



December 11, 2019

Dr. Everette Freeman
President
Community College of Denver
P.O. Box 173363
Campus Box 201
Denver, CO 80217-3363

Dear President Freeman:

Attached is a copy of the Multi-Location Visit Report completed following the visit to Community College of Denver. As detailed in the report, the pattern of operations at the locations visited needs attention. However, the institution can be expected to follow up on these matters without monitoring by HLC.

Within the Multi-Location Visit Report, you will find brief comments on instructional oversight, academic services, student services, facilities, marketing and recruitment and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or the attached report, please contact Pat Newton-Curran (pnewton@hlcommission.org).

Sincerely,

Higher Learning Commission



Multi-Location Visit Peer Review Report

Institution: Community College of Denver (CCD)

Additional Locations Visited:

Location Name	Location Address (<i>street, city, state and ZIP code</i>)	Date Reviewed
The Lowry Campus	1070 Alton Way, Denver, Colorado 80230	11/13/19
Advanced Manufacturing Center	2570 Thirty-First Street, Denver, Colorado 80216	11/13/19

Peer Reviewer

Name: Phyllis J. Abt, Ph.D.

Institution: Front Range Community College (FRCC)

Title: Associate Vice President Emeritus

Instructions

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution’s strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report as a PDF file at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. The report is due within 30 days after the last additional location is visited.

Overview Statement

Provide information about current additional locations and the institution’s general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus instruction. Provide information about the involvement of external organizations or other higher education institutions.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

New program planning is based upon the needs of CCD's service area. The goal is to locate programs on the College's main campus at the Auraria Campus which is shared with Metropolitan State University and the University of Colorado at Denver. Because the urban shared campus is landlocked it is not always possible to house or expand programs at Auraria. When this happens the College follows its philosophy for off-site instruction to guide decision-making.

The Community College of Denver currently has three additional locations:

The Advanced Manufacturing Center (AMC) offers training in the following areas:

- Fabrication Welding
- Machine Technologies

The CEC Early College (CEC) offers the following programs:

- Nurse Aide
- Food, Nutrition and Wellness
- Early Childhood Education Teacher Level I
- Courses related to the general education degree
- Courses related to the certificates and degrees in Architectural Technologies
- Courses related to the certificates and degrees in Criminal Justice

The Center for Health Sciences at Lowry offers the following programs:

- Dental Hygiene
- Medical Assistant
- Licensed Practical Nursing
- Nurse Aide
- Phlebotomy
- Radiologic Technology
- Surgical Technology
- Veterinary Technology

A new Additional Location Part I Submission has been prepared for Abraham Lincoln High School (ALHS). The Part II Submission is in development and is anticipated to be completed early in 2020. The priorities for instruction would be to offer concurrent enrollment courses to meet the requirements for the Associate of Arts Degree and the Associate of Science Degree, to offer the introductory courses for a specific degree and to offer certificates for students with career goals that may not require a full post-secondary degree. The recent accreditation by NACEP is likely to foster the expansion of concurrent enrollment to additional high schools within the Denver School District.

Interviews with College leadership confirm that there are physical limitations at the urban landlocked Auraria Campus that is shared by Metropolitan State University of Denver, University of Colorado Denver and Community College of Denver. The preference would be to offer new programs at the Auraria Campus but when that is not possible they rely on their philosophy for off-site instruction to guide their decision-making. An example of the process is provided for a proposed site at Abraham Lincoln High School. The process is thorough and addresses all of the components of best practice for approving additional locations. A more detailed description of institutional planning for additional locations will be explained in the next section of this report.

Total CCD enrollments have not increased recently due to a variety of factors facing other aspects of the College, but they have remained stable. In line with the other Colorado Community College System the anticipated growth will be in concurrent enrollment offerings. The recent accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) is also likely to foster the development of future concurrent enrollment partnerships.

The majority of programs offered at the additional locations are career and technical (CTE) programs. The CTE programs have advisory committees comprised of industry representatives. Advisory Committee Minutes document the recommendations that have been implemented to ensure that facilities and equipment are appropriate to prepare students with the skills that will be required in the workforce.

