Assurance Argument

Community College of Denver - CO

Review date: 2/22/2021

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 articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Response to 1.A.1.

In 2012, Community College of Denver (CCD) revised our mission, vision, and values to better align with our culture and 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 visual arrangement of words and phrases collected from the constituents.

Based on the Wordle and town hall meetings, executive staff authored the final versions 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 mission statement is: *CCD provides our diverse community an opportunity to gain quality higher education and achieve personal success in a supportive and inclusive environment.*

- The vision statement is: *Every member of our community will attain the education they desire.*
  - The vision was recently revised to use inclusive language, having previously read "the education he or she desires."

- The values statement is: *Involvement, Student-Focus, Integrity, Lifelong Learning, Excellence, Healthy Work Environment.*

Our mission, vision, and values comprise our public aspiration to meet students where they are and assist them in achieving success. These statements capture well our intention and urgency, but they are difficult to operationalize. For that, we rely on our strategic plan.

In 2018, several town halls were held with structured protocols and questions that reflected the mission, vision, and values statements of the college.

- Academic Advising town hall
- Community leaders town hall
- Faculty Council town hall
- Frontline staff town hall
- President's Cabinet town hall

Once the data was fully analyzed, three (3) overarching institutional goals emerged: access, success, and equity.

The Strategic Planning and Collaborative Decision-Making (SPCDM) council, part of our decision-making system described in core component 5.A.1., met bi-weekly throughout fall 2018 and spring 2019 to develop strategic initiatives that would house actions in response to the goals of the plan. Given college priorities and resource requirements, the council selected eight (8) initiatives that most directly addressed the mission, vision, and values statements of the college.

Our mission and strategic plan are further reflected in our performance plans, and reinforced with supervisor training and evaluation of those plans.

As central to our 2025 strategic plan, the college has committed to improving our campus climate and closing the equity gaps in our

student outcomes and staff/faculty representation and retention. As part of this work, the college's mission documents will be reviewed for possible revision in 2021.

Response to 1.A.2.

Community College of Denver's (CCD) 2025 strategic plan contains our measurable goals and is the document by which we adjudicate our progress. The plan embeds outcomes within these broad goals:

- Student access: Expand access to Community College of Denver to meet the needs of our service area.
- Student success: Community College of Denver will be the college where all students are successful.
- Equity: Diversity and inclusion will be embedded in every aspect of work at the college in an effort to reach equity for students, faculty, and staff.

Our academic instructional spaces, workforce alignment, and public service are designed in commitment to these strategic principles.

Academic Instruction

CCD's approach to faculty placement, advancement, and compensation prioritizes student success and equity. This can be seen in the Faculty Handbook, 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. Full-time faculty primarily emphasize effective teaching; adjunct instructors focus solely on instructional duties as described in our Faculty Handbook.

Economic Development

CCD's commitment to connecting student access and success to the region's economic development is demonstrated in our stackable certificates and degrees. Each leads to employment in our community and serves as an access point for entry into higher degrees our students can use to advance their careers.

Examples include:

- Architectural sustainable design
- Cybersecurity
- Accounting

We provide entry and exit points for students of varying skill levels to meet them where they are, so that no one is barred from success.

Public and Clinical Service

CCD operates several clinical services, providing our students with hands-on, practical experience necessary to securing future employment. Our veterinary technology program operates a Wellness Clinic offering low-cost bloodwork, exams, spay/neuter procedures, and vaccines to pets of the general public. Our dental hygiene students operate the Dental Hygiene Clinic, which provides services to the public at greatly reduced fees. Additionally, they operate the Dental Restorative Clinic, which provides limited restorative services like fillings, extractions, and single crowns to patients of the Dental Hygiene Clinic. These clinics provide our students with necessary experience—advancing their success—while benefiting the communities we serve.

Response to 1.A.3.

Our mission statement identifies us as a community with a diverse population who seeks a quality college education. Our alignment to statewide course competencies and general education core requirements demonstrates that our educational offerings are inherently supportive of our mission: the nature of our higher educational offerings match our mission.

Our student support services use our mission statement to define relevant services critical to our diverse community. This includes a focus on academic advising, financial literacy training, and support organizations that allow our students to see themselves as college students.

Our student constituents are diverse and merit a supportive and inclusive environment, as we promise in our mission. Meeting their academic and personal goals is intrinsic to all we do, as evidenced in our strategic plan initiative to end equity gaps.

Response to 1.A.4.

Community College of Denver's (CCD) mission commits us to providing a variety of programs and services to serve our diverse community. This commitment is visible in our academic programs, student support services, and enrollment profile.

Academic Programs

Our mission demands we offer high-quality academic programs to a diverse student body. Our degree and certificate programs provide numerous options for our students, ranging from accounting to welding, from anthropology to theatre performance.

In total, we offer five (5) degrees: Associate of Arts, Associate of Science, Associate of Applied Science, Associate of General Studies, and a Bachelor of Applied Science. In our Career and Technical Education (CTE) programs, we offer 62 certificates and 28 Associate of Applied Science degrees.

These CTE programs are guided by CTE advisory boards and are adapted to meet the immediate and changing needs of industries and the community. Some examples are:

- Medical assisting, which has updated curriculum based on industry need, and which graduates from our phlebotomy and nurse aide programs can enter

- Graphic design, which has updated curriculum, transfer, and workforce options

- Health and wellness/nutrition, which has created a pipeline from high school through to a master's degree

- Early childhood education, which now includes courses in Spanish for our community needs

Students can enter 38 associate degree programs that guide them toward transferring to a 4-year school.

The Guaranteed Transfer Pathways (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 4-year university counterparts to develop degrees with designation (DWD), 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 as juniors to any public 4-year institution in Colorado.

To further support our students in their transfer to 4-year degrees, we have created several 8-semester plans (associate to bachelor) with our campus partner colleges, Metropolitan State University (MSU) and University of Colorado Denver (UCD). These have been developed in partnership with the Denver Education Attainment Network, a Denver-based nonprofit that refines pathways for students in our community.

- Civil engineering to MSU
- Electrical engineering to UCD
- Mechanical engineering to UCD
- Environmental science to MSU

In addition, in 2014, the Colorado State Legislature gave Colorado community colleges statutory authority to offer Bachelor of Applied Science programs. CCD has received approval from both the Colorado Community College System and the Higher Learning Commission to offer one (1) Bachelor of Applied Science degree in dental hygiene.

Beyond degrees offered, CCD also fulfills our mission in offering students numerous choices of where, how, and when to take courses. Courses can be taken on ground at any of our four (4) locations and, in many cases, also online. We offer hybrid courses, late-start courses, evening and weekend courses, accelerated courses, learning community courses, and inter-institutional courses with MSU and UCD.

CCD has refined and increased our prior learning assessment practices as well, so that students who have gained equivalent college-level learning in their work or military experiences or through a challenge exam can receive credit for that work.

CCD has become a credit-based competency-based institution with three (3) credit-by-examination programs to date. Our first was in computed tomography, our second in mammography, and our third in magnetic resonance imagining. We are finalizing our fourth, an apprenticeship program in veterinary technology.

We offer concurrent enrollment instruction in partnership with Denver Public Schools (DPS) in DPS high schools and early colleges.

In 2019, CCD awarded 10 bachelor degrees, 799 associate degrees, and 660 CTE certificates.

Student Support Services

Our commitment to our students' success demands we provide high-quality student services. The Enrollment Administration and Student Success (EASS) department works alongside the instructional arm of the college to innovate processes and implement technologies that support students holistically. EASS identifies and eliminates human services, financial, and academic barriers that students experience from pre-enrollment status through completion, with an emphasis on equity and inclusion. Refer to core component 3.D.3. for a fuller description of these services.

Our Human Services Program offers students a lending library, emergency aid, childcare and housing scholarships, and a mobile food pantry.

Enrollment Profile

Serving 8,238 students during the fall of 2019, CCD's enrollment profile is consistent with our mission to serve a diverse student population:

- 50% female
- 36% Latinx
- 13% Black
- 8% Asian American
- 70% part time
- 64% first generation
- 35% Pell eligible

CCD serves the majority of schools in Denver Public Schools (DPS) and is their largest community college partner. The DPS student body served by CCD is also diverse:

- 65% of DPS students qualify for free and reduced-price meals
- 54% identify as Latinx
- 13% identify as Black
- 3% identify as Asian

In 2001 the U.S. Department of Education recognized CCD as a Hispanic Serving Institution, and CCD continues to carry that designation. For example, we have used grant opportunities to create structures whereby our Latinx students can see themselves reflected in STEM fields. (Please refer to core component 1.C.2. for more information.) We widen our knowledge gained from these grants in our equity work to improve outcomes for all our students and give our students spaces in which they can learn from one another, as can be seen in our re-design of our most common courses, English Composition I and English Composition II.

Response to 1.A.5.

The Community College of Denver (CCD) mission, vision, values, strategic plan, and institutional student learning outcomes (ISLOs) together provide the framework from which we operate. All are published both internally and externally. Our mission, vision, values, and strategic plans are discussed during New Faculty Orientation and New Employee Orientation.

We ensure that updated documents are shared with the CCD community and the public. Our new ISLOs are in our catalog and our new vision statement and strategic plan are on the web. The formal transition away from our old ISLOs has happened during the COVID-19 pandemic; although previous outcomes hang in all classrooms and department spaces, new posters will replace the previous ones once public safety permits.

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1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

Argument

Response to 1.B.1. and 1.B.2.

Community College of Denver (CCD) serves the public, and our educational role takes primacy over any other functions.

Our educational mission is clearly stated on our website, on 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.

We are an open-access, public community college. We have no private investors. We provide no financial returns to any external private interests. Our funding commits us to the public good; 40.1% of our total operating revenue in fiscal year 2019–2020 came from state support, and that funding mandates our commitment to our educational goals. Because we are a public institution, we receive support from the state through the State Board for Colorado Community Colleges and Occupational Education, which ensures accountability to the public.

Additionally, CCD serves the public by increasing the economic growth of the state through the advanced skills our graduates bring to the workforce and the higher taxes they pay. For every dollar spent in education, students get a return of $4.90 in future earnings. In one (1) year alone, CCD improved our community economically in several ways:

- Alumni added $157.3 million in additional income.
- 946 students gained employment.

Response to 1.B.3.

Because of our location in downtown Denver, Community College of Denver (CCD) serves 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 Denver and the Front Range.

Industry Partners

CCD receives input from Career and Technical Education 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. Sample meeting minutes are listed here:

- Architectural technology
- Dental hygiene
- Radiologic technology

An example of the institution's emphasis on community economic development is the WORKNOW coalition, supported by CCD's Center for Workforce Initiatives. WORKNOW is a training and community resource program collaborating to expand the pipeline of local construction workers and to connect metro Denver communities.

As part of our strategic initiative to improve industry partnership, we engaged in a survey to identify our current strengths and weaknesses. The survey results will be used to identify how to make industry partner relationships beneficial for both parties.

Community Organizations

CCD staff members participate in community organizations. CCD is also a member of the Denver Education Attainment Network (DEAN), which focuses on increasing educational attainment and closing the attainment gap in a pipeline from ninth grade through college completion. Some sample transfer agreements DEAN has facilitated are:

- Management
- Economics
- Mechanical engineering

We partner with Project Success to provide career exploration and financial literacy tools. We partner with the Denver Scholarship Foundation to provide financial assistance and wrap-around support to graduates of Denver Public Schools. And we partner with the Credit Union of Denver to provide financial information to our students. The Credit Union of Denver also provides donations for scholarships and for our outreach efforts with students.

Educational Partners

Because we share a campus, we have negotiated transfer agreements between CCD and Metropolitan State University of Denver and the University of Colorado Denver.

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, as evidenced by our growing concurrent (high school) enrollment in CCD courses and programs.

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1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

Response to 1.C.1.

Both our curricular and co-curricular activities offer students opportunities to grow as informed citizens and to better prepare themselves for the workforce.

Informed Citizenship

Community College of Denver (CCD) commits to producing graduates who are informed and capable citizens in our community, our nation, and our world.

The CCD institutional student learning outcomes (ISLOs) prepare our students to be citizens in our diverse and complex world. Faculty Council charged the Institutional Effectiveness Committee to revise the ISLOs to make them more measurable and assessable. The updated ISLOs are:

- Interpret, represent, and analyze mathematical information accurately and perform calculations to solve problems (quantitative literacy)

- Communicate a central guiding idea to a defined audience, for a concrete purpose, employing effective conventions in the service of meaning (effective communication)

- Apply a set of cognitive, affective, and behavioral skills to effectively interact in a variety of cultural contexts (intercultural literacy)

- Analyze information and ideas from multiple perspectives and articulate an argument, opinion, or conclusion based on that analysis (critical thinking)

CCD supports a Student Government Association (SGA) to represent CCD students and provide opportunities for leadership development. SGA engages students through meetings and leadership activities.

We offer a number of co-curricular programming opportunities that prepare our students to lead in spaces where they identify as citizens.

- Annual public speaking competition
- Phi Theta Kappa
- Latinx Leadership Summit
- Urban Male Initiative
- Black History Month
- Dental hygiene cannabis series

Beyond campus, CCD students participate in a structured vote registration campaign that works to improve civic learning, political engagement, and voter participation through a non-partisan lens. Based upon our work so far, we have earned a Gold Seal from the challenge.

Workplace Success

To provide the data necessary to align our academic programs with workplace success, each program receives an annual program dashboard and a review of their relevant labor market analysis (for Career and Technical Education [CTE] programs).

- Sample program review dashboard

These program dashboards are used by faculty and deans to tailor our programs directly to workplace needs. Examples of data-driven

adjustments include:

- The journalism certificate was deleted from CTE and replaced with a general education transfer degree, which will better prepare students for employment after completing their bachelor's degree.

- A new certified dietary manager certificate was created in response to employer demand and new state regulation requirements in long-term care.

- The entire machine technologies scaffold (certificates to degree) was updated to meet current advanced manufacturing needs.

Additionally, as an institution, we are engaging in labor market analysis training led by our Institutional Research department to generate a standard understanding of how to identify and better respond to workforce trends.

CCD's new strategic plan includes expanding credit and non-credit course offerings to grow our industry/business partnerships. We already engage in this work in several spaces but have not yet created a clear goal of how we want to build this out.

- Business Boot Camps
- Post-graduation certificates in machine technologies
- Post-graduation certificates in radiology
- Dental hygiene post-graduation non-credit trainings
  - please note the dental hygiene accrediting agency, CODA, does not permit identification of students in these circumstances, and identifications are therefore redacted

In the fall of 2019, CCD engaged with regional partners in a gaps analysis to identify where we can improve instruction and partnership with area businesses and industry. This was done as we prepared for the updated Carl D. Perkins Act and resulted in a Regional Needs Assessment report that serves as our blueprint for creating and deepening high-wage, high-need work opportunities for our graduates. Our success in this area is operationalized and tracked.

Like many colleges, CCD employs students as work studies throughout the college.

Academic Year	FY17	FY18	FY19	FY20
Number of student work studies	354	291	379	344

CCD utilizes both federal and state work-study program funding, employing student workers who gain professional skills like time management, written and oral communication, and organization. This is evidenced by the student employees' increased likelihood to retain at CCD as compared with the student population overall. As part of our growing commitment to work-based learning, we will use our needs assessment to develop these opportunities in alignment with workplace skills.

On the co-curricular side, CCD provides career readiness and placement services to our students. Career readiness coaching assists students with cover letter writing, résumé writing, and interviewing skills. Placement work involves career fairs and networking opportunities through internships and clinicals.

- Manufacturing Mixer program
- Career fairs
- Health science career fairs

Response to 1.C.2.

Community College of Denver (CCD) promotes an inclusive environment in which all learners can achieve personal success. In addition to the informed citizenship activities listed above, some examples include:

- Inclusive Excellence Leadership Team (IELT): The IELT engaged in a Racial Equity and Liberation virtual learning series to increase their ability to engage meaningfully in equity work.

- STEM Sirviendo and Metro Denver STEM Alliance grants: These grants offer wrap-around support services to Latinx students in STEM fields.

- Military Friendly School: CCD supports student veterans by connecting them with internal and external resources to meet their needs on and off campus. Our Veterans Service Center works with veterans and military-connected students to assist with VA benefits, to offer specific advising, and to connect them with student resources.

- DREAMer support: CCD provides support to qualifying undocumented youth in gaining deferred action and a 6-year path to citizenship and hosts informational sessions 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.

- Equity-focused professional development: Departments throughout the college offer professional development focused on equity pedagogy and reducing equity gaps across all races/ethnicities in our individual courses and programs.

- Human Resources (HR) trainings: Through our HR department, CCD faculty and staff take online courses to support an inclusive environment. Trainings include bullying prevention, the benefits of diversity, equal employment opportunity laws, workplace ethics, discrimination prevention, Title IX awareness, and harassment prevention.

Response to 1.C.3.

Community College of Denver (CCD) commits to welcoming all. Over the years, that commitment has been expressed in many ways. CCD formalized this commitment in academic year 2012–2013 by launching a Diversity and Inclusion Council (DaIC). The DaIC coordinated with college committees as well as with diversity offices at the colleges that share our campus to implement cultural sensitivity trainings and organize multicultural celebrations.

