Community College of Denver - CO

HLC ID 1047

OPEN PATHWAY: Mid-Cycle Review   Review Date: 2/22/2021

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Context and Nature of Review

Review Date

2/22/2021
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review

- COVID-19 Response Form

Institutional Context

The Colorado Community College System is comprised of thirteen colleges. The Community College of Denver (CCD) ranks number three in this system. The institution was designated as a Hispanic Serving Institution by the US Department of Education in 2001. 30% of the student population is Latinx. Many students are international students representing more than 40 countries.

The institution was first established in 1967 by the Colorado legislature and accredited in 1975. In 2017, the institution selected the Open Pathway option for reaffirmation of accreditation.

CCD moved to the – Auraria Higher Education Center in 1975 which is located near downtown Denver. The Auraria campus is considered the College's main location and offers transfer and career and technical programs. There are two additional campuses in the Denver Metropolitan area. The Lowry campus houses the Center for Health Sciences. This campus was known previously as the Lowry Air Force Base. The Lowry campus also houses the Dental Hygiene Program (Bachelor of Applied Science, 2016), one of the most respected programs of its kind in the State of Colorado. The Denver Advanced Manufacturing Center opened in 2015. The Center offers two workforce programs in fabrication welding and machine technologies.

CCD offers more than 100 areas of study in the liberal arts and technical areas. Recent examples of program approvals include an Associate of Applied Science degree in Surgical Technology (2017); and a Mammography Certificate as a credit-based competency-based program (2019).

CCD is known to be the only community college in the U.S. that shares a campus, classroom buildings, library,

recreational facilities, and more, with two, four-year universities: Metropolitan State University of Denver and the University of Colorado-Denver.

Interactions with Constituencies

Ms. Kaylah Zelig, Dean of Instruction, Community College of Denver

Additional Documents

- Criterion1_3Advisoryboardmeetings.pdf
- Criterion1_DEAN_3MeetingMinutes.pdf
- Criterion1_DEAN_3TransferAgreements.pdf
- Criterion1_HispanicChamberofCommerce.pdf
- Criterion2_3PresidentsReportstoSBCCOE.pdf
- Criterion2_FacultyCouncilMeetingMinutes.pdf
- Criterion2_PresidentialReportingRemainedUnchanged.pdf
- Criterion4_DisaggregatedAssessmentEvidence_FY21.pdf
- Criterion4_ENGAssessmentReport_FY21.pdf
- Criterion4_MammoAssessmentReport_FY21.pdf
- Criterion4_PhysicsAssessmentReport_FY21.pdf
- Criterion4_TheatreAssessmentReport_FY21.pdf
- Criterion5_CCDFoundation_DisbursementsandTrends.pdf
- Criterion5_FinancialSAudit_2019EndingJune30.2020.pdf
- Criterion5_FinanicalAudit_2018EndingJune30.2019.pdf

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.

Rating

Met

Rationale

The Community College of Denver (CCD) continues to follow its mission, vision and values as demonstrated through general curricula, statewide course competencies and core curriculum alignments for the AA and AS degrees, and new program approvals. The mission and vision statements are prominently displayed on the institution's website, Faculty Handbook, and other publications. CCD initiated Strategic Plan 2025 by instituting town hall meetings with various constituents from community members to the institution's cabinet to advising staff and other internal and external constituents. Information gleaned from these town halls have laid the foundation to develop new strategic initiatives based on student access, success, and equity. The new plan is comprised of several components that include mission, goal, corresponding objectives, benchmarks, and initiatives. Initiatives include developing partnerships with business and industry partners and fostering existing ones; implementing pathways strategies to support the elimination of the achievement gap. Recently an institutional survey showed that CCD has made strides toward closing the equity gap by increasing its headcount across demographics, especially within the Hispanic population. One strategy that has shown positive results has been the improvement of the campus climate and the implementation of an equity model.

The College responds to community needs. One such example is both dental hygiene and restorative clinics as part of the Dental Hygiene Program which is a blend of academic and clinical coursework.

The webpage explains different pathways that lead to healthcare careers. It also showcases a scholarship newsletter.

One strong suit of the institution is targeting programs that will serve a diverse community. Recommendations are guided by the advisory councils, and community input and labor market analysis. Health and wellness as well as Early Childhood Education programs are critical to the community. In alignment with serving the community better, one of the Early Childhood courses is delivered in Spanish.

Associate to bachelor pathway programs exist with Metropolitan State University (MSU) of Denver and the University of Colorado, Denver. For example, the agreement states that students with an AS from CCD in Civil Engineering can transfer to MSU for a BS in Civil Engineering Technology. Certificates seeking undergraduate degrees increased by more than12 % during the last year (2019-2020).

CCD is in good standing by outside accreditors. Such examples include the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (2019) and the Joint Review Committee on Education in Radiologic Technology (2017)

There are alternative pathways to degree completion at CCD as well. Credit for Prior Learning is one avenue where prospective students can access a dashboard online for assistance. Concurrent enrollment through the Cooperative Agreement Concurrent Enrollment Programs Act provides opportunities to high school students to enroll in CCD courses.

The institution clearly has tried to articulate its mission through public information and action. From 2018-2020 over $35,000 was granted to CCD recipients as part of the Child and Housing Scholarship award opportunity at an average of $1,000 per individual. As of this past year, the lending library usage has increased.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Community College of Denver (CCD) is one of thirteen open access community colleges that comprises the Colorado Community College System that is governed by the State Board for Colorado Community Colleges and Occupational Education. As a public community college, CCD receives 40.1% (2019-2020) of its operating budget from the State of Colorado as part of the "public good." This attests to CCD's accountability to the State of Colorado and its citizens and not to any private investors, parent organization nor external interests.

CCD serves the economic development of the region and State through workforce programs that prepare graduates to immediately enter the workforce upon graduation. Supporting workforce program development are 18 Career & Technical Education Advisory Committees. A review of selected minutes of three of these Advisory Committees attests to CCD's work with area businesses to identify and discuss current and future industry needs and develop specific programs to meet these needs. CCD also works with the WORKNOW coalition, a training and community resource program and has utilized survey methodology to strengthen its industry partner relationships.