Examples of external organizations that are involved in the development and operation of additional locations include the Denver Public Schools, Metropolitan State University, the University of Colorado at Denver, Pathways, College Track, Denver Dean Partnership and business and industry partners.

Institutional Planning

What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

Strategies for planning and budgeting are consistent wherever courses are offered. The Strategic Planning/Collaborative Decision-Making Council (SP/CDM) leads the process. There are three components of the SP/CDM: the Strategic Budget Committee (SBC), the Prioritization and Operations Group (POG) and the Institutional Effectiveness Committee (IEC). Cross-college membership is present on all three committees as evidenced by the membership listing for each committee. Faculty, staff and College leadership verified the broad representation on the committees and presented a consistent perception that the strategic planning and budgeting process is inclusive, transparent and intentional. Leaders for the additional locations indicated that they have adequate opportunities to share their budget needs with the SP/CDM. Grant funding from Perkins dollars and from donations from industry partners also supplement the expensive equipment and operational costs of the career and technical programs offered at additional locations.

If there are unexpected or emergency funding needs during the academic year the faculty leads can request contingency funds or re-allocation of unspent resources.

Additional evidence that adequate planning and funding has proven effective at the additional locations is demonstrated by the fact that there have been no findings by the special professional accreditation bodies that accredit programs such as Dental Hygiene, Surgical Technology, and Veterinary Technology. Another example that the College has a commitment to the additional locations is the long range plan to bring the Health Care programs from Lowry to the Auraria Campus.

Facilities

What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

The Lowry Campus is a former military base. Public transportation is not convenient but parking is free and the availability is ample. Classrooms and laboratories are equipped with state of the art equipment. Students would like to have access to coffee, tutoring that is specific to the occupation and access to an on-site writing laboratory. An example that CCD has a commitment to facilities for additional locations is the intent to move the Health Care Programs at Lowry to the Auraria Campus. This move would provide increased access to health services for urban citizens. This move has been part of CCD's Strategic plan since 2014. Each year since 2016 the College has submitted a request through the state construction process to secure funding for the construction of the health care program facilities. While the construction has not yet been funded it continues to move up on the priority list. The initiative has been forwarded to the 2020-1015 strategic plan. In 2018 a Memorandum of Agreement was signed by the Auraria partners to trade space to provide adequate land for the health care programs construction. State funding will be critical to the implementation of this project and time scheduling is dependent on flexibility to achieve the exchanges, pending build-out schedules and other time sensitive matters. The College is encouraged to continue to pursue its efforts to relocate the Health Care Programs to the Auraria Campus.

The Advanced Manufacturing Center is also a leased facility which was remodeled to provide the power and ventilation required for welding and machining instruction. Students and faculty indicate that they have the best-equipped manufacturing center in the entire Denver metropolitan area due to generous donations and partnerships with the employers that hire program graduates. Public transportation is readily available. The facility provides more than 33,280 square feet of space that includes three classrooms, non-credit laboratories, study spaces, faculty offices and a vending area. The students complained about the lack of sound proofing in the classrooms and study areas. They also complained that they had to go to the Auraria Campus to access the Disability Center, to buy books, and to pick up student IDs.

Advisory Committee minutes for programs offered at the Lowry Health Science Center and the Advanced Manufacturing Center demonstrate the involvement of industry partners in providing adequate facilities and state of the art equipment to prepare career and technical students for employment in the workplace. Conversations with students reaffirm their appreciation for the instructional laboratories.

Instructional Oversight

What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of

courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

Community College of Denver has the same minimum qualifications for faculty across all sites and modes of delivery. General education faculty must have a master's degree in the field or at least 18 graduate credits in the discipline. Career and Technical faculty are required to have a combination of tested work experience and a degree or coursework appropriate for their field of study. The Human Resources Office works with the supervisors at the additional locations to develop job descriptions for faculty positions.

New faculty orientation is provided for all new hires. The orientation is conducted by faculty chairs using an onboarding checklist to ensure that all faculty receive the essential training and provide consistency across all disciplines.