In our 2020–2025 strategic plan, we extended our focus on inclusivity by making equity a principal goal with two aspects: Improve the Campus Climate and Erase Equity Gaps.

The first step in our strategic plan toward equity has been to develop the Inclusive Excellence Leadership Team (IELT). The IELT is composed of faculty, instructors, staff, and students. The co-leads are the director of Human Resources (HR) and the provost and vice president of academic affairs. The mission for this team is to embed equity and inclusion in every aspect of work at the college, as demonstrated in their CCD Diversity Plan. Some early examples of this ongoing work include:

- The college's vision statement was revised to be more inclusive for students who have a non-binary self-identity.
  - Previous vision: Every member of our community will attain the education he or she desires.
  - New vision: Every member of our community will attain the education they desire.

- The IELT, in partnership with the Student Government Association, responded to recent protests around police brutality and Black Lives Matter.

- Our HR department created a bank of equity-minded interview questions that must be asked of all applicants to CCD.

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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 (CCD) fulfills Criterion One. Our mission is visible in the actions and decisions that happen here every day, operationalized through our strategic planning initiatives. These can be boiled down to three (3) words: access, success, and equity. We provide *access* to higher education, particularly for students of color. Once here, our programs and services foster student *success.* Together, those move us toward *equity*.

We believe that our mission benefits not only our students, but also our local community, our state, and our nation. By maintaining strong external partnerships, responding to the needs of our communities, and equipping our students for engagement in our diverse society, CCD serves the public good.

While we believe we meet Criterion One, we recognize the following opportunities:

- We must stay resolved in implementing our strategic plan initiatives for 2025.
- We need to continue our focus on and commitment to our students of color, never being complacent that we have fulfilled our equity goals.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Response to 2.A.1.

The State Board for Community Colleges and Occupational Education (SBCCOE) is our governing body and neither adopts nor approves any individual institution's mission or vision. Our mission falls well within the objectives of that governing authority and the Colorado Community College System mission in that both create access to quality higher education while providing resources for student success, and all for the larger public good.

Response to 2.A.2.

As a state agency, Community College of Denver (CCD) 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 CCD uses to develop internal procedures and processes that ensure our operations are ethical and responsible. This is demonstrated by our approach to our governing board, administration, financial functions and auxiliary services, academic functions, and personnel functions.

Governing Board

The State Board for Community Colleges and Occupational Education (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 authority to conduct internal financial, operational, and compliance audits and oversight.

Administration

CCD's Executive Council shares decision-making power through a distributed model to ensure that the college as a whole understands, buys into, and fulfills our decisions with integrity. For example, the college has adopted a decision-making matrix, developed by our strategic planning committee, that involves the three (3) committees of our decision-making model. The Strategic Planning and Collaborative Decision-Making group was established to ensure that decisions were made with widespread knowledge and broad agreement. Our commitment to shared governance can also be seen in the President's Cabinet, wherein the executive staff regularly meets with faculty and staff to discuss issues pertinent to the college.

Financial Functions and Auxiliary Services

CCD has established policies and procedures so 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 potentially unethical behavior. Examples of such authoritative guidance include Generally Accepted Accounting Principles, the State of Colorado Fiscal Rules, and Procurement Code.

 Policies and procedures that specifically address fiscal ethical behavior include:

- State Board for Community Colleges and Occupational Education (SBCCOE) board policy for the delegation of signature authority and the CCD signature authority process establish appropriate approval levels to ensure that, prior to processing, transactions are scrutinized for institutional appropriateness, are not made for personal benefit, and are in compliance with all other applicable policies.

- The CCD Employee Travel Procedure and CCD Mileage Reimbursement Procedure require that travel is approved by someone other than the traveler (in most cases the supervisor).

- The Auraria Higher Education Procurement Services Office administers and manages procurement services. This office, delegated by the State of Colorado Purchasing Director, uses a bid process (based on dollar level) to select the highest quality vendor as required by the State of Colorado Procurement Code and Rules. Appropriate controls, credit limits, and audits to reduce potential for inappropriate purchases are outlined in CCD's Procurement Card Procedure.

- SBCCOE policies and CCD procedures control tuition and fees charged to students and the related collection of payments. 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. The office processes and reconciles transactions according to CCD's CashNet Procedures.

To verify compliance with these fiscal policies and procedures, CCD completes annual external financial audits through the Colorado Community College System (CCCS). For the past four (4) fiscal years, CCD has had no financial audit findings nor received any audit comments. 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 financial activities.

Academic Functions

CCD's commitment to maintaining integrity in all our academic functions is evidenced by the policies and procedures governing our faculty and our student body.

- CCD follows the Colorado Community College System (CCCS) Code of Ethics governing conflicts of interest and ethical principles for all faculty and staff.

- Faculty credentials are verified against the Faculty Qualifications and Guidelines and established on the Faculty Credentialing Form.

- Students are held to standards of academic integrity through our Student Code of Conduct, which is published on Desire2Learn, our learning management system (LMS) site, which every student can access. We do not operate on an assumption of guilt, but rather view identified infractions as learning opportunities and growth conversations.

- Our standards of satisfactory academic progress help students understand the advancements we expect them to make every semester. Through the Extenuating Circumstance Appeal process, students experiencing illness or events that prevent their success may be given tuition credit to retake a course or clear a balance. The Extenuating Circumstance Appeal Committee can also approve an academic withdraw if the appeal is approved. Once approved, a student can then make a grade appeal.

- We meet all current requirements in regards to verifying student identity. As part of CCCS, CCD follows system policy for all students requesting assistance over the phone or in person.

- Our Teaching Learning Center trains faculty to design online assessments that deter violations of online integrity. This training is done in one-on-one sessions as well as in the Advanced Online training.

- 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.

- The college disburses aid after students are dropped for non-attendance to ensure we allocate financial aid to students who are actually attending class.

Personnel Functions

Our hiring process is designed to reduce bias through public advertisement of open positions, detailed job descriptions, inclusive and representative application screening committees, mandatory implicit bias training, and a formal interview process. This exists both for classified staff and all other faculty and staff members.

Once hired, new employees, including CCD volunteers, are required to complete background checks. All employees attend the New Employee Orientation (NEO), which trains new hires on policies and processes for fair and ethical behavior. Applicable State Board for Community Colleges and Occupational Education (SBCCOE) policies and procedures discussed during 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, 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 laws and statutes. Colorado Community College System employees are encouraged to disclose information regarding actions of the system or its employees, contractors, or agents that are not in the public interest.

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

Additionally, all new full-time faculty and adjunct instructors are onboarded using the Onboarding Checklist and are required to complete the New Faculty Orientation. This orientation covers legal and procedural items, including classroom emergencies and the Family Educational Rights and Privacy Act.

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

Each year CCD requires employees to complete a series of trainings to create an inclusive and safe workplace. Topics include the prevention of bullying, discrimination, and sexual violence, as well as an overview of the Clery Act and our reporting responsibilities. The college-identified Campus Security Authorities are required by the Clery Act to complete additional training annually.

In instances where an employee believes an action has violated any SBCCOE policy or college procedures and/or adversely affected 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.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Response to 2.B.1.

Community College of Denver (CCD) values wide-reaching and clear communication with our constituents and the community. We rely on 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, catalog, and marketing materials.

Accuracy and Currency—Website

Our website, www.ccd.edu, is the primary medium for communicating information about our institution. We ensure the accuracy of this information through the Web Accountability Guideline, which lists specific responsibilities of the content owners and of the vice presidents who oversee all CCD departments and centers. All documents are reviewed both for content and also to meet the requirements of the college's Web Accessibility Plan and the system office Web Accessibility Procedure.

Academic Offerings—Website

We recently updated our academic program webpages to reflect our commitment to guided pathways. Each pathway is listed, with each program of study listed within those pathways. For each program of study, students and the public can view accreditation status (if relevant), online availability, course and program fees, financial aid eligibility, internship and service-learning opportunities, 4-year transfer options (if relevant), job outlook, and credential progression. Examples:

- Veterinary technology
- World languages
- Multimedia graphic design

CCD ensures the accuracy of this information through the Web Accountability Guideline explained above.

Cost to Student—Website

Financial information is available directly on www.ccd.edu. This includes tuition and fee information; a cost calculator; and 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 guidelines.

Federal Requirements, Accreditation, Faculty and Staff—Website

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

- Our civil rights compliance
- Reporting requirements and notice of non-discrimination
- Our accreditation relationships
- Our faculty and staff

CCD ensures the accuracy of this information through the Web Accountability Guideline explained above.

Catalog

Our catalog includes complete information on tuition and fees, add/drop/withdraw deadlines and procedures, registration, advising and orientation processes, and academic programs.

The college follows an annual process for catalog review. In March of each year, the general, non-programmatic sections of the catalog are reviewed, updated, and approved by the deans and directors over those functional areas. This process safeguards the publication of accurate information.

Regarding academic content in the catalog, faculty propose changes to the college's Academic Standards Committee (ASC) on a monthly basis August through February. Changes/additions/deletions of courses, course prerequisites, and programs are reviewed by ASC and recommended for approval to the college's provost.

- Sample course approval: MAT 123
- Sample program revision: Creative metalworking
- Sample new program approval: Supply chain management

The scheduling team transcribes approved changes into a draft of next year's catalog, and academic deans and department chairs review that draft in March. The electronic version of the catalog is posted on the website.

Marketing

CCD'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: drafting, editing, designing, and prior to printing.

Each marketing piece provides information about a program, including its pathways and related job opportunities, and accurately portrays the mission and values of CCD. Examples include:

- Theatre
- Veterinary technology
- Health and wellness
- Radiologic technology

Response to 2.B.2.

As a public, open-access institution, Community College of Denver (CCD) provides an enriched educational environment.

CCD carefully aligns ourselves with the economic development of our community and region through the Colorado Talent Pipeline Report and the Colorado Community College System report on college value. Our programs of study move students to high-demand careers throughout the Denver metro region. CCD also engages with community members through the Denver Education Attainment Network (DEAN). DEAN coordinates our high school partners, local technical college, and 4-year Auraria college partners (Metropolitan State University of Denver [MSU] and University of Colorado Denver [UCD]) to create pathways from the high school or technical college to CCD to 4-year colleges where appropriate.

- Sample high school to CCD alignment: Criminal justice
- Sample CCD to MSU alignment: Nutrition
- Sample CCD to UCD alignment: Marketing

CCD also recently completed a regional alignment of our programs preparing for the new Perkins Act, The Strengthening Career and Technical Education for the 21st Century Act. Along with 32 regional partner institutions, CCD engaged in a deep needs assessment and gaps analysis of the metrics important for Career and Technical Education (CTE) programs. The final document is an objective, strategy, and measurable outcome blueprint for how we will improve our CTE programming over the next four (4) years.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

Response to 2.C.1.

The State Board for Community Colleges and Occupational Education (SBCCOE) is an 11-member board (nine [9] voting, and two [2] non-voting) appointed to 4-year terms by the Governor of Colorado and confirmed by the Colorado Senate. They are charged with the oversight of the thirteen (13) community colleges that are part of the Colorado Community College System (CCCS), including the Community College of Denver (CCD).

Governing documents are contained in the Board Policies and System Procedures. The board meets monthly to make determinations, develop a strategic plan, and provide oversight for CCCS and the thirteen (13) community colleges. A few sample meeting minutes are below:

- April 10, 2019
- May 8, 2019
- April 11, 2018

All SBCCOE policies and procedures and the committee membership list are made public on their website.

The SBCCOE stays informed through its various advisory councils such as State Faculty Advisory Council, State Faculty Curriculum Committee, and Statewide Student Advisory Council.

CCCS interacts with the colleges via system-wide committees, including CCCS Presidents' Council, VP Council, and Business Officers, as well as through functional groups like the Registrar Council, Deans Council, and Controllers' Group.

Additionally, the president submits a monthly report to SBCCOE to keep them appraised of our work in alignment with our mission and the strategic plan of CCCS.

- April 8, 2020
- February 12, 2020
- December 10, 2019

Response to 2.C.2. and 2.C.3.

As outlined in state law and repeated in board policy, the State Board for Community Colleges and Occupational Education (SBCCOE) supports and enriches Community College of Denver (CCD). The central focus of the SBCCOE is to provide an operational framework for the thirteen (13) Colorado community colleges, including CCD, so that they can best serve their internal and external constituents.

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

- Fact Sheet
- Business and commerce impacts
- Students' investment
- Taxpayers' investment
- Society's investment
- Economic impact—Main report

The board is invested in our adjunct population as well. In 2014, SBCCOE created the Adjunct Task Force and asked the community colleges to consider the needs of our adjunct instructors and to make recommendations addressing those issues. Presidents at all thirteen (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 (2) weeks before the beginning of the term. We have also provided adjunct workspace within each center to facilitate their involvement in our community. Recently, SBCCOE created a new procedure which gives these additional rights to adjuncts by requiring colleges to:

- Develop a clear process for payment of work outside of instruction
- Develop guidelines for how instructors can participate on committees and at college events
- Ensure instructors are represented at the college
- Facilitate a process by which instructors choose their own representative to the Colorado Community College System adjunct council

The board also supports the college's physical needs. CCD requested support from SBCCOE for the Machining and Welding Lease Agreement, and SBCCOE agreed, approving the lease of our 33,000-square-foot building.

Response to 2.C.4.

Regarding the board's independence from external influence, the state of Colorado has guidelines to choose the eleven (11) board members of the State Board for Community Colleges and Occupational Education (SBCCOE). Of those, nine (9) 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 Colorado. 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. The board may not have more than five (5) members belonging to the same political party and must have at least one (1) member from each congressional district. The remaining two (2) members are a student and a faculty member from the Colorado Community College System (CCCS). These members do not have voting privileges, nor can they attend executive sessions. State law and SBCCOE by-laws do not permit compensation for serving on the board aside from a per diem limited to $50 per attendance. This is further limited to a maximum of five (5) sessions per month.

In addition, CCCS, 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 for gifts and donations.

Response to 2.C.5.

While the State Board for Community Colleges and Occupational Education 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 Community College of Denver (CCD) organizational chart.

Faculty Oversight of Academic Matters

Board policy ensures that CCD faculty has representation both at CCD and within the Colorado Community College System.

The president ensures that faculty participate in decision-making as codified in the Faculty Handbook. This is carried out via Faculty Council. The by-laws of Faculty Council state that the purpose of the body 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 is open to all faculty. Faculty Council's role in the day-to-day management of academic matters is evidenced in meeting minutes:

- April 8, 2020
- November 6, 2019
- December 11, 2019

Faculty Council also has representation on the President's Cabinet and on the Strategic Planning and Collaborative Decision-Making council.

The Academic Standards Committee (ASC) guarantees that faculty oversee academic matters. This committee is responsible for reviewing and recommending changes to 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 ASC. Voting members on this committee are limited to faculty.

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2.D - Core Component 2.D

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

Argument

Community College of Denver (CCD) believes that education should prepare students to function in a dynamic society. To this end, our faculty exercise professional judgment 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. This is shown in how faculty make andragogical choices:

- Anthropology faculty choose textbooks that best suit their framing of the competencies.
- Geology faculty use individually selected films as an exploration of the world.
- Political science faculty develop assignments and exams that best suit their instruction.
- Welding faculty utilize faculty workspaces within our learning management system to share their best ideas.

In addition, we guarantee faculty and students the freedoms of speech and expression 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. Students and faculty alike perform in theater productions and music recitals:

- Gun Show
- Hunting Big Foot
- Vagina Monologues
- Student recital
- Faculty recital

The visual arts and graphic design faculty and students also participate in faculty and student art exhibitions throughout the year.

- Student Show: Can't Stop, Won't Stop
- Student Show: Above and Beyond Self-Portrait
- Student Show: Gamecon
- Faculty Show: Art Show

Faculty and students work together to produce the college's annual student literary and art magazine, Ourglass.

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 and re-iterates it frequently in communication to the entire community.

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2.E - Core Component 2.E

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

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Response to 2.E.1.

Community College of Denver (CCD) supports basic research through initiatives such as the Engaged Scholars Program, which involves students in directed research projects and other scholarly studies. Students take a class that introduces foundational components of research such as identifying research paradigms, controlling for bias in project design, and analyzing both qualitative and quantitative data. Students are taught to incorporate ethical practices including identifying and controlling for bias, objectively analyzing results, making claims that are founded on data-supported premises, detecting claims that are not supported by data, and separating facts from opinions both within the class and within a 12-hour service-learning project associated with the course. By the end of the semester, students have designed, developed, written, and presented a research proposal that they then implement in the next semester.

Although research involving human subjects has been rare at CCD, we maintain professional standards and oversight. Previously, the Institutional Review Board (IRB) for Human Subjects Research at the Colorado Community College System (CCCS) had the responsibility to oversee procedures for carrying out the college's commitment to protecting human subjects in research. In the 2019–2020 school year, the college recognized the need for greater institutional engagement in the research review process and received permission from the Office of Human Research at CCCS to instate our own IRB process and committee. This newly established committee reviews all requests for research concerning CCD students, staff, and faculty and must approve research before it begins.

Response 2.E.2.

Community College of Denver (CCD) is committed to academic integrity. Because we are a public institution, 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 resources to aid academic integrity, such as guidelines to navigate copyright issues. 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.

