

Assurance Argument

Community College of Denver - CO

Updated December 20, 2016

Please Note: The hyperlinks in this document point to an HLC Intranet and not active to the public.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Response to 1.A.1

The [mission](#) of Community College of Denver (CCD) is:

CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment.

This commitment to providing access to higher education while supporting the success of our diverse student body guides our institution's practices.

In 2012, we revised our mission, vision, and values to better align with our culture and our focus on inclusivity. To begin, the Office of the Provost formed a [committee](#) that held several town hall [meetings](#) to solicit feedback from the CCD community. The [feedback](#) from these sessions led to the creation of a "[Wordle](#)," a collection of words and phrases collected from the constituents.

Using the input of the Wordle and town hall meetings, executive staff authored the final version of the mission, vision and values [statements](#). Our former president then [received](#) the statements and presented them at the college-wide convocation on February 22, 2013. The vision and values statements are:

Vision: Every member of our community will attain the education he or she desires.

Values: Involvement, Student-Focus, Integrity, Lifelong Learning, Excellence, Healthy Work Environment.

The State Board for Community Colleges and Occupational Education (SBCCOE) is our governing body and does not adopt nor [approve](#) any individual institution's mission or vision. Our mission falls well within the objectives of the governing [authority](#) (SBCCOE) and CCCS [mission](#) in that both seek to create access to quality higher education while providing resources for student success, and all for the larger public good.

Response to 1.A.2

Community College of Denver's mission commits the institution to provide a variety of programs and services to serve our diverse community. This commitment can be seen in our academic programs, in our student support services, and in our enrollment profile.

ACADEMIC PROGRAMS

The mission demands we offer robust academic programs to a diverse student body. To that end, we are an open-access institution of higher education that offers the following options:

- students can obtain certified technical and vocational skills via our Career and Technical Education (CTE) [programs](#) (pages 69-73 on top). These programs are guided by CTE advisory [boards](#), and are adapted to meet the immediate and changing needs of the industry and community.
- students can enter associate degree [programs](#) (pages 53-64 on top) intended to guide them towards successful transfer to a four-year school.

We offer five [degrees](#) (pages 64, 67, 68-71 on top): Associate of Arts, Associate of Science, Associate of Applied Science, Associate of General Studies, and a Bachelor of Applied Science. In our career-specific CTE [programs](#) (pages 69-93 on top) we offer 44 certificates and 28 Associate of Applied Science degrees. In addition, in 2014, the Colorado State Legislature gave the Colorado Community Colleges statutory authority to offer Bachelor of Applied Science programs. CCD has received approval from both [CCCS](#) and HLC to offer one Bachelor of Applied Science degree in dental hygiene. In 2015, Community College of Denver [awarded](#) (page 14 on top) 1097 associate degrees and CTE certificates.

Our degree and certificate [programs](#) (pages 53-94 on top) provide diverse areas of study for our students. These subjects

range from accounting to welding, from anthropology to theater performance.

Our degrees are designed to provide our students with a pathway to the next step in their educational field of study. The Guaranteed Transfer [Pathway](#) (gtPathways) curriculum is the general education requirement for most bachelor's degrees within the state of Colorado. When our students successfully complete gtPathways courses, those credits will always transfer to any other public institution within the state. In addition, we have worked together with our state and four-year university counterparts to develop degrees with designation (DWDs), which create associate degrees under a particular area of study. The advantage of the [DWD](#) is that all 60 credits transfer into the specific degree the student is seeking. Thus, our students are guaranteed to transfer in as juniors to any public, four-year institution in Colorado. Details are provided to students about gtPathway courses and transfer articulation programs with partner four-year universities via the [catalog](#) (page 53 on top).

Beyond the types of degrees offered, CCD also fulfills its mission in the [varied](#) (page 11 on top) types of courses we offer. Courses can be taken on ground at any of our four locations and, in many cases, also online. We offer hybrid courses, late-start courses, evening and weekend courses, accelerated courses, learning community courses, inter-institutional courses with Metropolitan State University of Denver and the University of Colorado at Denver.

We also offer [concurrent](#) enrollment instruction in partnership with Denver Public Schools (DPS) in DPS high schools, in the DPS Career Education Center, and in a DPS charter school, Southwest Early College. Our Foundational Skills [Institute](#) (page 33 on top) offers high school equivalency instructional programs throughout the city and county of Denver.

STUDENT SUPPORT SERVICES

Our commitment to success demands that we provide services to our students. With the formation of the Enrollment Administration and Student [Success](#) (EASS) center in 2014, CCD now has three divisions to provide student support services: Enrollment [Services](#); Student Development & [Retention](#); and Student [Life](#). Enrollment Services is designed to identify and eliminate pre-enrollment and registration barriers for students through graduation, including financial barriers. Student Development and Retention helps to provide holistic support for students to successfully complete their academic programs. Student Life provides opportunities for our students to engage in social and educational activities outside of the classroom as well as non-academic resources and support. Together, these provide an inclusive and supportive

environment for our students. Please refer to Core Component 3.D. for a fuller description of these services.

ENROLLMENT PROFILE

Serving 10,296 [students](#) (page 11 on top) during the fall of 2014, CCD's enrollment profile is consistent with its mission to serve a diverse student population.

- 56% female
- 25% Hispanic
- 14% African American
- 5% Asian American
- 76% Part time
- 60% first generation
- 46% Pell eligible

Our enrollment [profile](#) has been consistent at least as far back as Fall 2010, and it provides us with a unique setting.

CCD serves the majority of schools in Denver Public Schools (DPS) and is their largest community college partner. Both CCD and DPS serve a diverse student body. Almost 70% of DPS [students](#) qualify for free and reduced price meals and close to 80% of DPS students are students of color. In addition, over 25% of CCD's student population has traditionally identified as Hispanic. In 2001, the U.S. Department of Education recognized CCD as a Hispanic Serving [Institution](#) (HSI) (page 13 on top) and CCD continues to carry that designation.

Response to 1.A.3

Community College of Denver's mission is also factored into our budgeting and planning processes as evidenced in our [procedure](#) for budgeting. Please refer to Core Component 5.C.1 for details on institutional budget planning and their alignment to the college mission.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Response to 1.B.1 & 1.B.3

In addition to our mission, vision, and values statements, Community College of Denver has created a set of institutional outcomes and a strategic plan. These documents work together to provide the [framework](#) from which we operate and plan for the future.

In 2010, we joined the Higher Learning Commission Assessment [Academy](#). In our first visit to the academy, it was brought to our attention that we should revise and revisit our Institutional Outcomes, which had not been reviewed since 1991. To get feedback about what [skills](#) our graduates should possess to be successful in the 21st century, we reached out to businesses, four year colleges, and the Department of Higher Education. This work formed the basis by which we identified the nature and scope of our academic programs, which we call our Institutional [Outcomes](#):

- A CCD graduate is a **Complex Thinker**. Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.
- A CCD graduate is an **Effective and Ethical User of Technology**. Students will exhibit technological literacy and the skills

to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

- A CCD graduate is an **Effective Communicator**. Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective writing and oral communication in academic, public, and professional discourse.
- A CCD graduate is **Globally Aware**. Students will consider the interconnectedness of our community and world; they will understand how cultural differences (such as beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environmental, technological, and economic impacts of their actions.
- A CCD graduate is **Personally Responsible**. Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, and trustworthiness and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.
- A CCD graduate is a **Numeric Thinker**. Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.

In order to make these public, the Institutional Outcomes are included in all syllabi for all of our classes and [posters](#) listing them hang in every classroom. It is also displayed on our [website](#).

In order to apply the mission/vision and Institutional Outcomes, our president, Dr. Everette J. Freeman, prioritized the creation of a new strategic [plan](#). He appointed two full-time faculty members to create the Strategic Planning [Committee](#) (SPC) to bring together a variety of representatives from across the college to address our needs. Initially, the SPC held a number of focus [groups](#) involving different constituencies at the college, including faculty, administration, advisors, student services staff, and community partners. In these sessions, the SPC identified strengths and weakness in what and how we did things, where CCD needed to be in five years, and the larger environmental factors of which we needed to be aware. In analyzing this feedback, the SPC developed a set of four overarching [targets](#) for 2019:

- CCD will serve as the model of community college education that successfully integrates the entire college to support student learning and success.
- CCD will provide all students with thoughtfully designed program tracks that align with institutional outcomes and workforce needs.
- CCD will double the percentage of students who complete certificates and degrees.
- CCD will re-energize and re-define the college as a destination of high quality transfer and workforce preparation.

In addition, the Strategic Planning Committee developed a set of four strategic priorities, or “We Will” statements and created strategic planning teams to help the institution meet those [goals](#).

- Priority 1 - Student Learning and Success: CCD will prioritize student learning and successful completion of educational goals.
- Priority 2 - Organizational Integration and Effectiveness: CCD will re-envision internal relationships to maximize college assets and provide an environment for excellence.
- Priority 3 - External Engagement and Partnerships: CCD will build bridges into the community to address needs, improve engagement and create opportunities.
- Priority 4 - Culture of Evidence, Transparency and Shared Information: CCD will increase access to information and data to enhance institutional decision making.

The Strategic Planning Committee was divided into four teams. Their work culminated in recommendations they gave to the college at the end of 2014-2015. Those recommendations are below:

- Analysis [SP1](#)

- Analysis [SP2](#)
- Analysis [SP3](#)
- Analysis [SP4](#)

These reports and recommendations were reviewed at a Strategic Planning Retreat in June of 2015, which produced a set of Strategic Plan Action [Items](#) for 2015-16. The gaps analysis revealed that we needed to engage in a robust program prioritization process to assess the needs of our students and community and how well our current programs aligned with those needs. Please see Core Component 5.C. for a deeper discussion on this process.

Response to 1.B.2

As we discussed in Core Component 1.A., our mission documents are current. Additionally, our mission documents assist us in focusing our efforts on academic instruction, economic development, and public and clinical service.

ACADEMIC INSTRUCTION

CCD's approach to faculty placement, advancement, and compensation is founded on a philosophy focused on teaching. This can be seen in the Faculty [Handbook](#) (page 24 on top) which states:

CCD's standards for faculty placement, advancement and salary adjustments are designed to reward and promote teaching excellence. The standards are a means of focusing our collective attention on teaching effectiveness, examining our assumptions and creating a shared academic culture dedicated to continuously improving the quality of instruction at CCD.

System [policy](#) determines how faculty are expected to divide their time. For full-time faculty, the primary emphasis is on teaching effectiveness, which is weighted 70%, with a 30% weight on service to the college. Adjunct instructors focus solely on instructional [duties](#) (pages 35 and 36 on top).

ECONOMIC DEVELOPMENT

CCD's commitment to connecting student success with the region's economic development is demonstrated in our stackable [certificates](#) and [degrees](#). We provide entry and exit points for students of varying skill levels in order to meet them where they are and quickly upgrade their skills to meet our regional employment demands.

PUBLIC & CLINICAL SERVICE

As we noted in our strategic [plan](#), CCD is committed to "provide all students with thoughtfully designed program tracks that align with institutional outcomes and workforce needs." To that end, CCD has several robust clinical

services providing our students with hands-on practical experience necessary to secure future employment. Our Vet Tech program operates a Wellness [Clinic](#) offering low cost blood work, exams, spay/neuter procedures, and vaccines to the pets of our general public. Our dental hygiene students operate a Dental Hygiene [Clinic](#) which provides services to the public at greatly reduced fees. The clinic also attends to those patients in the community affected by HIV/AIDS through a special [projects](#) grant from the Denver Office of HIV Resources. Additionally, we have the Dental Restorative [Clinic](#) which provides limited restorative services like fillings, extractions, and single crowns to our patients of record in the Dental Hygiene Clinic to restore them to optimal oral health. These clinics work to provide our students with valuable experience while benefiting the communities that we serve.

Sources

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

The [mission](#), vision and values of Community College of Denver emphasize our commitment to promoting diversity. To that end, CCD addresses our role in a multicultural society in three ways: 1) through our activities and processes that promote an inclusive environment; 2) through our efforts to ensure we reflect the diverse community we serve; and 3) through our academic [programming](#) focused on fostering global awareness.

Inclusive Environment

Community College of Denver promotes an inclusive environment in which all learners can achieve personal success. Some examples include the:

- Diversity and Inclusion Council: In the 2012-2013 academic year, CCD implemented the Diversity and Inclusion [Council](#) (DaIC) to cultivate [community partnerships](#) and to recognize the diversity of staff, students, and faculty. The DaIC coordinates with the office of GLBT Student Services at Auraria Campus to provide annual GLBT [training](#) to CCD faculty and staff.
- Hispanic Serving Institution Committee: The Hispanic Serving Institution (HSI) Committee encourages appreciation and support for the Hispanic culture by identifying and enacting strategies to increase the amount and type of student [programming](#) and engagement opportunities that support Hispanic students, and to increase diverse program offerings to all students.
- EASS Programming: The Enrollment Administration and Student Success (EASS) division sponsors and co-sponsors with our campus college partners many [events](#) (pages 5 and 6 on top) that reflect the diversity of the student body.
 - Co-Leads [Conference](#)
 - Transgender [Day](#) of Visibility
 - Cinco de [Mayo](#)

- Latino Leadership [Summit](#)
- Urban Male [Initiative](#)
- The Disability Awareness [Festival](#)
- Women Rocking the [Rockies](#)
- Military Friendly [School](#). Community College of Denver supports student [Veterans](#) by connecting them with internal and external resources to ensure their needs are met on and off campus.
- DREAMer [Support](#): (pages on top) Community College of Denver provides support to qualifying undocumented youth in gaining deferred action and a six-year path to citizenship by hosting informational session on navigating the DREAMer legislation. At our annual open house, students learn about the required steps, forms, and documentation to receive in-state tuition rates at CCD. Additionally, to facilitate the staff's role in assisting DREAMer students, CCD conducted an inaugural [training](#) in March of 2015.
- Human Resources Trainings: Through its HR department, CCD faculty and staff take online courses designed to improve their effectiveness at supporting an inclusive environment. [Trainings](#) include bullying prevention, benefits of diversity, EEO laws, workplace ethics, discrimination prevention, Title IX Awareness, and harassment prevention.

Community Diversity

As demonstrated in Core Component 1.A.2., CCD serves a diverse student population, with 46% of our student population qualifying for Pell eligibility. As compared to the Denver Census, our demographics break down as follows:

2014 POPULATION/ENROLLMENT [COMPARISON](#)

Ethnicity & Race	Denver Census Data *	CCD Student Population**
Hispanic	31.8%	25.2%
Black	9.7%	12.8%
White	52.2%	33.9%
Asian	3.3%	5.2%
Native American	0.6%	1.2%
Native Hawaiian or Pacific Islander	0.1%	0.2%

Two or More Races	2.1%	4.3%
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* Data does not add up to 100%.

**Data does not add up to 100% because 17.2% students did not respond.

This chart shows that we mirror the population of Denver, particularly with our students identifying as a racial or ethnic minority.

Community College of Denver recognizes that currently we do not reflect the diversity of our students and community in our faculty.

2014 CCD ETHNICITY & RACE [COMPARISON](#)

Ethnicity & Race	Students	Faculty	Staff
Hispanic	25.2%	6.2%	25.6%
Black	12.8%	3.9%	10.9%
White	33.9%	81.8%	52.9%
Asian	5.2%	5.2%	7.6%
Native American	1.2%	0.8%	1.3%
Native Hawaiian or Pacific Islander	0.2%	0%	0%
Two or More Races	4.3%	0.5%	1.3%
Not identified	17.2%	1.6%	0.4%

To address these disparities, specifically concerning race and ethnicity, we have taken steps to reflect the diversity of our student population in our faculty and staff via our Affirmative Action [plan](#). Human Resources reviews all applications in each stage of hiring to ensure that a diverse pool is present. All hiring committees are trained in implicit [bias](#) as part of a screening process. These processes will be reviewed [annually](#) to make improvements on our practices.

Global Awareness

We are committed to producing graduates who are globally aware as explained in our Institutional [Outcomes](#). As we define it, part of being globally aware means having an understanding of "how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation." One of the ways that the college meets this outcome is through classroom instruction. Each [syllabus](#) (pages 4

and 5 on top) expresses how that individual class addresses those Outcomes.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Response to 1.D.1 & 1.D.2

Community College of Denver has an educational role that serves the public and our educational role takes primacy over everything we do.

Our educational mission is our primary focus. This goal is stated well on our [website](#), under the "About Us" tab. It reads:

Community College of Denver's educational programs are designed to enrich the social, civic, and economic fabric of our community, nation, and world. Through innovation, open exploration of ideas, and preparation of a well-trained workforce, CCD enriches our democracy and supports a vibrant local economy. Programs and strategies that promote access—as well as academic and personal success for underserved students—are the foundation of CCD operations.

Our funding, too, commits us to the public good. The fact that we are a public institution means that we receive support from the [state](#) (pages 6 and 7 on top) through the State Board for Colorado Community Colleges and Occupational Education (SBCCOE), which ensures [accountability](#) to the public. In addition, we are an open-access, public community college. We have no private investors. We provide no financial returns to any external private interests. We serve the public through our intended focus on providing education, not profit.

Additionally, Community College of Denver serves the public by increasing the economic [growth](#) (pages 33-38 on top) of the state through the higher skills our graduates bring and the higher taxes they pay.

Response to 1.D.3

Because of our location in downtown Denver, we serve the educational needs of many individuals, businesses, and community organizations, including many first time college enrollees in the larger metropolitan area. We prepare [graduates](#) to enter the workforce, thus serving the Denver community and front range.

Through our strategic planning [process](#), the college identified external engagement and partnerships as one of our four strategic priorities. In this strategic priority the college identified the following external constituencies and communities of interest: industry business partners, community organizations, and educational partners.

INDUSTRY BUSINESS PARTNERS

CCD has twenty-one CTE advisory [committees](#) comprised of employees and owners of area businesses. They play a key role in identifying workforce needs and trends in the state. Deans, chairs, instructors, and staff work with area businesses to identify industry needs and develop specific educational programs to fit those needs.

An example of the institution's emphasis on mission, specifically economic development, is CCD's Workforce Initiative (WIN) program. WIN works with the Workforce Investment Board (WIB) – Denver region, to provide program oversight and policy guidance for all federal, state and locally funded workforce investment programs. Currently, WIN's main focus is to provide Denver residents an opportunity to train for living-wage transit and construction careers. Since its 2012 founding, 70% of [WIN](#) students earned an industry-endorsed course or certificate.

COMMUNITY ORGANIZATIONS

CCD staff members are actively engaged participants in community organizations. For example:

- the Denver Hispanic [Chamber](#) of Commerce (DHCC).
- the Colorado [Coalition](#) for the Educational Advancement of Latinos (COCEAL).
- the MLK Commission: Our Office of Student Development and Retention worked with the Colorado Statewide MLK Commission in order to secure [scholarships](#) for our students.

EDUCATIONAL PARTNERS

Because we share a campus, we have strong transfer agreements between CCD and [Metropolitan](#) State University of Denver and the [University](#) of

Colorado, Denver. For more examples of transfer partnerships, see Core Components 3.A.1 and 3.B.1-2.

As described in Core Components 3.A.1. and 3.B.1. and 3.B.2., the CCD's gtPathways courses and degrees [articulate](#) seamlessly from the associate to baccalaureate degree within any public institution in Colorado.

We also have a strong [partnership](#) with Denver Public Schools (DPS) as evidenced by our growing [concurrent](#) (high school) enrollment in CCD courses and programs. Over the course of a year, our department chairs worked with DPS curriculum specialists to replace developmental education courses in concurrent enrollment with high school transitions [courses](#) (pages 12-15 on top). We saw this as a way to improve the rate of students who graduate high school without the need for remediation.

