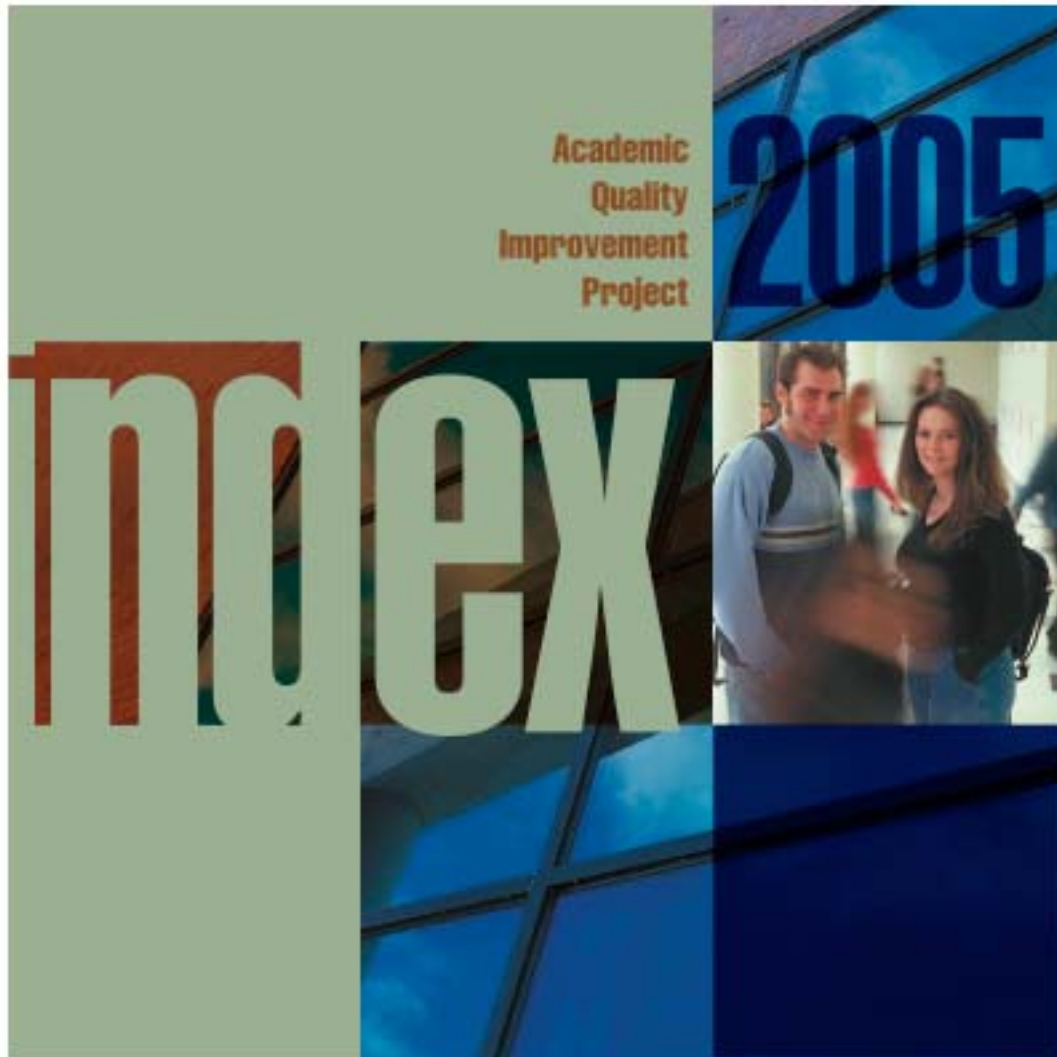


COMMUNITY COLLEGE OF DENVER



AQIP

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DENVER 

**Index to the location of evidence
relating to the Commission's
Criteria for Accreditation
found in the Community College of Denver's
Systems Portfolio**

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

The mission is publicly articulated and clearly expressed as outlined in O1, 1C1, 5C3.

The relationship between communication and ensuring alignment with the mission is expressed 2C2.

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

CCD has the most diverse student population in the state of Colorado with 58% of its student being people of color, and is designated as a Hispanic Serving Institution [O1, O3].

Every institutional program addresses critical skills across the curriculum, one of which includes valuing diversity, as outlined in 1C1.