Formal partnerships with local educational entities, including the Denver Public Schools, Metropolitan State University and the University of Colorado Denver allow for seamless transitions into CCD, as well as seamless transfer of CCD students who wish to continue their education. These arrangements have also resulted in financial assistance being made available for some of CCD's students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Community College of Denver (CCD) successfully addresses this criterion in its mission statement and institutional student learning outcomes. One strategic initiative within the new Strategic Plan focuses on the application of cognitive, affective, and behavioral skills to effectively interact in a variety of cultural contexts.

CCD has hosted several co-curricular events in the past. Many of them took place in 2015 such as the Transgender Awareness event and a series of talks called the Women Rocking the Rockies. Recent events (2019) include the LatinX Leadership Summit - 15th Annual and the Urban Male Initiative. Evidence includes flyers/posters and a list of event attendees. In 2019, Black History month celebrated a kick-off event with a series of talks.

The new Strategic Plan intends to expand workforce development and community engagement (2020). Collaboration with businesses and school districts as well as community groups will continue to play a vital role. One key to identifying community needs is labor market analysis. CCD's Institutional Research department has training scheduled for spring 2021 to assess the business and community needs. One such decision is to sunset a program (journalism certificate) and to replace it with another high demand program.

CCD continues to reach out to the community through 2019 business boot camps and career fairs, and post-graduate certificates.

A Diversity and Inclusion Council was launched in 2012-1013 with a focus on the culture of integrity. A newsletter (2016) includes activities to support the Council's focus. A Diversity Action Plan was launched in 2020; the institution is committed to creating a more inclusive working and learning environment for all employees and students.

CCD is embarking, as part of its new Strategic Plan, (student access, success, equity) on a strategic initiative that includes an equity model expressed in the campus climate initiative. Student employee

retention and graduation rates have changed. The enrollment numbers had been on the decline until 2019-2020 when the enrollment rose to 2015-2016 levels; however, the retention rates dropped distinctly. It is assumed that the COVID pandemic played a major role in these changes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

The Community College of Denver (CCD) is one of thirteen open access community colleges that comprises the Colorado Community College System, governed by the State Board for Colorado Community Colleges and Occupational Education. CCD follows its mission, vision and values as demonstrated through general curricula, statewide course competencies and core curriculum alignments for the AA and AS degrees, and new program approvals. As a public community college, CCD receives 40.1% (2019-2020) of its operating budget from the State of Colorado as part of the "public good."

CCD initiated Strategic Plan 2025 by instituting town hall meetings with various internal and external constituents. The new Strategic Plan intends to expand workforce development and community engagement (2020). The evidence reveals that collaboration with businesses and school districts as well as community groups continue to play a vital role.

CCD serves the economic development of the region and State of Colorado through programs that prepare graduates to immediately enter the workforce upon graduation. Examples are both the dental hygiene and restorative clinics as part of the Dental Hygiene program which is a blend of academic and clinical coursework. Recommendations are guided by the advisory councils, and community input and labor market analysis. Associate to bachelor pathway programs exist to Metropolitan State University (MSU) of Denver and the University of Colorado, Denver.

CCD is in good standing by outside accreditors. Such examples include the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (2019) and the Joint Review Committee on Education in Radiologic Technology (2017).

The College's processes and activities demonstrate inclusive and equitable treatment of diverse populations. A Diversity and Inclusion Council was launched in 2012-1013 with a focus on CCD's culture of integrity. A Diversity Action Plan was launched in 2020. Recent events (2019) include the LatinX Leadership Summit - 15th Annual and the Urban Male Initiative. In 2019, Black History month celebrated a kick-off event with a series of talks.

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.

Rating

Met

Rationale

The Community College of Denver (CCD) has established procedures to ensure fair and ethical behavior. The State Board for Community Colleges and Occupational Education (SBCCOE) is CCD's governing board, and it grants member institutions freedom to develop and adopt their own mission statements. The College solicited feedback from its constituents to develop the mission, vision, and values, which align with general SBCCOE expectations.

The College's financial, academic, human resources, and auxiliary functions are transparent and follow established policies and procedures. CCD adheres to SBCCOE policies for the delegation of signature authority for financial transactions and supports these policies with a parallel process within the College. Likewise, SBCCOE sets system-wide tuition and fees and CCD's institutional fee plan procedure sets college-wide fees not set by the Colorado Community College System (CCCS). Financial aid is dispersed to students actively pursuing coursework. CCCS also completes an annual system-wide financial audit, and the four most recent external audits have revealed no financial audit findings.

CCD's transparent hiring practices, new employee trainings, and faculty and staff handbooks align with the expectations and policies established by the CCCS. Orientation materials for new faculty provide resources related to College processes, policies, and resources as well as legal obligations. The College maintains an annual schedule for employee trainings on topics including discrimination, safety, and reporting responsibilities.

The College maintains integrity in its academic functions. Students adhere to a Code of Conduct made available online, and the College uses secure logins, plagiarism detection tools embedded in the learning management system, and identities verification procedures to support these efforts. Expectations for academic progress are clearly stated and students may request appeals for

extenuating circumstances. Faculty are qualified in their discipline areas and follow the CCCS code of ethics.

Administrative decision-making aligns with expectations developed by the Strategic Planning and Collaborative Decision Making Committee (SPCDM) and incorporates feedback from three committees. The SBCCOE establishes state-wide policies for ethical conduct and an audit subcommittee provides oversight.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Community College of Denver (CCD) uses digital and print media to communicate with its constituents and the community. The College uses its website as the primary means of communicating information about academic offerings and requirements, costs, faculty and staff, federal requirements, and accreditation relationships. The College maintains a Website Accountability Guideline that outlines an annual review process led by "Content Owners" in each College department or center to ensure the accuracy of information shared on the website. The College's Web Accessibility Plan also ensures that information shared on the website is user-friendly, understandable, and aligned with Universal Design principles. Program chairs create initial drafts of print and digital marketing materials to ensure their accuracy.

Academic offerings are clearly presented on individual webpages for each program of study. Students can view current tuition and fees, information about financial aid and scholarships, and access FAFSA information from the CCD homepage. Directory information for faculty and staff is published online, as well as regional and specialized accreditation relationships.