CCD is an active [member](#) of the Denver Education Attainment Network (DEAN), formerly Denver College Attainment Network and Corridors of College Success (DenverCAN). [DEAN](#) is a collective impact initiative focused on increasing educational attainment and closing the attainment gap in a pipeline from 9th grade through college completion. DEAN is focused on serving DPS and strives to increase the number of DPS graduates who earn a college credential from an Auraria Campus institution or Emily Griffith Technical College.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Community College of Denver fulfills Criterion One. Our mission is not just a plaque nailed to the side of a building; it is a living, breathing mission that is seen in the actions and decisions that happen here every day. This can be boiled down to two words: access and success. We provide *access* to higher education for historically underrepresented populations. Once here, our programs and services focus on creating student success. That is what we work to provide day in, day out.

We believe, too, that this mission does not benefit our students alone, but that this purpose has ramifications for our local community, our state, and our nation. Through maintaining strong external partnerships and responding to them, CCD serves the public.

However, while we believe we are successful in meeting Criterion One, we do face ongoing challenges in this area, including:

- We need to continue our commitment to the Strategic Planning process.
- We need to continue to seek answers to how we can capitalize on our diverse student population to help us all grow in our global awareness. The question becomes how do we leverage what we have to enhance global awareness in our constituents?
- We still face the challenge of reflecting the diversity found in our community and students in our faculty.

Sources

There are no sources.

2 - Integrity: Ethical & Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

As a state agency, Community College of Denver operates under the State of Colorado statutes, laws, and policies and under the policies and procedures of the State [Board](#) for Community Colleges and Occupational Education (SBCCOE). Collectively, these requirements provide the framework and direction that Community College of Denver (CCD) uses to develop our internal procedures and processes that help ensure our operations are ethical, responsible, and carried out with integrity. This can be seen in our approach to our governing board, our financial functions and auxiliary services, our academic affairs, and the policies governing our personnel.

Governing Board

The SBCCOE has clear policies related to ethical conduct. These are detailed in the [Code](#) of Ethics and Conflict of Interest [policy](#).

The Audit Committee [Charter](#) establishes the SBCCOE Audit Committee and outlines its overall responsibilities including, but not limited to, authority to conduct internal financial, operational, and compliance audits and oversight.

Administration

CCD's Executive Council (made up of the president, the vice president for academic affairs and provost, the vice president of enrollment administration and student success, and the vice president of administration and chief financial officer) operates under a model of shared governance and transparency where the locus of decision making is diffused. For example, the college has adopted a decision-making [matrix](#) developed by our strategic planning committee. This matrix involves stakeholders in the decision-making process. Our commitment to shared governance can also be seen in the President's [Cabinet](#), wherein the executive staff regularly meets with key

members of the faculty and staff to discuss issues pertinent to the college. The President conveys this information to the entire college in two ways - through the President's [Newsletter](#) and through the CCD [Weekly](#), an electronic weekly announcement board.

Financial Functions & Auxiliary Services

Community College of Denver has established policies and procedures that help ensure financial transactions and reporting are completed on time, accurately, and in compliance with all applicable laws, regulations, and standards. These are based on an internal control [structure](#) that allows for the timely detection of errors, irregularities and potential issues involving integrity and unethical behavior. Examples of such authoritative guidance include Generally Accepted Accounting Principles and the State of Colorado Fiscal Rules Procurement [Code](#).

The fiscal policies and procedures that specifically address the issues of fiscal ethical behavior and integrity include:

- SBCCOE Board [Policy](#) on the delegation of signature authority, and the CCD signature authority [process](#). These establish appropriate approval levels to ensure transactions are scrutinized for institutional appropriateness, are not being made for personal benefit, and are in compliance with all other applicable policies, prior to processing.
- CCD Employee Travel [Procedure](#), and CCD Mileage Reimbursement [Procedure](#). These policies demonstrate the controls in place to ensure travel is properly approved by someone other than the traveler (in most cases the supervisor) thus reducing the potential for expenses made for personal gain.
- Procurement Services for the institution are administered and managed by the Auraria Higher Education Procurement Services [office](#). This office, delegated by the State of Colorado Purchasing Director, acts to purchase services and goods, including utilization of appropriate bid processes (based on dollar level) to select the lowest-priced vendor as required by the State of Colorado Procurement Code and Rules. Appropriate controls, credit limits, and audits to help reduce the potential for inappropriate purchases are outlined in CCD's Procurement Card [Procedure](#).
- Tuition and fees charged to students and the related collection of payments are controlled by several SBCCOE policies and CCD procedures to ensure ethical fiscal behavior and integrity. Specifically, CCD's Institutional Fee Plan [Procedure](#) establishes the processes and guidelines to be followed in this area. Each spring, the SBCCOE approves tuition and fee [rates](#) for the following fiscal year. Current

tuition and fees are made available to the public via the CCD [website](#). All payments made to the college are deposited by the Cashier's Office utilizing the CashNet system. Transactions are processed and reconciled in accordance with CCD's CashNet [Procedures](#).

In order to verify our compliance with these fiscal policies and procedures, CCD completes annual external financial audits through the Colorado Community College System (CCCS). For the past four fiscal years, CCD has not had any financial audit [findings](#) or received any audit comments. Overall [attestation](#) is completed by the CCD president via the Statement of Compliance With State Department Financial Responsibility and Accountability Act, as required by State of Colorado statute. In addition, the CCD president, chief financial officer, and controller sign the annual Management Representation Letter as part of the CCCS financial audit. This [letter](#) requires verification of numerous financial representations to the auditors, including those related to ethical behavior and integrity in the area of financial activities.

Academic Functions

Community College of Denver's commitment to maintaining integrity in all its academic functions can be seen in the policies and procedures governing our faculty and our student body.

Faculty are held to high ethical standards. The Faculty [Handbook](#) (page 17 on top) contains procedures and regulations that affect faculty members and states that "public confidence in the integrity of the ongoing operations of CCD demands that all employees demonstrate the highest ethical standards at all times." To achieve this, CCD follows the Colorado Community College System Code of Ethics governing conflict of interest and ethical principles for all faculty and staff.

Faculty are credentialed based on the Faculty Qualifications and Guidelines [Procedure](#) and that is established on the Faculty Credentialing [Form](#). This process ensures that faculty are qualified to teach within their discipline. For a complete explanation of faculty qualifications, please see Core Component 3.C.2.

Faculty use a master [syllabus](#). This document ensures students receive consistent information.

Our students are expected to learn how to make ethical decisions and how to act with integrity during their time here. Students are held to standards of academic integrity through our Student [Code](#) of Conduct, which is published on Desire2Learn, our LMS [site](#), which every student can access. When violations are suspected, such as cheating or plagiarism, students are given

due process before a conclusion is reached. This is also discussed in Core Component 2.E.

We have set procedures to help ensure we are fair and consistent with our students. Our standards of satisfactory academic [progress](#) help students understand the advancements we expect them to make every semester. We have a process for students when an event or illness occurs that prevents them from being successful. Through the Extenuating Circumstance Appeal [process](#) a student may be given tuition credit to retake a course or clear a balance as a result of a return of Title IV funds. The Extenuating Circumstance Appeal Committee can also approve an Academic Withdraw (AW) if the appeal is approved. Once approved, a student can then make a grade [appeal](#) (page 27 on top).

We meet all current [requirements](#) in regards to verifying student identity. As part of the Colorado Community College System (CCCS), CCD follows system [policy](#) for all students requesting assistance over the [phone](#) or in-person.

Our Teaching and Learning Center (TLC) trains faculty to design online assessments in such a way that the assessments themselves deter violations of online integrity. This training is done in one-on-one sessions as well in the advanced online [training](#) that runs as a four week course in our learning management system. This addresses learner-centered assessment, feedback loops, pre-assessments, formative assessments, and authentic summative assessments on the higher-level of Bloom's Taxonomy. Also, faculty are trained to use [Turnitin](#) and Turnitin's plagiarism detection tool to further reduce violations of online integrity. Since Turnitin is integrated into the LMS with a single sign-on, student identity is verified through system approved processes and procedures.

As a means to ensure financial aid is allocated to those who are actually attending class, aid is [disbursed](#) after the census date and after the drop for nonattendance has occurred. To help ensure students have access to books, however, \$500 is available per the attached prior to the disbursement date.

Personnel Functions

To maintain integrity in the hiring of college personnel, Human Resources (HR) has established a process to reduce the potential for bias and unethical behavior. This process includes the public advertisement of open positions, updated detailed job descriptions, the use of inclusive and representative application screening committees, and a formal interview processes. This exists for our [classified](#) staff and all [other](#) faculty and staff members.

Once hired, new employees, including CCD volunteers, are required to complete a background [check](#) and full-time employees attend the New

Employee [Orientation](#) (NEO). This orientation describes policies and processes for fair and ethical behavior to new full-time faculty and staff. Applicable SBCCOE policies and procedures discussed during the NEO Include:

- Code of Ethics. The SBCCOE Code of [Ethics](#) prohibits any real or perceived conflict of interest, such as monetary or personal gain other than normal state compensation, for state employees in order to maintain the public trust.
- SBCCOE Whistleblower Protection [Policy](#). The SBCCOE requires employees to conduct their duties in an ethical manner and in compliance with law and statute. CCCS employees are encouraged to disclose information on actions of the System or its employees, contractors, or agents that are not in the public interest.

During NEO, Human Resources provides each employee a staff [handbook](#) that includes the policies and procedures, important links to key resources, and other information relevant to full-time staff, such as evaluation procedures and disciplinary processes. Classified staff are provided the link to the Classified [Handbook](#) managed by Colorado Department of Personnel and Administration and faculty are provided the link to the Faculty [Handbook](#).

Additionally, all new full-time faculty and adjunct instructors are on-boarded using the On-boarding [Checklist](#) and are required to take and successfully complete the New Faculty [Orientation](#). This [orientation](#) (page 6 on top) covers legal and procedural items, including classroom emergencies, and FERPA.

Full-time faculty, staff, and adjunct instructors are required to disclose any outside [employment](#) that provide financial gain and/or directly conflicts with the duties and responsibilities of the employee's state position.

Each year, employees working at Community College of Denver are required to complete a series of [trainings](#) with the goal of creating an inclusive and safe and ethical workplace. Topics include Bullying Prevention, Diversity Benefits, Preventing Discrimination and Sexual Violence: Title IX, VAWA and Clery Act.

Designated employees throughout the college are identified as Campus Security Authorities (CSA) and these individuals are required by the Clery Act to complete [training](#) annually.

In instances where an employee believes an action has occurred that violates any SBCCOE policy or college procedures and/or adversely affects the employee's working conditions, the employee may file a grievance as outlined in the Employee Grievance [Procedure](#). In addition, HR uses a non-

civil rights grievance [procedure](#), which provides a framework for dealing with workplace issues.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Community College of Denver values wide-reaching and clear communication with our constituents and the community at large. We rely on a number of documents across print and online platforms to share information about our programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. These platforms include our website, social media outlets, marketing materials, annual reports, and catalog.

CCD Connect

[CCD Connect](#) is our online system that allows students to see their schedule, register for classes, pay their bills, see their financial aid award, and connect to Degree Works, CCD's degree audit system. CCD Connect also notifies students of registration holds, financial aid application requirements, and their email address. As required by FERPA, we provide all information relating to individual students via this [secure](#) web-service client.

Catalog

Our catalog is available online and includes complete information on tuition and fees, add/drop/withdraw deadlines and procedures, registration, advising and orientation processes, and academic and non-academic programs. For example:

- Student [services](#) (pages 32-35 on top),
- Academic [programs](#) of study (pages 49-95 on top),
- Admissions requirements and registration [procedures](#),
- Student [conduct](#) (page 37-41 on top),
- Title IX [compliance](#) (page 42-44 on top),
- Satisfactory academic [progress](#) (page 23 on top),
- Academic [integrity](#) (page 23-25 on top),
- Course [attendance](#) (page 26 on top),
- [Grades](#) (page 26 on top),

- Graduation [requirements](#) (pages 28-30 on top) .

Website

Our web address—www.CCD.edu—is our primary medium for communicating key information about our institution. In 2014, a CCD [committee redesigned](#) our website to be our primary communication tool.

Financial information is available directly on www.CCD.edu. This includes [tuition](#) and [fee](#) information, a cost [calculator](#), a page for the Free [Application](#) for Federal Student Aid (FAFSA) that includes direct links to the FAFSA application, resources for aid, [information](#) about borrowing and student loans, and financial literacy information.

Our website also provides important general information to the public and our students about:

- Our [student organizations](#)
- Our [mission](#), vision and goals,
- Our [civil rights compliance](#)
- Reporting requirements and [notice](#) of non-discrimination,
- Our [accreditation relationships](#),
- Our [faculty and staff](#).

Additionally, the website offers many features geared towards creating greater [accessibility](#). This includes keyboard navigation tools, a comprehensive search tool and alternative text on images (which explains images to a visually-impaired user). Each year, our web designer writes a [report](#) that reviews the current site, and makes suggestions for improvement.

Social Media

Community College of Denver engages its students and the public at large through a variety of [social media](#) outlets. We use [Facebook](#), [Twitter](#), [YouTube](#), and [LinkedIn](#) to broadcast information about our programs, resources available to students, campus-wide events, conferences, and [scholarship](#) opportunities. In addition, we post stories about inspiring [students](#) and profiles of [faculty](#) to promote programs and the institution.

Marketing

Community College of Denver's marketing materials, especially those that represent academic programs, are initially written by the chair of each program, in consultation with the dean and key faculty. The content is then

edited by the Marketing, Communications and Creative Services Department to ensure a consistent voice and representation of the college brand. The content and descriptions of programs are scrutinized at each level of [development](#) – from drafting, editing, design, and prior to print.

The aim of each marketing piece is to provide information about each program, its pathways, its related job opportunities, and to accurately portray the mission and values of CCD. Examples include:

- [Architectural](#) Technologies Program
- [Health](#) Programs
- [Human](#) Services Program
- [Music](#) Program
- [Journalism](#) Program
- [Viewbook](#) for Prospective Students
- [Student Enrollment](#) Guide

Face-to-Face Communication

Welcome Back Day is a time for the president and executive staff to [address](#) the entire college to reflect on what CCD has accomplished the previous year and to inform the college about the goals and plans for the coming year. At this event, executives, staff and faculty present goals for the coming year.

The Transfer Success Center hosts a Spring and Fall Transfer [Fair](#) annually that invites four-year institutions from across the nation to recruit and offer admission, scholarship, and academic program advising to our graduates.

During the first week of classes in the Fall and Spring semesters, CCD volunteers (staff and faculty) sign up for an hour shift at an "Ask Me" table. Volunteers greet students, help them find classroom locations, clarify questions about class schedules, etc. Volunteers are given a [notebook](#) full of various resources to help them answer student questions.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The State [Board](#) (pages 2 and 3 on top) for Community Colleges and Occupational Education (SBCCOE) is an eleven-member board (nine voting, and two non-voting) appointed to four-year terms by the Governor of Colorado and confirmed by the Colorado Senate. They are charged with the oversight of the thirteen community colleges that are part of the Colorado Community College system and are located across the state, including Community College of Denver (CCD).

Response to 2.C.1 & 2

As outlined in state law and repeated in SBCCOE Board [Policy](#), the State Board for Community Colleges and Occupational Education supports and enriches Community College of Denver. The central focus of the SBCCOE is to provide an operational framework for the thirteen Colorado community colleges, including CCD, so that they can best serve their internal and external constituents.

For example, SBCCOE created the Adjunct Task [Force](#) in 2014 and asked the 13 community colleges to consider the needs of our adjunct instructors and to make recommendations to address those issues. Presidents at all 13 colleges signed off on these recommendations, and were charged with implementing them. At CCD, one way these recommendations have been applied is that adjunct instructors now receive an inconvenience [fee](#) that assures 10% of their pay if a course is cancelled less than two weeks before

the beginning of the course part of term. We have also provided adjunct work space within each center to facilitate their involvement in our community.

CCD requested support from SBCCOE for the Machining and Welding Lease Agreement, and SBCCOE [agreed](#), approving the lease of our new 33,000 square foot building.

The board reviews and considers the interests of local business, industry, and the economy, as demonstrated in these documents:

- CCCS [Contributions](#) to Communities,
- CCCS Wage [Outcomes](#) for CCD Students,
- CCCS The [Relationship](#) between the Colorado Economy and CCCS Enrollment,
- CCCS [Lessons](#) Learned: Business and Industry Partnership,
- [Workforce](#) and Economic Development.

Response to 2.C.3

Regarding the board's independence from external influence, the State of Colorado has guidelines to choose the eleven board [members](#) (page 2 on top) of the State Board for Community Colleges and Occupational Education (SBCCOE). Nine of the eleven board members are appointed by the Governor and cannot be employed in any junior college, community or technical college, school district or agency receiving vocational funds allocated by the board, private institution of higher education, or state or private occupational school in the state. At the same time, the board does not allow elected or appointed officials of the State of Colorado or a member of any governing board of any higher education institution supported by the state to serve on the board. Simultaneously, it is not possible to have more than five members belonging to the same political party and the board must have at least one member from each congressional district. The remaining two members are a student and a faculty member from the Colorado Community College System (CCCS). These two members do not have voting privileges nor can they attend executive sessions. State [law](#) (page 270 on top) and SBCCOE [by-laws](#) (page 6 on top) allows for no compensation for serving on the board aside from a per diem compensation limited to \$50 per attendance. This is further limited to a maximum of five sessions per month.

In addition, Colorado Community College System and thus Community College of Denver, has put in place the necessary policies to preserve independence from outside influences in our Code of [Ethics](#). It specifically states, "No Board or employee of the Board shall participate in decisions which involve a direct benefit to them or to a related party." It further lists expectations and governing rules, including gifts and donations.

Response to 2.C.4

While SBCCOE has the authority to implement policies that affect college operations, the day-to-day management of the institution is delegated to the college [president](#). This includes the authority to approve all personnel actions.

Institutional functions are delegated at the executive level and managed by the faculty and staff, as demonstrated by the CCD organizational [chart](#).

FACULTY OVERSIGHT OF ACADEMIC MATTERS

Board policy ensures that CCD [faculty](#) has representation both at CCD and within CCCS. For example, the State Faculty Advisory Council policy mandates the creation of a faculty [forum](#) through which all faculty members will be provided opportunity to communicate and actively participate in the making of decisions regarding matters which affect them.

The president ensures that faculty participate in decision making as codified in the Faculty [Handbook](#) (page 8). This is carried out via Faculty Council. The [by-laws](#) (Articles 1 and 2) of the Faculty Council state that the purpose of the council is to represent the faculty in the making of decisions regarding matters that affect them, such as establishing procedures for promotion, formulating institutional procedures affecting the operation of the college, and formulating educational processes. [Membership](#) (article 3) to Faculty Council is open to all faculty. The faculty council's role in the day-to-day management of academic matters is evidenced in the faculty council meeting [minutes](#). Faculty council also has representation on the President's [Cabinet](#) and on Learning [Team](#), which represents all academic centers of the campus.

The Academic Standards Committee guarantees that faculty oversee academic matters. This committee is responsible for reviewing and recommending changes on matters of curriculum and instructional accountability. Review of new programs, changes to existing programs, and courses being added/deleted/changed in the CCD catalog are overseen by the Academic Standards [Committee](#) (pages 6-9, 11-13 on top). The [committee](#) (pages 3 and 4 on top) consists of 18 members; including one academic dean, two full-time faculty members from each center, two adjunct instructors, two advisors, the graduation specialist, one student representative, and one administrative support representative. Voting members on this committee are limited to faculty.