Employees at all locations are evaluated using the standardized performance management system. Students are also provided the opportunity to evaluate their instructors. Classroom observation is a component of faculty evaluation. If there are performance concerns Human Resources will work with the employee and the supervisor to design a professional development plan to provide support.

Faculty at the additional locations provide program advising for students. They are also required to provide office hours to be available to students. Students at the Lowry Campus and the Advanced Manufacturing Center confirmed that faculty are available to meet with them during class and at outside of class as necessary.

Chairs and Lead Faculty have the primary responsibility for overseeing the faculty and instructors. Individuals who have responsibility for the oversight of a course are known as Course Captains. There is a document describing the responsibilities of Course Captains which includes assisting with the development of the course syllabus, review of the syllabus using the syllabi checklist to ensure that the course is in compliance with the Colorado Common Course Numbering System and that all aspects of the course are aligned with College expectations, submission of the syllabi to the center administrative office to be kept in archive for 18 months, maintaining a Master Course in D2L with course resource materials, and review of tests and exams for courses taught by new faculty that do not have standardized tests. For final exams the course captain must analyze data on fall semester exams each year, use data to identify 1 – 3 topics for improvement the following spring semester, for each identified topic provide a question for instructors to put on their unit tests, analyze data on identified topics and evaluate those topics on next year's final exam to determine if the changes were effective. The Course Captain will also write a challenge exam for the course and update the challenge exam as needed.

Deans and the Provost have the ultimate oversight for program quality.

Program review of CTE programs is conducted every five years per CCCS policy. CCD had developed a policy for 5 year review of all instructional and non-instructional programs. A self-reflection will be written every 5 years. This is a new policy and to date none of the reviews have been completed. Evidence exists to demonstrate that as a result of these reports the college has closed programs such as radiation therapy and dancing, and that the findings are used in annual and long-term planning and budgeting. Chairs and deans use to data to give feedback to faculty about their teaching and to offer guidance for areas of improvement. Deans and the provost use these data to make decisions about faculty lines, program

growth and planning, and to make suggestions where programs can improve. The College uses these data to make decisions about which programs to grow or stabilize and which programs to decrease or end.

Interviews with students indicated that courses are available to complete program prerequisites and program and graduation requirements.

Institutional Staffing and Faculty Support

What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

When new faculty and staff positions are requested the provost, deans and faculty will carefully evaluate the need, the current capacity for qualified faculty and new program needs prior to allocation of open and new faculty lines. A recent example was the decision to hire a Licensed Practical Nurse so that an LPN program could be offered at the Lowry Health Sciences Center. Minimum requirements are consistent across all college locations. The Human Resources Office works with the supervisors at the additional location to make certain that the position announcement includes the appropriate requirements for the position. The Professional Qualification form is completed to determine whether the candidates meet the requirements. New employees complete an orientation of job expectations and an orientation to the location where they will be working. Additional professional development is available through workshops and online training modules.

All full-time employees are evaluated based upon the standardized performance management system for Classified, Faculty and Technical Professional staff. Faculty classroom observations are conducted one or two times per year. Student complete teacher evaluations and a meeting is held between the supervisor to identify strengths and opportunities for improvement. A professional development plan will be developed to provide support and personal growth.

Instructional deans at CCD have responsibility for programs at the main campus at Auraria and also at the additional locations. Typically the deans are present at the additional locations at least 2 days per week and on other days as necessary.

The qualifications for faculty and staff are consistent across all sites. Institutional support is available to all employees. Training, orientation and evaluation procedures are also consistent at all locations.

Faculty indicate that communication between the main campus and the additional locations is sometimes problematic. Main campus administration, faculty and staff are not always aware of the detailed requirements of programs at additional locations and sometimes students receive erroneous information about the programs. At times the main campus folks are unaware of the implications of decisions that they make will have on students and staff located at additional locations. A specific example was on a snow day and students in the Health Care programs did not receive clear information about the college weather closure that had implications for their clinical rotations.

The College is encouraged to continue to work to improve organizational integration and effectiveness by helping College employees learn more about the programs at the additional location to facilitate communication and the accuracy of information provided to students and staff. This is consistent with the College's strategic priority.