Core Component 1c. Understanding of and support for the mission pervade the organization.

This is communicated through multiple sources including the faculty handbook, and the CCD website (http://www.ccd.edu/About_CCD/index.html).

Support for the college mission is reinforced through the strategic planning process [8P1] and state performance contracts [7P3].

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Internal collaborations, external partnerships and communicating a shared vision are outlined in table [5.3], 5P6, 9C1.

The administrative structure as highlighted in table 5.2 provides a strong foundation for effective leadership.

5C2 outlines how college leadership systems are aligned with external and internal constituents, governing boards, internal committees and divisions.

5P7 discusses processes for internal leadership development and recognition

Internally, college committee workgroups encourage collaborative processes to achieve the mission as outlined in table 5.3.

A list of external constituents that promote collaboration are highlighted in 9C1 and O4.

Core component 1e. The organization upholds and protects its integrity.

CCD clearly states and upholds its expressed values in O1.

Policies are clearly communicated in CCD Website, CCD Catalog and individual publications as appropriate; and include ADA compliance, campus crime and safety reports, notice of non-discrimination, drug free schools and family education rights and privacy act (FERPA), student rights and responsibilities and student grievance procedures (<http://www.ccd.edu/es/ESknowccd.html>).

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.**Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.**

The college uses a variety of sources to determine future priorities including retention & graduation rates, national surveys, etc, and is outlined in [8P8].

Community surveys & demographics, employment trends, community advisory boards assist with setting future priorities based on community & economic trends [3P5, 8P5].

State fiscal resources, legislative mandates, regulatory environment and funding priorities provide for the shaping of future directions based on financial constraints [O6, O8].

Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Appropriate resources for new and existing programs and projects are identified through annual planning processes [8P1, 8P2, 8P6].

CCD’s Foundation provides additional support for student programs, scholarships and special events [3P4].

Approximately 40% of institutional support is received through non-traditional sources including grants, foundation gifts, and individual donations; in comparison, approximately 30% of institutional dollars are generated through tuition and fees, with the remaining 30% being received through traditional state allocation [8P6].

Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Continuous evaluation of institutional effectiveness is measured and tied to the college’s three annual goals. These include annual student evaluations of faculty, individual performance evaluations, graduate surveys, Community College Survey of Student Engagement, enrollment trends, financial reports, etc. and are described in [7C2 and table 7.2].

Teaching and learning effectiveness are measured through a variety of sources including program reviews, student evaluations of faculty, annual faculty appraisal, state credentialing standards, and program enrollment and success rates [1P6, 4P6, 8P1, 8P8].

Core component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

The colleges strategic planning process is aligned with CCD's mission, the state performance contract, AQIP action projects and college goals as evidenced in [1P6, 8P1- 8P4].

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**Core component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

Common student learning objectives are clearly articulated through the learning college mission, the CCD mission, critical skills articulation, statement of cultural pluralism, and values for teaching/learning excellence [1C1 and CCD Catalogue located at http://www.ccd.edu/img/other_asset/CCDCatalog2005-06.pdf].

Course content guides, program information documents, and the college catalogue provide learning outcomes and expectations for student learning located 1C3 & http://www.ccd.edu/img/other_asset/CCDCatalog2005-06.pdf.

Core component 3b. The organization values and supports effective teaching.

The Teaching/Learning Center supports effective teaching by providing professional development opportunities for part and full time faculty [4P4].

Effective teaching is evaluated by program supervisors and students through annual evaluation/ appraisal processes [1P6, 4P6].

Common course numbering, course content guides and master syllabi provide consistent guidance for instructors developing and implementing courses [1P1].

The availability of "smart classrooms" in nearly every classroom facility provide faculty with the ability to use technology to enhance teaching and learning. Audits of campus technology provide for consistent upgrading/ updating of campus computer systems, software and other technology related needs [7P2].

Course tutors, mentors, student ambassadors and computer labs support effective teaching by providing access to learning options outside of the classroom [6C1, 2C1 & 4C1].

Core component 3c. The organization creates effective learning environments.

Effective learning environments are enhanced through the availability of academic support programs and learner support services [4C1]

The essential guide to student services provides resources for faculty and students to address particular student needs [appendix 4].