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Community College of Denver (CCD) believes that education should help students function in a dynamic society. To do so, students must learn about the world in which they exist and cultivate critical thinking skills. We believe in the spirit of investigation, free inquiry, and open discussion. To this end, our faculty exercise professional [judgement](#) (page 39-D on top) in selecting and interpreting ideas and they have the freedom to choose the methods of instruction, guidance, tutoring, assessment, and evaluation to achieve these goals.

In addition, we strive to guarantee the freedoms of speech and expression that are outlined in the First Amendment of the Constitution. [Students](#) are encouraged to embrace their freedom of speech.

Students are afforded freedom of artistic and journalistic expression. In the Center for Performing Arts, Social and Behavioral Sciences students and faculty alike perform in [theater](#) productions and music [recitals](#) each semester. In the case of theater, CCD collaborates with faculty and students from the University of Colorado Denver once per semester to present a co-produced [show](#) directed by the CCD's theater director. In the Center for Arts and Humanities, faculty and students from our creative writing, journalism and graphic design departments work together to produce two award-winning student publications. The college's annual student literary and art magazine, [Ourglass](#), features the creative work of our students. The *Star Journal* of Excellence is the college's multimedia online magazine that is student produced and published twice per year, featuring journalistic works by students. The visual arts and graphic design [faculty](#) and [students](#) also participate in faculty and student art exhibitions throughout the year.

As previously mentioned, CCD is situated on the Auraria Campus, which is in part managed by the Auraria Higher Education Center (AHEC). AHEC also promotes freedom of expression in their peaceful assembly [policy](#) (page 23 on top).

Sources

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- Auraria_FreedomOfSpeechandAssemblyPolicy_FY16
- Publication_OurglassStudentArtMagazine_FY14
- Publication_StarJournalofExcellence_FallFY14

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Response to 2.E.1

As a public institution of higher education, Community College of Denver (CCD) is committed to academic integrity. Public confidence in the integrity of the ongoing operations of CCD demands that all employees demonstrate high ethical standards at all times. CCD complies with the spirit and letter of our [Code](#) of Ethics.

The Auraria Library provides faculty, staff and students with [guidelines](#) intended to help navigate copyright issues. For example, the library website contains policy information about copyright and its applications in research and education. In addition, the library website provides a Fair Use Analysis [Checklist](#) and guidelines regarding copyright exemptions.

Research on human subjects is a rare occurrence at CCD, but a policy is in place if research is proposed. The Institutional Review Board for Human Subjects Research at the Colorado Community College System has the responsibility to oversee [procedures](#) (page 2 on top) for carrying out the college's commitment to protect human subjects in research. They review all requests for research on or by CCD students and faculty and [approve](#) the research before it can begin.

Response to 2.E.2

Students receive instruction in the ethical use of information resources and the effects of plagiarism. Every CCD course has a D2L site, and every D2L site includes [information](#) about academic honesty and plagiarism. Students are exposed to this through syllabus review and classroom expectation sessions run by faculty during new student [orientations](#).

In our core English Composition sequence, English 121 and English 122, students are taught how to use research in their writing while avoiding plagiarism. English 121, as stated in its standard [competency](#) for the course, introduces students to finding and effectively integrating research into their writing while avoiding plagiarism. English 122 builds on those skills, again as stated in its standard [competencies](#). In this class, students are taught to gather and summarize information while evaluating research and data from multiple viewpoints. This research is integrated into appropriately documented research papers. English 121 is a requirement for most degrees and certificates, while English 122 is a requirement for all transfer degrees.

Students and faculty/instructors can use [TurniItIn.com](#) to aid in preventing and discovering plagiarism. The Colorado Community College System made this tool a component of our learning management system, Desire2Learn (D2L), that we use for our courses. Any instructor who uses the D2L dropbox feature can activate this service, which assists in monitoring student academic integrity by generating a “similarity score” that can be used to indicate plagiarism. The [instructor](#) or faculty member can also make the score available to students to check their own work for possible instances of plagiarism, and to learn how to make appropriate corrections under the guidance of the instructor.

These tools and competencies are all part of our larger focus on the ethical use of information. One of our Institutional [Outcomes](#) stresses that our graduates are “Effective and Ethical Users of Technology,” stating:

Students will exhibit informational literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

A few examples of programs that map their courses to this institutional outcome are below:

- Multimedia [Journalism](#)
- Graphic [Design](#)

Please refer to Core Component 3.D.5. for additional information regarding our efforts to assure our students are ethical in their use of information.

Response to 2.E.3

Academic integrity is a CCD community responsibility, and for that reason our academic integrity policy is stated in every course D2L [site](#), and discussed on the first day of class. Faculty receive an [email](#) three times every semester from the Office of the Provost reminding them of this policy and what to do should they encounter instances of academic dishonesty.

When academic misconduct is suspected, faculty, staff, and students can file [reports](#) with the Office of Student Conduct to initiate an investigation. Reports are submitted to an online conduct database, Maxient. Because there are myriad reporting sources, a two-pronged process takes place. The faculty member, after consulting with their chair, determines any appropriate grade consequence for the academic misconduct. The Office of Student Conduct simultaneously determines any institutional [sanction](#) (page 25 on top) consistent with the student's prior conduct history or egregiousness of the offense. This process is in-line with CCCS Board [policy](#) regarding student discipline and CCD procedure.

Sources

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- AcademicAffairs_FacultyHandbook_AprilFY13
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- AcademicAffairs_MasterSyllabusHumanities_FallFY15
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- Policy_BP4-30StudentDiscipline_FY88
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- Policy_CCCSSP4-32StudentEmailAcceptableUsePolicy_FY08
- StudentAffairs_MaxientScreenshots_FY16

- StudentResources_StudentCodeofConduct_FY14
- StudentResources_SyllabusReviewClassroomExpectationsSessionFacultyGuide_StudentOrientations_FY15

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

A variety of policies and processes help our institution function independently and effectively. Many of these policies are given to us by the Colorado Community College System, however CCD has also implemented many of its own procedures to ensure our integrity.

We employ a multi-faceted approach to communicating information about our college and our policies to our stakeholders.

Our commitment to ethical and responsible behavior extends beyond the systematic operation of our school to include how we encourage our students to realize that their own actions and decisions matter in the larger society.

While we believe we successfully meet the core components of Criterion Two we continue to look for areas of improvement and growth. We recognize the following opportunity:

- While we are currently in compliance, we recognize that the landscape is changing around the requirements for student identity verification, and we are looking toward future solutions. It is our desire to be on the vanguard of this developing area.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high-quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Response to 3.A.1

Community College of Denver (CCD) works to ensure that the courses and programs we offer are current, relevant, and appropriately rigorous.

Each fall, faculty members from the 13 community colleges in the Colorado Community College System (CCCS) gather to review the courses in their respective disciplines. It is at these [meetings](#) that faculty consider needed course additions for currency, changes to current courses, or deletion of courses that are no longer relevant. Courses that are approved through this process are then listed in the Course Common Numbering [System](#) (CCNS), which designates which courses may be offered at CCCS schools.

In addition, the Colorado Department of Higher Education (CDHE) led a [process](#) to update and revise our guaranteed transfer (gtPathways) content and competencies. It begins by a faculty [nomination](#). This revision ensures that the courses listed in the CCNS remain current for their discipline.

The courses within the gt[Pathways](#) all hold guaranteed transfer status from CCD to any public, four-year institution in Colorado. The competencies used

to scaffold our courses are based on the Association of American Colleges & Universities' LEAP (Liberal Education and America's Promise) framework and accompanying VALUE (valid assessment of learning in undergraduate education) [rubrics](#). The final process was approved in April of 2016.

- Diagram of the course currency [process](#)

All twenty-one of our Career and Technical Education (CTE) [disciplines](#) (pages 69-94 on top) additionally engage with a program specific advisory board to assist in maintaining current programs. Evidence of this process can be seen in the follow meeting minutes:

- Nurse [Aide](#)
- Engineering [Graphics](#)
- Criminal [Justice](#)

Each advisory [board](#) (page 3 on top) is made up of community members and local industry leaders who meet at least twice per academic year to provide feedback on workforce needs and to make recommendations for needed curriculum changes or industry certifications. For example, the chair of the Journalism Certificate Program meets with her advisory board twice a year to [discuss](#) how to keep the curriculum current and relevant.

We also work to make sure that the degrees we offer demand appropriate levels of performance. Students who enter Community College of Denver to complete an associate's degree perform their freshman- and sophomore-level coursework at our institution, as evidenced by our general education (GE) transfer [arrangement](#) with the Colorado Department of Higher Education.

We align with four-year institutions through statewide transfer articulation agreements, which guarantee that the four-year institution recognizes our coursework as current and appropriate to the degree level. These agreements include [Degrees](#) (page 64 on top) with Designation (DWD) and other articulated [agreements](#) (pages 64 and 67 on top).

In addition, the gtPathways courses that make up our general education requirements have been vetted for college-level [content](#) and rigor at the state level by faculty from two- and four-year institutions. This process ensures that the courses in our gtPathways offerings meet the current, college statewide general education core requirements. These CCD courses are guaranteed to transfer between any public institution in Colorado as long as the student has achieved at least a C-. These are the CDHE gtPathways by content area:

- [Arts and Humanities](#)
- [Communication](#)

- [Mathematics](#)
- [Natural and Physical Science](#)
- [Social and Behavioral Science](#)

Response to 3.A.2

Community College of Denver offers undergraduate education at the Bachelor of Applied Science, Associate Degree, and Certificate level and we maintain differentiated learning goals for each program.

Transfer-oriented students take freshman and sophomore courses at CCD, as explained in Core Component 3.A.1. These freshman- and sophomore-level courses are captured within the statewide gtPathways [system](#) which verifies that the coursework is appropriate to the level at which it is offered.

We differentiate our learning goals within our CTE programs through scaffolded certificates that lead to an associate's degree within the discipline. Some samples include:

- Early Childhood [Education](#)
- Machine [Technology](#)
- Fabrication [Welding](#)

Students who earn a certificate are able to use all or most of those courses toward the completion of their next level certificate or an associate degree. The following examples illustrate how these certificates are stacked.

- [Accounting](#)
- [Criminal Justice](#)
- [Machining Technologies](#)

Our CTE programs are evaluated for rigor and differentiation both through our advisory committees (please see Core Component 3.A.1.) and by the five-year program review (please see Core Component 4.B.1.).

As CCD has developed our first baccalaureate program, a Bachelor of Applied Science degree in dental hygiene, we have focused on aligning the course and program [objectives](#) with the Institutional Outcomes of the college. We used Bloom's Taxonomy as well as the Lumina Foundation's Degree Qualifications [Profile](#) (page 15 on top) to develop the 300- and 400-level coursework. This ensures the degree demands additional "challenge and cumulative accomplishment from one degree level to the next."

Response to 3.A.3

CCD ensures consistency across all modes of delivery, regardless of whether a course is offered on-ground at any one of our locations, online, or through concurrent enrollment in one of our partner high schools.

Our courses are standardized across all platforms and locations; they all use the same course competencies and topical outlines as outlined in the Common Course Numbering [System](#), as well as the same master [syllabus](#). The following syllabi show how our learning outcomes remain the same irrespective of how it is offered:

- Criminal Justice (CRJ 110) at our Main [Campus](#) and offered concurrently at [CEC](#)
- Business Law (BUS 216) on-[ground](#) and on-[line](#)

To provide consistent delivery, faculty and instructors are held to the same professional [qualifications](#) and standards. They are [observed](#) annually by trained chairs or peers. These consistent standards are more fully evidenced in Core Component 3.C., and in Core Component 4.A.4. Concurrent/dual enrollment [instructors](#) are held to the same [standards](#) as any other instructor at CCD.

Our online and hybrid classes maintain the same contact-to-credit-hour [equivalencies](#) as our face-to-face courses and faculty who teach within this modality must first be trained on how to maintain appropriate rigor and performance. This is evidenced both in our online and hybrid [procedure](#) and [form](#).

Some examples are:

- General, Organic, and Bio [Chemistry](#)
- Introduction to [Philosophy](#)
- Advanced Careers in Dental [Hygiene](#)

Sources

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- 64.67_StudentResources_Catalog_FY16
- 64_StudentResources_Catalog_FY16
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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Response to 3.B.1 & 3.B.2

Community College of Denver (CCD) has established the following six Institutional [Outcomes](#), which represent our intended learning outcomes for all students.

- A CCD graduate is a **Complex Thinker**. Students will explore and evaluate multiple sources of information, which they will synthesize to solve problems; they will extract meaning from texts, instruction, experience, and other relevant sources to construct new problem-solving approaches based on their insights. Students will make relevant connections between classroom and out-of-classroom learning.
- A CCD graduate is an **Effective and Ethical User of Technology**. Students will exhibit technological literacy and the skills to effectively

use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

- A CCD graduate is **Globally Aware**. Students will consider the interconnectedness of our community and world; They will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environment, technological, and economic impacts of their actions.
- A CCD graduate is an **Effective Communicator**. Students will convey meaning by writing and speaking coherently and effectively in a way that others understand; Students will write and speak after reflection; students will influence others through writing, speaking, or artistic expression that is appropriate for the context and audience; students will use appropriate syntax and grammar; students will listen attentively to others and respond appropriately. Students will understand and apply conventions of effective written and oral communication in academic, public, and professional discourse.
- A CCD graduate is **Personally Responsible**. Students will incorporate ethical reasoning into action; they will explore and articulate the values of professionalism in personal decision-making. They exemplify dependability, honesty, trustworthiness, and accept personal accountability for their choices and actions. Students will exhibit self-reliant behaviors, including: managing time effectively, accepting supervision and direction as needed, perseverance, valuing contributions of others, and holding themselves accountable for obligations.
- A CCD graduate is a **Numeric Thinker**. Students will select relevant data and use several methods such as algebraic, geometric, and statistical reasoning to solve problems; they will interpret and draw inferences from data and mathematical models; they are able to represent mathematical information symbolically, graphically, numerically, and verbally.

These represent our philosophy for what we believe a successful twenty-first century citizen should know in the workplace, in the community, and in the greater environment in which they will live. We do this in alignment with our [mission](#) to provide "our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment."

The broad concepts described in our institutional outcomes are developed through the gtPathways courses required of our general education program (see below for a discussion of our general education program). These are mapped in the [IO/gt Chart](#).

Our general education program is defined through the guaranteed transfer pathways (gtPathways) [curriculum](#) (page 16 on top) that forms the general education core for most bachelor degrees in the state of Colorado. From this framework, the General Associate of [Arts](#) and General Associate of [Science](#) degrees have been developed and are used throughout the state to provide this core general education. This program is common to all public institutions of higher education in Colorado, which represents an established [framework](#) (page 16 on top) for all students in Colorado.

The gtPathways core [curriculum](#) (pages 19 and 20 on top) allows students to successfully complete the thirty-one credits that make up the Colorado general education curriculum, and guarantees that they can seamlessly transfer to any public college in the state. This is how we verify that our coursework meets freshman- and sophomore-level mastery.

All of our career and technical education (CTE) degrees also include a subset of gtPathways general education [courses](#), (pages 69-94 on top) as appropriate to our mission.

Response to 3.B.3

Within our degree programs, students engage in finding and communicating information, expressing ideas, and situating those ideas within a larger context.

Our degrees require students to take a combination of courses in written and oral communication as well as a variety of required and elective classes that fall under the gtPathways [headings](#) of: writing, math, arts and expression, ways of thinking, world languages, literature and humanities, economic and political systems, geography, human behavior, culture, and social frameworks, and natural and physical sciences.

Within each program, CCD students encounter specific initiatives that build upon these skills. One initiative at CCD that demonstrates a commitment to innovative instruction and scholarship and creative work is digital [storytelling](#) (DST). In digital storytelling students immerse themselves in project-based learning wherein they write scripts for their stories, record themselves reading their stories, find and vet images, and use film-making software to blend them together into a movie. The result is a multi-media creative work that honors the students' voices while elucidating specific academic points. CCD has embraced DST for several years, in large part because it directly addresses several of our Institutional Outcomes, including

“effective communicator” and “ethical user of technology.” The rationale for DST, and its alignment with our mission documents, is publicly posted on the [website](#).

The DST is primarily run through a faculty learning community (FLC). The function of the DST faculty learning [community](#) is to provide ongoing support and training to faculty using digital storytelling in their classes and to explore how digital story telling can be used as a successful learning and assessment tool across different courses and topics. The FLC discusses best practices, develops rubrics, and provides peer assistance to faculty who choose to use it in their classrooms. Members of the DST FLC also put together an annual [festival](#) to honor the best digital stories of the year across the college.

As discussed in Core Component 3.A., our gtPathways courses are based on the LEAP [framework](#), which is envisioned to be the “Education for a World of Unscripted Problems.” The LEAP Essential Learning [Outcomes](#) focus student learning in areas such as: engagement with big questions, both contemporary and enduring; inquiry and analysis; creative thinking and problem solving; and application of knowledge, skills, and responsibilities to new settings and complex problems.

Within each program, CCD students encounter specific initiatives that reinforce this developmental [approach](#) to education and build these skills, which allow them to engage in collecting, analyzing, and communicating information; mastery modes of inquiry and/or creative work; and apply these skills to changing environments.

Response to 3.B.4

In the fall of 2014, 48% of our students identified as a member of a minority [group](#). An average classroom at CCD will contain students from a wide variety of cultural and economic experiences. As we discussed in Core Component 1.C., our diverse student body represents the human and cultural diversity existent in our community, and within our world.

Our Institutional Outcome, Global [Awareness](#), reads:

Students will consider the interconnectedness of our community and world; They will understand how cultural differences (such as: beliefs, traditions, religion, ethnicity, sexuality, and gender) impact personal and community participation; they are aware of the social, environmental, and economic impacts of their actions; they evaluate how technology links individuals and communities and are aware of the social, environment, technological, and economic impacts of their actions.

In Core Components 3.B.1. and 3.B.2. we have explained how our curriculum aligns with the mastery of this institutional outcome. In Core Component 1.C. we discussed how this institutional outcome is incorporated into every appropriate course syllabus. For example, based on the revised competencies for our gtPathways [courses](#), every geography and human behavior, culture, or social frameworks category gtPathways course offered at CCD (over 30) provides opportunities for our students to engage with Global Awareness.

We recognize that we need to be more intentional in how we ensure that this institutional outcome is met by all our students in order for them to be effective members of the twenty-first century. As we develop our assessment [rubrics](#) for our institutional [outcomes](#), and align with them our general education courses, we are identifying more opportunities for this alignment.

Response to 3.B.5

As a community college, CCD faculty are not required to do research in their fields. However, some faculty contribute to scholarship and creative work. For example, the chair of College Composition and Reading, published *All Points Radiant*, a collection of [poems](#), in 2015. One of our English professors is also recently [published](#).

A number of campus-wide projects allow students and faculty to collaborate in the discovery of knowledge. Some examples include:

- In music, we have student [recitals](#) every semester.
- In theater, we have regular productions on campus and participate in the Kennedy Center Theater [Festival](#).
- In human services, students and faculty participate in the statewide Human Services [Fair](#).
- In physics, faculty and students work together to design, build and code robots. This is a subgroup of the Colorado Space Grant [Consortium](#) which is based out of CU Boulder, CO and funded by NASA. Each April the team competes in the Robotics [Challenge](#) at the Great Sand Dunes.
- In our visual arts department, we have student art [shows](#)
- The creative work of students is also supported on campus. For example we maintain two student publications: *The Star: Journal of Excellence* and *Ourglass*.
- *The Star* [Journal](#) of Excellence
- [Ourglass](#)

The Star is a student-operated journal that publishes the best student expository or journalistic writing. For 37 years, *Ourglass* has presented the best of our students' creative work, from poetry to painting.