Response to 2.E.3.

Students receive instruction in the ethical use of research and of information resources, as well as the effects of plagiarism. In Desire2Learn (D2L), our learning management system, every course has a site that includes information about academic honesty. A syllabus review during student orientation sessions also exposes students to this information and includes an overview of our Student Code of Conduct.

Most students (with the exception of those seeking our short certificates) are required to take ENG 121, Composition I, and our transfer students are required to take ENG 122, Composition II, which focus on finding, analyzing, and using information. Both contain learning outcomes focused on effective research and information literacy. Our First Year Experience (FYE) course also covers this information.

- ENG 121 introduces students to finding and effectively integrating research into their writing.
- ENG 122 teaches students to gather and summarize information while evaluating research and data from multiple viewpoints. This research is integrated into appropriately documented research papers.
- Our FYE course introduces students to navigating information sources.

Students and faculty can use Turnitin to prevent and discover plagiarism. The Colorado Community College System made this tool a

component of D2L, so any instructor who uses the D2L dropbox feature can activate this service. Turnitin assists in monitoring student academic integrity by generating a "similarity score" that can indicate plagiarism. The instructor 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 instructor guidance.

CCD offers research-based courses where faculty lead students in scholarly research including the ethics and use of information. For example, in General College Microbiology, students take part in a project-based learning experience to enhance their planning and execution of a research project in microbiology.

Response to 2.E.4.

Academic integrity is a community responsibility of the college, and for that reason, our academic integrity policy is stated in every course Desire2Learn site and discussed on the first day of each class. Faculty receive an email 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 file with the Office of Student Conduct. The resulting reports are submitted to an online conduct database, Maxient. Reports are addressed in two (2) ways. Faculty members, after consulting with their chairs, determine any appropriate grade consequences for academic misconduct. The Office of Student Conduct simultaneously determines any institutional sanction consistent with a student's prior conduct history or the egregiousness of the offense. This process is in line with both Colorado Community College System board policy regarding student discipline and Community College of Denver (CCD) procedure.

CCD has recently purchased two (2) systems to identify activities of concern. These systems allow us to forcibly close all student web browsers when students are testing through our learning management system, ensuring students cannot search for answers on their computers. We also now have a system that serves as 2-factor authentication by using the computer camera to identify the student and flagging suspicious behavior. Combined, these systems will help us verify that the work students submit reflects their own efforts, as well as identify and correct troublesome behaviors.

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2.S - Criterion 2 - Summary

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

Summary

Our policies and processes help Community College of Denver function independently and effectively. We use our policies to accurately and consistently communicate information about the college to our stakeholders. The policies given to us by the Colorado Community College System support our partnership and benefit students by placing them on equal footing at any of the state's public colleges. Additionally, CCD has implemented many of our own procedures to ensure our integrity.

Our commitment to ethical and responsible behavior extends beyond the systematic operation of our school and includes encouraging our students to realize how their own actions and decisions matter in the larger society. We commit to academic freedom and encourage students, faculty, and staff to express themselves.

We meet the core requirements of Criterion Two, but look for areas to grow:

- We continue to evaluate and refine our website through an equity lens to make our communication clear and understandable for all populations.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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) ensures that the courses and programs we offer are current, relevant, and appropriately rigorous.

Each fall, faculty members from the thirteen (13) community colleges in the Colorado Community College System (CCCS) gather to review the courses in their respective disciplines. At these meetings, faculty consider 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 Common Course Numbering System (CCNS), which designates the courses that may be offered at CCCS schools.

- Architectural technologies discipline meeting minutes
- Criminal justice discipline meeting minutes
- Radiologic technologies discipline meeting minutes

We maintain the currency of our classes through a Colorado Department of Higher Education (CDHE) process that begins with a faculty nomination completed on the form. The State Faculty Curriculum Committee (SFCC) requires that updates maintain a commitment to the rigor of the CCNS.

- SFCC discussion of intercultural communication
- SFCC discussion of technical English

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.

All 21 of our Career and Technical Education (CTE) programs of study additionally engage with program-specific advisory boards to maintain currency. Evidence of this process can be seen in the following meeting minutes:

- Dental hygiene advisory meeting minutes
- Radiologic technologies advisory meeting minutes
- Surgical technology advisory meeting minutes

We also make sure the degrees we offer demand appropriate levels of performance. Students who enter CCD to complete an associate's degree perform their freshman- and sophomore-level coursework at our institution, as evidenced by our general education transfer arrangement with CDHE.

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 2- and 4-year institutions. This process ensures that the courses in our gtPathways offerings meet the current statewide general education core requirements. These CCD courses are guaranteed to transfer to any public institution in Colorado so long as the student has achieved at least a C- grade. These are the CDHE gtPathways by content area:

- Arts and humanities
- Communication
- Mathematics
- Natural and physical sciences

- Social and behavioral sciences

We align with 4-year institutions through statewide transfer articulation agreements, which guarantee that the 4-year institution recognizes our coursework as current and appropriate to the degree level. These agreements include statewide articulation agreements and other transfer agreements.

Response to 3.A.2.

Community College of Denver (CCD) offers undergraduate education at the bachelor, associate, and certificate levels, 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 Career and Technical Education (CTE) programs through scaffolded certificates that lead to an associate's degree within the discipline. Students who earn a certificate may use all or most of those courses toward the completion of their next-level certificate or an associate's degree. Some samples include:

- Sustainable design
- Criminal justice
- Machining technologies

Our CTE programs are evaluated for rigor and differentiation both through our advisory committees (see core component 3.A.1.) and through the 5-year program review (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 aligned the course and program objectives with the institutional outcomes of the college. We used the Lumina Foundation's Degree Qualifications Profile to develop challenging 300- and 400-level coursework.

Response to 3.A.3.

Community College of Denver (CCD) maintains consistency across all modes of delivery, regardless of whether a course is offered on-ground at any of our locations, online, or through concurrent enrollment at one of our partner high schools.

To standardize our courses across all platforms and locations, they use the same course competencies and topical outlines as outlined in the Common Course Numbering System, as well as the same model syllabus. The following syllabi show how our learning outcomes remain the same irrespective of how a course is offered:

- Sample syllabi for College Algebra at our main campus and College Algebra at a high school
- Sample syllabi for Art Appreciation on-ground and Art Appreciation online
- Sample syllabus for Nurse Aide Health Care Skills & Clinical Experience on our main campus and Nurse Aide Health Care Skills & Clinical Experience at the Lowry campus

To provide consistent delivery, faculty and instructors are held to the same professional standards as made clear in the HLC qualification guide. We have further refined this through our guideline and discipline addendum.

- Professional qualifications—English department—main campus
- Professional qualifications—English department—CEC Early College

All instructors, regardless of where and how they teach, are held to the same standards. Faculty and instructors at Auraria and in our concurrent enrollment program are observed annually by trained chairs or peers. Our contractual partner, Colorado Community College Online, also monitors instruction to evaluate teaching effectiveness.

- Sample criminal justice class observation from the main campus and from a high school

Our online and hybrid classes maintain the equivalent contact-to-credit-hour minutes as our on-ground classes in alignment to the Carnegie Unit and system-wide curriculum committee. This is demonstrated by our contact to credit hour forms. Our contractual partner uses a similar, and equally rigorous, standard.

Faculty who teach online or hybrid classes are trained to maintain course quality through the Online Basics course. Our contractual partner has the same requirement. The COVID-19 pandemic posed a challenge because not all faculty were online-certified; our Teaching Learning Center rose to that challenge and trained faculty who had not previously taught online.

CCD is a credit-based competency-based institution, and we ensure that instructional quality and learning goals remain consistent in these programs as well. Each program has clearly mapped the program learning outcomes and where in the curriculum each outcome is introduced, reinforced, and mastered.

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3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

Response to 3.B.1. and 3.B.2.

Our general education (GE) program is developed through the state by a consortium of 2- and 4-year colleges called the General Education Council. These 31 credits form the freshman and sophomore experience for most bachelor's degrees in the state of Colorado. The degrees developed through statewide articulation or at Community College of Denver (CCD) all incorporate this core. As an associate-granting institution, our mission is to provide this foundational education that guarantees students can seamlessly transfer to any public college in the state.

All of our Career and Technical Education (CTE) degrees also include a subset of gtPathways GE courses, as appropriate to our mission.

CCD has established the following four (4) institutional student learning outcomes (ISLOs). A CCD graduate will demonstrate the following:

- Quantitative literacy—Interpret, represent, and analyze mathematical information accurately and perform calculations to solve problems

- Effective communication—Communicate a central guiding idea to a defined audience, for a concrete purpose, employing effective conventions in the service of meaning

- Intercultural literacy—Apply a set of cognitive, affective, and behavioral skills to effectively interact in a variety of cultural contexts

- Critical thinking—Analyze information and ideas from multiple perspectives and articulate an argument, opinion, or conclusion based on that analysis

These ISLOs represent our philosophy for what we believe a 21st-century citizen should know and do to succeed in the workplace, in the community, and in the greater environment. We focus on these outcomes 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 college recently updated the ISLOs; the previous six (6) were mapped through our GE coursework, and we are doing the same for the updated ISLOs.

Response to 3.B.3.

Community College of Denver (CCD) exposes students to courses that reflect diverse experiences. Our first iteration of this Colorado system-wide commitment was part of our pathways work, where faculty identified courses they believed would best prepare students to work in our multicultural community. Some examples are:

- Ethnic Literature is in seventeen (17) programs of study
- Women in World History is in seventeen (17) programs of study
- History of Latin America is in sixteen (16) programs of study
- African American History is in thirteen (13) programs of study

While this initiative was well-intentioned, those courses are electives and students have not been enrolling in sufficient numbers.

We realized we needed to focus this work in classes that students must take. One such course is our new First Year Experience (FYE). This course is paired with Introduction to Sociology as a first-semester requirement that will become mandatory for all students when it is completely built out. Given the continuing need for students to grow in their multicultural awareness, this course builds students' understanding of a multicultural world through learning about various social institutions that make up our modern society. For example, students study religious and business institutions, including how gender and race/ethnicity are impacted in those spaces. Every student engages in a career exploration project in which they investigate how their individual identity, however they define it, is situated within that work sector.

Our English faculty have re-examined English composition, the most-taken class at CCD, as part of our Center for Urban Education equity pedagogy work to scrutinize their teaching through a race and ethnicity lens. As a result of this work, faculty have created an English Composition II model course and are currently creating the model course for English Composition I. Both model courses include multicultural representation in the content and assignments. These classes ask students to look critically at their community and its intersection with their own identities.

We have also become more aware of how even our program course maps impact students. Our students are diverse and they do not always see themselves reflected in high-demand fields.

CCD sees our student body as capable, even when students don't see themselves that way. Sometimes a career path seems unobtainable from a student perspective, as was the case with our original engineering pathway. Most of our students do not enter the institution ready to take calculus, and therefore they did not see themselves in this career. Not wanting students to be put off from this high-demand career path, we worked with two (2) partner institutions, University of Colorado Denver and Metropolitan State University of Denver, to develop an engineering transfer agreement that reflects our students' potential. The agreement was signed in February 2020 and consists of distinct transfer agreements for civil, electrical, and mechanical engineering, all of which earn the student an Associate of Science degree prior to transfer. Each program starts with College Algebra, so students see themselves clearly as engineering-ready and can begin to meet degree requirements even while in high school and concurrently enrolled at CCD.

We have also recently mapped the Colorado Department of Higher Education general education core requirements to our courses to assist high school students in choosing guaranteed-transfer courses that are culturally relevant.

Response to 3.B.4.

As a community college, Community College of Denver does not require faculty to do research in their fields. However, some faculty contribute to scholarship and creative work.

- A faculty member in English published *All Points Radiant*, a collection of poems.

- Another faculty member in English has published short stories.

- A business faculty member recently published an OER textbook she developed with her students.

- Two (2) of our dental hygiene faculty have published recently in the Journal *Dimensions of Dental Hygiene.*

Campus-wide projects allow students and faculty to collaborate in the discovery of knowledge.

- 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.

- In our engineering and computer-aided drafting and design programs, we have an interdisciplinary makerspace that provides students with hands-on experience.

The creative work of students is also supported on campus.

- Music students perform in recitals every semester.

- Students perform in regular theatre productions on campus and participate in the Kennedy Center American College Theater Festival.

- Students in the visual arts department share their work in student art shows

- For 37 years our journal, Ourglass, has presented the best of our students' creative work, from poetry to painting.

- We also have a student news publication, titled the Star.

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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 strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

Response to 3.C.1.

While Community College of Denver (CCD) has increased the diversity of our staff and faculty, we recognize that work must continue to better reflect our constituencies.

Student Profile	**2016**	**2020**
Native American	2.3%	2.2%
Asian or Pacific Islander	7.6%	8.4%
Black	13.6%	13.4%
Hispanic	30%	37.6%
Other	0.2%	0.1%
Not Reported	9.4%	4.8%
White	36.9%	33.6%

FT Faculty profile data being updated.

Full-Time Faculty Profile	**2016**	**2020**
Native American	0%	1.8%
Asian or Pacific Islander	4.9%	5.41%
Black	3.92%	5.41%
Hispanic	2.94%	4.5%
Other	0.98%	0%
Not Reported	0.98%	0.90%
White	86.27%	81.98%

Staff Profile	**2016**	**2020**
Native American	1.45%	0.51%
Asian or Pacific Islander	8.21%	7.65%
Black	7.73%	14.29%
Hispanic	26.09%	24.49%

Other	0.48%	0.51%
Not Reported	0.48%	1.02%
White	52.17%	51.53%

Our Inclusive Excellence Leadership Team (IELT) has identified diversifying our staff and faculty as an important part of both eliminating equity gaps for students and improving the climate and sense of inclusion on campus. Our Human Resources (HR) department developed a bank of questions addressing equity, and search committees have been directed to incorporate at least two (2) of these questions in each search.

- Interview questions for staff accountant
- Interview questions for paralegal assistant professor
- Interview questions for math assistant professor

The IELT worked with HR to develop an implicit bias training that all college employees who participate in search processes must complete annually. This training was implemented in December 2019 and has continued during the COVID-19 remote work environment. Already, we have seen an increase in diverse qualified candidates. In 2018, 34% of the qualified candidates in all our hiring pools between December and February were people of color. In 2020, that number increased to 51%.

Response to 3.C.2.

Community College of Denver (CCD) meets our instructional needs with both full-time faculty and adjunct instructors. CCD employs 111 full-time and 305 adjunct instructors, up from 105 full-time and 280 adjunct instructors in 2016. We have a 1:21 faculty-to-student ratio, down from 25.53 in 2016. This reflects the focus we maintain on student-centered instruction.

The tables below illustrate the long-term retention of much of our faculty, in turn demonstrating the commitment of our faculty to students.

Years of Service—Full-Time Faculty	2016	2020
20 years of service or more	13.83%	7.27%
15–20 years of service	4.26%	6.36%
10–5 years of service	17.02%	24.55%
5–10 years of service	34.04%	26.36%
Less than 5 years of service	30.85%	35.45%

Years of Service—Part-Time Faculty	2016	2020
20 years of service or more	0	4.12%
15–20 years of service	2.26%	3.37%
10–15 years of service	23.31%	6.36%
5–10 years of service	34.21%	19.47%
Less than 5 years of service	40.22%	66.67%

Faculty can be assigned to teach up to the equivalent of eighteen (18) work units per semester. Occasional overload assignments may be allowed in irregular circumstances, but no faculty member or instructor may teach beyond 25.2 work units in a semester. The college caps load and overload for faculty, as well as course maximum enrollments, to safeguard instructor ability to engage individually with students. In spring 2020, average class size for the college was 17.73 and maximum course enrollment rarely exceeded 27.

Full-time faculty workload 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. System board policy defines that 30% of a full-time faculty member's time and effort should be spent in service to the college. As part of this service, faculty oversee the curriculum in their programs, assess student learning, and set standards for student performance. Curriculum maps align both the institutional student learning outcomes and our program student learning outcomes (PSLOs) with direct assessment measures and student mastery levels, to aid in assessment.

Some examples of PSLO maps include:

- Graphic design

- Mathematics

- Journalism

Adjunct instructors are also encouraged to work on curriculum and assessment activities and are paid through the Faculty Learning Community process.

The college determines the need for full-time faculty resources across all programs, regardless of location, through consistent guidelines and annual processes. As full-time faculty lines become available, the provost, deans, and faculty review data trends to determine whether to fill those lines in the same departments or to move those lines to other departments. The college first considers program accreditation requirements regarding minimum faculty-to-student ratio per course offering. Additional data considerations include student full-time equivalency, percent of sections taught by full-time vs. part-time faculty, program review data, and whether a program has at least one (1) full-time faculty member.

CCD hires part-time instructors for additional course sections to meet student enrollment. Academic Affairs builds course schedules based on year-over-year enrollment and forecasted changes, and department chairs assign part-time instructors to remaining classes once full-time faculty have been assigned.

Response to 3.C.3.