The institution maintains a regular catalog review process that invites participation from faculty, department chairs, directors, and deans. Faculty may propose curricular changes for approval by the College's Academic Standards Committee (ASC), and the College reviews general components of the catalog yearly as well. All approved changes are incorporated into the next annual catalog each March.

CCD collects and uses data from a variety of sources to determine its contributions to students' educational experiences. CCD collaborates with local community networks to create pathways and partnerships for high schools and 4-year institutions in the region. Data from the Colorado Workforce Development Council's Talent Pipeline Report and the Colorado Community College System's Economic Impact Report provides information that helps the institution understand students' career placement. A data-driven assessment of the College's Career and Technical Education programs produced a set of goals and objectives for the programs that incorporates its educational partners and aligns with Perkins V requirements and expectations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Community College of Denver (CCD) is one of 13 community colleges in the Colorado Community College System (CCCS). The State Board for Community Colleges and Occupational Education (SBCCOE) is the governing board for all CCCS institutions, and its board members are appointed to 4-year terms by the state governor. Non-voting student and faculty members serve in advisory roles. Guidelines for the selection and appointment of these members are established by the state government using a process designed to create a representative and nonpartisan board. The CCCS also maintains a code of ethics to preserve independence from external influences.

The SBCCOE solicits feedback from faculty and student advisory councils and establishes communication with individual institutions through administrative advisory councils. CCD's monthly presidential report to the SBCCOE highlights activities and accomplishments of students and the larger campus community.

The SBCCOE is primarily a policy-making body for the CCCS, and the CCD President provides day-to-day management of the institution, with decision-making structures that incorporate representatives from administration, faculty, and staff according to various organizational structures. The implementation of a task force to support the needs of adjunct instructors and support of lease agreements for physical space demonstrate the SBCCOE's commitment to interests of individual member institutions, including CCD. Faculty participate in shared decision-making processes through the Faculty Council and oversee curricular changes via the Academic Standards Committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Community College of Denver (CCD)'s commitment to academic freedom and freedom of expression aligns with its mission, vision, and values. The Faculty Handbook defines the College's commitment to academic freedom and affords faculty professional judgment in choosing methods of instruction and evaluation. For example, while POS 111: American Government maintains a standardized set of course and program learning outcomes and competencies, individual instructors develop unique assignments, course activities, and assessments. Faculty also participate in annual art exhibitions and music recitals.

Students have multiple opportunities to exercise freedom of expression. The College hosts multiple student art exhibits each year as well as a range of theater productions that feature students, along with alumni, faculty, and community members. Students may submit original art, design, or writing to an annual magazine published by the English, Graphic Design, and Visual Art departments.

CCD's campus falls within the Auraria campus of the Auraria Higher Education Center (AHEC). AHEC policies support the College's commitment to freedom of speech and expression. The Auraria campus maintains a peaceful assembly policy that upholds visitors' rights to freedom of expression. The College and AHEC communicate this policy and reiterate their commitment to protecting freedom of speech and expression in email communications to all students and employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Community College of Denver's (CCD) policies and procedures ensure that students, faculty, and staff engage in responsible academic practices. CCD recently instated a local Institutional Review Board (IRB) to oversee human subject research; this process had previously been managed by the Colorado Community College System (CCCS) IRB. CCD's oversight of ethical research is supported by coursework and service-learning projects that introduce research foundations and methodology. CCD's unique arrangement with the Auraria campus affords its students access to a wide range of library resources supporting academic integrity. CCD's catalog presents its academic integrity policy to students, and college employees adhere to a separate code of ethics established by the CCCS.

Students have access to a range of guidance concerning research ethics and use of information. The Student Code of Conduct is reviewed during student orientation and embedded in each course in the learning management system. Composition and first-year experience courses have learning outcomes related to information literacy, and other courses integrate discussion of research ethics in course projects.

The institution has processes in place to ensure academic integrity. CCD's learning management system embeds Turnitin plagiarism software and the Respondus Lockdown Browser to ensure integrity of student work. The Student Code of Conduct outlines processes for faculty, staff, and students if academic misconduct is suspected. Faculty and the Office of Student Conduct work in parallel to determine appropriate responses that align with CCCS and CCD disciplinary policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

The Community College of Denver (CCD) operates with integrity and its policies and practices ensure fair and ethical behavior. While CCD is governed by the State Board for Community Colleges and Occupational Education, the institution develops its own independent practices to align with those established at the state-level.

CCD maintains transparent communication with students and the public and seeks opportunities to improve equity in its digital communications. CCD reviews digital and print communications and resources using systematic processes that involve participation from a representative range of campus employees. CCD's governing board operates with autonomy to make informed decisions on behalf of the Colorado Community College System. CCD's shared governance model allows for smooth day-to-day operations.

Faculty and students exercise academic freedom and freedom of expression in the pursuit of knowledge, and the institution takes steps to ensure academic integrity. CCD's unique location within the Auraria Higher Education Center affords its faculty, staff, and students access to a broad range of resources to support academic integrity, including library resources. CCD students and faculty may seek institutional IRB approval for human subject research.

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).

Rating

Met

Rationale

The Community College of Denver (CCD) offers undergraduate education at the bachelor, associate, and certificate levels. Consistent with its mission as a community college, CCD offers academic credentials designed for transfer as well as for entry into the workforce. CCD is one of thirteen open access community colleges that comprises the Colorado Community College System (CCCS) that is governed by the State Board for Colorado Community Colleges and Occupational Education. As part of the CCCS the College is required to regularly discuss courses and programs as well as any new additions/changes to courses. This includes State Faculty Curriculum Committees (SFCC) where updates are reviewed. The SFCC make recommendations to the Education Services Curriculum Committee on curriculum and act as liaison between the system and individual college curriculum committees on issues of curriculum procedure. In addition, CCD documents membership in gtPathways as well as the Colorado Department of Higher Education (CDHE) general education assurance agreements to ensure that courses are appropriate to the level at which it they are offered, transferable statewide, and align with four-year degree programs at state institutions. Degrees with Designation (DWDs) are transferable in their entirety to all public four-year institutions within Colorado, thus ensuring the program outcomes align with these universities.