Due to our location on the Auraria Campus (a campus that is shared between CCD, Metropolitan State University at Denver, and University of Colorado-Denver) we offer our students a variety of Tri-Institutional [Events](#) that allow them access to activities like open-mic nights, reading series, and "Hot Topics" discussions.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Response to 3.C.1

Community College of Denver meets our instructional needs with qualified full-time faculty members as well as through our larger, and equally qualified, numbers of adjunct instructors. Full-time faculty [workload](#) (pages 35-36 on top) includes both teaching and service to the college and community, and teaching is defined broadly to include both classroom and non-classroom teaching-related duties.

In April of 2016, CCD had 105 full-time and 280 adjunct [instructors](#) (pages 23-24 on top). Sixty-two percent of the full-time faculty have been employed by CCD for more than five years, and twenty percent have been with the college for more than twelve years, demonstrating a strong commitment by our faculty to our students, and an advantage of [continuity](#). Adjunct instructors show a similar [pattern](#) with 62% having taught for more than seven semesters, and 18% who have taught for more than 21 semesters. We have a 25.33 faculty-to-student [ratio](#), (relevant pages on

top) which bears out this commitment. This reflects the focus we maintain on instruction.

Years of Service	Full-Time Faculty
12+ years	20%
7-12 years	16%
5-7 years	26%
3-5 years	17%
Less than 3 years	21%

Semesters of Service	Adjunct Instructors
21+ semesters	18%
16-21 semesters	15%
8-15 semesters	29%
4-7 semesters	13%
1-3 semesters	25%

Full-time faculty are assigned to [teach](#) (page 32-34 on top) the equivalent of 15 lecture credit hours per semester. Adjunct and concurrent enrollment instructors are able to teach up to 15 [credit](#) (pages 34 and 35 on top) equivalents per semester.

System board [policy](#) defines that 30% of a full-time faculty members' time should be put toward service to the college. As part of their service to the college, faculty oversee the curriculum in their programs, the assessment of student learning, and set standards for student performance. Assessment is primarily done through curriculum mapping, which aligns the program student learning outcomes (PSLOs) with direct assessment measures and student mastery levels.

Some examples of PSLO maps include:

- Graphic [Design](#)
- [Mathematics](#)

- [Journalism](#)

Adjunct instructors are encouraged to work on curriculum and assessment activities, and can be paid through the Faculty Learning Community [process](#) for their work on these efforts.

We recognize that teaching overloads are an issue for the college because they deprive faculty of the time required for program development and for assessment of student learning. During one semester, two-thirds of the full-time faculty were [approved](#) for a teaching overload. To address this issue, we formed the Faculty Load and Service Committee (FLASC). In the spring of 2015, the committee formed and in December of the same year they submitted their [recommendations](#) to the president. While the FLASC laid an important foundation in setting expectations for faculty workload, the president issued further [clarification](#) in April of 2016 for faculty to ensure adequate time for service.

Response to 3.C.2

Community College of Denver has an established a faculty hiring [process](#) that guarantees all faculty members are appropriately qualified and credentialed to teach in their discipline. In most cases, full-time and part-time general education instructors hold a master's degree in the discipline in which they teach. In certain cases, faculty hold a master's degree in a non-related field and 18 graduate credit hours in the subject area in which they teach.

Faculty members teaching in career and [technical](#) education (CTE) hold a [combination](#) of tested work experience and a degree or coursework appropriate for their field of study. Faculty teaching developmental education classes (zero level) hold a minimum of a bachelor's degree in their teaching discipline. There are a few exceptions to these minimum qualifications, though very rare, where other factors beyond the degree may be considered to meet minimum hiring qualifications.

We hold the same minimum [qualifications](#) for all faculty members regardless of their full-time or part-time status or whether they are teaching on-ground, online, or in concurrent enrollment environments. The same [on-boarding](#) is conducted for every faculty member regardless of modality or location.

We require all new faculty members to complete our New Faculty [Orientation](#) (NFO). The objective of NFO is to not only provide useful tips to navigating the first semester of teaching at CCD, but also to develop an understanding of CCD culture and to cultivate a sense of community among the faculty. All new faculty members are required to participate in NFO. Here is the New Faculty Orientation [Syllabus](#).

Response to 3.C.3

The faculty evaluation [process](#) (pages 66-69 on top) at CCD includes student evaluations of courses, supervisor observations, and an annual self-reflection concerning performance goals.

At least once per year, all faculty members are observed by their dean, department chair or the chair's designee. These [observations](#) (pages 74 and 75 on top) provide feedback on effective teaching and learning. Probationary faculty and new adjuncts are observed once a year, and new adjunct instructors once in their initial semester.

In addition, at the end of each semester, students use the Smart Evals online system to [evaluate](#) (page 73 on top) their courses and instructors and these student responses form part of a faculty member's end-of-year performance evaluation.

Full-time faculty are required to write a [self-reflection](#) (page 72 on top) at the end of each academic year, and to evaluate their individual performance goals with their chair or dean.

Response to 3.C.4

All faculty are provided opportunities to participate in professional development through the Teaching Learning Center (TLC) to develop and refine their pedagogical knowledge. Some sample programs are:

- TLC [Brochure](#) Fall 2014
- TLC [Workshops](#) Fall 2016

Community College of Denver requires continuing professional [development](#) (page 20 on top) for all non-probationary, full-time faculty of 90 hours every five years. All newly hired faculty begin under a [probationary](#) (pages 19 and 20 on top) designation that can last three or four years. Probational faculty must complete 30 hours of professional development a year and have student evaluations of all of their classes.

To meet these requirements, we provide three [options](#) (page 21 on top) for professional development: individualized assistance through the TLC, where a faculty member can choose from a variety of options for professional involvement, like attending a conference or attending a discipline-specific industry training; attendance at special topics workshops and classes offered by the TLC; and discipline-specific workshops designed by a department or center to address issues identified by faculty.

Moreover, the TLC provides opportunities for all faculty to create Faculty Learning [Communities](#) (FLC) that engage faculty in professional development around pedagogy and discipline currency with the intention of creating a more engaging and holistic learning experience for students. Participation in

these opportunities grows every semester and now involves 52% of our [faculty](#) (adjunct and full-time combined).

Here are some sample Faculty Learning Communities:

- English Assessment [FLC](#)
- Open Educational Resources for Art [History](#)
- Online Peer [Review](#) of Courses
- Understanding Stereotype [Threats](#)

Professional development opportunities external to the college are supported through the Faculty Professional Development Grant Committee. Administered through the TLC and made up of faculty members, the committee considers faculty requests for professional development and approves them based on criteria set forth in the Faculty Professional Development Grant Proposal [procedure](#) and [application](#). In FY16, the committee awarded \$40,000 in grants. This allows faculty the opportunity to travel to conferences or to participate in regional or national scholarship and outside accrediting agencies.

Here are some sample grants:

- Conference of the Association of Writers and Writing [Programs](#)
- American Psychological Association [Conference](#)
- International Business and Language [Institute](#)

In addition, the college incentivizes professional development in its adjunct instructor pool through its incremental pay structure, which is explained in our [procedure](#) and outlined in a [form](#) for the adjunct to fill out.

In order for an adjunct instructor to move from Level I to Level II, the adjunct must successfully complete the New Faculty Orientation, six semesters (at least 18 credit hours) of teaching, and six hours of professional [development](#). To move from Level II to Level III, an adjunct must complete an additional two semesters teaching and an additional 30 hours of professional development, evenly split between content and [pedagogy](#). Adjuncts are paid for all of these activities through the Teaching Learning [Center](#). While we acknowledge that this is voluntary for our adjuncts, we do encourage it with both paid professional development and pay increases at every level change.

Response to 3.C.5

Full-time faculty are available in their [offices](#) (page 36 on top) for student inquiry for five hours per week. Adjunct instructors' office [hours](#) are determined by each center, but typically consist of one hour per class per week, not to exceed two hours per week.

All faculty are required to [respond](#) to email and voicemail within 48 hours during the teaching week, and to conduct all CCD business on either the CCD email system or the D2L system. Each CCD course has an accompanying online course shell in Desire2Learn. All students enrolled in a course can either contact their instructor via the email function within [Desire2Learn](#) (page 16 on top) or through their instructor's official CCD email address.

Response to 3.C.6

Staff members providing support services such as tutoring, financial aid advising, academic advising, and co-curricular activities are appropriately qualified, trained, and supported in their professional development. These sample job descriptions demonstrate the minimum qualifications and related experience required to fulfill these positions:

- Job [Description](#) from Financial Aid
- Job [Description](#) from Tutoring
- Job [Description](#) from the Writing Center
- Job [Description](#) from the Student Success Center

For more information regarding the hiring process, please refer to Core Component 5.A.4.

All staff are required to complete a series of [trainings](#) with the goal of creating an inclusive, safe, and ethical workplace. These include units on bullying prevention, sexual harassment and preventing discrimination. We also offer a wide variety of professional development [opportunities](#) for all our faculty and staff throughout the college.

Our advising, tutoring and co-curricular programs each have their own set of procedures for training and developing our staff members.

ACADEMIC ADVISING

The Academic Advising Center (AAC) maintains an on-boarding [manual](#) that is updated and utilized for initial training of new staff. The AAC [trains](#) based on a two-week schedule that provides new staff with resources and information about each center and the college as a whole. New staff engage in scheduled shadowing with selected peer trainers, starting with shadowing seasoned staff and then moving to a reverse shadowing model, which emphasizes providing new staff with constructive feedback and coaching. Staff are also tasked with meeting with key college partners and offices. This is coordinated by the departmental training team, supervisor, and/or director.

In addition, the AAC advising staff engage annually in professional [development](#) regarding updates, expectations, policies, and best practices for advising and student engagement. The AAC is also a member of National Academic Advising Association.

FINANCIAL AID

New staff in the Financial Aid Office are placed into a training [schedule](#) for their first two-to-three weeks, depending on their level of experience and position. The training schedule familiarizes the new employee with office processes and functions and allows time for shadowing of student financial aid counseling with veteran staff. Financial Aid Office staff have many resources to build and maintain their financial aid knowledge. CCD maintains [membership](#) in financial aid industry professional associations and staff are involved in Colorado Community College System committees.

TUTORING

Tutors that serve in the Academic Success Center (ASC) are hired by the Tutoring Center coordinators. Tutors have to have passed with an A- or better in the classes for which they want to tutor and show their proficiency in that discipline. Upon hire, the coordinators are responsible for [training](#) new tutors in the appropriate tutoring techniques aligning with that discipline's standards. At the beginning of each semester, all tutors attend a ASC-wide [meeting](#) wherein all tutors are trained in new tutoring practices and made aware of campus resources.

CO-CURRICULAR ACTIVITIES

The Office of Student Life holds weekly staff [meetings](#) to keep everyone informed and annual staff [retreats](#) to do long-range planning and training. Student Life also provides [training](#) to the entire institution on certain topics focusing on safety and reporting. We are also [members](#) of Student Affairs Administrators in Higher Education (NASPA).

Sources

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Response to 3.D.1

We offer a variety of resources to help students address academic and non-academic barriers to success. As an open access, urban community college, Community College of Denver serves many [first-generation](#) and minority [students](#) (page 11 on top). Students come to CCD with varied backgrounds, abilities, and educational goals and thus our services are focused to meet those needs.

We provide support to our students through:

- Advising: Please refer to Core Component 3.D.3.
- Enrollment: Enrollment services provides [assistance](#) to students in order to meet their needs.
- Undocumented students: We offer a strong support system for [undocumented](#) students seeking higher education.
- Tutoring: Our Academic Support Center (ASC) provides [tutoring](#) and other academic support to our students. We offer one-on-one and group tutoring. Online [tutoring](#) is also available 24/7 to CCD students

who cannot travel to campus or prefer more independent learning through Brainfuse.

- **Financial aid:** Our Financial Aid Office assists students in finding [resources](#) to attend CCD. This includes exploring multiple [opportunities](#) for financial aid, including scholarships, work study opportunities, and grant funds. We also assist students in filling out the FAFSA.
- **Accessibility:** All students who identify as needing an accommodation associated with the Americans with Disabilities Act are provided reasonable access and accommodation. Faculty are given an accommodation [letter](#) that outlines the needs of that specific student to be successful in the class. The Accessibility [Center](#) additionally provides one-on-one advice, alternative formatted text, and assistive technology. They coordinate with our testing center to provide accommodated testing.
- **New Student Orientation:** This [event](#) orients students to the college and provides training sessions regarding student portal [navigation](#), their student degree progress/completion [platform](#), course registration, financial aid, student employment, student email, and our online learning management [system](#). This is particularly helpful to first-generation students who are navigating the complex landscape of the college for the first time.
- **Financial Literacy Workshops:** When CCD's three-year default rate began to increase, we decided to address this, in part, through a financial literacy [program](#). These programs include workshops on loan repayment, understanding debt and calculating what one owes, and forbearance and deferments.
- **Care Team:** The Care [Team](#) provides early assessment and referral when an individual's behavior is flagged as concerning, risky, or potentially harmful to self, others, or the community. The team makes a good faith review of the information provided and suggests a reasonable course of action to mitigate risk, considering the needs of the individual within the context of the community. An ethic of care and attention to the safety and well-being of individuals, the campus, and community guides all recommendations. This is known on some campuses as a Behavioral Intervention Team (BIT).

Response to 3.D.2

CCD provides support and transitional curriculum to our students, many of whom are not fully prepared for college-level work. We engage in this

process by [assessing](#) student readiness in order to place them in the highest course for which they are prepared.

Our [process](#) for directing students to courses and programs that the students are adequately prepared to take changed after the Colorado Community College System (CCCS) redesigned developmental education. Students are able to demonstrate college-level readiness in multiple ways including the ACT, SAT and the Community College Placement Test (CCPT) which uses multiple performance measures given that national [evidence](#) suggests that a [combination](#) of high school GPA and prior courses completed are better indicators of student success than one test alone.

For our math department, we now place students in college-level math classes and provide them with [support](#) to succeed in that class as opposed to placing students in the developmental math course for which they can demonstrate readiness. Another result of the developmental education redesign was the development of the math pathways model. Before the redesign, all math students were assumed to be on a path to college algebra. In [pathways](#), a student's plan of study determines the math course they take. Today, college algebra is required only for students who are pursuing a STEM program or whose degree specifically requires college algebra. Many other students can take a pathway-appropriate college-level class, such as career and technical math, math for liberal arts, or statistics.

For our English/College Composition and Reading (CCR) department, when the CCPT identifies a student as needing extra help, they can enroll in a co-requisite course, like [CCR 094 / Studio English 121](#), a course designed to support students who test into the high range of developmental reading and writing. First, the student is linked with an advisor, who explains the co-requisite classes the student is testing into, and together they explore the availability of those classes. Once enrolled in a CCR 094/English 121 course, the student receives additional academic instruction and assistance through CCR 094 to help the student succeed in the English 121 course. This gives students a taste of success at the transfer-credit level. The [data](#), while still young, shows that roughly 70% of students in CCR 094 succeed in passing English 121.

In the summer of 2016 the English department, Testing Center and Advising developed a [questionnaire](#) to empower students to make the correct [choice](#) of their English placement. By August the process was ready to pilot and close to 200 students participated. Faculty, testing center personnel, enrollment representatives, and advisors guided students with their placement and enrollment process. CCD is [tracking](#) these students to see if they are succeeding in this model. The goal of this process is two-fold: to empower students and remove barriers to enrollment.

We also offer academic support outside the classroom to all students. The Academic Support Center (ASC) provides tutoring and other academic support to our students via a Math Lab, a Writing Center, an ESL lab and a Student Success Center. During fiscal year 2015, over 3,200 unduplicated [students](#) participated in walk-in tutoring, for a total of more than 30,000 hours per semester. The ASC [trains](#) its staff to address pedagogical best practices in tutoring that result in increased student learning and success.

In addition, we offer classes intended to support our specific student population. For example, we offer AAA 109 (Advanced Academic Achievement), a [course](#) designed to teach students time management, study skills, and other techniques for successful college performance. It is taught in our concurrent enrollment settings and is available to the general population. In addition, our English as Second Language program offers beginning, intermediate, and advanced [courses](#) to prepare students for the oral and written communication needs of a college classroom.

Response to 3.D.3

CCD provides both general and specialized advising to our students.

As a means to better serve the academic advising needs of our diverse, urban students, in 2014 CCD engaged in a year-long [reflection](#). Previously separated into two units, general advising and program advising, we decided to join the two with the [goal](#) of assigning each entering student one academic advisor to serve the student from entrance to degree completion. In addition, we established academic [pathways](#) with several programs embedded within each pathway. The pathways enable students to select a meta-major at the time of entry without having to fully know the programmatic distinctions of majors. We developed seven program [pathways](#): Arts, Humanities & Design; Education & Teaching; Health Sciences; Business & Public Administration; Industry, Manufacturing & Construction; Social & Behavioral Sciences; and STEM.

All advisors are [organized](#) under the Director of Academic Advising and each pathway is managed by one of four lead advisors. Each lead advisor manages a team of academic advisors, which are organized by pathway. They work closely with academic department chairs to collaborate and communicate about student and program issues. Please refer to Core Component 5.D.2. for more information about our advising re-design.

In addition, to assist students from specialized cohorts, including those served by particular scholarships, the Academic Advising Center partners with the Resource Center. For example, students who receive a scholarship from the Denver Scholarship [Foundation](#) (DSF) are required to

meet with their designated advisor on a regular basis, and must meet specified student-success criteria in order to maintain their scholarships.

Finally, our transfer-oriented students can use the Transfer and Career Center (TCC) to assist them in planning their next steps along their educational path. Because we share a campus with two universities, CCD boasts one of the highest [number](#) (805 in year 2014-2015) of transfer students among CCCS schools. The TCC transfer specialists are not academic advisors for students during their time at CCD, but they act as college experts in what coursework students will need in order to transfer to a university. The office [advises](#) (pages 145-149 on top) students on transferring, provides campus tours of nearby universities, and hosts visiting universities during Transfer Tuesdays.

Response to 3.D.4

Since we offer both traditional transfer-oriented education and career-specific Career and Technical Education degrees, our infrastructure and resources must support more than just the typical classroom environment. Our CCD Neighborhood Master Plan (Facilities Master Plan) addresses both our current uses and our future needs for our space on campus. Our CCD Neighborhood Master Plan was too large to upload unless it was divided into several sections. They are all listed here. Elsewhere in the document, we will attach only the section of the Master Plan referenced in the argument.

Master Plan Section [One](#)

Master Plan Section [Two](#)

Master Plan Section [Three](#)

Master Plan Section [Four](#)

Master Plan Section [Five](#)

Master Plan Section [Six](#)

Master Plan Section [Seven](#)

Master Plan Section [Eight](#)

Master Plan Section [Nine](#)

Master Plan Section [Ten](#)

Master Plan Section [Eleven](#)

Master Plan Section [Twelve](#)

Master Plan Section [Thirteen](#)

Master Plan Section [Fourteen](#)

The Auraria Campus Master Plan gives specific consideration to the infrastructure for CCD's teaching and learning environment. Our students have access to [amenities](#) (page 61 on top) like a tri-institutional research library, an art performance center, and updated laboratory space. On the Auraria Campus, approximately 25% of the [space](#) (page 63 on top) is allocated to classrooms and laboratories. In 2015, our academic centers reviewed faculty spaces and resources and this process found that we are not maximizing use of our classroom [space](#) (pages 56-58 on top). Plans under consideration to address this are to move from departmental ownership of classroom space to college ownership of classroom space and scheduling. We are also considering [consolidating](#) evening and weekend classes to minimize the number of buildings that need occupancy rates and to enhance [safety](#) (page 45 on top). This demonstrates our commitment to facilities planning that emphasizes planning for support of teaching and learning.