Community College of Denver (CCD) has an established faculty hiring process and discipline addendum that guarantees all faculty members are appropriately qualified and credentialed to teach in their disciplines. In most cases, full-time and part-time general education instructors hold master's degrees in the disciplines in which they teach. In certain cases, faculty hold master's degrees in non-related fields and eighteen (18) graduate credit hours in the subject areas in which they teach.

- Sample Spanish faculty
- Sample math faculty
- Sample biology faculty

Faculty members teaching in Career and Technical Education possess a combination of tested work experience and degrees or coursework appropriate for their fields of study. Faculty teaching developmental education classes (zero-level) hold a minimum of a bachelor's degree in their teaching disciplines.

- Sample computer information systems faculty
- Sample accounting faculty
- Sample business faculty

Rarely, we will hire faculty whose body of work proves extraordinary expertise but who do not meet our general hiring qualifications. Our professional qualification process assures the quality of these candidates.

- Professional qualification for a comedy instructor
- Professional qualification for an art instructor

As discussed in core component 3.A.3., we maintain 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 onboarding is conducted for every faculty member regardless of modality or location. We require new faculty members to complete our New Faculty Orientation (NFO). The objective of NFO is not only to provide useful tips for navigating the first semester of teaching at CCD, but also to develop an understanding of CCD culture and expectations.

Response to 3.C.4.

The faculty evaluation process at Community College of Denver (CCD) includes student course evaluations, supervisor observations, and an annual self-reflection concerning performance goals.

At the start of the annual faculty contract, faculty work with their supervisors to develop SMART goals for the year around their teaching and service duties. Faculty meet with supervisors at least once at the midpoint of the evaluation cycle, but often much more regularly, to discuss progress toward goals, opportunities for improvement, or needed redirection.

At least once per year, all faculty members are observed by their dean, department chair, or the chair's designee. These observations provide feedback on effective teaching and learning. New adjunct instructors are observed once in their initial semester.

- Course observation—Multimedia graphic design
- Course observation—Advanced academic achievement
- Course observation—Accounting

This practice has continued even during the pandemic, with remote observations of both our synchronous and HyFlex courses.

- Remote course observation—Psychology
- Remote course observation—Chemistry
- Remote course observation—Biology

At the end of each semester, students evaluate their courses and instructors. These student responses form part of a faculty member's end-of-year performance evaluation.

- Course evaluation—Anthropology
- Course evaluation—Welding
- Course evaluation—Marketing

Full-time faculty are required to write a self-reflection at the end of each academic year. They also evaluate their progress toward their individual performance goals with their chair or dean. Supervisors provide faculty end-of-year evaluations. Discussions of tentative goals for the upcoming year occur at the end of the evaluation cycle, before faculty go off contract in May.

Response to 3.C.5.

All faculty can participate in professional development through the Teaching Learning Center (TLC).

Community College of Denver (CCD) requires continuing professional development for all non-probationary, full-time faculty of ninety (90) hours every five (5) years. All newly hired faculty begin under a probationary designation that can last three (3) or four (4) years. Probational faculty must complete thirty (30) hours of professional development each year.

To meet these requirements, we provide options for professional development: conferences or discipline-specific industry training, workshops and classes directly offered by the TLC, and discipline-specific workshops designed by a department or center.

During the pandemic, the TLC has increased faculty support with trainings for remote learning:

- Instructional design
- Our learning management system
- Video conferencing
- Video captioning
- Best practices in remote teaching

As a result of this work, the number of our faculty who are approved to teach online is now 282, or 70% of our faculty.

Moreover, the TLC provides opportunities for all faculty to create Faculty Learning Communities (FLC) that engage in professional development around pedagogy and discipline currency. Participation in these opportunities grows every semester, and last year involved 97% of our faculty (adjunct and full-time). This accounted for 3,469.5 hours of professional development.

Here are some sample Faculty Learning Communities:

- Peer Review of Online Courses

- Digital Storytelling

- Understanding Stereotype Threats

We regularly update our professional development opportunities to better equip our faculty. For example, we recognize the need for greater professional development around specific student populations, including food- and housing-insecure students, Black students, Latinx students, veteran students, and students with mental health challenges. To develop new trainings, the TLC partnered with faculty subject matter experts to curate materials on inclusive teaching. Our Inclusive Excellence Leadership Team is committed to engaging the college in that ongoing work.

Each year, CCD partners with our sister institutions in the Tri-Institutional Faculty Forum, which features speakers from the colleges and national experts on encouraging metacognition, building student trust, and teaching first-generation students and students of color.

The college provides professional development for our high school instructors through a bi-annual Instructor Institute.

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 requests based on criteria set forth in the Faculty Professional Development Grant Proposal procedure and application. In FY19, the committee awarded $25,000 in grants. These funds allow faculty to travel to conferences or to participate in regional or national scholarship.

Here are some sample grants:

- Academic Management Institute
- Accreditation Commission for Education in Nursing
- American Mathematical Association of Two Year Colleges (AMAYTC) Annual Conference

We acknowledge that most professional development is voluntary for our adjunct instructors but encourage it through compensation. Adjuncts are paid for professional development activities through the TLC. Additionally, the college incentivizes professional development through our incremental pay structure, which is explained in our procedure and outlined in the form instructors fill out to advance from one level to another.

Response to 3.C.6.

Full-time faculty are available for student inquiry during posted office hours for at least five (5) hours per week. This expectation has remained the same during the pandemic.

Each Community College of Denver (CCD) course includes an accompanying online course shell in Desire2Learn (D2L), our learning management system. All students can contact their instructors via the message function within D2L or through their instructors' official CCD email addresses**.**

All faculty are required to respond to email and voicemail within 48 hours during the teaching week, and to conduct all CCD business using D2L messaging or the CCD email system.

Response to 3.C.7.

Community College of Denver (CCD) staff meet or exceed requirements for the jobs they hold. To develop job descriptions for full- and part-time staff, CCD's Human Resources department works with each hiring supervisor to identify key aspects of the position and ensure duties and qualifications are well articulated. These sample job descriptions demonstrate the minimum qualifications and related experience required for these positions:

- Job description from financial aid
- Job description from tutoring
- Job description from advising

All staff must complete a series of trainings to create an inclusive, safe, and ethical workplace. These include units on preventing bullying, sexual harassment, and discrimination. We also offer a wide variety of professional development opportunities.

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

Academic Advising

The Academic Advising and Student Success Center (AASSC) maintains a regularly updated onboarding manual for initial training of new staff. The AASSC trains based on a 2-week schedule that informs new staff about each center of the college. New staff shadow with selected peer trainers, first shadowing seasoned staff and then moving to a reverse shadowing model that provides new staff with constructive feedback and coaching. Staff also meet with college partners and offices. This process is coordinated by the departmental training team, supervisor, and/or director.

AASSC advising staff engage in annual professional development regarding updates, expectations, policies, and best practices for advising and student engagement.

Financial Aid

New staff in the Financial Aid office are placed into a training schedule for their first two (2) to three (3) weeks, depending on their position and level of experience. The training schedule familiarizes new employees with office processes and functions and allows time for shadowing veteran staff.

Financial Aid office staff can access resources to build their financial aid knowledge. Community College of Denver maintains membership in financial aid industry professional associations, and staff are involved in Colorado Community College System functional groups and committees.

Tutoring

The director and math and English coordinators of the EXCEL! Zone, the college's tutoring support center, train all tutors. All EXCEL! Zone leaders are required to hold regular staff meetings. Twice yearly, tutors participate in a required all-staff training day.

The math and English coordinators also teach in discipline and meet with discipline faculty to align tutoring with curriculum needs. During the pandemic, tutoring has engaged in additional training for remote tutoring efficacy.

Co-Curricular Activities Provided by Student Life

Student Life endeavors to fill each professional staff position with the most qualified individual. Each member comes to the team with at least a bachelor's degree and/or real-world experience relevant to their position. Once a staff member is onboarded, we encourage professional development. Staff attend trainings across multiple areas, from in-house seminars to national conferences. Some sample trainings include:

- NASPA Multicultural Institute
- PERSIST training
- GRIT training

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3.D - Core Component 3.D

The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

Argument

Community College of Denver has been an American Association of Community Colleges Pathways 2.0 College since 2017. As such, the institution has committed to the pathways model, which is evident in the support and resources we offer.

Response to 3.D.1.

Community College of Denver (CCD) provides support services aligned to the needs of our students. Administratively, we conceptualize our services around the American Association of Community Colleges' four (4) essential practices of guided pathways.

Clarify Paths to Student End Goals

CCD has collated our programs of study around seven (7) pathways that give students common frames to explore their interests. This webpage also includes our online and non-degree credentials.

Help Students Choose and Enter a Pathway

- New Student Orientation (NSO): We use NSO to communicate our available pathways and include a career assessment to determine the appropriate pathway for each student.

- Admissions, Recruitment, & Outreach: This department serves as the first point of contact for individuals expressing interest in the college. The department informs prospective students, their families, and the community about CCD.

- Financial Aid & Scholarships: Students are provided with financial aid application information during NSO. The NSO learning management system shell includes a next steps section, a video on financial student aid, and a direct link to fafsa.gov. We know this information, and these resources, are needed by our students because 60% receive Pell aid.

- Call Center: The Call Center provides timely, multilingual enrollment- and retention-related support to our student body, parents, and partners in the community via phone, text message, email, and chat. The Signal Vine texting platform supports this initiative by providing onboarding communication to entering students. The system automatically follows up if a student poses a question and keeps them on track with appropriate next steps.

- Navigate: Navigate, our student success management system, provides a to-do list for students as they gear up for their first semester.

Help Students Stay on Path

- Tutoring: The EXCEL! Zone provides tutoring on the Auraria Campus and remotely by appointment. Regardless of location, all students have access to our online tutoring vendor, Brainfuse, which provides 24/7 service in all CCD content areas, including health sciences. Students self-select their need to attend tutoring resources, and faculty can suggest they attend tutoring through our early alert system. As part of continuous improvement, a Tutor Task Force convened in January 2020 to assess tutoring services and delivery. The Tutor Task Force concluded that EXCEL! should offer tutoring in math, physics, writing, English as a second language, and digital literacy, whereas specific course content tutoring should be conducted through individual departments or Brainfuse.

- Student activities and clubs: CCD provides a variety of programming opportunities for students. Some events are designed to give students the opportunity to engage with CCD administration one-on-one, such as Food with Freeman. Other events build community and expose students to resources, such as the Welcome Back BBQs held each fall. We also host events that educate students on the different cultures and communities that make up CCD, such as the Black History Month programming and

SOMOS CCD. Since the pandemic began, Student Life has been running virtual programming typically livestreamed on social media platforms. CCD also supports over thirty (30) student organizations and honor societies.

- Counseling: The licensed counselors at our Counseling Center provide short-term counseling for a variety of mental health issues, including stress, grief, depression, and anxiety that may interfere with student success and retention. Students self-select this service and can attend up to eight (8) sessions per academic year at no cost.

- Accessibility for all students: Our Accessibility Center facilitates accommodations for our students with disabilities, including case management, academic success and retention planning, and accommodated support such as testing and sign language interpretation. Our students proactively decide if these services are part of their success plan and begin the work of documenting their disability and accommodation.

- Career exploration: Career services include career coaching, career and job fairs, and job posting and resume referral services. When students seek these services, coaches meet with them to work on cover letters, resumes, and interview skills.

- Transfer support: CCD faculty members work with 4-year partners to provide 8-semester pathways so students know what courses they need to take at CCD prior to transfer. Transfer Services helps transfer-bound students identify the 4-year colleges that are most appropriate for their areas of study and put together scholarship and financial aid packets to plan for the increased cost of 4-year institutions. CCD gives students contacts at transfer institutions and provides crossover experiences to make them feel more rooted and ready to succeed.

- Our Student Life department provides essential human services to our students. We provide a food pantry and emergency aid requests that are individually evaluated to meet student needs.

- Please refer below to 3.D.3. for a discussion of academic advising.

Ensure That Students Are Learning

Please look to core components 4.A.1., 4.B.1., and 4.B.2. for evidence of how we know that students are learning.

Response to 3.D.2.

Community College of Denver (CCD) bases our work to improve the student experience on the five (5) commitments of AACC Pathways, directing students to the courses and programs best suited for them.

The first commitment is that every student will attend a New Student Orientation. This was discussed in 3.D.1.

The second commitment is that every student will take a First Year Experience (FYE) course. Our FYE has two (2) primary foci: career exploration and college study skills. The class helps students contextualize their learning to their program of study and demystifies the culture of higher education so students can navigate its processes. The FYE course is formatted as a 1-credit lab attached to a guaranteed-transfer course, which avoids mandating an additional graduation requirement that could be a barrier for students. Currently we have FYE embedded both in a general transfer sociology course and in an introduction to business course. We are now working on building it into our manufacturing and health sciences programs.

The third commitment is that every student will confirm their program of study by the end of their first semester. All students must declare a program of study as part of application to CCD. A declared program of study can be an iterative process for many students, so we have implemented strategies to not only ensure that students declare a program of study, but also that they reaffirm their programs of study in the FYE course. In that course, they complete an assignment to build an individualized semester plan and meet with their academic advisors to register for the following semester.

The fourth commitment is that every student will take math and English within their first year. We empower students to choose the gateway math and English courses that best suit them through self-assessment. In 2016, the math department at CCD eliminated the requirement for placement tests by defaulting all incoming students into the co-requisite model for gateway math courses. Students can still use traditional test scores (ACT, SAT, Accuplacer) and/or high school GPA or AP scores to place into gateway math courses without co-requisite instruction, but any student starting at CCD may now start with co-requisite support. In 2018, the math department instituted a guided self-assessment for students wishing to take MAT 121 (College Algebra). The English department transitioned to guided self-assessment in 2017. Regardless of whether a student uses the self-assessment or test scores, we provide the results as data points for the student's consideration. The student then determines which course is best for them: CCR 092 (a 5-credit pre-college English course), ENG 121 (Composition I) accompanied by CCR 094 (a co-requisite course), or ENG 121 alone. Students also complete a first-day writing assessment in class to receive instructor feedback on the decision they have made. They can switch classes during the first week if they change their minds based on that feedback.

As a result of this work, more students are passing college-level math and English. We are now approaching our 4-year partners and asking that they work with us to build pathways that begin where our students begin, rather than at artificially high levels such as

calculus.

The fifth commitment is that every student receives advising, discussed in 3.D.3 below.

Response to 3.D.3.

Our programs are organized into seven (7) pathways:

- Arts, Humanities, & Design
- Education & Teaching
- Health Sciences
- Business & Public Administration
- Industry, Manufacturing, & Construction
- Social & Behavioral Sciences
- STEM

CCD advises students based on their pathway and program of study. Each pathway has assigned advising specialists. Advising is based around a one-student-one-advisor model, meaning that regardless of which pathway a student chooses, they will ideally meet with the same academic advisor throughout their entire career at CCD. New and transfer students are assigned an advisor based on their declared programs within two (2) weeks after each semester begins. Advisors serve as a single point of contact for students' advising questions, general concerns, campus resources, and success support.

CCD uses external and internal surveys of our students to identify their needs for non-academic support. Through advising, advisors recognize these barriers and share CCD resources regarding human services like our food pantry.

For academic support, the Navigate platform allows advisors or students to communicate, schedule appointments, and discern when tasks need to be completed. Navigate's data reporting also supports planning based on utilization and scheduled appointments. We create professional development opportunities for advisors based on student inquiry types. Students have the ability to build their own semester-by-semester plans and to track their progress toward completion.

Response to 3.D.4.

Our students and faculty have access to the resources that support their learning and teaching.

Course Material Resources

Community College of Denver (CCD) promotes and provides resources for zero-cost course material adoption. The Teaching Learning Center (TLC) helps faculty adopt open educational resources (OER) through professional development, instructional design services, and accessibility remediation. CCD has provided institutional funds and reassignment time for several courses including art appreciation, marketing, and business law to manage or create OER. Our students save money because of these changes to course learning materials, but also benefit in other ways. For example, OER adoption in math gives students instant access to their learning resources, and CCD's business law course has used OER to engage in more up-to-date and culturally relevant court cases than can be included in standard texts. This work is scaffolded through the OER Steering Committee in conjunction with the TLC, which determined recipients of the grants we have received so far.

Technological Infrastructure

- Please refer to core component 5.B.1. for an overall discussion of the technological infrastructure we provide, including our learning management system, student navigation, and graduation requirements software.

- Our Teaching Learning Center provides video support for students and faculty, including assistance with designing accessible courses and captioning videos.

- Our EXCEL! Zone offers videos about navigating Webex, our learning management system, and academic coaching.

- The CCD Information Technology Services (ITS) department maximizes support for individual students and instructors through training and system use resources. To address challenges in evolving technology, ITS deployed a new tracking system to manage support requests and to assist with a new document lifecycle process. This includes:
  - WiFi
  - Virtual private network access
  - SolarWinds

Scientific Laboratories

Both our main campus and additional locations have laboratories sufficient for our educational needs.