CCD differentiates learning goals between its degrees and certificates; this differentiation helps prepare students for transfer and ease of movement to further programs of study as well as prepare students for the workforce in technical programs. The College short-term certificates can be also used as stackable credentials within select career and technical (CTE) programs (e.g., Paralegal Studies, Veterinary Technology, Architectural Technology, and Medical Assistant). CCD has also developed a Bachelor of Applied Science degree in Dental Hygiene. The degree and course outcomes have been

reviewed at the college level and with use of the Lumina Foundations' degree qualifications to maintain learning objectives are at the proper degree level. All CTE programs at CCD also have advisory boards that meet to ensure currency of curriculum and alignment with the workforce.

The institution offers three methods of instruction: face-to-face, hybrid, and online. As a member of the CCCS, the College uses a common syllabus template with institutional learning outcomes for all courses regardless of location or modality. In response to the pandemic, the College also worked to have all faculty online certified and complete an online basics course. All instructors meet the same credentials.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Community College of Denver (CCD) as governed by the Colorado Department of Higher Education (CDHE) establishes, reviews, and maintains general education outcomes and transferability through statewide assurance agreements and through the Guaranteed Transfer Pathways (gtPathways) Program. gtPathways is overseen by the General Education (GE) Council, a consortium of 2- and 4-year state institutions. The Statewide Transfer and gtPathways Policy pertains to the state general education courses; Statewide Transfer Articulation Agreements; transfer of course credits from one higher education institution to another; intra-institutional transfer; and reverse transfer. All programs offered through CCD provide general education including Career and Technical Education (CTE) options.

Since the last accreditation review, CCD has revised institutional level student learning outcomes (ISLOs) to better align with the College's mission and has captured the role and purpose of general education at the institution. The minutes from the IEC Meetings in January and February of 2020 indicate that the revisions aligning the outcomes with the mission of the College were taking place since 2019. As with the previous versions of the outcomes, the ISLOs are being integrated into CCD's educational offerings.

CCD commitment to recognize human and cultural diversity is clear through its continued efforts in refining programmatic and course work that exposes students to diverse experiences and multicultural awareness. Some examples are the continued adaptations documented in FYE experiences and English Composition. CCD also documents, through part of the STEM Sirviendo

program, the increased enrollment of women, Hispanics, and low-income students. CCD acknowledges there is still work to be done in reviewing equity outcomes for underrepresented minority students. Initiatives addressing outcomes include working with partner institutions to develop transfer engineering programs.

As mentioned in the assurance argument, the institution provides numerous opportunities for creative expression and scholarship. Faculty have contributed to their fields through publication of poetry, short stories, texts and peer reviewed articles. There are also documented student/faculty collaborations in several programs as well as a makerspace to provide opportunities for creative scholarship. The Auraria campus features a Center for Performing Arts for students and faculty to showcase their musical and theatrical talents. Additionally, the College's Center for Arts and Humanities allows faculty and students to collaborate on two publications: "Ourglass," a student literary and art magazine, and "The Star," a student news publication.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Community College of Denver (CCD) has identified the need to diversify staff and faculty. Since its last review, CCD has instituted several initiatives including the Inclusive Excellence Leadership Team (IELT), a core component of the CCD Strategic Plan 2025. IELT membership includes administration, faculty, and student groups. The purpose of IELT is to lead in developing a network of equity and inclusion as well as continue the work in diversifying staff and faculty. For example, the IELT worked with HR on annual implicit bias training for members of search committees. The College acknowledges this work is an important part of addressing equity gaps for students and improving the climate and sense of inclusion at the institution.

The CCD Human Resources data for FY19-20 indicates 111 full-time faculty and 296 part time faculty. Full-time faculty teach five courses per semester and are required to provide college service by serving on institutional committees, advising clubs and organizations, and/or engaging in professional development activities. Faculty are involved in curriculum and program-level assessment which includes reviews and alignment with institutional and program learning outcomes. CCD notes that for hires, 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. This continued work acknowledges the importance of full-

time faculty engagement with students in providing student retention and completion.

CCD faculty are required to meet the minimum qualifications of a master's degree in their field or a master's degree in any field with 18 hours of graduate coursework in the field. This qualification can be met through a combination of post-secondary education and experience in the industry. Other programs require industry-specific certification or credentials.

As outlined in the 2019 Faculty Handbook, all full-time faculty are evaluated through an annual performance plan, observation, and student evaluations. The annual performance plan includes goal setting, mid-year review, as well as a self-reflection. Adjunct instructors are observed once in their initial semester as well as required student evaluations for all courses taught. All full-time and adjunct faculty, in all instructional modalities, are required to hold weekly office hours.

CCD offers a variety of professional development opportunities for faculty. The Faculty Handbook outlines the professional development expectations for instructors in section 3.0. Opportunities are provided through CCD's Teaching and Learning Center including faculty learning communities, seminars and trainings, and partnerships as well as possibilities for grant and travel money. Adjunct instructors also have professional development opportunities available to them and are paid when they attend faculty workshops and meetings.

Current CCD practices indicate staff members are appropriately qualified and trained through several HR and college wide processes. CCD also indicates a process for filling vacant positions that have been put in place due to declining enrollments. Student support services staff have professional development opportunities available, including travel to conferences, in-person workshops, and online resources. Staff in advising, financial aid, tutoring, and co-curricular programs have additional training/professional development opportunities designed for their work at the College.

In CCD's previous review, staff expressed concern that the responsibilities of vacant positions had been added to their workload without adequate training, cross-training, or compensation. In addition, faculty and students based at the Lowry campus indicated that Auraria support staff were unfamiliar with the campus and provided minimal support for those pursuing degrees in the health sciences. The year four assurance review did not directly address these concerns.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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).

Rating

Met

Rationale

The Community College of Denver (CCD) is an open-access institution with a diverse, commuter population. In the previous review concerns of students and faculty were noted regarding advising, financial aid, and tutoring. Since 2017, CCD has participated in the American Association of Community Colleges (AACC) Pathways 2.0 project. The project provides pathways for students to improve program completion and equity in student outcomes. Examples of CCD's work include collating programs of study into seven pathways. The pathways lead to an Associate Degree or a Certificate and can be explored online.