The current [facilities](#) (page 85 on top) that house the Health Sciences, Welding, and Manufacturing programs are adequate for those programs' specialized needs. For example, our newly acquired Advanced Manufacturing Center (AMC) has approximately three times the space as the previous structure. While adequately housed, our intention is to bring our Health Sciences [programs](#) (pages 87 and 88 on top) to our main campus. This will better integrate our programs and students into the life of our downtown campus. This will also reduce inter-campus commuting times, and will allow us to serve our downtown community through our health science clinics.

In regard to technology infrastructure, we will have a new IT network in place by the end of 2016 that will enhance the wireless [network](#) across the college.

For additional information about our infrastructure and resources, please refer to Core Component 4.A.4. and 5.A.1.

Response to 3.D.5

CCD provides students with guidance in information literacy. All students (with the exception of our short certificates) are required to take English [121](#), and our transfer students are required to take English [122](#), which focuses on finding, analyzing and using information. Both contain learning outcomes specifically focused on the effective use of research and information resources. In this sequence of classes, students are taught how to use online library resources like the article databases and online catalog, how to evaluate the credibility and relevance of internet sources, and how to effectively integrate researched material into their own writing.

One of our Institutional Outcomes states that students who complete their education will be “effective and ethical users of technology.” The outcome states:

Students will exhibit technological literacy and the skills to effectively use it; they will demonstrate the responsible application of intellectual property and privacy; students will use technology ethically and effectively to communicate, solve problems, and complete tasks; students will remain current with technological innovations.

We have not yet focused on this institutional outcome as a college. For that reason, we are still nascent in our application of these skills.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Response to 3.E.1

Community [College](#) of Denver is committed to "providing our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment." The [college](#) (pages 110-149 on top) engages students in diverse and numerous co-curricular [activities](#), (pages 29-48 on top) which we define as anything that happens outside the classroom that enhances the students' learning and attainment of the Institutional Outcomes.

CCD shares our campus with two universities and our students benefit from joint programming throughout the year. This allows our student activities to combine budgets and resources to bring nationally-renowned [speakers](#), such as David Zirin, Michael Sam, Edward James Olmos, and America Ferrera.

There are nearly 20 organizations and [clubs](#) that have been started and designed by students and faculty to promote educational enrichment. These include anything from the Accounting Club to the Vet Tech Club.

The mission of the Student Government [Association](#) (SGA) is to represent the voice of CCD students, encourage and support their interests, and provide opportunities within our diverse community. SGA does this through a number of ways including regular [meetings](#), (Pages 15 and 16 on top) participation and development of events, leadership [activities](#) (page 15 on top) and participation in SGA and campus-wide [committees](#). All of SGA's internal processes are laid out in their Operational Procedures [Manual](#).

In addition, several leadership [conferences](#) are offered on campus throughout the academic year. These conference opportunities cover a broad spectrum of current topics to help further both the academic education and

personal development of our students. For example, the annual Colorado [Leadership](#) for Equity, Advocacy, & Discovering Social Justice (Co-LEADS) conference brings together college students from across Colorado to join in discussions about social justice, activism, advocacy, and social change.

Response to 3.E.2

As a public, open-access institution, CCD provides an enriched educational environment with an international perspective. We are the only community college in the world that houses a Confucius [Institute](#).

The Confucius [Institute](#) at Community College of Denver provides students with the opportunity to learn about Chinese language and culture through workshops including one-on-one Chinese tutoring, Chinese painting, calligraphy, Tai Chi, doing business with China, and the Experience China for a Day cultural tour. It also offers Chinese art performance events, the Study Abroad China scholarship program, and China summer camp tour. With these resources, we hope to prepare our students to become a global citizen for the 21st century.

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3.S - Criterion 3 - Summary

The institution provides high quality-education, wherever and however its offerings are delivered.

Summary

Community College of Denver fulfills Criterion 3 by offering appropriate degree programs, maintaining viable general education for our transfer-oriented students, employing qualified faculty, and supporting teaching and learning both in and outside the classroom.

However, we recognize that we have room to grow stronger. The following issues remain at the forefront of our planning:

- Addressing faculty workloads to ensure sufficient time for necessary out-of-classroom work.
- Enhancing and integrating our adjunct instructors into our CCD community.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Community College of Denver is committed to the quality of our educational programs and the success of our graduates.

Response to 4.A.1

Community College of Denver has done annual program [reviews](#), and we have found that the process did not always lead to meaningful decision making. Program chairs reported on student data and financial solvency, but the format did not [link](#) the results of the reviews to their goals or priorities. CCD's Career and Technical Education (CTE) programs undergo a five-year [review](#) at the state level. In our CCD program review process we discovered these reviews have the same shortcomings.

To address the need for robust program reviews, CCD is engaged in college-wide program [prioritization](#). In this prioritization, all programs - instructional and non-instructional - underwent a systemic and comprehensive review designed to analyze their essentiality, effectiveness, and efficiency. Based on this analysis, CCD Executive Staff received recommendations on December 12, 2016, for allocating resources to best support critical college initiatives. In the second stage of this process, CCD will begin the implementation of an actionable, on-going, systematic [process](#) for regular program review. For more information about our program prioritization process, please refer to Core Components 5.C. and 5.D.2.

Response to 4.A.2

Faculty [evaluate](#) (page 26 on top) student learning in the classroom, and they assure that the learning objectives have been met. The learning objectives for each course are defined by CCD's own Academic Standards committee and by the Colorado Community College System's (CCCS) Common Course Numbering [System](#) (CCNS). Faculty are [responsible](#) (pages 7-9 on top) for monitoring the degree to which the objectives have been met in their courses.

CCD publishes our process of credit for prior learning on our [website](#). Credit for prior learning can be earned through appropriate [scores](#) on standardized exams, challenge exams, published guides or portfolio assessment. Students can use credit for prior learning to fulfill requirements with the exception of those credits outside of the mandatory twenty-five percent residency requirement. CCD, along with all CCCS colleges, use the American Council on Education's Alternative Credit [Program](#) to award credit for prior learning. Faculty from across CCCS schools developed a credit [crosswalk](#) to match equivalencies between our courses and the competencies taught and assessed by non-accredited course providers such as Straighterline, Saylor, and Pearson.

CCD is working to improve our prior learning assessment (PLA) processes. The [application](#) and [instructions](#) have been clarified and streamlined. Advisors are now discussing the importance and benefits of PLA to students from their first academic advising sessions. We make PLA information available to students in the CCD [catalog](#) (page 31 on top), in the Testing [Center](#), on the CCD [website](#), and through academic advisors. We are measuring the impact of these changes and they will be evaluated in several semesters, once enough relevant data is collected.

Students can and do request credit for prior learning through multiple [measures](#). Where applicable, students can use AB, IB, CLEP, and DSST test [scores](#) to demonstrate prior learning and earn credit for CCD courses. Certain ACE coursework is cross-walked to CCD courses and students can earn credit for CCD courses if they successfully complete these courses. When no standardized exam is available, students can take a college-developed challenge exam or submit a portfolio for review to [demonstrate](#) prior learning equivalent to course competencies. In these instances a discipline-specific faculty member develops and evaluates the challenge exams to determine competency. We also have a [contract](#) with Council for Adult and Experiential Learning (CAEL) to provide PLA portfolio reviews through the Learning Counts service.

Response to 4.A.3

CCD evaluates all credit that it transcripts from accredited institutions for students that are admitted into CCD. With the submission of an official transcript, the CCD Transcript Evaluator posts all earned credit that is applicable to a student's program of study. CCD uses the Transcript Evaluation [System](#) (TES) to evaluate course equivalencies from accredited institutions.

CCD has [processes](#) that assure the quality of the credits we evaluate for transfer. The Academic Credential Specialist follows established policy and [procedure](#) for the evaluation of transfer credits to ensure consistency when determining the acceptance of transfer credits. The policies that apply to transfer credits are available for students to view in the college [catalog](#) (pages 30 and 31 on top).

CCD accepts transfer credits from regionally accredited institutions. The college does accept credits from vocational technical [schools](#) such as Emily Griffith Technical College, Pickens Tech Center, Delta-Montrose Area Vocational Technical Center, and San Juan Basin Technical College. [Credits](#) (pages 30 and 31 on top) from vocational technical schools are reviewed by the Academic Credential Specialist on a course-by-course basis for the Associate of Applied Science in Applied Technology.

After verifying that credits are from a regionally accredited institution, the Academic Credential Specialist checks for all transferable college-level courses and applies them to the student's account as long as credits fulfill program [requirements](#). When analyzing a student's transcript, the Academic Credential Specialist utilizes the Transfer Evaluation System (TES) to find the comparable course at CCD. By using TES, the Academic Credential Specialist is able to [compare](#) the transfer institution's course description to determine the equivalent CCD course.

If a course description is not equivalent to ours, we [transfer](#) the credit as an elective and the student would have to request a 'course substitution'. The program's department chair is sent a copy of the transcript for review and approval. The department chair is tasked with determining if the transfer course matches the content and rigor at CCD.

Policies for the transfer center are also [published](#) (page 34 on top) and available to students.

CCCS has established, and CCD adheres to, a common course numbering [system](#) and guaranteed transfer agreement (gtPathways) among Colorado's public colleges and universities. The gtPathways agreement guarantees [transfer](#) of certain general studies courses. These courses are developed by a state-wide [group](#) of faculty, representing all Colorado public colleges and universities. In this process, quality is assured by using a common process throughout.

Response to 4.A.4

CCD maintains authority over its academic programs and all associated learning support. We apply the same standards to all courses, whether offered on campus or as part of a dual-credit program.

PREREQUISITES

Faculty maintains sole authority over the [prerequisites](#) (page 9 on top) set for all courses offered at CCD. Department chairs and center deans approve prerequisite changes. Some examples include:

- Biology 111 prerequisite [changes](#)
- Dental Hygiene 103 prerequisite [changes](#)

For all gtPathways courses, the prerequisites are set by faculty in alignment with our four-year partner schools. This practice is written out in our Pre-requisite Written [Practice](#) (page 9 on top).

RIGOR

Please see Core Component 3.A.1. for the full discussion on how CCD maintains the rigor of its courses. All courses, including concurrent

enrollment programs and online courses, are part of the Common Course Numbering [System](#) (CCNS) shared by the 13 Colorado community colleges. (Please see Core Component 4.A.3.) Because these courses have been vetted by faculty representing all public two- and four-year institutions throughout Colorado, they reveal our joint commitment to rigor appropriate to the course.

EXPECTATIONS FOR STUDENT LEARNING

Student learning competencies for each course are determined by the CCNS and are listed in all syllabi at CCD. Some examples include:

- Chemistry [Syllabus](#)
- Art History [Syllabus](#)

CCD faculty participate in the development and maintenance of course competencies through the Colorado Community College System state-wide faculty curriculum committee (SFCC). Every college has [representation](#) on SFCC from both general education and Career and Technical Education (CTE) faculty. Also, the college expectations for student learning are listed in our syllabi and include how our institutional [outcomes](#) are met in the course.

During spring semester 2016, our faculty chairs have created a [process](#) in which they review the contact to credit hour conversion of our various learning modalities. This was done not only for “seat time” for our various learning activities, but also to account for the out-of-classroom time a student would need to invest in order to gain mastery of the material. The chairs concluded that for one credit hour, a student should invest 50 hours of a combination of in-class and out-of-class work in order to gain [mastery](#).

ACCESS TO LEARNING RESOURCES

CCD exercises authority over the following learning resources.

- Community College of Denver has a wide variety of classroom, laboratory, office, study, and special use [facilities](#) (pages 61 and 62 on top). Please refer to core component 3.D. for the entire Master Plan.
- The Auraria Library – CCD is in a unique position for a community college in that we share the Auraria [Library](#) and its resources with the four-year schools who share our campus. We can integrate library resources into [D2L](#) and take classes into the library. We also have a [voice](#) at the table around purchases of the library including database access.
- Tutoring – [Tutoring](#) at CCD is paid for from high course impact math and English [fees](#) which allows us to maintain an adequate resource pool. We also have [online](#) tutoring.

- Computer Labs - The General Computing [Lab](#) provides students access to computers at the Auraria Campus. At the Advanced Manufacturing [Center](#), student computers are also available. The Lowry Campus has a computer [lab](#) located on the second floor of the health sciences building open to all students during operating hours.
- Accessibility Center - The Accessibility [Center](#) (page 12 on top) meets with students who self-disclose a disability and the desire for accommodations and matches an accommodation strategy likely to ameliorate the situation created by the disability.

LABS & OCCUPATIONAL WORK SPACES

Community College of Denver boasts state-of-the-art facilities for our students. Some highlights are:

- Nurse Aide and Medical Assisting: CCD has a virtual, self-directed phlebotomy learning [system](#) for training phlebotomy from the novice to the expert level. Students are presented with a clinical case study and the information needed to master the procedure. By using this virtual phlebotomy system, students are assessed on their cognitive and motor skills from patient interaction to motor skills during venous access, to proper order of draw, to proper specimen handling and mixing, to proper tube handling and labeling. This self-directed system also records and evaluates students' performance and presents a thorough debriefing following each case.
- Criminal justice: The criminal justice department has purchased crime scene [equipment](#), microscopes, measuring devices, fingerprint equipment, and other materials to create crime scenes and laboratories. These are used in simulation exercises and examinations.
- Radiologic Technology: The Pediatric [Phantom](#) is a simulation device that requires knowledge of anatomy. Its skin can detect if the student is misplacing the phantom for radiography, and gives instant feedback to both the student and instructor on the accuracy of the positioning.
- Dental Hygiene: The Panoramic DXTTR [head](#) is used to train students on how to properly take a panoramic radiograph without having to use a live patient. Since the panoramic is a different type of radiograph than our traditional sensors, the DXTTR head is modified to allow for placement of a bite stick in the mouth and to adjust the height of the head (DXTTR head) for the machine to move all the way around it to take the radiograph. One of the most complicated pieces of taking a panoramic radiograph is patient positioning, so having all the adjustment of this DXTTR head is critical.
- Internet Essentials through Comcast – If a student is Pell eligible, they can [purchase](#) a laptop for \$150, and get internet in their home for \$10

a month. This supports our low income students and their access to our Learning Management System, digital resources, and library online resources.

Students also have free access to Microsoft [Office](#) 365 through the student portal. Through the student [portal](#) they can access self-help [instructions](#) for Microsoft Office 365 and they can download Microsoft Office software to their laptop or other mobile devices.

FACULTY QUALIFICATION

As stated in Core Component 3.C.2., CCD ensures that all instructors are appropriately qualified through the hiring [process](#).

Faculty members teaching college transfer courses here at CCD must possess a master's degree in their discipline or a master's degree in a related field with at least 18 credits of graduate work in their teaching discipline as demonstrated in our [procedure](#). Faculty qualifications are approved and authorized by the faculty member's chair, dean, and provost.

Career and Technical Education faculty teaching non-transfer courses are required to be appropriately [credentialed](#). This requires a combination of appropriate academic credentials and tested occupational experience. For faculty members with a bachelor's or above, they must be able to demonstrate at least 2,000 hours of tested occupational experience within the last seven years. For faculty with lower than a bachelor's, they must demonstrate at least 4,000 hours of occupational experience in the last seven years.

All faculty must complete the New Faculty [Orientation](#) in their first semester, demonstrating knowledge of adult pedagogy and CCD processes. This orientation was designed by CCD's Teaching Learning Center using faculty input.

All full-time faculty, as stated in our faculty handbook, are required to complete professional development [hours](#) (page 20 on top) as part of their job duties. The chair of the program determines, in collaboration with the faculty member, what professional development is appropriate for that year, and has oversight to approve their annual plan. Professional development can be done through the Teaching Learning Center (TLC) here at CCD, or through a number of conferences, or other opportunities that the faculty member and chair determines is appropriate. All adjunct instructors are encouraged to complete professional development. Adjunct instructors are [paid](#) for attending professional development through the TLC and are incentivized to do so because they earn a higher [rate](#) of pay if they complete a certain number of professional development hours.

DUAL CREDIT

CCD holds all concurrent enrollment (CE) instructors to the same [standard](#) as all other faculty and instructors at CCD. CCD ensures equivalent learning outcome objectives because all faculty use the same competencies via Common Course Numbering System, as evidenced by the use of syllabi with common learning outcomes and assessment of common student work samples.

Concurrent syllabi:

- [Medical Terminology](#)
- [Architectural Drawing Theory](#)

Response to 4.A.5

Community College of Denver maintains [accreditations](#) for appropriate CTE programs through the respective accrediting [bodies](#).

Degree	Specialized Accrediting Body	Last Visit	Outcome
Dental Hygiene (DEH)	American Dental Association Commission on Dental Accreditation (CODA)	2013	Approved without reporting requirements
Human Services (HSE)	Council for Standards on Human Service Education (CSHSE)	2012	Full accreditation
Radiologic Technology (RTE)	Joint Review Committee on Education in Radiologic Technology (JCERT)	2009 2016	Full accreditation Response pending
Veterinary Technology (VET)	American Veterinary Medical Association	2013	Full accreditation
Certified Nurse Aid (NUA)	the Colorado State Board of Nursing (SBON)	2013	Met without deficiencies

Response to 4.A.6

To maintain the success of our students, including furthering their education and preparing them for the workforce, Community College of Denver systematically [surveys](#) graduates; follows up on data received from transferring institutions; and maintains our articulation agreements to achieve student success. CCD prioritizes our students' post-graduation success. Some examples include:

- Graduate [Survey](#) FY12
- Graduate [Survey](#) FY 13
- Graduate [Survey](#) FY 14

These graduate surveys are compiled into the [VE-135](#), which is a database of demographic and programmatic information for secondary and post-secondary level students. The intention is to follow-up with students regarding feedback they have for the program as well as placement status (e.g. continuing education, employment, etc.).

Our Degrees with Designation and our Articulation [Agreements](#) ensure our degrees represent preparation for advanced study. In 2010, Colorado Community College System (CCCS) administrators and the administration and faculty of all 13 community colleges within the system began engaging with administration and faculty from the public four-year institutions in the state to develop approved Statewide Transfer Articulation Agreements, commonly referred to as Degrees with Designation (DWDs). We have a description of these DWDs in our [catalog](#) (pages 53-62 on top). These agreements aid our students who know what degrees they wish to pursue. Students who [graduate](#) from a community college with a 60 credit Associate of Arts or Associate of Science degree with designation, such as an Associate of Arts in Business, [enroll](#) with junior status at a Colorado public four-year institution; and complete the bachelor's degree in no more than an additional 60 credits (for a total of 120 credits). The DWDs link the college's degree programs with those of other institutions of higher education, encourage students to declare degree programs earlier, and demonstrate that the content, rigor and quality of the college's degree programs are equivalent to the first two years of a bachelor's degree at Colorado public four-year institutions and therefore are appropriate for higher education. This is a new push from our state, but already we have students graduating with a [DWD](#).

For our Career and Technical Education (CTE) programs, we look to placement rates and our advisory board evaluations.