Student Support

What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

Interviews with Student Support Staff and review of the College Catalog indicate that the student services include Academic Advising, Counseling Services, Testing Center, Tutoring, Math and Writing Lab, Career and Transfer Center, Financial Aid, Student Life, and Enrollment Services. A single team provides these services college-wide but most of the services are based at the Auraria Campus. Sometimes services are brought to the additional locations but that may only be one or two days per week. A computer lab and tutoring space is available at Lowry but clinical rotations result in strange student schedules creating challenges in the delivery of in-person tutoring. Currently, no space has been designated for tutoring at the Advanced Manufacturing Center. Other services to foster student success are provided online. These include online tutoring (Brainfuse), online access to library resources, and online registration and degree checking so that students do not need to be at a specific location to access the services. A few of the services are only offered at Auraria. Examples of services that are not available at the additional locations are the Math and Writing Lab and Disability Services. Students are also required to go to the Auraria Campus to pick up student IDs. Students expressed frustration about needing to go to the Auraria Campus for some things. In addition to the travel time it costs \$6.75 to park. Student Services Staff are working to make changes to improve student satisfaction services at the additional locations but it is too early to determine whether these changes have been effective. The CCD 2019 strategic plan proclaims that CCD will improve services to students and the community by increasing college-wide knowledge of processes, procedures and resources. The college is encouraged to address this component of the strategic plan prior to the next HLC comprehensive visit.

Evaluation and Assessment

What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main

campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

Assessment of Student Learning is standardized across the college. College courses for Community College of Denver and the Colorado Community College System (CCCS) are common across the state. The course outcomes for student learning are found in the Common Course Numbering System (CCNS). Course level assessment “is done by faculty through analysis of student demonstration of mastery of course outcomes”. If there are multiple faculty teaching the same course the faculty will meet to discuss the findings and to suggest changes to the instructional methodology to improve student learning. At the program level each program has a program assessment program that includes the program student learning outcomes (PSLO), a curriculum map, a plan indicating which PSLO(s) will be assessed, by what means and when. An annual program review report is prepared and submitted to the Student Learning Committee for review and feedback. Career and technical programs also submit the program assessment report to their program advising committees for review and feedback. The programs with professional subject accreditation will also determine whether improvements need to be made to align with program accreditation requirements.

The Community College of Denver has identified six Institutional Learning Outcomes (ILOs) that are consistent for the main campus and all additional locations. Two of the ILOs are evaluated each year.

Career and technical programs are also required by CCCS to conduct a program review every five years. CCD has expanded this program review to include all instructional and non-instructional programs and provide a baseline for continuous improvement and enhanced student outcomes. For all programs, a self-reflection will be completed once every five years to serve as a baseline for discussing their past efforts and discussing their plans for the future.

Sample assessment plans, assessment reports, Student Learning Outcomes Reports were provided to illustrate how the college sets measurable learning objectives, the actual measurement and analysis of learning outcomes. Examples of program changes that were made to improve learning were also reviewed.

Continuous Improvement

What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

All locations of CCD participate in the continuous improvement process. The College implements a shared governance process headed by the Strategic Planning/Collaborative Decision-Making Council (SP/CDM). College priorities are set through the strategic plan. The Council also recommends to the president an overall budget in support of those priorities. The CCD Strategic Plan indicates the priorities for implementation, assigns responsibility for each initiative and regularly monitors the progress toward the completion of annual goals.

Additional special budget requests aligned to college priorities come through the Prioritization and Operations Group (POG) for consideration. These funded proposals demonstrate the college's commitment to continuous improvement. An example was the proposal to standardize workloads by shifting all faculty from credit hours to work units at the main campus and at our additional locations.

In addition to the SP/CDM the key processes that ensure regular review and improvement of additional locations are the Student Learning Outcomes Assessment at the Course, Program and Institutional Level, and the College-wide program review. The planning and Student Learning processes are conducted annually. The program review processes are conducted every five years. These were described in more detail in the Institutional Planning and Evaluation and Assessment sections of this report. Cross-college membership is present in all of these processes as documented by the membership listing for each committee and also by the committee minutes. Leaders for the additional locations indicated that they have adequate opportunities to share their needs with the SP/CDM.