- Science building floor plan
- Health sciences floor plan
- Dental hygiene floor plan
- Advanced Manufacturing Center floor plan
- Cherry Creek floor plan
- Boulder Creek floor plan
- CEC Early College floor plan

Library Access

Library services for CCD are managed by the University of Colorado Denver and housed within the Auraria Library. A CCD faculty member serves on the Auraria Library Faculty Advisory Board and seeks input from other CCD faculty and staff. Centralized library services are delivered to students and faculty via multiple platforms that are easily accessible to all, including students and faculty at our additional locations. The Auraria Library:

- Serves students, faculty, and staff in person as well as via chat, text, email, and phone
- Maintains a substantial and growing online database and journal list
- Encourages faculty to link directly to its services and resources from CCD's learning management system

The library quickly moved to remote assistance with the recent pandemic, and has continued to provide services to our students, faculty, and staff.

Performance Spaces

CCD students have access to the shared King Center for the Performing Arts for theatre and music instruction and performance. The college has our own black box theatre for theatre courses and productions, as well as use of the Eugenia Rawls Courtyard Theatre for larger college productions and multi-institutional collaborations. The college uses rehearsal rooms for music practice and the Recital Hall for student and faculty music performances. The Concert Hall is used for larger guest performances.

Clinical Practice Sites

Each relevant program of study maintains the clinical sites necessary for their students.

- Nurse aide
- Phlebotomy
- Veterinary technology
- Dental hygiene
- Radiologic technology
- Surgical technology
- Medical assistant
- Practical nursing

We also ensure these sites are well utilized. Clinical experiences are provided to students based on program requirements and vary by semester. Every clinical experience must follow the same guidelines as all other learning experiences at CCD, including:

- Following the required contact minutes and break schedules
- Ensuring that qualified faculty and instructors are given assignment time to appropriately oversee the experience
- Verifying that the class learning outcomes have been met

Each clinical site is managed in several ways.

- CCD provides guidance for expected outcomes to students and site managers.
- The clinical site instructor evaluates student performance during every clinic day.
- The clinic site instructor ensures that each student is participating for the required time.
- The clinical site coordinator evaluates student performance at the site.
- Students are required to complete self-reporting of their learning done at the site.
- The site is asked to complete a form on each student's overall professionalism at the end of the clinic experience.

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3.S - Criterion 3 - Summary

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

Summary

Community College of Denver fulfills Criterion Three by offering appropriate degree programs, maintaining viable general education for our transfer-oriented students, and supporting teaching and learning both in and outside the classroom. We employ qualified faculty and are following through on our commitments to better integrate adjunct faculty and increase our percentage of full-time faculty.

Program student learning outcomes provide each discipline the frame to guide how students collect and analyze information, engage in intellectual inquiry and creative work, and communicate both orally and in writing to a wide variety of audiences that reflect a diverse world.

However, we recognize that we have room to grow stronger:

- While our course-level learning competencies are strongly aligned to our program student learning outcomes, we still need to complete this process for our institutional student learning outcomes.

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 ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

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.

We see program review serving two (2) functions. At the program level, it is an opportunity to clarify goals, improve outcomes, guide efficient management, and align the program to meet these objectives. At the college level, program review informs decisions about resource allocation in planning and budgeting, both immediate and long-term. These decisions are based on the needs of the students and the community we serve, in alignment with our strategic plan. Program review informs the college about any changes that should be made to a program to keep it current and effective in its mission. Ultimately, program review assists Community College of Denver (CCD) to reach our goal of improving the completion and transfer rates of the students whom we serve.

Instructional Programs

All instructional disciplines at CCD receive annual data dashboards in July. Each dashboard displays data on declared students, demographic profile, success rates by demographic identity, completion rates, transfer rates, retention rates, and credit accumulation rate within that program. It also compares total credits by FTE for budgeting. Once every five (5) years, each discipline's faculty chair and dean compose a self-reflection narrative that identifies which of these data points will be the focus of their efforts for the next five (5) years. These narratives also address outside factors based on the program type. For our Career and Technical Education programs, faculty must look to future indicators of workplace need. For transfer programs, faculty must revisit their transfer agreements. For service programs, faculty must look across the curriculum for other program needs. While the self-reflection narrative is due only once every five (5) years, the annual sharing of data allows chairs to monitor trends. These 5-year reviews are submitted to the center dean and the provost for review and response.

- Veterinary technology program review 5-year reflection
- Mathematics program review 5-year reflection
- Communication program review 5-year reflection

Non-Instructional Departments

CCD's Institutional Effectiveness Committee (IEC) developed a template for both a 1-year and a adeeper 5-year review. Our first round of non-instructional program review occurred in 2019–2020, with all non-instructional programs writing either a 1- or 5-year report. These reports provided insight into the enduring goals of each program.

Sample 1-year reviews:

- [Administrative division: Grants](#)
- [Academic division: Career and transfer combined](#)
- [Student Success division: Student conduct](#)

Sample 5-year reviews:

- [Administrative division: Budget](#)
- [Student Success division: Academic advising](#)
- [Student Success division: Testing center](#)

Two (2) IEC members were [assigned to assist each program](#) in this work and were [trained](#) on how to assist.

Results of Program Review

We have seen the positive results of our focus on program review at CCD.

- We improved our [data dashboard from our first year](#) to provide data not just on the [students in our programs](#), but also on the success of students taking the courses as [general education requirements](#), which better reflects the service nature of some courses. Updated program review data will also help chairs evaluate how well programs are serving the [equity and inclusion goals](#) of our college.

- Our math department used program review to [identify the need](#) to improve their full-time faculty ratio and help students select appropriate math classes.

- Based on program review, our veterinary technology department [created an apprenticeship program](#) to better train graduates for the workforce.

- Our faculty and academic centers are involved and [attend trainings](#) on the program review process.

- Our non-instructional program reviews have been used as [supplements](#) to the performance plans of their directors.

- [Performance goals](#) now tie back to program review in many instances.

Response to 4.A.2.

Learning objectives for each course are defined by the Community College of Denver (CCD) Academic Standards Committee and by the Colorado Community College System's (CCCS) Common Course Numbering [System](#). Faculty [evaluate](#) student learning in the classroom and determine the degree to which students meet those objectives.

CCD awards credit for prior learning through appropriate [scores](#) on standardized exams, challenge exams, published guides, or portfolio assessments. CCD, along with all CCCS colleges, uses the American Council on Education's Alternative Credit [Program](#) to award credit for prior learning. Faculty from 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. Students must still complete their 25% residency requirement at CCD.

Response to 4.A.3.

Community College of Denver (CCD) evaluates credits submitted for transfer. When a student submits a transcript for credit, the transcript evaluator posts all earned credit applicable to a student's program of study. CCD uses the Transcript Evaluation [System](#) to evaluate course equivalencies from accredited institutions.

To maintain consistency when determining whether to accept transfer credits, our academic credential specialist follows established policy and [procedure](#). The policies that apply to transfer credits are available for students to view in the [college catalog](#).

CCD accepts transfer credits from regionally accredited institutions. The college also accepts credits from vocational and technical [schools](#) such as Emily Griffith Technical College, Pickens Tech Center, Delta-Montrose Area Vocational Technical Center, and San Juan Basin Technical College. Credits from vocational and technical schools are reviewed by the academic credential specialist on a course-by-course basis for the Associate of Applied Science in Applied Technology. In addition, some individual courses may be [approved for transfer on a course-by-course basis](#) and applied to select degrees.

The Colorado Community College System 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 statewide [group](#) of faculty representing all Colorado public colleges

and universities. This process assures consistent quality of transferred credits.

<u>Response to 4.A.4.</u>

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

Prerequisites

The faculty maintains sole authority over the prerequisites set for all courses offered at CCD. Prerequisites are set and modified through our Academic Standards Committee process.

- Psychology prerequisite change request
- Math prerequisite change request
- Art prerequisite change request

Rigor

See core components 3.A.1. and 3.A.2. for a full discussion of how CCD maintains rigor. All courses, including concurrent enrollment programs and online courses, are part of the Common Course Numbering System shared by the thirteen (13) Colorado community colleges. Because these courses have been vetted by faculty representing all public 2- and 4-year institutions throughout Colorado, they demonstrate our joint commitment to appropriate rigor.

CCD is also the only college in Colorado that is accredited through the National Alliance of Concurrent Enrollment Partnerships, which confirms that offerings in our partner high schools meet our quality standards.

Expectations for Student Learning

Student learning competencies for each course are determined by the Common Course Numbering System and are listed in all syllabi at CCD. Examples include:

- NUA 101
- BIO 228
- ANT 101

CCD faculty participate in the development and maintenance of course competencies through the annual Colorado Community College System (CCCS) faculty-to-faculty conference. Discipline groups meet during the conference to create new courses and revise existing courses to meet academic and workforce changes.

- Architectural technologies discipline group meeting minutes
- Criminal justice discipline group meeting minutes
- Early childhood education discipline group meeting minutes

Faculty create course descriptions, course learning outcomes, and topical outlines for courses within their disciplines. These courses are approved by their respective college curriculum committees and then by the CCCS State Faculty Curriculum Committee (SFCC). Both general education and Career and Technical Education faculty from each college are represented on SFCC.

- Sample course proposal to CCD's Academic Standards Committee for approval to submit to SFCC
- Sample course proposal for SFCC
- Sample SFCC submission for gtPathways consideration
- Sample bulletin board of all proposed changes to SFCC

To ensure expectations remain consistent regardless of course delivery method, during spring 2016 our faculty chairs created a process reviewing the contact-to-credit-hour conversion for our learning modalities. This was completed not only for the "seat time" of various learning activities, but also to account for the out-of-classroom time a student would need to invest to gain mastery of the material. The chairs concluded that for one (1) credit hour, a student should invest fifty (50) hours of a combination of in-class and out-of-class work to achieve mastery.

Access to Learning Resources

CCD exercises authority over the following learning resources:

- Special use facilities: CCD has a wide variety of classroom, laboratory, office, and study facilities.
- The Auraria Library: CCD is in a unique position for a community college because we share the Auraria Library and its resources with the 4-year schools on our joint campus. We have a voice at the table regarding library purchases, including database access.

- Tutoring: Tutoring at CCD is funded by high cost course fees in English and math, allowing us to maintain an adequate resource pool. We also offer discipline-specific online tutoring.
- Computer labs: The General Computing Lab provides students access to computers at the Auraria Campus. Student computers are also available at the Advanced Manufacturing Center. 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 meets with students who self-disclose a disability and works to create appropriate accommodation strategies.

Occupational Labs and Workspaces

CCD boasts state-of-the-art facilities for our students. Some highlights are:

- Phlebotomy: Students in the CCD phlebotomy program experience working in a fully simulated medical laboratory and follow industry guidelines to reinforce laboratory safety procedures.

- Nurse aide: Students in the CCD nurse aide program experience an environment that closely resembles a multiple-bed medical facility. Medical beds include headwall units that simulate oxygen delivery and suctioning, enabling students to practice complex patient care activities. The lab is equipped with multiple manikins that simulate patients, which students use to practice patient care activities in a safe environment.

- Criminal justice: Students in the criminal justice program experience real-life police encounters in a 3-D simulation lab that allows them to practice de-escalation techniques. We additionally have crime scene equipment, drones, and robots used in exercises and examinations.

- Dental hygiene: Students in dental hygiene use clinic space that provides high-speed evacuation, barrier, and personal protective equipment as well as digital charting and radiography technology. Students learn to use diode lasers, nitrous oxide-oxygen sedation, local anesthesia, silver diamine fluoride, and Arestin on patients in the clinic.

- Architectural technologies and computer-aided drafting and design: Students in architectural technologies and computer-aided drafting and design work in a design studio that includes specialized spaces for lecture, conference, and solo and group works areas concentrated by discipline and function.

- Cross-disciplinary health sciences: Students in the health sciences utilize the Anatomage Table, a device that displays individual structures in accurate 3-D images so users can visualize anatomy exactly as they would on a cadaver. Faculty use the table to capture images, create anatomical naming quizzes, and lead students through anatomical identification in 3-D. Students use the table to explore pathology, study anatomy, and simulate surgical procedures. A cadaver dog allows vet tech students to study veterinary cases.

- Practical nursing: Students in the practical nursing program benefit from a 4-room hospital simulation lab, two (2) of which are equipped with high-fidelity manikins and two (2) with regular manikins. The rooms are modifiable to allow for patient-centered training in home health care, office nursing, childbirth, hospital, and emergency situations. The manikins can mimic a wide range of symptoms. Faculty supervise in the audio-video control rooms with one-way glass to provide immediate feedback.

- Manufacturing: Students in machine technologies and fabrication welding complete their programs at the Advanced Manufacturing Center, a 33,250-square-foot facility. Students build parts, assemblies, and prototypes in a work environment mimicking a manufacturing shop floor. The lab includes computer-aided design and manufacturing software including Solidworks, MasterCAM, and Fusion 360 so students can master all parts of the manufacturing process.

Faculty Qualification

As stated in core component 3.C.3., CCD verifies that all instructors are appropriately qualified through the hiring process. Faculty members teaching college transfer courses must possess a master's degree in their discipline or a master's degree in a related field with at least eighteen (18) credits of graduate work in their teaching discipline, as demonstrated in our guideline. 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 with a combination of academic qualifications and tested occupational experience.

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

All full-time faculty, as stated in our Faculty Handbook, are required to complete professional development hours as part of their job duties. The program chair determines, in collaboration with the faculty member, what professional development is appropriate for that year and approves their annual plan. Professional development can be done through the TLC or through conferences and other opportunities deemed appropriate by the faculty member and chair. 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 once they complete a certain number of professional development hours.

Dual Credit

CCD refers to dual-credit courses as concurrent enrollment (CE). CE instructors are held to the same credentialing standard as all other faculty and instructors at the college. CCD ensures equivalent learning outcomes because all faculty use the same competencies via the Common Course Numbering System, as evidenced by the use of syllabi with common learning outcomes and assessment of common student work samples.

- English composition main campus and concurrent enrollment syllabi
- Health and wellness main campus and concurrent enrollment syllabi
- Criminal justice main campus and concurrent enrollment syllabi

Response to 4.A.5.

Community College of Denver maintains accreditations for appropriate Career and Technical Education programs through their respective accrediting bodies.

Degree	Specialized Accrediting Body	Last Visit	Outcome
Dental Hygiene (DEH)	American Dental Association Commission on Dental Accreditation (CODA)	2020	Approved both for re-accreditation and for distance learning during the pandemic
Human Services (HSE)	Council for Standards on Human Service Education (CSHSE)	2018	Approved
Radiologic Technology (RTE)	Joint Review Committee on Education in Radiologic Technology (JCert)	2016	Approved
Veterinary Technology (VET)	American Veterinary Medical Association	2020	Approved
Certified Nurse Aid (NUA)	Colorado State Board of Nursing (SBON)	2020	Approved
Surgical Technology (STE)	Commission on Accreditation of Allied Health Education (CAAHEP)	2019	Approved

Response to 4.A.6.

As with any community college, Community College of Denver (CCD) balances our state mandate to be open access with our desire to improve our completion rates, admission rates to 4-year institutions, and entry into the workforce.

Evaluating the Success of Graduates

To improve the educational and career success of our students, CCD systematically surveys Career and Technical Education graduates who are entering the workplace, tracks data received from transferring institutions, and refines and creates articulation agreements with our campus partners (Metropolitan State University of Denver and University of Colorado Denver). We use this information to improve our offerings. For example:

- Radiologic technology: Each year, faculty examine image testing data to evaluate student knowledge. This data is used to make improvements in the program. The radiologic technology program tracks its licensure success rates (currently at 80%) to ascertain the success of the program.

- Medical assisting: Advisory committees completed curriculum redesign to better align with evolving industry needs.

- Veterinary technology. Based on national and state priorities for apprenticeship programs, we have created an apprenticeship model of this program.

Ensuring Credentials Lead to Transfer

Sharing a campus with both Metropolitan State University of Denver and University of Colorado Denver has facilitated several transfer agreements to provide direct pipelines with these institutions.

- Architectural technologies transfer agreement
- Exercise science transfer agreement
- Graphic design transfer agreement

Our Degrees with Designation (DWDs) also represent preparation for advanced study. The Colorado Community College System administration and faculty of all thirteen (13) community colleges engage with administration and faculty from the public 4-year institutions in the state to develop Statewide Transfer Articulation Agreements, commonly referred to as DWDs. Students who graduate from a community college with a 60-credit Associate of Arts or Associate of Science DWD—such as an Associate of Arts in Communication—enroll with junior status at a Colorado public 4-year institution and complete the bachelor's degree in no more than an additional 60 credits (for a total of 120 credits). Each DWD goes through a review process, and in 2020 new degrees were created in the areas of computer science, journalism, and public health.

College Indicators

For all programs, CCD looks to indicators appropriate to our mission, including persistence, completion, and transfer. These are discussed more fully in core components 4.C.1–4.

For our Career and Technical Education programs, we additionally look to our licensure pass rates as an indicator that our programs are providing students with the learning and experience they need to compete within their chosen fields of study.

- AWS exam in welding
- Radiologic technologies ARRT certification

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

After our re-affirmation of accreditation in 2017, Community College of Denver (CCD) committed ourselves to a deep reflection and improvement of our assessment practices, resulting in the Interim Report we submitted in July of 2018 and the college-wide Assessment Plan. These documents form the foundation of our assessment practices and are evidence of our commitment to improvement.

Response to 4.B.1.