Positive Placement rates:

- [Business Administration](#) (86%)

- [Business Technologies](#) (69%)
- [Dental Hygiene](#) (77%)

Advisory board meeting minutes:

- Vet Technology Advisory Board Meeting [Minutes](#)
- Radiation Therapy Advisory Board Meeting [Minutes](#)
- Paralegal Board Meeting [Minutes](#)

Licensure pass rates serve as another indicator that our programs provide students with the learning and experience they need to successfully compete within their chosen field of study.

Licensure pass rates:

- Nurse Assistant licensure pass [rate](#) (average rate is 75% for the skills test)
- Vet Technology licensure pass [rate](#) (average rate is 83%)
- Dental Hygiene licensure pass [rates](#) (average rate is 95%)

As with any community college, CCD balances our state mandate to be open-access with our desire to improve our completion rates and admission rates to four-year institutions. We recognize this as a challenge. While we recognize that we have many of the necessary tools to understand the outcomes of our students, we are still grappling with developing methods to assist our students in overcoming their educational barriers. We have begun to more directly discuss the importance of graduation with our students through advising, the president's [video](#), and in [signs](#) displayed throughout the college. We also continue to [develop](#) (page 38 on top) more robust strategies to deal with this dilemma through our Enrollment Management Plan and council. For more information on the work of Enrollment Management, please refer to Core Component 5.C.3.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

CCD has demonstrated a commitment to educational achievement through our history of assessment. As is common in higher education when an institution is gaining capacity in a new area, CCD's progress toward embracing and implementing program-level assessment of student learning is in its early years of development. The college can demonstrate that it has a sound [process](#) in place, supported by knowledgeable faculty and staff, and is committed to improving teaching and learning across the college. Faculty have created a culture of assessment in which they authentically engage in improving teaching and learning.

Response to 4.B.1

CCD has clearly stated goals for student learning at the course, program, and institution level and processes for assessing those goals.

At the course level, goals for student learning come from the Common Course Numbering System (CCNS), which lists the course outcomes that our faculty use to design their curriculum. For more information about common course numbering see Core Component 3.A.

- Course level [competencies](#) for Composition and Reading 092
- Course level [competencies](#) for American Government POS 111
- Course level [competencies](#) for Basic Shielded Metal Arc I WEL 103

These outcomes are used by faculty to assess course-level learning, providing both formative and summative feedback to students. This is reported on our course level [form](#).

Samples of Course Level Assessment:

- English as a Second Language [ESL 022](#)
- Dental Hygiene [DEH 101 and 153](#)
- Communication [COM 115](#)

At the program level, each instructional program has created a program assessment plan that includes the Program Student Learning Outcomes (PSLO), a curriculum map, and at least a one-year plan articulating which PSLO(s) will be assessed, by what means, and when. Each plan must include at least one direct assessment method; many plans have chosen to focus solely on direct assessment using course-embedded artifacts.

Examples of our Program Student Learning Outcomes:

- Multi-media graphic design [program](#)
- Communication [program](#)
- Visual Arts [program](#)

Examples of our curriculum mapping:

- Visual Arts [program](#)
- Business Technology [program](#)
- Architectural Technology [program](#)

Examples of assessment plans:

- World Languages [program](#)
- Dental hygiene [program](#)
- Anthropology [program](#)

In November of each year, the entire Assessment of Student Learning Committee (SLC) conducts peer reviews of the academic program assessment [reports](#), and provides feedback to department chairs using a [rubric](#). This peer review process began in November 2015. In so doing, the committee is able to offer support or resources to those in [need](#). In addition, after reviewing their feedback, chairs can take more pointed questions to the Director of Institutional Effectiveness in order to improve their assessment process.

See Core Component 4.A. for a fuller description of SLC. Below are three examples of peer review feedback:

- Sociology peer review [feedback](#)

- Communication peer review [feedback](#)
- Veterinary Technology peer review [feedback](#)

The non-instructional programs that have relevant learning outcomes also engage in program evaluation, according to the Council for the Advancement of Standards in Higher Education (CAS) professional [standards](#). Each program is on an approximate three-year [cycle](#) of evaluation. See Core Component 4.B.2. for samples of our co-curricular assessments.

Our institutional goals for student learning are clearly defined in our six Institutional [Outcomes](#) (IOs). In summer 2016, the Colorado Department of Higher Education adopted the Liberal Education and America's [Promise](#) (LEAP) Essential Learning Outcomes. We used their accompanying Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics to [map](#) our institutional outcomes to the gtPathways courses. This process has now given us the tools to assess our institutional outcomes through these value rubrics, as shown below.

Institutional Outcomes Rubrics:

- Complex [Thinker](#)
- Effective and Ethical [User](#) of Technology
- Effective [Communicator](#)
- Globally [Aware](#)
- Personally [Responsible](#)
- Numeric [Thinker](#)

Response to 4.B.2

CCD has developed a culture of assessment and is assessing learning outcomes. However, faculty and staff are at various points on a continuum of creating usable assessment tools and gathering useful data.

CURRICULAR

Instructional programs have undertaken program level assessment and are in the process of assessing their Program Student Learning Outcomes (PSLOs). The Academic Program Assessment [Report](#) is completed by chairs to capture the progress of their program assessment plan.

As stated in Core Component 4.B.1., each program is required to submit an assessment [plan](#) that includes their Program Student Learning Outcomes, their curriculum map, their tools for assessment and their benchmarks. Each year, chairs are required to fill out a report by October 15 updating the college on where they are on their plans. Sample annual program reports are below:

- Paralegal Academic Program Assessment [Report](#)
- History Academic Program Assessment [Report](#)
- Literature Academic Program Assessment [Report](#)
- English Composition Academic Program Assessment [Report](#)

Below is a [summary](#) (pages 7 and 8 on top) of our engagement in the assessment process:

- 26% of our academic programs have completed their plan for program assessment. They are working with the Director of Institutional Effectiveness to create these plans based on their improved PSLOs. For all of them, this is their first cycle of program assessment.
- 17% of our academic programs are in the process of data gathering for their program assessment. These programs are generally gathering data both in Fall of 2016 and Spring 2017. They are all in their first cycle of program assessment.
- 8% of our academic programs have completed their program assessment, and are analyzing the data collected. They are working closely with our Director of Institutional Effectiveness to ensure that the data aligns with their assessment objectives. They are all in their first cycle of program assessment.
- 5% of our academic programs have completed their program assessment, and submitted their results. These results are submitted to SLC, our Director of Institutional Effectiveness, and the relevant dean. These programs are all in their first cycle of assessment.

(The remaining 44% is explained in 4.B.3)

CO-CURRICULAR

The Enrollment Administration and Student Success division operates on a three year [cycle](#) utilizing the Council for the Advancement of [Standards](#) (CAS) for self evaluation. Every year, the division puts out an annual report including an assessment piece comprised of each department's work over the year to close the gaps found during the CAS self-evaluations. Once the three-year cycle is complete for particular departments the CAS self-assessment/re-evaluation cycle begins again. Some sample CAS reports are here:

- College Opportunity and Student Outreach CAS [Report](#)
- International Services CAS [Report](#)
- Enrollment Services CAS [Report](#)
- Student Development and Retention CAS [Report](#)

Response to 4.B.3

As is the pattern with most higher education institutions, our execution of assessment processes is uneven. There are distinct pockets of excellence in which programs have excelled at engaging in robust, meaningful, and on-going assessment and improvement. There are also programs that are still at the critical stage of discussion and creation of distinct and appropriate program-level student learning outcomes, and where in their programs' courses these outcomes are addressed. In sum, we have developed and implemented processes that are effective. However, while our process is sound, its adoption is not yet fully implemented.

Below is a [summary](#) (pages 7 and 8 on top) of where we are in regard to closing the loop on improving the teaching and learning process:

- 21% of our academic programs have completed their program assessment, and are actively working on their improvements to close the loop. They can speak to the process of implementing improvements. These programs are all in their first cycle of assessment.
- 23% of our academic programs have already gone through at least one complete cycle of assessment, including instituting improvements to close the loop. These programs are either concluding their second round of assessment, or in two cases, their third round, by the time of our HLC visit. They can speak to the effect of robust program assessment on their programs.

(The remaining 56% is explained in 4.B.2)

As with the process of assessment for curricular programs, not all co-curricular programs are at the same level of achievement and experience with student learning outcomes assessment.

Response to 4.B.4

Our processes for assessment in both our curricular and co-curricular programs reflect good practice and methodologies. Assessment of student learning outcomes at CCD is cross-collaborative and in keeping with the spirit of our [mission](#) and strategic [plan](#).

METHODS

For instructional programs, CCD utilizes the Student Learning Committee (SLC) Program Level [Guidebook](#) to create a common framework for assessment including time lines, expectations, and common reporting mechanisms. Our academic programs consult with the Director of Institutional Effectiveness and the Student Learning Committee to aide in the process and methodologies of assessment.

As an example of our methods, in 2013 SLC began hosting conferences called Assessment Day. These Assessment Days include select [presentations](#) on assessment projects from across the college (i.e., both academic faculty and staff and administrative and student services staff) to highlight our methodological strengths and weaknesses as well as workshops on topics ranging from “Defining program student learning outcomes” and “Designing the project/instrument”, to “Data Analysis” and “Closing the loop.”

- Assessment Day [2013](#)
- Assessment Day [2014](#)
- Assessment Day [2015](#)

The SLC collects [feedback](#) on the success of Assessment Day presentations and workshops. In this way, the SLC is closing the loop on it’s own mission—using data collected from assessment report forms and surveys to refine existing assessment processes and procedures to provide increasingly sound methodological resources for faculty.

Furthermore, in order to promote good assessment practices, CCD has volunteered to be a member of the Colorado Regional Assessment Council (CORAC). CORAC is a group of faculty, student affairs staff, administrators, assessment directors/coordinators, institutional researchers, and other educators from Colorado institutions that meet periodically to share best practices in assessment of student learning. In addition to regularly attending CORAC conferences, CCD hosted the June 2014 [Conference](#) titled, “Focusing on Student Outcomes while Working with your Assessment Data—Closing the Loop.” At this conference, the methodological expertise provided by CCD’s Institutional Research and Planning Office (IR) was particularly noteworthy. CCD’s IR team has continually served as a college-wide resource for assessment. Most specifically, the IR team offers support and [guidelines](#) for designing learning outcome assessment instruments, including both direct and indirect measures, passive and active measures, and qualitative as well as quantitative measures.

For our co-curricular programs we use the Council for the Advancement of Standards (CAS) in Higher Education (CAS) to develop our methodologies for assessment. These are based on the best practices of self-assessment and program evaluation in Enrollment Administration and Student Services (EASS) departments and operate on a three year [matrix](#) utilizing the CAS professional standards for self-evaluation. Every year, EASS puts out an annual [report](#) including an update comprised of each department’s assessment work over the year to close the gaps found during the CAS self-evaluations.

PARTICIPATION

In terms of breadth, CCD has almost universal participation across academic and student success departments in at least one assessment project. While there may be a range in the amount of time and energy devoted to assessment work across programs, there is [widespread](#) (page 8 on top) activity.

Our Student Learning Committee (SLC) was created in 2009 to help support and guide faculty in carrying out course, program, and institutional assessment. SLC has [participation](#) from across the college. It is composed of representatives from full-time faculty from each center, institutional research, the office of the provost, and the Office of the Vice President of Enrollment Administration and Student Success, and the director of institutional effectiveness.

Programs rely on both full-time faculty and adjunct [instructors](#) to develop their assessment plans and to assess the PSLOs.

SLC additionally created an envoy sub-committee whose members take “listening tours” across the college to discuss new and ongoing assessment projects with department chairs and faculty. This development has further enabled SLC to gather [feedback](#) and to determine better ways to support and refine assessment processes while helping build a culture of assessment. One improvement made as a result of the listening tour was hosting the Colorado Regional Assessment Council (CORAC) at our Lowry [Campus](#) because the programs there wanted to be more involved in discussions of assessment.

Overall our assessment measures are solidly rooted in our faculty and staff driven Strategic [Plan](#). As such, while many processes and procedures have come and gone over the years, quality assessment is sure to continue to play a proud and prominent role in improving student learning at CCD.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Community College of Denver demonstrates a commitment to educational improvement through ongoing attention to retention, persistence and completion rates in its degree and certificate programs. CCD is committed to improving our retention and completion rates. We are working to measure and gather data in regards to persistence and completion in order to improve our educational programs and our student support services. We see this as a college-wide priority and we have developed processes and committees to address it.

Response to 4.C.1.

Our executive team set [goals](#) (pages 4-6 on top) to address our persistence and completion for 2016-2017.

- Increase the number of credentials issued. CCD has set our target to increase number of credentials issued by 1% from [1270](#) to 1283.

- Increase the transfer rate of degree seeking students both in total and for those with at least twelve credit hours. CCD has set our target to achieve at least a 15.9% transfer out rate.
- Increase the retention rate across all levels of full-time and part-time students from fall to fall. CCD has set our target to increase the student retention rate from [40.8%](#) to 42.6%.
- Increase the remedial course completion rate. CCD has set our target to achieve a remedial course completion rate of from [70.7%](#) to 71%.
- Increase the number of degrees and certificates and transfers of under-served students. CCD has set our target to increase the minority completion rate from [8.5%](#) to 9.8%.
- Increase in the overall number of under-served students. CCD has set our target to increase our minority student headcount from [6,637](#) to 6,703
- Increase our Hispanic enrollment from [26.1%](#) (page 8 on top) to [30%](#) (page 8 on top) by 2019.

These are consistent with the Colorado Community College System (CCCS) goals (pages 2 and 3 on top), which are to:

- Increase the number of awards and degrees awarded by one percentage point, annually.
- Exceed the national fall-to-fall retention rate for full- and part-time students by 2025.
- Increase transfers to four-year institutions for all students who earn at least 15 credits and specifically for under-served populations by 2% per year, beginning in FY 2017.

Additionally, as stated in our Strategic [Plan](#), CCD has committed to doubling the percentage of first-time full-time students who complete degrees and certificates in 150% of expected completion time, from 10% in 2015 to 20% in 2019.

As a minority-majority [school](#), increasing our minority completion rate aligns with our student population and our mission as a whole. Our remedial course completion goal meets our [mission](#) to provide our diverse community the opportunity to gain quality higher education.

Response to 4.C.2

CCD's enrollment and persistence trends are collected and reported on our website as the Common Data [Set](#). Our graduation and completion trends can be found in our CCD Fact [Sheet](#), partially shown below.

Cohort Year	First-Time, Full-Time Degree Seeking	3-Year Grad Rate	3-Year Transfer Rate
2009	759	9%	13%
2010	873	10%	11%
2011	635	10%	10%
2012	571	13%	13%

As part of the CCCS system, we have access to system-wide Institutional Research (IR) [data](#) and analysis. CCD is able to compare data and analyze institutional data elements in relation to all other CCCS schools as far as persistence, retention and completion.

Figure 4.C.2-1 is an example of comparative [rates](#) (page 15 on top) available from CCCS.

4.C.2-1	Fall 2008 cohort retained in Fall 2009	Fall 2009 cohort retained in Fall 2010	Fall 2010 cohort retained in Fall 2011	Fall 2011 cohort retained in Fall 2012	Fall 2012 cohort retained in Fall 2013
CCD	42.9%	43.7%	40.5%	40.6%	41.0%
CCCS Average	49.2%	48.1%	46.9%	47.1%	47.8%

CCD also receives demographic and programmatic information for our CTE students via our performance metric [report](#) from CCCS. This provides five-year trends in completion, demographics and job placement. This data can be sorted by program and by institution. This information is important for CCD to track due to use in federal reporting, including Perkins funding and gainful [employment](#).

CCCS issues a performance [dashboard](#) to all 13 colleges each April. CCD uses it as benchmark data toward our goals. CCD's Persistence and Completion Committee has established [goals](#) (page 6 on top) and issues a progress [report](#).

The Enrollment Management Council also collected and analyzed [data](#) (pages 10 and 11 on top) in order to inform their [plans](#) (pages 3 and 4 on top).

Response to 4.C.3

The foundation of CCD's understanding of data on student retention, persistence, and completion is through the mandatory federal and state reporting measures. To address the gaps in our understanding in these areas, we have four major efforts under way to improve our capacity in gathering, analyzing, and using data to make improvements. These efforts will assist us in learning what additional data sources we should be using.

- The Persistence and Completion Committee. In 2014, CCD implemented a Persistence and Completion Committee (PCC), which has defined [goals](#) (page 6 on top) that directly tie into CCD's mission and goals that in turn tie directly into the CCCS goals. The PCC analyzed our existing persistence and completion numbers, which revealed that half of our new students were not continuing on to a second year and only one-in-twenty of all new students would graduate within three years. In light of those numbers, the committee focused on understanding the causes of these problems and how we might address them. Through working with the HLC Persistence and Completion Academy, the PCC has now focused its efforts on supporting professional development on retention strategies and administering a mini-grant [program](#) as an internal incubator for promising retention strategies.
- A redesigned approach to developmental education. In 2011, CCCS researched remedial enrollment and course completion rates across all 13 colleges in the system, and the findings indicated an increasing number of students needing remedial education along with an overall lowering of successful completion [rates](#) (page 4 on top). Based on the data presented in these state-level reports, CCD's [goal](#) (pages 2-6 on top) is for students to complete developmental education requirements and be college-level ready within one year, often by pairing developmental classes with college-level classes. CCD will continue to track the success of these new models in the post-developmental education era. Please refer to core components 3.D.2. and 5.D.2. for more information.
- The Enrollment Management Committee. CCD's Enrollment Management Council was formed in 2014 to improve our retention and enrollment efforts. This cross-institutional council started by looking at improving our existing processes, such as simplification of the steps to enrollment, customer service feedback surveys, extended hours during peak enrollment and marketing. Additionally, the committee was given best practices articles to [research](#). This committee has also established strategic [timelines](#) (pages 8-14 on top) and reporting structures.
- The early alert program. Additionally noteworthy is our electronic early alert system (STEAR), which gathers qualitative and quantitative [data](#)

on student performance across the college. This system allows faculty and advisors to gather data on students' academic performance at three consistent points throughout each semester. The data reflects students' academic performance, attendance issues, and/or behavioral concerns. STEAR generates referrals for tutoring and other student support services and allows faculty to communicate with advisors about student performance in the classroom, allowing an early intervention for struggling students. Advisors contact students to connect them with support services specifically tailored to each student's needs. With significant participation among faculty (e.g., ninety percent of full-time faculty and seventy one percent of adjunct participated in Fall 2015) this assessment tool has had widespread impacts on intra-semester retention—the first alert improving successful course [completion](#) by approximately thirty percent. Through the [implementation](#) of the early alert [protocol](#), the college is better equipped to understand what support services students [need](#).

Response to 4.C.4

The college uses standardized reporting practices, such as IPEDS, for statutory reporting of retention, persistence and completion. This data is collected by CCD's Institutional Research department for compilation into the retention report. CCD's Institutional Research department also posts the most recent Common Data Set Initiative information on CCD's [website](#) reflecting standardized data elements gathered by schools participating in the initiative. Additionally, the IR department produces retention [reports](#) and ongoing enrollment reporting for historical reference and planning purposes. Our five-year trend report and other reports are compiled by CCCS from Student Unit Records Data [System](#) (SURDS) reported data. This information includes elements of retention, persistence and completion measures. All institutions within CCCS also uses the common methodology of the [Dashboard](#). This permits us to compare our college to our sister institutions within the system. Additionally, Institutional Research is responsible for standardized reporting to the Colorado Department of Higher Education via the SURDS for historical reference of enrollment, demographic information, degrees awarded and financial aid.