CCD outlines developments and strategies of its support systems and deliveries through its participation in the Pathway's 2.0 project. For example, a required New Student Orientation (NSO) is a key point of communication that includes support for choice in program selection, financial aid advising, and more. In addition, students are introduced to Navigate which is used to aid in communication and progress of academic goals. The Call Center provides multilingual enrollment- and retention-related support. CCD provides extensive advising services to its students.

The College continues to review support services and how best to meet the needs of under-prepared students. For example, in January 2020, the Tutor Taskforce proposed expansion of EXCEL! Zone to include math, physics, writing, English as a second language, and digital literacy. The College continues to review its redesign for developmental English and math course offerings. Rather than the use of placement tests to enroll students into developmental courses, students are enrolled in college level courses with a support class depending on career path or level of preparedness. The processes have been reviewed several times since the last accreditation visit and includes more robust procedures as well as outreach to four-year partners such as Transfer Services.

Student support services are comprehensive and work to meet the needs of the students served by the College. This includes career and academic counseling, mental health services, an Accessibility

Office, transfer admissions, financial aid applications, co-curricular opportunities, and technical school enrollment.

CCD provides access to resources that support learning and teaching. The institution provides technology infrastructure and support through institutional frameworks including the CCD Information Technology Services (ITS) department. ITS support includes training and system use resources as well as tracking system to assist with requests and address challenges. Other resources include a writing center, a performing arts center, lab spaces, clinical sites, libraries, and a variety of student spaces. The assurance argument also notes a move to zero-cost course material adoptions. It is noted that the Teaching and Learning Center works with faculty to adopt open educational resources (OER).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The Community College of Denver (CCD) offers undergraduate education at the bachelor, associate, and certificate levels. Consistent with its mission as a community college, CCD offers academic credentials designed for transfer as well as for entry into the workforce. CCD is one of thirteen open access community colleges that comprise the Colorado Community College System (CCCS) that is governed by the State Board for Colorado Community Colleges and Occupational Education. CCD courses are offered in a variety of modalities: face-to-face, online, and hybrid.

Learning expectations are consistent across modalities, and all faculty must meet the same credentials regardless of modality or location. The institution establishes, reviews, and maintains general education outcomes and transferability through statewide assurance agreements and through the Guaranteed Transfer Pathways (gtPathways) Program. CCD has revised the institutional student AA learning outcomes (ISLOs), which align with CCD's mission and capture the role and purpose of general education at the College. The ISLOs are available for the public though the CCD's website. The College documents a commitment to global awareness and diversity appreciation as evidenced by its Strategic Plan 2025 and work with the American Association of Community Colleges (AACC) Pathways 2.0 project.

CCD demonstrates a commitment to professional development for faculty and staff. There has been growth and more defined approaches because of the work in the Pathways 2.0 project. The Teaching and Learning Center provides professional development opportunities as well as grants and travel money and conducts professional growth workshops, face- to-face and online. Student support services staff also have professional development opportunities available to them, including travel to conferences, in-person workshops, and online resources. In general, the Community College of Denver provides broad, diverse co-curricular opportunities, however these could be better assessed and mapped against student learning outcomes. The College recognizes continued challenges and has created opportunities for discussion and pathways forward.

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.

Rating

Met

Rationale

The Community College of Denver (CCD) has a robust program review process that involves both instructional programs and non-instructional departments. Instructional program review is a data-driven process that involves an annual review of dashboard data and a deeper reflection of the program every five years. Non-instructional departments complete a review every year and a deeper review every five years. CCD uses program review results to make improvements within the institution. For example, improvements were made in veterinary technology, mathematics, and communication. Non-academic programs develop plans for continuous improvement.

CCD awards credit for prior learning through standardized exams, challenge exams, published guides, or portfolio assessment. Through its use of the American Council of Education's Alternative Credit Program as well as the Council for Adult and Experiential Learning's portfolio system, the

College awards alternative credit. The College also uses the Prior Learning Assessment Credit Crosswalk Matrix to match equivalencies between their courses and competencies taught and assessed with non-accredited course providers.

The College has policies that ensure the quality of credit it accepts in transfer by adhering to a statewide community college Common Course Numbering System (CCCNS). CCD utilizes a Transfer Evaluation System to evaluate course equivalencies from accredited institutions. The College also uses a comprehensive standardized procedure for the evaluation of all transcripts.

Proposed changes to courses, such as changes to prerequisites, follow a procedure that involves a Course Content Proposal Form. This form is approved by the Academic Standards Committee. Course quality and rigor is established by the statewide CCCNS and the State Faculty Curriculum Committee. Additionally, the State discipline chairs play a role in coordinating curriculum. Learning objectives for each course are defined by the CCD Academic Standards Committee and the CCCNS and are listed in all syllabi. Competencies are evaluated each year at the Colorado Community College System (CCCS) faculty-to-faculty conferences. Community College of Denver exercises authority over learning resources. For example, the College has a wide array of classroom, laboratory, office, and study facilities. The College also has several state-of-the-art CTE facilities.

The College ensures that faculty maintain the appropriate qualifications. Faculty teaching transfer courses must have a master's degree in their discipline or a master's degree in a related field with at least 18 credits of graduate work in their teaching discipline. Faculty qualifications are evaluated by multiple people at the College. CTE faculty teaching non-transfer courses must possess a combination of academic qualifications and tested occupational experience.

CCD ensures quality in online/hybrid courses and concurrent enrollment courses. A process exists to review the contact-to-credit hour conversion for all learning modalities. Additionally, the College is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP), which ensures consistency in rigor between courses offered partnership high schools and those offered at the College.

CCD's CTE programs maintain specialized accreditation through six different agencies. These agencies help ensure that CCD's CTE programs provide curriculum that is current, relevant, and focused on job placement for program graduates.

