable approach to instruction. I try to establish routines in the classroom and set the tone and expectations early. I think students feel comfortable and safe in my classroom, removing a common obstacle to learning.

Emphasized the various interactive study aids that are included with the text book (namely, a CD, plus free access to the publisher's web site where it has interactive exercises for each of its textbooks).

Created the role and received budget approval to hire a "Smart Classroom Technician" whose primary responsibility will be to proactively maintain and support all classroom technology across CMC. This will help ensure that the instructor can effectively and efficiently teach students using the technology in these rooms.

Keeping the heat working during the winter months and keeping the lights working in the classrooms

I always try to give my first year students organizational skills and suggest "tools": calendars, daily planners, necessary items such as a stapler, paper clips, White-Out, report covers, etc.

Helped with the implementation of the Risk Management Plan which addresses student activities in the classroom and outside of the classroom. It also has safety related components to help keep students safe.

Changed my schedule and worked extra hours(not paid) to help a student who was struggling in my class.

I worked with a dedicated and hardworking group of students on the Cross Cultural Connected Crew. It has been a pleasure to advise this CCCC group and help them create and implement a number of diversity events on the Roaring Fork Campus. The students in this group learned much about how to engage in social diversity activism through Hispanic Heritage Awareness day, American Indian Awareness Day and Bridging the (Gap)2.

I have encouraged the Rifle division deans to experiment with our class schedule. Students in West Garfield County have busy schedules and often long commutes. Scheduling courses with those barriers in mind helped us to provide better access to learning for the communities of West Garfield County. Short courses, "Friday-Only" classes and Saturday classes are a permanent part of our class schedule now. We have discussed the feasibility and cost of a Weekend College in West Garfield County.

I have set up distance/lab classes that let students work according to their own schedules. For students that prefer instructor led classes, we have those too, but they are optional. I am also available for 1 on 1 teaching by phone or in my office. It puts the burden of learning on the student, however, for those that are successful, it is very empowering.

I have presented weekly Success Seminars on topics such as: Study Skills, Effective Memory Techniques, Note-Taking Skills, Resume / Cover Letter Writing, Reading Faster, Test-Taking Strategies, Time Management, and Transferring to other Colleges, etc.

Children's mini college has contributed to student's learning by acting as a lab school to students in Early Childhood Education Classes and Growth and Development classes within the Nursing Program. Students from these classes have observed in our children interacting in our classrooms and several actual Early Childhood Education classes have actually taken place in our school.

I took Success Center students to visit campuses of Universities they were interested in transferring to.

I tried very hard to integrate experiential learning in my Interpersonal Communications class. We visited retirement homes, kindergartens and Horizons (which serves mentally disabled clients). We had a local therapist come and speak to us about relationships. We wrote and acted out little plays demonstrating the right and wrong ways to communicate in relationships. Additionally, we set up a table in front of City Market to give relationship advice (sort of like Lucy's psychiatry stand in Peanuts) and raised money for Lift-Up, a local charity. Overall, I think it was an excellent experience for the students and gave CMC some good exposure in the community.

I advised students who needed developmental math, reading or writing into classes where they could be successful. I helped students find professional tutors to work with in our Learning Lab.

In teaching economics, which contains a mix of "objective" analysis and "value judgments," I try to focus on "objective" analysis as recognized by the majority of professionals in the field. I sometimes indicate my own value judgments, but explicitly identify them as such, and assure the students that those do not represent "correct" answers that they will be required to give on tests. My major criticism of CMC's program of "helping students learn" is that there is insufficient "screening" of students who lack the fundamental skills (mathematics, reading and writing, and logic) required to understand and explain abstract concepts such as those in economics. Part of this is a refusal to accept the reality that such subjects are simply beyond the intellectual capabilities of many students who attend community colleges -- but of course, that would be an admission that we can't really accomplish all of the noble goals of community colleges.

I have accessed journal articles through inter-library loan so a student could complete her paper.

As an instructor I started using Blackboard for my face-to-face courses. This way I was able to make lectures notes and powerpoint lectures accessible as electronic files on Blackboard to all students all of the time!

Participated in fund raising for CMC nursing student scholarships.

I always try to be encouraging and positive when I answer the phone. No matter who it is...it is always the first impression the student or potential student may have; why discourage them with a grumpy attitude? That's the one thing I consistently do to help/encourage students to learn.

pilot FYE pilot Faculty Chair model

Last fall, the Technical Service Desk was given the responsibility of providing user support for Blackboard. This was a huge learning curve for the Team, on very short notice. The Service Desk Team continues to receive calls from students, as well as faculty members, regarding Blackboard access and functionality, student e-mail accounts, and user questions on Web Advisor. With the College becoming increasingly dependant on technology for course delivery, the Technical Service Desk is a key contact point for the student, to ensure success.