We are developing a standardized approach to strategically analyze these various data points for retention, persistence, and completion through established committees (PCC and EM) and executive staff.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

We have successfully built a culture of assessment. CCD continues to focus on the quality of our academic programs and support services. In the last six years, we have generated strong buy-in from our faculty and staff and used it to develop processes that reflect sound assessment practices. However, we recognize our opportunity to grow and strengthen what we are already doing.

Our recognized areas for improvement:

- Develop a standardized approach for regular program review and our plan is to address that in phase II of prioritization.
- Continue to revise and refine our reporting mechanisms so our data is usable and accessible.
- Use program assessment data to improve teaching and learning.
- Use our data on persistence and completion to improve student success.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Community College of Denver (CCD) demonstrates our commitment to maintaining and strengthening the quality of its educational programs in our planning and resource allocation. CCD is undergoing a program prioritization process to ensure that we prioritize our educational programs through our personnel, resources, and technological infrastructure.

Response to 5.A.1

FISCAL RESOURCES

CCD's overall fiscal picture is summarized in the Budget Data [Book](#), which indicates that we have a fundamentally sound financial base. The college

relies on three main sources of operating revenue—tuition, fees, and state funding (via the Colorado College Opportunity Fund fee for service and Amendment 50 funds).

In fiscal year 2015, our composite financial indicator (CFI) [score](#) was 2.88, which was comfortably above the level of operational concern (zone). In fact, we have been above the zone in all years except FY 2014, where our total score was 0.59. That one year drop was due to a decrease in enrollment. We did ensure that during this time we maintained our academic quality as evidenced by our return to being above the zone the following year.

Since the enrollment downturn that began in fiscal year 2013 and continues today, we have balanced our budget by carefully evaluating open [positions](#) and intentionally keeping some vacant. While our tuition increased from fiscal year 2014 to fiscal year 2016, the percentage of funding from tuition revenue has decreased due to our enrollment drops. This revenue fell 3.4%, from 65.18% of budget to 61.7% of budget. During this time, State aid (fee for service) rose less than 1%, from 5.52% to 6.34%. Our College Opportunity Fund (COF) revenue was flat even though the percentage of our budget reflected by COF has risen as enrollment has dropped. Our total working [budget](#) has therefore decreased \$601,347 in the same time period due to our decrease in overall enrollment.

In fiscal year 2016, the Colorado General [Assembly](#) approved CCD to spend \$1.3 million on IT upgrades, of which \$775,000 came from the State of Colorado and the balance coming from CCD. This money will be spent to upgrade the CCD computer network in order to allow enhanced wireless coverage throughout both our Auraria and Lowry campuses and faster response times in our labs, classrooms, and offices. This will greatly improve campus access to the [internet](#) for our students, faculty and staff.

Compensation increases over the past five years have been significantly weighted towards faculty as the college has implemented a system-wide initiative to increase faculty [salaries](#) (page 18 on top) so that they are in line with national averages. In comparison to our sister metro community colleges, we gave the largest dollar increases over this five year period and are now the third-highest paying community college for faculty, where before we were the sixth.

All full-time faculty are hired as [assistant](#) (page 23 on top) professors on probationary status. They retain their probationary status for a minimum of three years, but no more than four years unless approved by the provost. After probation, faculty move to assistant professor on non-probationary status. They remain as assistant professor on non-probationary status for a minimum of one year and then may apply to move to associate

professor. Based on evaluations, faculty may then apply to become full professor after another four to six years.

HUMAN RESOURCES

Community College of Denver has sufficient human [resources](#) to support its operations and its program. We employ 578 people, including 102 full-time faculty and 266 part-time instructors and 210 non-teaching staff (including three part-time staff).

Prior to 2013 at CCD, each department's previous staffing was considered sufficient. As people left the college, their positions were [replaced](#). If a given department required additional staffing, they could submit a request for a new hire during the annual budget process. With our recent enrollment drop and fiscal position, we have begun to more closely [review](#) position openings by vice-presidential area.

PHYSICAL INFRASTRUCTURE

CCD's main campus is at the Auraria [Campus](#) (pages 3 and 4 on top) in downtown Denver, and we have three additional locations including the Lowry Campus, the Advanced Manufacturing Center (AMC), and the Career Education Center (CEC) Early College. The main Auraria campus houses most of our programs, the Lowry Campus houses our Health Science programs, the AMC houses our welding and machining programs, and the CEC is our early college. This infrastructure provides us with ample space. The Auraria Campus is shared with Metropolitan State University of Denver and University of Colorado Denver. In the past, most of the Auraria Campus was considered shared space. In 2007 and refined in 2012, the Auraria Higher Education Center (AHEC) presented the concept of "college [neighborhoods](#)" (page 23 on top). In this [plan](#), the three institutions have a designated footprint on the campus.

The most recent version of the Community College of Denver Neighborhood Master [Plan](#) (pages 3 and 4 on top, updated in 2015) provides a 15-year vision for CCD within this neighborhood framework. Our plan notes that CCD currently has over 352,000 square feet among its four campuses that provide ample [facilities](#) (page 57 on top) to meet and support our students' educational needs. The Master Plan shows that we have adequate space and highlights an opportunity to move our Health Sciences Center to our main [campus](#) (page 9 on top). We also need to consider relocating our administrative offices to our neighborhood spaces in order to enhance our branding, increase public outreach, and improve student services. Those changes are described in our Boulder Creek Program [Plan](#).

The institution has a total of 104 classroom [spaces](#) with 43 of these spaces dedicated to specialized labs (computer, science, computer information systems, etc.) on the Auraria Campus. Additionally, CCD is able to use

shared classroom [space](#) (pages 59-69 on top) from Metropolitan State University of Denver and the University of Colorado Denver. There are lecture and specialized lab spaces at both the Advanced Manufacturing [Center](#) and the Health Sciences [Center](#).

In the spring of 2010, the college's students voted on a [referendum](#) that would fund the building of the Student Learning and Success building, now called Confluence. The initiative passed and CCD opened the Confluence Building in May of 2013. Confluence puts most of our student support services in one [location](#) (i.e. Advising Center, Student Accessibility Center, Admissions, Registration and Records, Financial Aid, Cashier's Office, the Testing Center, and other offices dedicated to student engagement). There are also five separate tutoring spaces, three large testing rooms, three assembly rooms, and fourteen new classrooms.

CCD simultaneously embarked on a [remodel](#) of the Cherry Creek Building. This allowed us to bring the Career and Technical Education Center and other student resources within our neighborhood. The remodel created space for services such as the Transfer and Career Development Center, Trio Scholars and the Resource Center.

TECHNOLOGICAL INFRASTRUCTURE

Our Information Technology Services (IT) department provides services that support classroom learning, instruction, and the college as a whole.

We provide our students with technology to complement their classes. We use the learning management [system](#), Desire2Learn, which provides resources for students including syllabi, grades, course email and more. Students also have a CCD [email](#) account for all official communication at the college. The Teaching Learning Center (TLC) [supports](#) technology for teaching including Camtasia, a video and audio presentation software, and Softchalk, which is a content authoring software that allows faculty to embed quizzes and videos in D2L. TLC provides [training](#) to help faculty use this software effectively and loans out laptops containing this software to faculty who need it. Both Camtasia and Softchalk are available in our Multi-Media Studio at Auraria Campus and a media room at our Lowry campus.

Recently, the Colorado Community College System (CCCS) and CCD have committed to a multi-media storage and captioning solution that will allow us to have searchable [storage](#) platform for all of our video materials.

We utilize the Banner Enrollment Management [system](#) to provide our students the ability to add/drop courses, authorize COF (the Colorado Opportunity Fund stipend system), check important dates, access their final grades, request an official transcript, update contact information, and learn about our wait-list system. Banner also allows students to access [Degree Works](#), a web-based advising tool and degree audit system used to help

students and advisors monitor the student progress toward certificate/degree completion.

Students access these services through our website, www.ccd.edu.

Response to 5.A.2

CCD allocates its resources toward its educational priorities. Areas in which the institution serves a population that are not current CCD students are self-funded, and CCD provides only [space](#). For example, CCD serves as the location for re-certification programming for dental hygienists and home health assistants. The fees the professionals pay for the re-certification process covers all expenses experienced by these programs. CCD allocates resources to two programs that do not serve current students but rather [potential](#) students: the Foundational Skills Institute, a General Equivalency Diploma program, and our test preparation program, which prepares students to take our placement tests. Both programs fit well within CCD's mission to provide "an opportunity to gain quality higher education" and our Vision to help our community "attain the education he or she desires."

Payments to superordinate entities such as the CCCS office and the Auraria Higher Education Center (AHEC) are mainly for the college's pro-rata share of operating [expenses](#) such as the operation and maintenance of the centralized computer system, library, campus police, controlled maintenance of buildings, and utilities. If these were not centralized, the college would still incur them, just on their own.

Response to 5.A.3

CCD's goals are best reflected in our 2019 Strategic Planning [targets](#), which read:

- CCD will serve as the model of community college education that successfully integrates the entire college to support student learning and success.
- CCD will provide all students with thoughtfully designed program tracks that align with institutional outcomes and workforce needs.
- CCD will double the percentage of students who complete certificates and degrees.
- CCD will re-energize and redefine the college as the destination for high-quality transfer and workforce preparation.

We recognize that we have important work to do in achieving our Strategic Targets. We believe, as explained in Core Component 5.A.1, that our resources are sufficient and we are working to ensure that they meet our

2019 Strategic Targets. As part of our Strategic Planning, we are utilizing program [prioritization](#) to help guide our executive leadership in aligning our resources to meet our Strategic Targets. The program prioritization recommendations will be submitted in December of 2016 and executive leadership will have considered recommendations by the time of our HLC peer review visit.

Response to 5.A.4

Community College of Denver employs qualified faculty and staff and provides training to keep them up to date in their fields. Please see Core Component 3.C.1, Core Component 3.C.2, and Core Component 3.C.4 for information about the sufficiency, qualifications and training of our faculty. Please refer to Core Component 3.C.6 for more information regarding the qualifications of our staff.

To ensure that we choose qualified candidates for our open positions our Human Resources (HR) department collaborates with the departmental hiring managers to verify that the qualifications listed on our job postings match the specific needs of the department. Candidates are screened by HR based on these qualifications to make sure that only qualified candidates go through the final hiring [process](#). Additionally, our HR department certifies that our concurrent enrollment [program](#) mirrors the college's hiring procedures and minimum qualifications when hiring new instructors to teach CCD classes in area high schools.

All new full-time staff and faculty go through a new employee [orientation](#) that provides them with relevant policies and procedures, performance management information, and an overview of college resources and [processes](#).

Human Resources encourages the supervisor-employee relationship be an ongoing [process](#) of evaluation and professional development. Evaluations are documented at the [planning](#), [mid-year](#) and year-end time frames and filed in Human Resources in the employee personnel files. Employee files are maintained in a secured, dedicated room within human resources, accessible only by human resource personnel. All employee files are also scanned into Banner for ease in retrieving electronically.

Response to 5.A.5

Our budgeting [process](#) takes a variety of factors into account to monitor our expenses. The General Fund, Auxiliary, and Grant Budgets are established through a collaborative process and implemented following the president's approval. A general overview of the college's budget is presented to the State Board for Community Colleges and Occupational Education (SBCCOE)

at its June meeting. The budget is published via the college's intranet and issued to each college department/center.

Initial [budgets](#) are based on program growth and full-time equivalency rates (FTE) from the previous year. Where new opportunities or special projects are identified, budget [presentations](#) are held to present a case for additional funding. We consider several elements when developing budgets. First, since personnel costs are such a large part of the budget, we conduct a comprehensive review to determine if the staffing pattern is still correct and if any positions, especially vacant ones, are no longer needed. Second, CCD Fiscal Services (Fiscal) reviews expenses for non-discretionary items, such as library fees, digital content fees, increases in benefits/PERA, and lease expenses. Fiscal studies these to determine how much budget needs to be allocated to cover them. Next, discretionary [expenses](#) are reviewed. These items usually involve expenditures related to hourly salary/benefits, operating costs, and travel.

Our Fiscal Services department monitors our expenses. Fiscal Services ensures all financial transactions are recorded in a timely and accurate manner, and that they are in accordance with generally-accepted accounting principles. As a final product, Fiscal Services prepares the annual financial statements for inclusion into the CCCS consolidated audit financial statements. To properly complete this responsibility, CCD has established necessary internal control procedures and financial transaction processes. As a state agency, CCD is required to adhere to the State Fiscal [Rules](#), and to follow Colorado Community College System Board Fiscal Policies and [Procedures](#). We also provide financial data for various reports each year.

- [IPEDS Report](#)
- [Travel Report](#)
- [Budget Data Book](#)
- [Annual Institutional Update](#)

In addition, Fiscal provides [support](#) to all areas of the college with financial-transaction-related processes. This includes both actual transaction processing by Fiscal as well as training and support by Fiscal for non-Fiscal staff so that they can perform front-end portions of transactions, such as preparation of timesheets, purchase requisitions, and vendor payment requests.

CCD has a budget tracking and reporting [hierarchy](#) that begins at the program level. Each staff member in control of a budget must [verify](#) expenses by the 17th of each month. The college has an additional approval process dependent on the amount and type of expenditure. A Variance Report is sent to each organizational (org) owner at the beginning of each [month](#). The org owner is responsible for verifying expenses and reporting

back to the budget office for approval. The Budget Office and each respective operating department are responsible for tracking. To do so, the Budget Office issues a Budget Variance [Report](#) each month detailing each area's expenses. The operating departments are required to review their monthly expenses and ensure all charges that posted to their org are correct. The Budget Office follows up anytime departments are overspending. Purchasing compliance is the responsibility of each employee. Fiscal is in charge of oversight of this activity. Additionally, [Fiscal](#) is subject to an annual external audit and must report quarterly to the Office of the State Controller.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Response to 5.B.1

As discussed in Core Component 2.A, the State [Board](#) of Community Colleges and Occupational Education (SBCCOE) governs the Colorado Community College System (CCCS), which includes Community College of Denver. Governing documents include but are not limited to, Board Policies and System President [Procedures](#). The board meets monthly to make proposal determinations, develop strategic [plans](#), and provide oversight for CCCS and the thirteen community colleges. A few sample meeting minutes are below:

- [February 2013](#)
- [March 2014](#)
- [September 2015](#)
- [February 2016](#)

All SBCCOE policies and procedures and committee membership lists are made public on their [website](#).

In order to remain connected with the institutions, the SBCCOE goes on annual college [tours](#) with the CCCS president to each college every October. The SBCCOE stays informed through its various advisory councils such as [State Faculty Advisory Council](#). State Faculty Curriculum [Committee](#), and [Statewide Student Advisory Council](#) (SSAC). The board provides leadership by setting system-wide strategic [priorities](#).

The Colorado Community College System interacts with the colleges via a number of cross-college committees, including CCCS [President's Council](#), [Education Services Council](#), [Business Officers](#), [Faculty Advisory Council](#), [College Advisory Council](#), and [VP-IT Governance Committee](#).

Additionally, the president submits a monthly [report](#) to SBCCOE to keep them apprised of our work in alignment with our mission and the strategic plan of CCCS.

Response to 5.B.2.

Our internal constituents, from the president to our students, are all given a voice in the governance of CCD.

At the institutional level, CCD is governed by the [President](#) and executive staff, Vice [President](#) for Academic Affairs and Provost, Vice [President](#) of Enrollment Administration and Student Success, and Vice [President](#) of Administration Services and Chief Finance Officer. Day-to-day governance of the college is broken into three areas as demonstrated through our organizational [chart](#): (academics; student services; and administration (business, finance, HR, and facilities). Each area has regular meetings between the vice presidents and relevant staff members. (evidence) That information is then disseminated throughout each division.

To ensure effective communication across the campus, we developed an internal group of key leaders from across the college, called the President's Cabinet. The purpose of the cabinet is to discuss and plan for emerging issues across the campus, the Colorado Community College System office, and the local community. At cabinet [meetings](#) members from the three areas of the college report on topics of emerging importance, which are then discussed by the committee as a whole.

Faculty participate in the governance of the college primarily through Faculty [Council](#). Faculty Council regularly reviews their [bylaws](#) and their decision-making authority is reflected in what is called The [Voice](#) (page 119 on top). The Voice gives faculty shared governance based on the following categories:

- Determinative. This indicates that faculty will accept outside input, but will have the authority and responsibility to determine and implement the final decision within the specific category.
- Co-Determinant. This indicates that faculty bring a voice of equal weight to the table. Faculty influence will be equal to that of any other group represented within the specific category.
- Advisory. This indicates faculty have the ability to provide input within a specific category, but the weight of that input will be determined by the decision making authority.

Faculty are assigned one of these three weights for each identified area of the college. For [example](#) (page 122 on top), in part-time adjunct management, including adjunct responsibilities, faculty have a co-determinative voice. That means that faculty have an equal voice to administration in deciding what responsibilities our adjuncts have.

Adjunct instructors engage in shared governance through their Adjunct [Council](#), which is clearly articulated and advocated to the administration, Faculty Council, and committees across the [college](#).

The Student Government [Assembly](#) (SGA) serves as the leadership, involvement, and governance body for our students. It provides opportunities for students to voice their opinions and advocate for student [needs](#). SGA is focused specifically on CCD students and provides insight into student interests. For example, SGA [participated](#) in the development and funding of the Confluence Building and Cherry Creek outdoor patio space. SGA is funded by student [fees](#) (page 3 on top) and student leaders are elected annually. The election process for the SSAC representative occurs at the same time as the election process for all SGA representatives. The Student Advisory Council to the Auraria Board (SACAB) is another opportunity for CCD students to engage with the governance of all three colleges on the Auraria campus. An example of SACAB's influence can be seen in the creation of designated smoking [areas](#) on [campus](#).

For more example of how the governing board engages with its constituencies, please see Core Component 5.A and 3.B.1.

Response to 5.B.3

SBCCOE sets [policies](#). The CCCS president promulgates [procedures](#) as may be needed to implement a policy. CCD has the right to set their own procedures specific to our own needs and guidelines.

As stated in Core Component 2.C.4, our Academic Standards [Council](#) (ASC) is charged with the approval and deletion of all courses as well as any changes to existing programs. The council has faculty representatives from each center, as well as administrators, students, and key staff, but only faculty members can vote on the proposals.

Here are some examples of programs that have been approved through this process:

- [Certificate in Food Nutrition and Wellness](#)
- [Phlebotomy Technician](#)
- [Associate of Applied Science in Human Services](#)

CCD has developed a decision making [process](#) through our Strategic Planning committee to ensure that our requirements and procedures are

done with the correct stakeholders at the table. The decision making process requires us to go through specific steps before decisions are finalized and then to assess the results of those decisions as part of an ongoing cycle. One example of this is our Academic Misconduct procedure and [process](#). After CCCS updated their [policy](#) on student discipline, we needed to update our process. Our Director of Student Conduct reached out to both Faculty Council, academic deans, and provost for their input in creating a new process. A small committee developed a process that met both the new CCCS requirements and was fair to impacted students and faculty. This process was then [approved](#) by faculty council, the academic deans, and the President's Cabinet, before being placed in the [catalog](#) (page 38 on top).

Students engage through the Student Government Association and the Student Satisfaction Survey.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Like many community colleges, Community College of Denver (CCD) is seeking the right balance between our directive to provide access to higher education and our work to ensure the success of our students while navigating the obstacles that arise from our dependence on state funding mechanisms that fluctuate with enrollment. All of this complicates our desire to engage in systematic planning. We have engaged in thoughtful processes that have led to the creation of strategic planning [targets](#), [assessment](#) of student learning and the development of a planning [culture](#) based on environmental and other factors.