CCD administers graduate surveys to students who complete CTE programs to evaluate the success of graduates. CCD collects information such as employment-related to degree achieved and if/where students are continuing education. Advisory committee meetings may result in curricular changes with the intention of promoting success of graduates. Licensure pass rates provide additional evidence of student success. The institution also collects data on students who transfer.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The assessment process at the Community College of Denver (CCD) is overseen by the Student Learning Committee (SLC). Assessment is driven by the development and implementation of assessment plans for each discipline or program. The assessment plan requires faculty members to articulate and develop methods for the assessment of learning outcomes, identify courses in the curriculum that map to program outcomes, and determine how assessment results will be evaluated and interpreted. Assessment plans are peer-reviewed by multiple stakeholders using a color-coded holistic rubric.

Every year, academic disciplines and programs are required to submit an assessment report that details the assessment that was completed over the last year. Faculty identify institutional student learning outcomes and program student learning outcomes, how data was collected, analyzed, and interpreted, and changes that were made to improve the program.

The College has four institutional learning outcomes that are assessed on a four-year rotation. Programs are mapped to each of the institutional learning outcomes. The institutional learning outcomes are assessed directly through the evaluation of student artifacts using institutional rubrics. These are also mapped to items on the Community College Survey of Student Engagement (CCSSE). Results from the assessment of institutional learning outcomes are reviewed an annual assessment day and are used to improve teaching and learning in classrooms and programs and to plan appropriate professional development for the upcoming fiscal year.

CCD has established a co-curricular assessment plan. Each co-curricular program is mapped to the institutional student learning outcomes that include assessable learning objectives. Results are used to make improvements to the co-curricular program.

CCD provides several examples of assessment data to improve student learning. The College disaggregates assessment data to be able to assess a greater number of artifacts for special modality courses and to increase the reliability of the assessment data. The assessment results over the last few

years has been used to develop writing resources, help improve program rubrics, and to create professional development opportunities. CCD also uses the results of co-curricular assessment for improvement. Examples include creating trainings for staff and redesigning new student orientation.

The College's assessment process includes substantial participation of faculty and staff. CCD provides several opportunities for assessment-related professional development, such as participation in the Colorado Regional Assessment Council and an annual assessment day where faculty and staff discuss assessment results and participate in workshops. The COVID-19 pandemic did not impact assessment efforts at CCD, and the College reported 100% participation in the submission of annual assessment reports in fall 2020.

Interim Monitoring (if applicable)

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.)

Rating

Met

Rationale

The Community College of Denver (CCD) has goals for student access, student success, and equity. These goals align with the Colorado Community College System's system-wide goals for completion, transfer, retention, remediation, and outreach to and success with underserved populations. These goals are included in the 2020-2025 Strategic Plan. The retention goal is to exceed the 2017-2018 national average for retention rates for full-time and part-time students. The student completion goal is to exceed the number of degrees awarded in 2017-2018. The goal for student transfer is to exceed the transfer rate achieved in 2017-2018.

CCD collects and analyzes completion data, retention data, and transfer data. Additionally, the College disaggregates this data according to race/ethnicity, first generation status, Pell eligibility, and student type. Over the last five years, there has been a 24% increase in the overall student completion rate. The retention rate and transfer rate have held steady over the last five years. The College has participated in the American Association of Community Colleges (AACC) Pathways 2.0, implemented priority registration and semester-to-semester plans for students, started using Navigate for advising appointment scheduling, and enacted an early alert system. Additionally, the curricula of selected CTE programs were modified to better align with industry needs. Some of the curriculum changes involved the stacking of credentials, allowing graduates to enter the workforce while earning additional credentials while at CCD.

The College compares student success outcomes to the Colorado Community College System key performance metrics data. The Analytics Committee extracts meaningful insights out of the data and decides the direction of analytics and reporting to the Colorado Community College System. The

previous comprehensive evaluation stated that CCD contributes to the Integrated Post-secondary Education Data System (IPEDS) and the Common Dataset Initiative. It is not clear if CCD is still contributing to these reporting houses.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

The Community College of Denver has a comprehensive program review process that includes the review of both academic and non-academic units. The College also ensures a commitment to educational quality through a variety of means. In the 2017 comprehensive evaluation it was stated that the processes and practices of assessment were unclear or inconsistent. CCD has made several improvements to its assessment processes since the last comprehensive evaluation, especially regarding program and institutional assessment. Continued efforts may focus on course level assessments. There is substantial participation of faculty and staff in the assessment process. The College also continues to demonstrate a commitment to student retention and completion.

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.

Rating

Met

Rationale

Shared governance at the Community College of Denver (CCD) is formally exercised through the Strategic Planning and Collaborative Decision Making (SPCDM) Committee consisting of 15 members representing faculty, administration, and staff. The President serves as a member, but the committee is co-chaired by a faculty member and administrator. The resulting work of the SPCDM, identifying and recommending college priorities and creating an appropriate budget is recommended to the President for final approval. The list of SPCDM committee members did not include any student members. CCD has cited "mixed success" with including students in the decision-making structure due to student schedules and conflicts. But it has gone on record "recommitting" itself to rectifying this situation. Two additional college-wide committees inform the work of SPCDM and are an integral part of the governance structure ensuring the College's resources are directed to fulfilling the College's mission: the Strategic Budget Committee (SBC) and the Prioritization and Operations Group (POG). Both committees include faculty, administration, and staff. In addition, CCD has a President's Cabinet, with faculty and student representation and an Executive Committee which advises and supports the President. Several administrative and staff committees exist to assist and support staff with concerns and best practices.

The Strategic Budget Committee (SBC) has access to enrollment data, revenue data and cost data on a regular basis which helps to inform the annual Budget Recommendations to the SPCDM, while the Prioritization and Operations Group (POG) reviews proposals and supporting data for new

initiatives. Data in support of operational decisions are supplied by the Institutional Research and Planning department.