Academic Program Assessment

The faculty-led Student Learning Committee (SLC) provides professional development to guide our instructional assessment and embeds good assessment practices in our academic programs.

This work is codified for each discipline within their Assessment Plan, which identifies the essential elements of assessment for each program (sample: multimedia graphic design).

The college maintains these plans centrally, and departments determine when updates are needed. Assessment Plans include:

- Program student learning outcomes, including institutional student learning outcomes (ISLOs)
- Curriculum mapping of the program indicating when each outcome is identified, explored, and mastered within the program
- Achievement benchmarks and targets
- Assessment methods
- Assessment data collection, feedback, and timeline

Our director of institutional effectiveness works with the provost to identify Assessment Plans that need further development. SLC, our peer assessment group, and the director of institutional effectiveness then assist with the improvement of these plans and report back to the provost. New program proposals submitted to our Academic Standards Committee must now include an Assessment Plan as part of the proposal process.

Assessment Reports: Every year on October 15, each discipline is required to submit an Assessment Report that details assessment completed in the past year. This report includes:

- If any ISLOs were assessed
- What data was used
- How that data was analyzed (methodology)
- What conclusions were reached
- What improvements are being made as a direct result of the assessment work
- When the improvements themselves will be assessed to close the loop

The report also outlines assessment being planned for the coming year and how it relates to assessment done the previous year, as our Art Assessment Report demonstrates.

Assessment Reports are peer reviewed by members of SLC and by the director of institutional effectiveness, who give feedback to the chair and dean for each program.

- Accounting
- Sociology
- Journalism

Feedback from the director is provided by email.

During the pandemic, SLC has engaged in professional development to guide faculty so assessment can continue.

- Communication Assessment Report
- English Assessment Report
- Humanities Assessment Report

Institutional Assessment

CCD has established institutional student learning outcomes (ISLOs) as a framework of competencies for our general education core. These are practices we believe prepare students to enter our multicultural community as thinkers, actors, consumers, and producers. Our ISLOs were originally conceived as six (6) outcomes, and we engaged in two (2) assessment cycles in that incarnation.

After the second round of assessment, faculty charged the Institutional Effectiveness Committee to re-evaluate the ISLOs and make them more measurable. This work began in the summer of 2019 and resulted in the creation of four (4) ISLOs.

Our insitutional assessment process is as follows:

- The rotation of ISLOs to be assessed is laid out in a multi-year map, with two (2) ISLOs identified for assessment per year.

- Rubrics for ISLO assessment are designed with a 4-point scale: undeveloped, emerging, developed, and exemplary, with developed being the goal.

- Student artifacts that align to the ISLO being assessed are pulled from CCD's learning management system from all modalities of teaching (on-ground, online, hybrid, evening, concurrent), coded, and redacted.

- Faculty participate in rubric score norming to ensure consistency of assessment.

- The ISLOs are mapped to Community College Survey of Student Engagement data (see 4.B.3. below for further discussion of benchmarking).

- The results of each year's ISLO assessment are reviewed at our annual CCD Assessment Day.

Co-Curricular Assessment

CCD defines co-curricular activities as "activities that complement course study and provide students another opportunity to directly demonstrate the institutional outcomes." Co-curricular spaces at CCD mapped their activities to the institutional student learning outcomes (ISLOs).

The co-curricular programs at CCD are:

- Academic Advising
- Care Team
- Conduct office
- Financial literacy workshops
- Orientation
- Tutoring (EXCEL! Zone)

Each co-curricular program identified appropriate student artifacts and engaged in a round of assessment. After that initial round, the director of institutional effectiveness directly incorporated this work into the ISLO assessment space, realigning them to the new ISLOs, and will begin assessment in the 2020–2021 academic year.

Annual Reporting

While we have improved assessment practices in each of the spaces detailed above and made them publicly known through our annual Assessment Day, we need to better integrate this work into our strategic plan and collaborative decision-making. To do so, we have tasked our directors of institutional effectiveness and institutional research to facilitate and collate the work. They will create an annual report that will include:

- Significant findings from academic, co-curricular, and institutional assessment and the data used to engage in this assessment work
- Specific improvements that have been made as a result of these findings
- Where the college has and has not closed the loop in these improvements
- The collective professional development engaged in over the past year

Response to 4.B.2.

Community College of Denver (CCD) uses the data gleaned from assessment to improve student learning and outcomes throughout the college.

Academic Assessment

Student learning across the college has improved due to the assessment efforts of our faculty.

Faculty have refined course instructional methods based on what they have learned through assessment:

- Computed tomography: This certificate includes a lecture class, and then internships to master the learning. Assessment showed that the lecture course did not give students enough experience in image critique, anatomy, and pathology. To improve this, a cross-sectional anatomy book was made mandatory, and more class time is now devoted to image critiquing.

- Philosophy: Assessment of service courses found that students struggled to break down philosophical arguments and summarize them. Faculty determined that students needed more formative opportunities to practice dissecting philosophical readings. This is now done with scaffolded assignments and guest speakers for each step of the dissection process.

- Sociology: A peer review of the program's Assessment Plan observed that the connection of the program's student learning outcomes (PSLOs) to the institutional student learning outcomes (ISLOs) was not clearly communicated. To improve this, faculty discussed the need to embed ISLOs in their course materials through backward design and emphasize discourse around the ISLO terminology to engage students in making connections between their coursework and the ISLOs.

- Public Speaking: An assessment of COM 115, the third-most-common course at CCD, resulted in departmental conversations including both full-time and part-time faculty and led to the creation of learning materials to assist students in developing communication preparation skills.

Faculty have also made improvements to programs of study:

- Nutrition: Assessment of the associate degree in nutrition and the scaffolded certificate in food, nutrition, and wellness concluded that the benchmarks chosen in the original Assessment Plan for the PSLO "students will be able to effectively communicate diet and lifestyle prevention strategies to a diverse population" were not specific enough to assess. Faculty also found that some of the original PSLOs were duplicative. The chair for this new program decided the best solution was to re-write the Assessment Plan to incorporate these changes.

- Literature: Faculty discovered that the PSLO "students will analyze and interpret cultural texts within the contexts they were originally created" was not being met by 59% of students. To improve this outcome, faculty decided to explicitly establish cultural context instruction throughout the entire 4-course program. Faculty discussed instructional methods for achieving this, including lectures, handouts, and student research.

- Paralegal: Faculty were dissatisfied with their assessment efforts and reached out to CCD's Institutional Research and Planning department, which identified reliability errors. The solution was to create program-wide rubrics. All faculty, including adjuncts, were then normed on these rubrics through Writing and Reading Across the Disciplines and the Teaching Learning Center.

Faculty close the loop in their assessment practices:

- Early childhood education: In 2017, assessment revealed that bilingual students needed extra support. A tutor was hired to assist students in Spanish. To assess if this change was successful, faculty re-assessed the teaching observation assignment in 2019 and found bilingual students were performing much better than they had previously.

- English: Faculty spent three (3) years assessing the PSLO "students will evaluate the credibility of multiple sources of information and synthesize them effectively into their own writing." Each year, they assessed whether changes to English Composition II were sufficient to reach their goals. After three (3) years, students in this course achieved the goals for this PSLO, and the department concluded they had closed the loop on this outcome.

- Chemistry: Faculty updated their Assessment Plan to establish timeframes for closing the loop discussions and decisions. This is reflected in their new plan and assignments.

Faculty do all this work within the context of their Assessment Plans, which are reviewed and updated as necessary.

- Architectural technology Assessment Plan
- Magnetic resonance Assessment Plan
- World languages Assessment Plan

Institutional Assessment

The college uses institutional assessment to make changes across the college.

In 2017–2018, we assessed the numeric thinker and effective communicator institutional student learning outcomes (ISLOs) and made improvements:

- The conclusions were reported at our college-wide Assessment Day, where faculty and staff congregated to reflect on the results.

- Writing and Reading Across the Disciplines—A faculty group developed a list of discipline-specific writing resources to assist faculty in guiding students.

- Professional development was created to assist faculty in assessing ISLOs within their own disciplines.

In 2018–2019, we assessed the globally aware and complex thinker ISLOs and made improvements:

- The conclusions were reported at our college-wide Assessment Day.

- The science department used the ISLO rubrics to improve their own program rubrics.

- The anthropology department adopted the rubrics for use in their assessment.

In 2019–2020, we assessed the effective communication and numeric literacy outcomes of our new ISLOs:

- The conclusions were reported at our college-wide Assessment Day.

- The pandemic delayed this report until late fall 2020, and for that reason improvements based on this assessment cycle have not yet been recorded.

Co-Curricular Assessment

Co-curricular programs engage in assessment at CCD, each working to improve student outcomes from their own lens.

- Care and Conduct: This office conducts indirect assessment by analyzing their caseload every year. They look for common trends in issues and department reporting patterns. As a result, they have created trainings for faculty and staff on de-escalation and how to distinguish disruptive behaviors from potentially harmful behaviors to identify and address concerns.

- Financial literacy workshops: The Financial Aid office annually assesses their financial literacy platform pre- and post-tests to improve the information they provide to students. The result has been a significant improvement in learning outcomes for financial literacy.

- Orientation: Orientation looked at data around our melt rate and redesigned our New Student Orientation to address needs that students said caused them to not register. The result has been a decrease in applicants who do not register for classes.

- Tutoring (EXCEL! Zone): Every year, the EXCEL! Zone tracks the grades of students who were referred to tutoring through CCD's early alert system. They compare the grades of students who decided to take advantage of tutoring against those who did not. The data shows the benefit of tutoring.

With the decision to move co-curricular assessment into the ISLO assessment space, these programs will no longer engage in assessment independently, but their artifacts will be reviewed with the other artifacts used every year for ISLO assessment.

Response to 4.B.3.

Benchmarking

Making sense of our data requires benchmarking our college to like institutions. We originally used National Center for Educational Statistics data for this purpose, but it became clear that identifying and tracking key performance indicators for this resource was unmanageable.

We also explored a direct comparison to other community colleges throughout Colorado, as we share data widely throughout the system. However, we did not find enough commonality to make the comparison helpful to our commitments to improve access, success, and equity in our outcomes. The table below demonstrates several ways in which we differ from our sister community colleges:

Student Data	CCD	All Community Colleges in Colorado
Students of color headcount	56.9%	37.6%
Latinx students headcount	34.3%	23.5%
First-generation students fall-to-fall retention	46.1%	48.4%

Students of color fall-to-fall retention	44.6%	47.2%
Latinx students fall-to-fall retention	44.8%	47.8%
Pell-eligible students fall-to-fall retention	43.9%	47.4%

Because CCD concluded that our demographic and retention data differs significantly from our sister institutions, we chose to re-engage in the Community College Survey of Student Engagement (CCSSE), which we had stopped in 2008. We participated in that process for 2019, committing to biennial reporting.

Below are significant findings. They are presented as the mean on a Likert scale from 1 (very little) to 4 (very much). CCD does not intend simply to meet our peer institutions in these areas, but to exceed them; this is well established in our 2025 strategic plan.

CCSSE includes questions that we can link to our institutional student learning outcomes (ISLOs):

Quantitative Literacy	CCD	CCSSE Cohort
How much has this college contributed to your ability to solve numerical problems?	2.68	2.63

Effective Communication	CCD	CCSSE Cohort
How much has this college contributed to your ability to write clearly and effectively?	2.86	2.73
How much has this college contributed to your ability to speak clearly and effectively?	2.83	2.67

Intercultural Literacy	CCD	CCSSE Cohort
How often have you had serious conversations with students who differ from you?	1.98	2.03
How much does this college emphasize encouraging contact among students from different economic, social, racial, or ethnic backgrounds?	2.77	2.67
How much has this college contributed to your ability to work effectively with others?	3.02	2.96

Critical Thinking	CCD	CCSSE Cohort
How much of your coursework emphasizes analyzing the basic elements of an idea?	3.04	2.93
How much of your coursework emphasizes forming new understandings from information?	2.99	2.89
How much of your coursework emphasizes making judgments about the soundness of an argument?	2.80	2.66
How much of your coursework emphasizes applying theories to new situations and problems?	2.85	2.76
How much of your coursework emphasizes using learned information to perform a new skill?	2.87	2.88
How much has this college contributed to your ability to thinking critically and analytically?	3.06	2.96

CCSSE data can also be used in combination with co-curricular assessment to measure the reach of our efforts and to inform practices that can increase that reach:

	CCD	CCSSE Cohort
How much does the college emphasize providing you with support you need to help you succeed?	2.99	3.07
How much support does CCD offer for financial support efforts?	2.57	2.58
How much does this college emphasize helping you cope with your non-academic responsibilities?	1.99	2.06

The following questions are displayed as mean time and used a scale from 0 (never) to 3 (5 or more times).

	CCD	CCSSE Cohort
How many times have you used academic advising?	0.27	0.34
How often have you used tutoring services?	1.06	0.29
How often have you used financial aid advising?	1.03	1.08
How many times have you used career counseling?	0.52	0.61

We are confident we have found a proper benchmarking tool. The CCSSE results will allow the college to gauge the impact of improved practices on student-reported engagement and learning. In 2020–2021, executive leadership in both Academic Affairs and Enrollment Administration and Student Success will review CCSSE results related to our curricular and co-curricular activities. They will then charge their divisions to develop program plans for improved student engagement and learning experiences.

Processes and Methodologies

The college's processes and methodologies for assessment of student learning are based largely on direct assessment. They include faculty and staff participation in developing student learning outcomes and mapping outcomes through the curriculum, as well as in the assessment, analysis, and implementation of curricular and pedagogical changes based on assessment results. The college also engages in best practices such as benchmarking (discussed above), random sampling of student artifacts, and norming for inter-rater reliability on assessment rubrics.

Commitment to improving student learning requires wide understanding and acceptance of assessment processes and practices. To develop this expertise, CCD engages in regular professional development, including:

- Colorado Regional Assessment Council participation
- Assessment Day professional development sessions
- Teaching Learning Center annual Better Assessments training
- Virtual professional development during the pandemic

The Assessment Guidebook is our primary reference that defines and lays out the step-by-step process of assessment. It guides faculty to develop assessable program student learning outcomes and create an operational curriculum map so the college ensures strong and consistent processes across disciplines.

The guidebook directs faculty to appropriate methodologies and strategies. While giving faculty wide leeway in the choices they make, it sets the expectations that direct assessment will be the primary source of assessment at CCD and that multiple methods of assessment generally yield the most actionable results.

Direct assessment is defined as methods that ask students to demonstrate their learning and indirect assessment as methods that ask students to reflect on their learning.

All assessment at CCD includes direct assessment, which may involve:

- Objective testing
- Essays and other student work
- Individual or group presentations
- Licensure or certificate pass rates

Indirect measures are also used to supplement the above measures, including:

- Surveys of students
- Grades

All assessments are scaled for performance. These take many forms, though rubrics are common, and faculty and staff are free to create scales of three (3) to five (5) elements as appropriate within their work.

- Rubric for human services
- Rubric for health and wellness
- Rubric for paralegal

Both qualitative and quantitative analyses are encouraged depending on the questions being asked by the assessor.

- Qualitative—dental hygiene. Throughout the 2-year dental hygiene associate program, students collect artifacts they feel demonstrate their mastery of six (6) competency areas. These portfolios are then assessed by faculty. While faculty do use a rubric, the primary assessment looks at the quality of the entire collection.

- Quantitative—accounting. The accounting department relies on a computational analysis of their rubric scoring to determine the success of their students and to make updates to their Assessment Plan.

CCD is proud of how broadly our faculty engage in the work of assessment. It is an expectation in faculty goal-setting, and part-time faculty are paid for their engagement. Assessment is recognized within our departmental workload designations:

- Architectural technologies departmental workload
- Physical sciences departmental workload
- World languages departmental workload

Assessment is frequently cited in faculty annual performance goals:

- Literature and humanities chair performance goals
- Psychology chair performance goals
- Radiologic technology chair performance goals

And both full-time and adjunct faculty participate:

- Philosophy
- Paralegal
- Early childhood education

We have created a culture that is not just committed to assessment, but to meaningful assessment that ultimately serves our students.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve 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, 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

Response to 4.C.1.

Community College of Denver's (CCD) strategic goals stem from our mission. They align to our Colorado Community College System (CCCS) strategic plan and to the key performance metrics identified within that plan that most directly align to our mission.

As a continuation of our 2014–2019 strategic plan, we have maintained our focus on student completion and have begun disaggregating data by race. CCD's 2020–2025 strategic plan includes our student retention and completion goals.

- Student retention goal: The college's retention rates will exceed the national fall-to-fall retention rate average by 2025 while eliminating the gap for our minority-identifying students. The college uses the 2017–2018 national average retention rate for full-time students (62.3%) and part-time students (46.5%) as our benchmark.

- Student completion goal: The college will increase credentials awarded annually by 50% by 2025 while eliminating the gap for our minority-identifying students. The college uses total degrees awarded in 2017–2018 (1,496) as our benchmark.

The college has also set ambitious goals around student transfer.

- Student transfer goal: The college will increase the percentage of successful transfers to 4-year institutions for all students, and students of color, who declare their intent to transfer by 2% per year. The college uses the 2017–2018 transfer rate of 22.1% as our benchmark.