Marketing and Recruiting Information

What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer. Check appropriate box:

Adequate

Attention Needed

Comments:

The Community College of Denver has numerous controls in place to ensure the information presented to students in advertising, brochures and other communications is accurate. The development and review processes are the same for additional locations and the main campus.

Website - The college website ensures that information is accurate and up-to-date by implementing the Web Accountability Guideline that lists specific responsibilities for content owners and vice presidents who oversee all CCD departments and centers. The vice presidents also review and update web-housed documents annually for content and also to ensure that the information meets the requirements of the Web Accessibility Plan and the System Office Web Accessibility Procedure.

Marketing - Academic program marketing materials are first drafted by the chair of the program in consultation with the dean and key faculty. The content is then edited by the Marketing, Communication and Creative Services department to ensure consistent voice and representation of the college brand.

Catalog - If a member of the faculty wishes to propose changes/additions/deletions of courses, course prerequisites and programs a proposal must be submitted to the Academic Standards Committee (ASC) for review. If the ASC approves the proposed change it is forwarded to the Provost for final approval. This

procedure is documented in the Academic Standards Committee Handbook. The approved changes are added to the draft of the catalog which is then reviewed by academic deans and department chairs.

General and non-programmatic content is reviewed, updated and signed off by the deans and directors who have responsibility for those functional areas to ensure accuracy of the information. The changes are added to the draft catalog.

The Provost signs off on the final draft.

Summary Recommendation

Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

Summary of Findings:

The purpose of this Multi-Location Visit to the Community College of Denver (CCD) is to confirm the continuing effective oversight by the College of its additional locations. Two of the three existing additional locations were visited. It is important to note that CCD shares its urban, land-locked campus with Metropolitan State University and the University of Colorado at Denver. This collaborative relationship at the Auraria Campus allows for sharing of services such as the library but the land-locked campus requires that CCD find new locations because of insufficient space for growth at Auraria. Another pertinent factor is Colorado's intent to expand concurrent enrollment opportunities for high school students. The future concurrent enrollment programs are likely to be offered in the high schools requiring the development of additional locations.

In May, 2018 CCD was accredited by the National Alliance Concurrent Enrollment Partnerships (NACEP). This accreditation demonstrates the College's commitment to offering quality collegiate opportunities to high schools students in its service area.

Visits to the two additional locations and conversations with leadership at the main campus, the Lowry Health Science Center and the Advanced Manufacturing Center affirmed a rigorous process for planning, determining the need for a new center, evaluating the feasibility of the facility and providing ongoing maintenance, determining the viability for quality program offerings, budgeting, instructional delivery and oversight, evaluation and assessment of student learning outcomes and continuous improvement.

Adequate institutional staffing to include marketing/recruiting and support for faculty and students was also demonstrated.

Overall, the pattern of this institution’s operations at its additional locations needs some attention as defined in this report. Specific areas that require attention prior to the next comprehensive visit are:

- Student Services Staff are working to make changes to improve student satisfaction services at the additional locations but it is too early to determine whether these changes have been effective. The CCD 2019 strategic plan proclaims that CCD will improve services to students and the community by increasing college-wide knowledge of processes, procedures and resources. The college is encouraged to address this component of the strategic plan prior to the next HLC comprehensive visit.
- The College is encouraged to continue to pursue its efforts to relocate the Health Care Programs currently offered at Lowry to the Auraria Campus.
- The College is encouraged to continue to work to improve organizational integration and effectiveness by helping College employees learn more about the programs at the additional locations to facilitate communication and the accuracy of information provided to students and staff. This is consistent with the College’s strategic priority.

Notification Program for Additional Locations Approval Form

Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.	<input type="checkbox"/> Yes <input type="checkbox"/> No
HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has demonstrated success in overseeing at least three locations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.	<input type="checkbox"/> Yes <input type="checkbox"/> No
The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.	<input type="checkbox"/> Yes <input type="checkbox"/> No