The Academic Standards Committee is a faculty lead committee with faculty comprising its voting members. It serves as the curriculum committee and as such addresses curriculum, instructional accountability and academic related policies and procedures. ASC makes their recommendations to the Provost. Faculty also participate through the Faculty Council whose decision-making role is outlined in "The Voice," which clearly identifies the three levels of involvement as determinant; co-determinant, and advisory.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Community College of Denver (CCD) is the third largest of the 13 colleges in the Colorado Community College System (CCCS) and, as such, benchmarks its operations with the other Colorado community colleges. A 2018 comparison identified the percentage of budget spent on instruction was lower than CCD's peers while the percentage of budget spent on student services was higher that CCD's peers. After further review, CCD decided to reallocate resources so that both areas would be comparable to its peers. This has resulted in an increase of nine full-time faculty members, over FY 2016 numbers. The Human Resources department assists supervisors in developing job descriptions for all positions. This ensures consistency, while a review of selected job descriptions attests to the appropriateness of the required qualifications. New employee orientation is required of all employees which is conducted on-line as well as in person. An online Employee Handbook with all necessary and appropriate information is available to all employees.

CCD shares facilities, maintenance and some technology infrastructure with the University of Colorado-Denver and Metropolitan State University on a common campus managed by the Aurarian Higher Education Center (AHCC). This unique arrangement provides CCD with access to library services, a performing arts center and emerging technology. In addition to this site, CCD maintains three smaller locations which provide ample space for current programming. A Neighborhood Master Plan and Boulder Creek Plan provide a 15-year vision for future growth. Technology has been enhanced and expanded together with specialized faculty training to respond to the challenge created by the pandemic. CCD's mission statement is supported by the three goals that comprise Strategic Plan 2025: Student Access; Student Success and Equity. Each goal is supported by objectives, benchmarks, and initiatives. These goals are reviewed and when necessary, modified each year at which time resources are allocated, as needed, in the budget process.

The budget process-2014 (FS-13) documents the process to be used in formulating the annual budget. The process is managed by the Strategic Budget Committee comprised of 16 members (administration, faculty, and staff) from across the College. It utilizes a modified zero-based budget

format through a collaborative process with budget departments/centers. The results of the budget process are presented to the Strategic Planning and Collaborative Decision-Making Committee with suggested revisions. The SPCDM can ask for additional information before accepting and recommending to the President for approval. The approved budget is then submitted to the State Board for Community Colleges and Occupational Education (SBCCOE). After approved by SBCCOE, CCD publishes it via the College Intranet and distributes it to each department/center. Vice presidents review a Monthly Expenditure Report for their division and fiscal services and budget managers review a Monthly Summary Variance Report.

CCD has established necessary internal control procedures and financial transaction processes to ensure that its educational purposes are achieved. As a state agency, CCD is also required to adhere to State Fiscal Rules and to follow Colorado Community College System (CCCS) Board fiscal policies and procedures. All the above are reflected in CCD's annual financial statements that are prepared by the College for review, approval, and inclusion in the CCCS consolidated audit financial statements. CCD's Total Composite Financial Score returned to a 1.04 in FY19 after a reporting change resulted in a 0.97 in FY18. The College had a 1.31 in FY17.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Colorado Community College-Denver's (CCD) Strategic Plan 2025 is aligned with its mission statement. It is operationalized through a formal college-wide planning and budgeting process supported by three interrelated committees, composed of faculty, administration and staff: Strategic Budget Committee (SBC), Prioritization and Operations Group, and Strategic Planning and Collaborative Decision Making Committee. A modified zero-based budgeting system is utilized to allow the alignment of operational and strategic budgets and the objectives, benchmarks, and initiatives of Strategic Plan 2025.

The collaborative decision-making model supported by the SBC and the Prioritization and Operations Group meets biweekly to review progress and discuss challenges. The Institutional Effectiveness Committee regularly reports on program and rubrics. The Prioritization and Operations Group reports on new proposals, and the SBC reports on the financial status. This approach maintains a direct connection between student learning, program evaluation, budgeting and strategic planning and allows for "closing the loop."

The planning process is collaborative among faculty, administration and staff serving on each of these committees: Strategic Budget Committee, Prioritization and Operations Group and Strategic Planning and Collaborative Decision Making Committee. A review of selected minutes attests to these committees meeting on a regularly scheduled basis and conducting appropriate business. CCD also benefits from the formal involvement of its Career Technical Education advisory groups, College transfer partners, President's Advisory Council, Enrollment Advisory Board and system-wide committees all of which have various numbers of non-CCD personnel participating as members. The Master Plan confirms that sufficient space exists to operate. An updated IT Inventory is maintained

and utilized to staying current. And a Position Control Report monitors current and future staffing needs.

CCD has been able to grow its unrestricted net assets to a little over $20,000,000 (June 30, 2020). The State Board for Community Colleges and Occupational Education (SBCCOE) requires CCD to maintain a reserve of at least 7.25% of operational costs, which is $3,881,629 (June 30, 2020). Currently CCD's reserve balance is 37.74% making $16,000,000 available for any unforeseen circumstances. During the past five years CCD increased the reserve by 12% or $7,500,000. Financial support from the CCD Foundation has gradually increased from $944,893 in FY18 to $1,003,176 in FY20 with 60+% allocated to student scholarships.

As an open-access institution, tuition and fees are the largest source of revenue after State allocations. Close tracking of enrollment patterns with full-time and head count enrollment reports allow for better planning revenues and expenses. In June 2020, the original enrollment estimate was modified downward (5,000 FTE to 4,700 FTE) due to the impact of the pandemic. Close monitoring of this number and conservative budgeting did not require any budget adjustment. CCD obtained 53.7 % (FY20) of its general fund operating budget from the State of Colorado, which was an increase over the 41.5% in FY15. There are three State funding streams which comprise the State allocation: Fee for Services Contract; College Opportunity Fund Stipend and Gaming Revenue. The five-year (FY16-FY20) series of State Budget increases came to an end in FY21 when Colorado faced an estimated $3.3 billion shortfall due to the pandemic. Colorado, in turn, cut State support to public higher education by 58.3%. Subsequently, Colorado was able to restore 53% of the reduction in the form of CARES Act funding for FY21 leaving a 5% shortfall. Due to CCD's zero-based budgeting process and conservative spending practices it believes it can still generate a balanced budget (FY21 Executive Budget Summary). But as a contingency, CCD requested $900,000 of spending authority from their reserves from SBCCOE.