We know our goals are challenging, but we have set them because we recognize our deficits when compared nationally and want our goals to reflect the urgency we feel to erase success gaps. Although ambitious, we have made our goals attainable by embedding them in strategic plan initiatives that are fully resourced.

Please refer to core component 1.A.4. for a discussion on the development of our strategic plan and goals.

Response to 4.C.2.

We analyze annual progress in retention, completion, and transfer compared to a 5-year snapshot of key performance indicators in order to analyze trends.

Completion data:

	FY15	FY16	FY17	FY18	FY19	5-year change
Students of color	484	542	581	620	648	33.9%
Non students of color	611	678	686	805	711	16.4%

Retention data:

	FY15	FY16	FY17	FY18	FY19	5-year change
Students of color	55.3%	42.4%	49%	51.3%	53.6%	-1.7%

Non students of color	53%	51.7%	49.2%	58.6%	47.8%	-5.2%

[Transfer data](#):

	FY15	**FY16**	**FY17**	**FY18**	**FY19**	**5-year change**
Students of color	15.8%	11.7%	12%	22.7%	14.9%	-0.9%
Non students of color	21.2%	16.8%	15%	21.4%	19.3%	-1.9%

Response to 4.C.3.

We use our student success data to improve. Unsatisfied with our retention, completion, and transfer rates, the college participated in [AACC Pathways 2.0](#) in 2017 and ramped up our pathways model to better support students. Through cross-college collaboration, the college has changed structures and practices to support students.

Retention

Priority registration provides two (2) weeks for returning students to register for classes before new students. This additional registration time allows academic advisors to [focus solely on continuing students](#) and to analyze the impact of this opportunity for our [students of color](#).

Another improvement made to retain students is the development of [semester-by-semester plans](#) for each of our certificates or degrees. These help retention because when students perceive that they are taking wasted credits, they leave us and go straight to a 4-year school. Our plans are shared with our high school partners so [concurrent enrollment students take appropriate coursework](#) for their programs. Additionally, faculty continually refine these plans to have as much course overlap as possible in the [first semester for degree programs](#) within a pathway. The goal is to ensure that students can complete at CCD with [fewer excess credits](#).

To reduce siloing of student support services, the college uses EAB Navigate to help employees retain students. Navigate [integrates student data](#) and supports more targeted responses to student needs that might cause them to leave the college.

Completion

To improve completion rates, we recognize the differing needs of transfer and Career and Technical Education (CTE) students.

When CTE programs are misaligned with industry needs, students do not see the value in completion. Therefore, our programs work with advisory groups to continually scrutinize whether our curriculum matches evolving industry needs and [make changes to curriculum](#) when necessary.

In some CTE fields, there is an initial basic level of employment and then opportunities for increased salary with increased skill. We attune related programs to those different exit points, aligning the curriculum of our short-term certificates into our associate degree requirements. This focus on stackable credentials allows graduates to enter the workforce while continuing to earn additional credentials at CCD in support of their professional growth.

- [Computer information systems stackable credentials](#)
- [Machining technologies stackable credentials](#)
- [Early childhood education stackable credentials](#)

To ensure that students stay on track to completion, we have an [early alert system](#) that any faculty member can use to ask for a CCD advisor or staff member to intervene and provide just-in-time support to the student. Those [alerts are tracked](#) to provide college-wide data on the effectiveness of these interventions.

Transfer

Over the past four (4) years, college faculty have increased their engagement with counterparts at Metropolitan State University of Denver and University of Colorado Denver. These discussions further facilitate transfer and transfer planning for students through the development of 8-semester plans that include both CCD and the 4-year college. In this way, students can see from the beginning how their work at CCD builds into their full bachelor's degree.

- [Exercise science 8-semester plan](#)
- [Cybersecurity 8-semester plan](#)
- [Journalism 8-semester plan](#)

Another improvement in support of transfer is co-advising. College advisors from all three (3) institutions meet annually for a [Tri-institutional Advising Summit](#) to share best practices for transfer advising.

The college is also implementing co-advising with high schools for students engaging in concurrent enrollment, funded by a 5-year grant. This model involves shared advisors who receive shared training and help students navigate concurrent enrollment and see its benefits. The college anticipates more students will successfully complete certificates and degrees before high school graduation and attend CCD after graduation. Already, this has improved advising knowledge in high schools.

Response to 4.C.4.

We measure our progress regarding student success outcomes through the Colorado Community College System (CCCS) key performance metrics data (KPMs). These are shared with the college annually with a 5-year lookback. The methodologies below reflect the work of the CCCS data analytics sub-committee.

CCCS convened a system-wide analytics committee and a data governance committee to develop definitions and methodologies for measuring the CCCS 2025 Strategic Plan KPMs. These two groups included representatives from institutional research and institutional effectiveness, vice presidents of academic affairs and student services, presidents, and other subject matter experts. These committees reviewed Integrated Postsecondary Education Data System, American Association of Community Colleges, Colorado Department of Higher Education, and other state and national measures to determine the best adoption or adaption for our system data.

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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

Community College of Denver engages in program review and assessment. We evaluate the academic and non-academic areas of our campus, then use the results both to plan and budget and to make improvements in those areas. By assessing our academic and co-curricular outcomes, we advance student learning. Tracking the success of our efforts through our retention, persistence, and completion metrics allows us to further direct our program review and assessment efforts.

We recognize our need for improvement in the following ways:

- We need a standardized approach for regular program review.
- We continue to struggle with constructing co-curricular assessment in a format that is usable for the college.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Response to 5.A.1.

The Strategic Planning and Collaborative Decision-Making (SPCDM) body heads the Community College of Denver (CCD) shared governance process. This body is made up of representatives from all areas and functional groups of the college, including administration, faculty, staff, and students. SPCDM sets the college's priorities through the strategic plan and by recommending to the president an overall budget in support of those priorities.

Two (2) other governing bodies work together below SPCDM to ensure the college's resources are directed to fulfilling our mission. The Strategic Budget Committee (SBC) has enacted a modified zero-based budgeting process (in which personnel costs are treated as fixed but operating costs are justified based on proven need each budgeting cycle). This aligns our budget with our institutional goals. Additional special budget requests, aligned to college priorities, come through the Prioritization and Operations Group (POG) for SPCDM consideration. These funded proposals demonstrate the college's commitment to continuous improvement. POG also includes administration, faculty, staff, and students. As part of their work, POG reviews and refines each of the strategic plan initiatives to ensure alignment with college goals.

One example of how these groups function together is that CCD academic deans proposed shifting all faculty from credit hours to standardized work units to provide a consistent measurement across the college. This was a POG proposal that received SBC analysis and was put before SPCDM.

In the original design of our collaborative decision-making model, we had conceived of the Institutional Effectiveness Committee (IEC) working in tandem with POG and SBC, creating an assessment mechanism within these spaces. However, we have learned through our four (4) years of working with this model that the data and narratives submitted by POG and SBC are sufficient for SPCDM to make initial decisions. The support in assessment and program review that IEC was designed to do remains critical to the college and to our collaborative decision-making model. In order to best utilize the work we are doing, we need regular reporting to SPCDM, President's Cabinet, and the college. This responsibility has been given to our directors of institutional research and institutional effectiveness so that they can work together to provide better and more consistent support to these processes. They are not charged with carrying out program review or assessment, but rather with facilitating, collating, and reporting on what we have learned.

Engaging Constituents

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 their executive staff. Day-to-day governance of the college is broken into three (3) areas as demonstrated through our organizational chart: academics, student services, and administration. Regular meetings connect the vice presidents and relevant staff members of each division, and information is then disseminated through the division.

- Academic Affairs leadership meeting
- Enrollment Administration and Student Success leadership meeting
- Administrative leadership meeting

To facilitate effective communication across the campus, we developed the President's Cabinet, an internal group of key leaders. The charge of the cabinet is to be "the hub for communication between all the college departments. Updates are brought to the group, communicated out through all the departments, and any issues that arise are brought back to the group to work out."

Faculty participate in governance primarily through Faculty Council. The president and provost attend frequently to hear the concerns and decisions of the council so that communication is immediate. Faculty Council regularly reviews their bylaws, and their decision-making authority is reflected in what we call The Voice. The Voice gives faculty shared governance based on the following categories:

- Determinative: 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: 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: Faculty may provide input, but the weight of that input will be determined by the decision-making authority.

Adjunct instructors engage in shared governance through Adjunct Council and are represented within Faculty Council to communicate adjunct-specific concerns. Chairs host Chair Council to lead academic programming improvements, align academic processes to college goals, and provide professional development and onboarding for new chairs. The provost attends these meetings every month to make certain chair concerns and decisions are heard and communicated.

The Student Government Association (SGA) serves as the leadership, involvement, and governance body for our students. SGA, which includes representation from the Lowry Campus and the Advanced Manufacturing Center, provides opportunities for students to voice their opinions and advocate for student needs. For example, SGA led the effort to provide laptops to students who needed them during this pandemic. SGA is funded by student fees and student leaders are elected annually.

CCD has worked to include students more in our decision-making structure with mixed success. We have allowed student schedules and conflicts to be a barrier to this important work, but we are re-committing to including students in our three (3) decision-making groups.

CCD continues to work on developing strong staff associations. Staff groups are responsible for support and professional development within CCD and professional development and procedural changes through the Colorado Community College System. Key staff groups include:

- The Office Administrator Group, which allows instructional administrators to discuss matters of concern
- The all deans meeting, which allows deans across the college to discuss plans
- The system-wide Learning Technology Council, which shares best practices regarding our learning management system
- The system-wide Controllers Council, which collaborates to ensure fiscal integrity

Our governing board, as discussed in core component 2.A., includes members from two (2) statewide groups: the State Faculty Advisory Committee and the State Student Advisory Council (SSAC). The former president of our SGA is the governing board member of the SSAC.

Response to 5.A.2.

All levels of decision-making discussed above in 5.A.1. use data in their processes. The Strategic Planning and Collaborative Decision-Making body relies on the data given to them from the other decision-making bodies: Strategic Budget Committee (SBC) and Prioritization and Operations Group (POG).

SBC

The Strategic Budget Committee uses data on enrollment, revenue, and costs to provide timely recommendations to the Strategic Planning and Collaborative Decision-Making body.

- Enrollment data
- Revenue data
- Cost data
- SBC recommendation based on data sources

POG

The Prioritization and Operations Group reviews proposals for new initiatives from around the college to ensure they tie to our strategic priorities and meet the needs of the college, as demonstrated through data. For example:

- Faculty line proposal
- Classification of adjunct proposal
- Student communication platform

Day-to-Day Operations

Day-to-day operational decisions are not passed through the collaborative decision-making model but still rely on data. Our Institutional Research and Planning department provides data in these spaces.

Response to 5.A.3.

As stated in core component 2.C.5., Community College of Denver has a curriculum committee, the Academic Standards Committee (ASC). Faculty lead the committee and comprise its only voting members. However, the provost, registrar, senior data and operations manager, and graduation specialist all serve on the committee to provide important context and data. This faculty-led group oversees academic matters including:

- Prerequisites for courses
- Program creation, revision, and deletion
- Course addition and deletion

Faculty and staff participate in guidelines and decisions of the college through the decision-making model, as discussed above in 5.A.1., and through committee representation.

Students participate when appropriate. For example, our Student Government Association was instrumental in the creation of our Faculty and Instructor Absence Guideline by requesting that class cancellations have a common method of notification:

In the event of a cancellation, a message must be posted on the D2L homepage for that class. This communication should be made as soon as possible, but no later than three (3) hours prior to class start time unless there is a verified emergency.

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5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

Response to 5.B.1.

Employees

Community College of Denver (CCD) hires sufficient human resources to support our operations and programs. We seek to maintain an appropriate balance between administration, support staff, and faculty, and are improving those ratios. We undertook a comparison in 2018 and discovered that we were not aligned with our sister community colleges in ratios of instruction to student support services. We have since reallocated personnel lines from student support services to instruction and have already seen a 3% improvement. We employ 609 people, including 111 full-time faculty (up nine [9] faculty members from 2016), 295 part-time instructors, and 203 non-teaching staff (including three [3] part-time staff).

As CCD moves forward in our equity emphasis, we have hired both a provost and a vice president for enrollment administration and student success to lead that work.

CCD's Human Resources department works closely with supervisors to develop job descriptions for full- and part-time positions that demonstrate required qualifications.

- Job description for assistant controller
- Job description for operations manager
- Job description for math assistant professor

Staff Hiring Qualifications

To ensure operational staffing meets the college's needs, Human Resources works closely with the supervisor and their respective vice president whenever a vacancy is created. Meetings between the supervisor of the position and their immediate supervisor scrutinize which positions should be filled and which job descriptions should be rewritten to account for changing needs. Once a job description has been revised, we discuss which job-posting platforms will reach the largest, most diverse audience.

Staff Onboarding

All new employees (full- and part-time) are required to attend New Employee Orientation. In January 2018, Human Resources (HR) developed and implemented an online onboarding to improve access for those who cannot attend in person and to provide more timely service. HR also developed an online Employee Handbook to improve access to procedures and policies. This includes contact information for various services that employees may need throughout their careers.

Staff Training and Professional Development

Over the past several years, the college has mandated customer service trainings for all full-time employees.

- Inclusive by Design training and attendance
- Accessibility training and attendance
- Canopy training and attendance

Physical Infrastructure

CCD's main campus is at the Auraria Campus in downtown Denver, and we have three (3) additional locations: 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 sciences programs; the AMC houses our welding and machining programs; the CEC offers high school students concurrent enrollment options. This infrastructure provides us with ample space for both general and

specialized programs.

The most recent version of the Community College of Denver Neighborhood Master Plan provides a 15-year vision for CCD within this neighborhood framework. Our plan notes that CCD currently has over 352,000 square feet across our four (4) campuses that provide ample facilities 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. We also need to consider relocating our administrative offices to our neighborhood spaces to enhance our branding, increase public outreach, and improve student services. Those changes are described in our Boulder Creek Plan.

The institution maintains a total of 104 classroom spaces on the Auraria Campus, with 43 of these spaces dedicated to specialized labs (such as the sciences and computer information systems). Please refer to core component 3.D.4. for a complete list. Additionally, because the main Auraria campus is shared with Metropolitan State University of Denver and University of Colorado Denver, CCD is able to use shared classroom space at those schools. The AMC, CEC Early College, and the Health Sciences Center house lecture and specialized lab spaces.

Technological Infrastructure

Our Information Technology Services department supports on-campus classroom learning, student learning tools, and college operations.

We use the learning management system Desire2Learn (D2L), which all classes engage with regardless of learning modality. Beyond giving students timely access to documents and grades, D2L creates a roadmap for how students interact with course materials and assessments that demonstrate their learning. The platform also facilitates engagement with instructors and peers through discussions and messaging tools. In this way, D2L acts as the nexus between in-class and out-of-class activities. Students are also assigned a CCD email account for all official communication at the college.

The Teaching Learning Center (TLC) supports teaching technology including Camtasia, a video and audio presentation software, and Softchalk, a content creation software that allows faculty to embed quizzes and videos in D2L. The TLC provides laptops loaded with the software to faculty who need it. Both Camtasia and Softchalk are available in our multimedia studio on the Auraria Campus and a media room at our Lowry Campus. CCD has committed to a multimedia storage and captioning solution that will allow us to have a searchable storage platform for all our video materials.

During the pandemic, the TLC has responded by developing and delivering specialized remote trainings for synchronous and asynchronous delivery of instruction, which have been well attended.

We use the EAB Navigate student success management system to provide up-to-date information to students about course offerings, degree and graduation requirements, and overall academic standing. New students use the platform as an onboarding tool to streamline their registration requirements and to keep them on track for successful enrollment in their program of choice. Within the platform, students are given tools to create a schedule that auto-populates into a personal calendar. This allows them to simply drag and drop classes from their individualized semester-by-semester plans to more easily manage their busy lives. The platform clearly indicates specific course attributes, such as being online or hybrid, certified as using open educational resources, or designated as a First Year Experience course. Additionally, the platform allows for direct access to faculty and advisors so students can easily schedule face-to-face or remote appointments at their convenience.

CCD students also use Degree Works, a web-based advising tool and degree audit system that helps students and advisors monitor student progress toward certificate/degree completion.

Response to 5.B.2.

Community College of Denver's (CCD) 2020–2025 strategic plan focuses on the three (3) broad goals of improving access, increasing success, and embedding equity-mindedness in all we do. These goals are operationalized in eight (8) strategic initiatives we are confident we can implement with our given resources.

The four (4) strategic initiatives focused on improving student access are:

- Redesigning how and when CCD offers programs and support services
- Developing partnerships with business and industry to expand credit and non-credit offerings
- Redeveloping the Auraria Campus Boulder Creek building as a campus gateway and home to health sciences and other programs
- Shifting our concurrent enrollment strategy to serve as a primary access point for Denver Public Schools students to matriculate to CCD

The three (3) strategic initiatives focused on increasing student success are:

- Implementing our five (5) AACC Pathways strategies

- Improving collaboration across academics and student services
- Investing in, creating, and maintaining open educational resources in order to create zero-cost courses and programs

We are also committed to embedding equity-mindedness in all we do through our inclusive excellence framework. This work's goal is to eliminate equity gaps and improve our campus climate.