CCD offers a variety of delivery methods for instruction including, online, web-enhanced, smart classroom technology, evening/ weekend, and flexible community campus options [1C3, 8C1].

The physical location of the college provides a safe environment that is conducive to effective learning. Student policies and procedures provide for behavioral expectations enabling an environment which is also conducive to learning [1C5].

Core component 3d. The organization's learning resources support student learning and effective teaching.

Student support services, support process and results are highlighted in tables 6.1, 6.2.

Faculty and Staff support through the Teaching Learning Center is demonstrated in table 4.3

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

CCD provides opportunities for lifelong learning to the Denver community through a variety of programs including, workforce development [O4], professional development for public employees, (O4) and customized training for business through Performance Solutions (1C2 and 1P7).

The college regularly recognizes and publicly celebrates the academic achievement and scholarship of students through its student organizations and honor societies (i.e. Science and Technology Club, Phi Theta Kappa Honor Society), annual student awards ceremonies (held in April of each year, this ceremony recognizes both academic achievement and service to the college), opportunities for honors credit, and transcript designation (Deans List, Vice President's Honors List and the President's List) [3P2].

Staff and faculty are supported in their own lifelong journeys through professional development opportunities including regional and national associations and conference attendance, and through the Teaching/ Learning Center.

Students are additionally supported through the availability of a wide array of support services as discussed in 4C1.

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Breadth of knowledge and skill acquisition is demonstrated through the general education components within all degree and certificate programs [1C3].

CCD is supported in its educational programs through the Colorado Community College System's common course numbering system and course curriculum guides to ensure consistency across the curriculum, and is discussed in 1C2.

1C1 highlights the college's commitment to the acquisition of knowledge through its statements on teaching and learning and its mission statement.

The Mini-grant program provides opportunities for innovative, collaborative project development to enhance programs and classroom experiences [4C4].

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The Academic Standards Committee regularly assesses curriculum and programs to ensure that they meet the needs of a global, diverse, technological society [1P1 & 1P6].

The college measures student satisfaction with existing programs through faculty evaluations, Community College Survey of Student Engagement (CCSSE) and graduate follow up surveys [appendices 1 & 3, 3P7, Table 3.1, 3R1].

CCD assesses the usefulness of its curricula through evaluation of partnerships with external stakeholders [9R1].

1C4 elaborates how the college is responsive to the needs of our students in relation to global, diverse and technological demands.

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Student expectations related to ethics, responsibility, academic integrity and rights and freedoms are clearly outlined and publicly available (http://www.ccd.edu/Student_Life/index.html).

The Academic Standards committee ensures consistency of curriculum through all disciplines [1I1 & 1P2].

CCD ensures the accountability of faculty and staff through its human resources policies and procedures.

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

CCD identifies our constituents and collaborative relationships and how needs of constituents are met as documented in [Table 9.1].

CCD ensures that the needs of constituents are met through examination of partnership results and prioritizing relationships as documented in 9P1, 9P2, 9P3, 9P4 and 9R1].

CCD has processes in place to identify, learn from, and analyze stakeholder and other constituent needs as evidenced in [3P6 & 3P1].

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The colleges commitment to identified constituencies and communities is evidenced in 1P7

CCD has been recognized for its commitment to quality education and partnerships including the MetLife Foundation, the League for Innovation and the Policy Center on the First year of College [O1].

Touchstone 6(Supporting Institutional Operations) highlights the administrative and student support initiatives that support CCD's commitments. IN particular, [6P1, 6P3 and 6R1].

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Results of student focus groups indicated that CCD is perceived by students as being more responsive than other local colleges and universities [6R3, 3R2].

CCD ensures responsiveness to its student constituents a variety of measures outlined in 3P1 & 3P3.

CCD ensures responsiveness to its outside constituents through it's participation and membership in professional organizations/ associations, advisory councils and state accrediting/ licensing agencies [3P4, 6I2, 1P1].

Core Component 5d. Internal and external constituencies value the services the organization provides.

Student stakeholders express their value for services through a variety of methods including student satisfaction surveys, program evaluations, focus groups and student involvement opportunities, among others [3P1 and 3P2].

Students value student faculty interaction and support for learners as shown by the results of the CCSSEE [1R4]. This section also some comparative data to peer institutions.

External constituents express their value for service through expansion of programs, new initiatives and feedback from advisory groups [9R1].