As recommended by the results of our strategic planning [process](#), we launched a program prioritization effort. The results of our prioritization process will help us to integrate our resources to our assessment of student learning and planning. We are committed to program prioritization and ensuring that budgeting aligns with our priorities. For more information, please see Core Component 5.D.2.

Response to 5.C.1

Our people, finances, and infrastructure are all and solely committed to the success of our students.

CCD is deeply committed to its [mission](#), as explained in Core Component 1. Our mission reads:

CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment.

Our highest priority is the mission of providing academic programs and curriculum to students as discussed in Core Component 5.A.1.

Each June, Community College of Denver and the Colorado Community College System (CCCS) presents their [budget](#) (pages 48-51 on top) to the state board. The initiatives from the current budget show our alignment with our mission: a consistent advisor for each student, funding for our growing undocumented student population, program prioritization throughout the college, college-wide professional development, prior learning assessment, and the expansion of online and concurrent courses.

Response to 5.C.2

CCD engages in the assessment of student learning, evaluation of its operations, planning, and budgeting. The sources of data we have at our disposal include:

- [Course](#) and [program](#) academic assessment of student learning,
- The Neighborhood Master [Plan](#),
- The Enrollment Management [Plan](#),
- IPEDS [data](#),
- Student satisfaction [surveys](#),
- [Faculty](#) and [staff](#) climate surveys,
- Budget [data](#), and
- [VE-135 outcome data](#).
- CCD aligns each division goals to the strategic plan.
- [Academic Affairs](#)
- [Student Services](#)
- [Administration](#)

All college units also require their employees to have annual performance [plans](#) in place with individual goals aligned with the college goals.

When we decided to redesign our development education program, as we discuss in Core Component 5.D.2, it had a tremendous impact on our enrollment. That eroded our discretionary funding. The normal process we had engaged in to evaluate initiatives as tied to our strategic targets could not be employed except for in our [incentive](#) (page 8 on top) funding. Each

year, Community College of Denver allocates funding to support innovation and advance student success. Funded recommendations came from the Enrollment Management [Plan](#) and the president's [goals](#). They included:

- targeted outreach efforts for veteran students,
- red carpet recruitment days for high school seniors,
- cultural professional development to support our diverse, urban student,
- a summit on academic advising and transfer issues with two neighboring universities,
- events to acknowledge our Latino students and Hispanic Serving Institution status,
- implementing Prior Learning Assessment (PLA) by joining Learning Counts (CAEL),
- a faculty mini-grant and professional development program to encourage a greater faculty role in student retention,
- an external market analysis from the National Center for Higher Education Management Systems (NCHEMS) on employer demand and post-secondary provider supply of programs.

Program prioritization will help us return to a more strategically based budgeting process.

As we state in Core Component 5.D.1, in the spring of 2017, the program prioritization committee will be evaluating the program prioritization process and determining how to implement a scaled-back version on an annual or bi-annual basis in order to be sure our programs are aligned and funded according to our priorities. This will become our program review process. The template we used in the inaugural program prioritization process incorporated assessment of student learning, evaluation of operations, planning, and actual financial data.

Response to 5.C.3

CCD is currently in the third year of a five-year Strategic Plan. Each year, we have assessed our progress and developed specific action plans and areas of emphasis for the coming academic year.

- [Year one](#)
- [Year two](#)

Our annual goals/action [plans](#) are developed in part through a summer Strategic Plan Retreat that includes team members from across the college. Throughout the academic year, the strategic plan team is in dialogue with

stakeholders throughout the college to ensure that activities are in [alignment](#) with the strategic plan. For example, this past year, the Enrollment Management Council engaged with representative members from across the college to develop an Enrollment Management Plan that intentionally targets key elements of the Strategic Plan related to retention and completion [goals](#).

Through program prioritization (see Core Component 5.D.2), the college will link each of these processes together. Program prioritization includes assessment of student learning and operational evaluation data as part of the template. As program owners completed their templates, they were asked to specifically address how the opportunities they see for their programs supports the work of the Strategic Plan and any of its other plans (e.g., Master Plan, Enrollment Management Plan). This analysis will be used by the executive staff of the college in budgeting for the upcoming fiscal year.

- [Instructional Template](#)
- [Non-instructional Template](#)

In preparation for program prioritization, we conducted a campus-wide self-reflection [survey](#) that was intentionally inclusive of both internal and external constituents with regard to their sense of CCD's most immediate needs and most relevant future possibilities. The online survey was available to all stakeholders, including employees, students, and members of external advisory boards.

We recognize that we are only at the beginning stages of this important work, but we are excited to have attainable goals and action plans to reach them.

Response to 5.C.4.

CCD plans based on sound data. Each February, CCCS begins its annual tracking of Colorado's [legislative](#) activity of note. For example, CCCS tracked the bill extending concurrent [enrollment](#) (pages 3 and 4 on top) statewide because it would have greatly increased the number of concurrent enrolled students. Every March, CCCS gives a wrap up report on the [impact](#) of tuition increases on CCCS and the colleges for the past year. This allows us to ensure diversification of a number of income streams in order to minimize the impacts of any particular income fluctuation.

CCD takes a conservative approach to our planning based on our knowledge of our current capacity and anticipated changes and fluctuations in our budget streams. This can be seen in the documents that guide us in this pursuit. Our Master [Plan](#) (page 79 on top) notes that we have plenty of physical space available for our operations. Our annual [budget](#) provides us with a solid foundation of our current fiscal capacity and planning. Our IT

department keeps an updated [inventory](#) of our technological capabilities, including the updates that will occur in any given fiscal year. Our Position Control [document](#) gives us a sound understanding of our current human resources. And finally, the program prioritization [template](#) is giving us a strong understanding of how each program at CCD sees its current and future needs.

ENROLLMENT

As an open access institution, we don't always know what resources we will need to fulfill our mission at the time of the initial budgeting process. Math courses, for example, may be in much higher demand this year as compared to last. Therefore, we begin our resource [allocation](#) based on the historic needs of individual programs adjusted for known upcoming changes. The biggest adjustment we typically make is to redistribute adjunct instructor funding as a program grows or declines. Twice a year the Budget Office reconciles each program's adjunct [budget](#) in order to reflect its actual needs. Those departments that require additional budget receive it while those who have a decrease in enrollment have their excess funds reallocated to the growing programs. This reconciliation process ensures all programs have adequate funding for their adjunct instructor needs, thereby meeting our mission objectives.

On a daily basis, the Office of Institutional Research emails out the daily FTE and head count enrollment [report](#) compared to point of time of the previous year. In addition, the tally [report](#), which provides more in depth enrollment information, is also sent. This information is used by academic deans to make real-time adjustments in enrollment planning to open new sections of courses, in monitoring classroom use and space needs, and in hiring of additional adjuncts.

On a college-wide level, CCD implements a formula that considers various enrollment scenarios leading to differential budgetary outcomes. This [process](#) helps budgetary planning by developing contingency plans on anticipated, as well as potential, budgetary deficits and/or surpluses. To accommodate future enrollment dips, the institution maintains a reserve [fund](#) that can be used to mitigate unanticipated declines in funding.

CCD formed an enrollment management committee to develop permanent, sustainable strategies to ensure maximum institutional efficacy in addressing future fluctuations in full-time equivalent (FTE). CCD has implemented the following strategic goals as a result of the work of this committee:

- Redesign the New Student Orientation [program](#) (page 13 on top),
- Increase Hispanic student [enrollment](#) to 30% by 2019 (page 15 on top),

- Provide culturally relevant professional [development](#) (page 27 on top) to support year-to-year college wide retention of our diverse, urban student population.

Enrollment at CCD has been counter-cyclical with the employment [index](#) (page 4 on top) of Colorado. This was incorporated into our enrollment management plan. Additionally, our developmental education redesign negatively impacted enrollment both by dropping the non-Pell eligible courses and by [streamlining](#) the remaining courses to better serve students. Counter-balancing these influences is the fact that 74% of [jobs](#) (page 6 on top) will require some form of post-secondary education by 2020.

ECONOMIC CONCERNS & STATE SUPPORT

Colorado ranks 47th in [funding](#) (page 44 on top) for higher education and has suffered from a [drop](#) (page 2 on top) in state support. In fiscal year 2001, state support accounted for 68% of college costs. By fiscal year 2012, state support had dropped to 33%. In fiscal year 2015, Colorado did increase state support to 36%, with a commitment that all institutions of higher education in Colorado cap tuition by no more than 6%. However, state budgets remain tight, and future projections are challenging.

These factors are carefully considered by CCCS and CCD when planning our budget based on economic factors and state support. Each April, CCCS presents to the State Board a tuition and fee [request](#) that looks at factors such as the consumer price index, Colorado economic forecasting projections, and general fund appropriations. Colorado personal income economic growth also triggers funding in our five-year capital [projects](#), and CCD can then apply for capital projects. CCD has commissioned the National Center for Higher Education Management Systems (NCHEMS) to conduct a custom market [analysis](#) to determine program demand by employers against supply of programs among post-secondary providers in the Denver Metro area. We will use this in concert with the conclusions of program prioritization to review the external market environment of our programs.

Response to 5.C.5.

Our institutional planning processes considers changes in technology, shifting demographics, and globalization. However, while we anticipate emerging factors in our planning, we recognize as a challenge that we do not always do this as a part of a systemic, formal planning process.

Our student [demographics](#) have been fairly consistent over the last several years. Minority rates remain around 50%. Our Hispanic population remains around 25%, our African American population remains around 12%, and our white population remains around 35%. Due to our consistent minority student numbers, we remain committed to improving their outcomes. For

more information about our student demographics, please see Core Component 1.A.1.

One of our new demographic foci is on our undocumented students. Colorado's ASSET [law](#) allows in-state tuition for undocumented students, called DREAMers, who graduated from a Colorado high school. Even though CCD has always welcomed students from diverse backgrounds, in the wake of the ASSET legislation, we increased our [services](#) and offerings for Colorado's "Dreamers." Part of this ongoing effort includes the formation of the Dreamers United [Club](#) on campus.

We have also increased our attention to our industry partners who want competency-based standards of learning. We have received competitive [grant](#) funding to develop three competency-based programs of study at CCD in computed tomography, mammography, and architectural technologies. This grant will enable us to develop strong competency based [programs](#) that will both serve our students to improve their outcomes, but also serve as a model to the rest of CCD as we explore additional competency based programs.

Likewise, our planning accommodates emerging trends in technology. For example, we are committed to increasing [online](#) (page 6 on top) learning. To meet this need, we required that all faculty and instructors who teach in either hybrid or online courses be [trained](#) in the andragogy of these modalities. This is done through a Teaching Learning Center professional development [course](#) called Online Basics, which addresses technologies to enhance online learning and best practices for developing an online learning environment.

We have also embraced technology in order to communicate more effectively with our students.

- [Facebook](#)
- [YouTube](#)
- [LinkedIn](#)
- [Twitter](#)

We foresee globalization becoming a factor in our planning. In the past several years, CCD has developed an International Student Services (ISS) [unit](#) to intentionally engage the community's international student population. Part of the ISS's 2014-2015 [goals](#) include increasing international student enrollment by forming stronger partnerships with local English language centers and by working closely with embassies and cultural missions.

In addition to actively recruiting and retaining F-1 visa students, CCD fosters a direct relationship with the People's Republic of China by being the only community college in the nation to house a Confucius [Institute](#).

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

As mentioned in Core Component 5.C, CCD documents our operations and is actively working to improve our systematic planning and assessment. We recognize this challenge and at the conclusion of our program prioritization process, we will be creating a continuous improvement process for our institution.

Response to 5.D.1

CCD's performance is documented on the institutional and divisional level.

INSTITUTIONAL

The president presents an annual report to Colorado Community College System (CCCS) that details how we have progressed on both our Strategic Plan and the CCCS Strategic [Plan](#).

- [President's report 2014](#)
- [President's report 2015](#)
- [President's report 2016](#)

The Office of Institutional Research and Planning (IR) publishes data to the entire college in the form of the CCD Fact [Book](#), the Common Data [Set](#), and the Enrollment Statistics [Sets](#).

Faculty and staff are given a climate survey bi-annually to document our performance and satisfaction.

Faculty climate surveys

- [2010](#)
- [2012](#)
- [2014](#)

Staff climate surveys

- [2010](#)
- [2012](#)
- [2014](#)

Students are given a satisfaction survey bi-annually to measure their satisfaction with our performance.

- [2010](#)
- [2012](#)
- [2014](#)

Graduates of our CTE programs are [tracked](#) for employment and continuing education.

Our CCD Master Plan documents our current physical spaces and suggests how to maximize use of our spaces in order to reduce inefficient resource expenditures. Please refer to Core Components 3.D.4. and 5.A.1.

DIVISIONAL

Our Enrollment Management and Student Services (EASS) division has adopted the Council for the Advancement of Standards in Higher Education (CAS). Each department within that division submits regular [reports](#) that documents their performance and outlines their plans for improvement.

Academic affairs tracks the progress of course and program [assessments](#), and collects and evaluates evidence of faculty effectiveness in the classroom, including student [evaluations](#), [observations](#), and assessment, as discussed in Core Components 4.B and 3.C.3.

Response to 5.D.2

We would like to highlight three far-reaching, college-wide initiatives that exemplify how we have learned from our operational experience to improve how we do business: the development education re-design, program prioritization, and the advising remodel. These are not static changes, but continually evolve and improve.

DEVELOPMENT RE-DESIGN

In November of 2013, the Colorado Community College System (CCCS) was engaged in a dramatic redesign of our developmental education system throughout Colorado. Our president took advantage of that opportunity to engage CCD in a recursive process of improving our outcomes for our developmental education students.

The entire college worked to implement large-scale improvements based on learned experience in the redesign of developmental [education](#). In 2013, The

State Board for Community Colleges and Occupational Education (SBCCOE) adopted a series of evidence-based [recommendations](#) designed to increase retention, success, and degree completion among students beginning their college careers in developmental-level courses. The statewide Developmental Education Task Force (DETF) developed its [recommendations](#) by studying best practices from across the country. We used our experience with this redesign to improve our offerings beyond the initial developmental education redesign. For example, in 2013-14 [cohorts](#) of full-time faculty and adjunct instructors were created for each redesigned [course](#) to develop ongoing assessment of those courses, and to provide forums for professional development and sharing of best practices. The developmental education redesign was also identified by the college as an opportunity to reorganize developmental education [departments](#), joining them with their complementary transfer-level [departments](#) to create more cohesive, instructionally effective academic departments.

This experience has spurred us to continue to improve our developmental education offerings. To that end, in our math department, we have recently begun placing students directly into their appropriate college-level math [course](#) according to their [program](#). To accomplish this successfully, the student enrolls in both the college-level course and a paired zero-level course, or in both college-level and a co-requisite support course for that designated math pathway. Both are designed to provide resources to help students be successful in college-level math

We have also continued to make improvements in our delivery and student placement methods within our English composition and reading program. The developmental education redesign shortened the developmental English composition and reading sequence from a three-course developmental sequence to either one developmental course or college-level mainstreaming with a co-requisite support course, depending on a student's assessment scores. The college has seen consistent and/or improved success [rates](#) in these courses as well as in the college-level two-course composition sequence that these courses support. In 2016-17, the college also worked to provide students an additional assessment option that allows for greater empowerment and student autonomy. English faculty worked with advisors and college administrators to develop a guided self-assessment of college-level English readiness to provide students a course [recommendation](#) based on their previous experiences and preferences regarding college-level reading and writing expectations.

PROGRAM PRIORITIZATION

Our Strategic Planning Committee proposed a program prioritization process to make recommendations to our executive committee on how to improve our institutional effectiveness. To ensure a collaborative and college-wide

process, we created a nomination [process](#) for members of the program prioritization committee. Nominations were open to the entire college and a planning committee seated a [representative](#) cross-section of the college. We also elected three co-chairs from the main divisions of the college— instructional, student service, and administration. To support our collaborative culture, committee members [pledged](#) to engage with an objective, institution-first mindset that minimized advocacy for individual programs.

We followed a model of program [prioritization](#) based on Robert C. Dickeson's 2010 book, *Prioritizing Academic Programs and Services*. We established a horizontally and vertically representative steering committee that undertook the prioritization of all programs, academic and non-academic, at the college.

Prioritization took the following steps:

- We first established [criteria](#) by which programs were evaluated.
- We determined the [weights](#) given to each criteria (i.e., what matters most at CCD).
- We established templates to collect quantitative and qualitative data that we reviewed by program owners so that the process was transparent and inclusive of the entire college.
- We generated standardized data [sets](#) so that each program would be evaluated based on the same data pull.
- After program owners completed reports on their programs according to the criteria, the committee then generated scores using a normed instructional [rubric](#) and a normed non-instructional [rubric](#).
- The scores allowed the programs to be categorized into the following categories: Continue - Consider secondary recommendations or opportunity analysis for increased evidence of effectiveness, efficiency & essentiality. Discontinue - Implement plan to phase out program. Probation - Needs urgent scrutiny; consider discontinuance or realignment in the absence of evidence for program effectiveness, efficiency & essentiality. Realign - Examine organizational relationships for effectiveness, efficiency & essentiality; determine if the program should be continued within another organization. Reassess - Program owner did not provide enough information to assess.

[Future Steps](#)

- Once all programs are categorized, the committee will make recommendations to the executive leadership that will be shared with the college. This is expected to be completed by December 12, 2016.

- The leadership will consider the recommendations and publicly respond by mid-February of 2017.
- In the spring of 2017, the committee itself will be evaluating the prioritization process and determining how to implement a scaled-back version on an annual or bi-annual basis in order to be sure our programs are aligned and funded according to our priorities. This will become our program review process.
- For additional information about program prioritization, please see Core Components 3.D.2 and 4.C.3.

ADVISING REMODEL

An example of a departmental change where we used our operational learning to improve our practice is our advising [redesign](#). Based on evidence of shortcomings in the previous student advising program, CCD implemented a process to develop a redesigned advising model.

In August 2014, a task force was given the responsibility by the president to look at how we did advising at CCD and to make a recommendation for a redesign of the model. The final [recommendation](#) from the task force was presented to the president in October of 2014 and approved by him for vetting and feedback by the college community. This was presented to internal stakeholders in scheduled [meetings](#), open [forums](#), presentations to groups as requested, and individual conversations.

The president then presented the decision regarding the final model at Conversation Day in March of 2015. In May of 2015, all advisors were brought together at an Advising [Summit](#) to talk about the roles of the advising leadership, the role of academic advisors, and our needs as we transition to the new model.

The primary differences between this advising model and the one that existed previously are:

- the joining of two academic advising centers so that we could have a centralized [model](#)
- a commitment for students to have [one](#) advisor from initial enrollment to graduation
- an advisor that is specialized in the student's academic [pathway](#)

Please also refer to Core Component 3.D.3 for more information about our advising model now.

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

In many areas, CCD has demonstrated a willingness and capacity to improve our operations based on the challenges and the opportunities presented to us. We make sure our educational purposes are paramount and monitor our budget well. We have good procedures in place to engage our internal constituents. However, where we struggle is in integrating our processes and resources into an overarching strategic plan.

To address these challenges, we began a program prioritization process, the results of which will allow us to bring more intentionality into our institutional planning.

We plan to capitalize on existing efforts to systemically:

- Allocate our resources to our needs and emerging factors.
- Integrate assessment student learning, evaluation of operational effectiveness, planning, and budgeting.
- Develop a program review process out of our program prioritization initiative.

Sources

There are no sources.