Each strategic initiative, as attached above, includes a project plan addendum with yearly goals to which human and other resources have been assigned. We have not only *said* we are going to do these things; we have allocated resources to bring these initiatives to fruition.

Response to 5.B.3.

Budgeting

A collaborative group, the Strategic Budget Committee (SBC), manages the budgeting process and includes colleagues from across the college. Community College of Denver (CCD) uses a modified zero-based budget (ZBB) process. At CCD, the modified ZBB holds personnel positions steady year to year, but requires that operational costs be justified each budget cycle. In practice, this means each department starts with zero dollars in their budget. SBC members meet with each budget owner to assess wants and needs in operating, travel, and hourly staff expenses, and they together engage in an analysis of these budget requests and historic funding uses. The results of those conversations and budget templates are combined by SBC and presented to the Strategic Planning and Collaborative Decision-Making (SPCDM) group along with SBC suggested revisions. SPCDM can then approve the budget or request further revisions.

To address the possible need for unplanned, unbudgeted expenses, the SBC developed an additional funding request and approval form. Budget owners who find they did not budget sufficiently through the ZBB process complete the form, and SBC evaluates the request.

Some instructional programs also have the ability to set program fees and high cost course fees needed for specific items required for student learning. Fee setting is an iterative process between the faculty in each program, the dean, and the director of budget and contracts. Final fees must be approved by the provost and president and subsequently by the State Board for Community Colleges and Occupational Education, which is the governing board of thirteen (13) community colleges within the state.

Monitoring

Our financial monitoring promotes an expectation and culture of accountability. Every month, the vice president of each division and their organization owners receive an expenditure report. Department leads verify the expenditures and send reports back to Fiscal Services. Fiscal Services monitors our expenses through a monthly variance report. The department ensures all financial transactions are recorded in a timely and accurate manner, and that they are in accordance with Generally Accepted Accounting Principles. Fiscal Services prepares the annual financial statements for inclusion into the Colorado Community College System (CCCS) consolidated audit financial statements. 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 CCCS board fiscal policies and procedures.

Response to 5.B.4.

Community College of Denver (CCD) allocates our resources toward educational priorities. Areas in which the institution serves a population other than 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 paid for the re-certification process cover all expenses experienced by these programs.

Payments to superordinate entities such as the Colorado Community College System office and the Auraria Higher Education Center are mainly for the college's proportional share of operating expenses, such as computer system maintenance, the library, campus police, building maintenance, and utilities. If these services were not centralized, the college would still incur the costs.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

Response to 5.C.1.

Community College of Denver (CCD) is guided by our mission:

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

Our work in all areas is aligned to our strategic plan, discussed in detail in core component 4.C.1.

Our human resources and finances are solely committed to the success of our students. Please refer to core components 1.B.1. and 1.B.2. for discussion of how our educational role and responsibilities are aligned to our mission and represent our only priority. Refer to core components 3.C.3., 3.C.7., and 5.B.1. for how our human resources processes align faculty and staff positions with our mission and priorities. Refer to core component 5.B.4. for discussion of how we use our budget process to align our budget with our strategic goals.

Our strategic plan is operationalized through eight (8) initiatives, each with a budget that has been approved through both our Prioritization and Operations Group and our Strategic Planning and Collaborative Decision-Making body. These initiatives define our goals for the next five (5) years, and their charters demonstrate our commitment and resource allocation to those goals.

- Strategic plan initiative: Adopting low-cost textbooks
- Strategic plan initiative: Adapting the Inclusive Excellence framework
- Strategic plan initiative: Expanding community engagement and workforce alignment
- Strategic plan initiative: Implementing AACC Pathways commitments
- Strategic plan initiative: Matriculating graduates of concurrent enrollment
- Strategic plan initiative: Developing the Boulder Creek Health Education Center
- Strategic plan initiative: Improving student success support through collaboration
- Strategic plan initiative: Expanding programs of study to reach students

Response to 5.C.2.

As discussed in core component 5.A.1., Community College of Denver's collaborative decision-making model, with its three (3) bodies, provides the frame for the college's regular review of programs and aligns the college's budget with our strategic goals. The college's Strategic Planning and Collaborative Decision-Making group (SPCDM) meets biweekly to hear updates from both Prioritization and Operations Group (POG) and Strategic Budget Committee (SBC) representatives. At these meetings, SPCDM also discusses progress on the college's strategic plan and its related initiatives. This committee serves as the binding force that links program review, operations, planning, and budgeting. Examples include:

- Program review alignment with operations: The Enrollment Administration and Student Success (EASS) division engaged in program review upon which they based recommendations for improved efficiencies in their division to executive staff. Those recommendations formed the basis of the reorganization of EASS as approved by SPCDM.

- Budgeting alignment with planning: SBC engages in regular review with SPCDM of current-year budgets. They make recommendations on needed cuts and/or additional dollars available to fund POG-endorsed initiatives that align with the college's strategic goals and initiatives.

- Planning alignment with operations: The budget is reviewed on a quarterly basis, including a budget unit analysis, to ensure that the budget and needs remain in balance. This moved from a semi-annual to a quarterly basis with the increased need for data-informed decision-making caused by the global pandemic and large cuts to state support.

This interconnectedness shares knowledge broadly, both horizontally and vertically.

Response to 5.C.3.

Please see core component 5.A.1. for evidence of how we plan as an institution and core component 5.A.2. for how we use data in that planning. Our collaborative groups encompass individuals from each of the three (3) divisions of our college (Academic Affairs, Administration, and Enrollment Administration and Student Success), ensuring that decision-making includes all our internal constituent groups.

- Strategic Planning and Collaborative Decision-Making
- Strategic Budget Committee
- Prioritization and Operations Group

Our college is also informed by various external working groups who bring proposals and evidence to us for consideration. Those working groups gather and evaluate data that speak to the needs of our internal and external constituents.

- Our Career and Technical Education advisory groups are composed of a minimum of 51% external partners and determine many of our programmatic changes and purchases.

- Our academic programs work closely with our 4-year partners to create transfer articulations that benefit our students.

- Our system-wide committees allow us to leverage the expertise of our sister community colleges within Colorado.

- The President's college-wide Advisory Council meets every other month to review and provide input on our strategic plan, new programs, and emerging trends. Input from the Advisory Council informs the actions of the executive staff and the campus. A member of this council even served on the search committee for our current provost, demonstrating a commitment to the leadership of our college. Once a year, this council meets at our Career Education Center Early College location to strengthen connections between campuses.

- Our concurrent enrollment department hosts an advisory council to facilitate communication between the college and our area high schools.

Response to 5.C.4.

Community College of Denver (CCD) takes a conservative approach to planning based on our knowledge of current capacity as well as anticipated changes and fluctuations in our budget streams.

- Our Master Plan notes that we have plenty of physical space available for our operations. This gives us flexibility in our enrollment plans.

- Our annual budget provides us with a foundation for our current fiscal capacity and planning, guiding us regarding which goals to prioritize each year.

- Our information technology department maintains an updated inventory of our technological capabilities, including the updates that will occur in any given fiscal year, allowing us to house classes in the rooms most appropriate for their needs.

- Our position control document details our current human resources. We use this understanding to re-deploy staff from over-staffed areas to under-staffed areas.

- Instructional and non-instructional program review help us understand how each program at CCD sees its current and future needs. This allows us to direct funding to those programs that will most impact our students.

- Our 2020–2025 strategic plan and strategic initiatives allow us to evaluate whether proposed activity advances the college's goals.

CCD's unrestricted net assets, as of June 30, 2020, were over $20 million. The State Board for Community Colleges and Occupational Education requires the college to maintain at least 7.25% of annual operating expenses, less depreciation expense, in unrestricted net assets. This means that the college is required to maintain $3,881,628.34 in reserves. Currently, the college's reserve balance ratio is 37.74%, and we have over $16 million available to spend should circumstances require. These reserves protect the college in case of a catastrophic event. CCD has increased our required reserves by over $7.5 million over the past five (5) years and changed our required

reserve balance percentage by over 12%, providing additional strength in times of reduced enrollment, changing state support, and other budget challenges.

Enrollment

As an open-access institution whose primary sources of revenue are tuition and fees, planning requires close tracking of enrollment data. Therefore, we track historical enrollment patterns and project them into the future as part of our planning process.

The Office of Institutional Research emails the daily FTE and headcount enrollment report. This report compares these factors to the same point in time of the previous year. This report separates FTE resulting from all student enrollment from FTE resulting from concurrent enrollment, which allows budgeted FTE to be compared with enrolled FTE to date. In addition, the tally report, which provides more in-depth enrollment information, is sent to important stakeholders such as department chairs and deans.

Academic deans use this enrollment information to plan and adjust in real time, opening new sections of courses, monitoring classroom use and space needs, and hiring additional adjuncts. In a typical year, the largest budget adjustment involves redistributing adjunct instructor funding as various program enrollments grow or decline. Twice a year, the Budget Office reconciles each program's adjunct budget to reflect its actual needs. If a growing department requires additional budget, it receives it; funds are allocated from departments that have enrollment decreases. This reconciliation process ensures all programs have adequate funding for their adjunct instructor needs, thereby meeting our mission objectives.

This year, due to the impact of COVID-19, the original estimate by the Strategic Budget Committee in January 2020 was updated in June to reflect the potential negative effect on college enrollment. Consequently, the college's original estimate of 5,000 FTE was revaluated downward to 4,700 FTE to reflect the uncertainty around summer 2020, fall 2020, and spring 2021 enrollment.

Other Revenue

In addition to revenue tied to enrollment, CCD relies on funding from the state of Colorado. We receive state funding in the form of College Opportunity Fund stipends for students and fee-for-service contract payments. These revenue streams replace the state appropriation typical in many states and have increased over the past five (5) years. Other state funding comes from a state tax on casino gaming. We track all state funding streams for historical trends:

- Prior to COVID, fee-for-service contract payments more than doubled over the period from FY16 to FY20.

- Prior to COVID, College Opportunity Fund stipends authorized by students for payment to the college increased from $75 per credit hour in FY15 to $94 per credit hour in FY20.

- Prior to COVID, gaming revenue distributed to the college almost doubled in the period from FY15 to FY20.

In total, CCD relies on the state of Colorado for almost 54% of our current general fund operating revenue. As a result, it is critical we understand how changes in the amount of state support will affect the college.

As part of the Colorado Community College System (CCCS), CCD participates in regular legislative update calls and receives data on state and federal bills being tracked by CCCS legislative liaisons through our system office. In addition to legislative updates, state budget and fiscal forecast updates are an ongoing topic at monthly System Chief Business Officer meetings. This information is shared with the Strategic Budget Committee (SBC) to assist their planning and informs many revenue streams for the college in addition to state support, such as available state funding for capital projects and for grants.

Each spring, CCCS presents to the State Board for Community Colleges and Occupational Education a tuition and fee request that looks at factors such as the consumer price index, Colorado economic forecasting projections, and general fund appropriations. Since the state fixes tuition relatively late, the college builds budget scenarios on a range of tuition possibilities predicted by the CCCS chief financial officer and the Business Officers Group.

- Budget Scenario One
- Budget Scenario Two
- Budget Scenario Three

CCD maintains a reserve fund that can be used to mitigate unanticipated declines in funding. The college reviews its budget allocations after census each fall and spring. SBC plays an important role in the regular review and interim recommendations to ensure the college stays within our budget and has opportunity to fund new initiatives tied to the strategic plan.

Response to 5.C.5.

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

Technology Advancements

We are committed to increasing the quality of our online learning. To meet this need, we require 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. Over 70% of teaching faculty are now qualified to teach online. Additionally, we have committed to technologies that enhance our learning platform. Two (2) are video software: Camtasia, which allows us to record lecture and discussion prompts; and YuJa, which allows us to capture and automatically caption videos. We have also invested in Lockdown, which prevents students from browsing other screens during test-taking, to protect the integrity of online assessments. We use Brainfuse as an online tutoring platform to expand the subject matters covered and the times at which we can offer tutoring. We have also used CARES Act funding to improve our ability to engage in the HyFlex teaching modality.

Other examples of technology improvements include:

- Adopting Ad Astra, a scheduling system that maximizes our classroom spaces and provides faculty with rooms that fit their class requirements

- Purchasing technology to enhance our ability to engage in remote delivery, ensuring that students continue to receive high-quality instruction during this pandemic

- Expanding our computer refresh to provide faculty with more nimble technology for the classroom

We are also updating our technology uses to communicate more effectively with students and track their success, including a recent investment in social media training and tools allowing us to micro-target our communications to specific audiences. Examples include:

- Investing in Signal Vine to permit longer and more pertinent text messaging;Signal Vine uses artificial intelligence to target text messaging based on student need

- Using EAB Navigate to message students based on a range of variables and then track the success of those interventions

Demographic Shifts and Globalization

Our student demographics have stayed consistent. Our Hispanic population remains around 36%, our African-American population remains around 11%, and our white population remains around 31%. Due to our consistent minority student numbers, we remain committed to improving their outcomes.

Other demographic groups we track are:

- Undocumented students: Colorado's ASSET law allows in-state tuition for undocumented students, called DREAMers, who graduated from a Colorado high school. 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.

- Service area students: Half of CCD students come from outside the legislatively designated CCD service area. We are working to learn why this occurs.

We foresee globalization becoming a factor in our planning. Although federal policy has negatively impacted international student enrollment, the college remains committed to supporting our F-1 visa students. CCD has immigrant and veteran students, but most of these students enter CCD with resident status.

Shifts in Grant Support

The Carl D. Perkins Act is an example of how our grant support has shifted, and how we have responded to those shifts. The Perkins V Act requires us to evaluate our work within six (6) elements, each with measurable goals for success: career advising, workforce alignment, quality of programs of study and evaluation of student performance, improving equity and access, recruitment and retention of faculty, and work-based learning. As a foundational document, CCD relied on the Colorado Talent Pipeline Report, which provides high-need, high-wage data for our region. The result of this work is a grant plan that aligns our community's workforce needs to our grant requests.

Shifts in Economy and State Support

Colorado ranks 45th in funding for higher education nationally. In 2015, state support accounted for 41.5% of college general fund revenue. By fiscal year 2020, state support increased to 53.7% of college general fund revenue.

As a result of the COVID-19 pandemic, Colorado faced an estimated $3.3 billion shortfall for the fiscal year that began in July 2020. Consequently, Colorado cut 58.3% from state support to public higher education, including CCD. Due to federal government support distributed to Colorado's governor, the state was able to backfill 53% of these reductions in the form of CARES Act funding for FY21,

leaving a 5% net drop in state support to the college. However, estimated fee-for-service contracts awarded by the state dropped to below FY15 levels ($2.2 million), the College Opportunity Fund stipend dropped to $40 per credit (from $94 per credit in FY20), and gaming revenue is projected to be approximately 50% of prior years' revenue due to casino closures.

Thanks to our zero-based budgeting process and conservative spending practices, we are secure in our fiscal planning for this year. In addition, as a just-in-case measure to safeguard educational opportunities for students, the college requested $900,000 of spending authority from our reserves for FY21 from the State Board for Community Colleges and Occupational Education.

The college will continue to monitor our budget quarterly and FTE weekly to take advantage of additional efficiencies as they present themselves. Overall, the pandemic is providing an opportunity for strategic restructuring. We see an opportunity to respond to community needs and identify and tap new markets, such as displaced workers, while investing in the technology and staff training needed to support quality remote educational offerings over the long term.

Response to 5.C.6.

Operations

Proposed improvements start from the operation level, flow upward through the collaborative decision-making model, and are ultimately approved by the executive staff and president. Community College of Denver (CCD) has made improvements to our model:

- Moving assessment and evaluation of the changes we make from the initial proposal point to later in the proposal's rollout
- Relocating strategic planning work to the Strategic Planning and Collaborative Decision-Making body rather than to a separate entity
- Focusing the charge of the Prioritization and Operations Group from overall proposal review to only decisions that impact multiple divisions of the college operationally or make a budget request

Student Outcomes

CCD's dedication to student outcomes is reflected in our 2019 and 2025 strategic plans. Our strategic plan mirrors the college's resolve to make choices that stay true to our roots as an open-access institution built around access, success, and equity principles. We assess student outcomes and make improvements so we can meet students where they are, as demonstrated by these examples:

- Implementation of guided pathways and efforts to instill a pathways mindset in our faculty, advisors, staff, and students
- Plans of study that take students from high school to CCD, and from CCD to bachelor degree completion
- A 2-year engagement with the Center for Urban Education to attain equity in student outcomes for all students, focusing on students of color
- Development of a First Year Experience course that enables all students to confirm their pathway and build study skills

CCD continues to push forward with our improvements in more effective and timely ways. We hear the urgency of our students and our community, and we seek to answer.

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5.S - Criterion 5 - Summary

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

Summary

Community College of Denver demonstrates a willingness and capacity to improve our operations based on the challenges and opportunities presented to us. We make sure our educational purposes are paramount and monitor our budget to allocate resources accordingly. We have good procedures in place to engage our internal constituents.

We are confident we fulfill Criterion Five but see opportunity for ongoing growth:

- We plan routine evaluation of our collaborative decision-making model to identify areas where we can improve inclusion and representation.

Sources

There are no sources.