Recent improvements that have been identified through the collaborative decision-making model and are being implemented. These include enhancing assessment of student learning and evaluating changes now that three cycles of template data and dashboard updates have been completed; relocating strategic planning work to the Strategic Planning and Collaborative Decision Making Committee; and refocusing the charge of the Prioritization and Operations Group. Enhanced student outcomes that have been identified and are being implemented, include the implementation of Guided Pathways, enhanced opportunities for students to seamlessly move from high school to CCD to bachelor completion; engagement with the Center for Urban Education to enhance equity in student outcomes, and development of a First Year Experience course.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

Community College-Denver's Strategic Plan 2025 is aligned with its mission. A formal college-wide planning and budgeting process supported by three college-wide representative committees allows the alignment of operational and strategic budgets with operational and strategic plans. The formal involvement of several stakeholder groups, i.e., Career Technical advisory groups, College transfer partners, President's Advisory Council, Enrollment Advisory Board, and system-wide committees benefit CCD with outside advice and expertise. Several reports, i.e., Master Plan (facilities), Position Control Report (personnel) and IT Inventory (technology) also assist current and future planning.

The Institutional Effectiveness Committee regularly reports on program reviews, individual student learning outcomes and rubrics to the Strategic Planning and Collaborative Decision- Making Committee. This allows the Strategic Budget Committee and Prioritization and Operations Group to be directly informed of the IEC progress and needs which facilitates "closing the loop."

As an open-access institution, CCD closely monitors its enrollment with regular reports to accurately predict tuition and fee revenue. State operating support has increased over the past five years from 41.5% to 53.7%. In addition, CCD has grown its required 7.25% contingent operating budget reserve ($3,881,629) to 37.4% ($20,000,000) which allows it the flexibility to address unforeseen circumstances. A recent 5% shortfall in State funding due to the pandemic was addressed with approval to access $900,000 of the operating reserve, if necessary.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

The Community College of Denver (CCD) is one of thirteen open access community colleges that comprises the Colorado Community College System, governed by the State Board for Colorado Community Colleges and Occupational Education. CCD follows its mission, vision and values as demonstrated through general curricula, statewide course competencies and core curriculum alignments for the AA and AS degrees, and new program approvals. As a public community college, CCD receives 40.1% (2019-2020) of its operating budget from the State of Colorado as part of the "public good."

CCD initiated Strategic Plan 2025 by instituting town hall meetings with various internal and external constituents. The new Strategic Plan intends to expand workforce development and community engagement.

The College serves the economic development of the region and State of Colorado through programs that prepare students to immediately enter the workforce upon graduation. Recommendations are guided by the advisory councils, community input, and labor market analysis. Associate to bachelor pathway programs exist with Metropolitan State University (MSU) of Denver and the University of Colorado, Denver. CCD is in good standing by outside accreditors.

The College's processes and activities demonstrate inclusive and equitable treatment of diverse populations that include a Diversity and Inclusion Council, Diversity Action Plan, LatinX Leadership Summit, Black History month celebration of events, etc.

CCD operates with integrity and its policies and practices ensure fair and ethical behavior. It develops its own independent practices to align with those established at the state level. CCD maintains transparent communication with students and the public and seeks opportunities to improve equity in its digital communications. CCD's governing board operates with autonomy to make informed decisions on behalf of the Colorado Community College System. CCD's shared governance model allows for smooth day-to-day operations.

Faculty and students exercise academic freedom and freedom of expression. CCD takes steps to ensure academic integrity. The College's unique location within the Auraria Higher Education Center affords its faculty, staff, and students access to a broad range of resources to support academic integrity, including library resources. CCD students and faculty may seek institutional IRB approval for human subject research.

The College offers undergraduate education at the bachelor, associate, and certificate levels. Academic credentials are designed for transfer as well as for entry into the workforce. CCD courses are offered in a variety of modalities: face-to-face, online, and hybrid. Learning expectations are consistent across modalities, and all faculty must meet the same credentials regardless of modality or location.

CCD establishes, reviews, and maintains general education outcomes and transferability through statewide assurance agreements and the Guaranteed Transfer Pathways (gtPathways) Program. The College has revised the institutional student learning outcomes (ISLOs). The ISLOs are available to the public through the CCD's website. The institution documents a commitment to global awareness and diversity appreciation as evidenced by its Strategic Plan 2025 and work with the American Association of Community Colleges (AACC) Pathways 2.0 project.

CCD demonstrates a commitment to professional development for faculty and staff. Examples include activities

offered through the Teaching and Learning Center, grants, and travel funds. Student support services staff also have professional development opportunities available to them. In general, the College presents diverse co-curricular programs, however these could be better assessed and mapped against student learning outcomes. The College recognizes continued challenges and has created opportunities for discussion and pathways forward.

CCD's previous review expressed concern that the responsibilities of vacant positions had been added to staff workload without adequate training, cross-training, or compensation. In addition, faculty and students based at the Lowry campus indicated that Auraria support staff were unfamiliar with the campus and provided minimal support for those pursuing degrees in the health sciences. The year four assurance review did not directly address these concerns.

The College has a comprehensive program review process that includes the examination of both academic and non-academic units. In the 2017 comprehensive evaluation it was stated that the processes and practices of assessment were unclear or inconsistent. CCD has made several improvements to its assessment processes since the last comprehensive evaluation, especially regarding program and institutional assessment. Continued efforts may be placed on course level assessments. There is substantial participation of faculty and staff in the assessment process. The College also continues to demonstrate a commitment to student retention and completion.

A formal college-wide planning and budgeting process supported by three college-wide representative committees allows the alignment of operational and strategic budgets with operational and strategic plans. The formal involvement of several stakeholder groups also assist current and future planning.

The Institutional Effectiveness Committee regularly reports on program evaluations, individual student learning outcomes and rubrics to the Strategic Planning and Collaborative Decision- Making Committee.

CCD closely monitors its enrollment with regular reports to accurately predict tuition and fee revenue. State operating support has increased over the past five years from 41.5% to 53.7%. In addition, CCD has grown its required 7.25% contingent operating budget reserve ($3,881,629) to 37.4% ($20,000,000) which allows it the flexibility to address unforeseen circumstances. A recent 5% shortfall in State funding due to the pandemic was addressed with approval to access $900,000 of the operating reserve, if necessary.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review

No Interim Monitoring Recommended.