



# Aspen Award

CSM IS ONE OF 150  
COLLEGES NATIONALLY  
ELIGIBLE TO APPLY OUT OF  
972 CANDIDATES

**ASPEN  
PRIZE**

**FOR COMMUNITY  
COLLEGE EXCELLENCE**

 **THE ASPEN INSTITUTE**

**TOP 150**

**2021**

# Eligibility



The model was developed by the National Center for Higher Education Management Systems (NCHEMS), in consultation with the Aspen Prize's Data and Metrics Advisory Panel, and uses publicly available data from the National Center for Education Statistics' Integrated Postsecondary Education Data System (IPEDS) and the U.S. Census Bureau.



**Timeline: October 24<sup>th</sup> notification with December 4<sup>th</sup> deadline**

# The Process

Finalist institutions are selected based on their student outcomes, reflected in Round 1 data, and additional qualitative and quantitative information provided in the application, including institutional data on completion, labor market outcomes, and learning assessment, as well as descriptions of how institutions have achieved and improved student outcomes.

- The Prize selection committee gathers additional information from phone interviews with the leadership teams of top Prize applicants.



10 Finalists to 1 Winner with \$1M in scholarships

- Site Visit

# Additional Eligibility

- ▶ **The Excellence and Equity in Community College STEM Award**
  - ▶ Recognizes outstanding community college STEM programs. Colleges eligible to apply for both awards are diverse institutions that have helped students achieve strong outcomes in the classroom and in the workplace after graduation
  - ▶ Eight programs will be awarded \$50,000 for further program development and student scholarships (half and half)
  - ▶ Invitation to take part in other equity and workforce education-related Aspen Projects
    - ▶ Our Application: Electrical Power Systems

# What CSM does best - Collaboration and Teamwork

## Teamwork and Collaboration

HUGE Acknowledgement and Gratitude for all contributors:

**Arielle  
Smith**

**Madeleine  
Murphy**

**Monique  
Nakagawa**

**Heeju Jang**

**Mary Vogt**

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**Charlene  
Frontiera**

**Enna  
Travathen**

**Rich Rojo**

**Laura  
Demsetz**

**Hilary  
Goodkind**

**All IPC  
members!**

Your help is needed  
today

ASPEN CONTRIBUTION TO SECTION 7: INSTITUTIONAL CAPACITY AND  
CULTURE

# Context

- ▶ Aspen Context
  - ▶ Executive Summary
  - ▶ Completion Outcomes
  - ▶ Transfer Outcomes
  - ▶ Labor Market Outcomes
  - ▶ Student Learning
  - ▶ Equity
  - ▶ Institutional Capacities and Culture

# Section 7

## Brainstorm

- ▶ In a small group, please brainstorm to provide answers to the following questions:
- ▶ **Describe the capacities that have most enabled the institution's progress in advancing student success and building a student-centered culture, as well as where organizational constraints have most constrained progress. Which areas of institutional capacity are being prioritized for future investment and why? Consider the following in your response:**
  - ▶ **Human Capital:** What are the college's most impactful hiring, promotion/tenure, and professional development practices for staff and faculty? In what ways do these practices align with student success goals?
  - ▶ **Strategic Finance/Resource Allocation:** How does college leadership ensure that resource allocation strategies align with the institution's student success goals? What have been the institution's most important resource allocation strategies to ensure adequate and sustained funding for student success efforts?
  - ▶ **Governance:** How do people at all levels of the institution contribute to decision-making processes aligned with college-wide student success goals? How do leaders ensure that decisions are made efficiently and effectively, with appropriate engagement, to move student success work forward? What key attributes/structures/practices of the leadership team ensure accountability for strong performance and continuous improvement?
  - ▶ **Student Communications:** How do college leaders work to understand the student experience and use this understanding in decision-making processes? How does the institution ensure that faculty, advisers, and administrators have clear and consistent information about students' experiences to improve outcomes?
  - ▶ **Institutional research and evidence-based decision-making:** In what way is evidence used throughout the college to guide evaluation of student success outcomes? When, how, with whom, and how often are key sources of information—KPIs, student experience survey data, etc.—shared across the college? In what other ways are institutional researchers engaged in supporting institutional decision-making?
- ▶ **Maximum word count: 1000**