

CRITERION TWO: *The Community College of Aurora has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.*

Chapter 4

GOVERNANCE AND RESOURCES

Strengths

The College has the following strengths in the areas discussed in this chapter:

- Competent, motivated employees and systematic processes for their hiring, evaluation and professional development.
- Clearly defined and effectively organized governance for Colorado's higher education in general and community colleges in particular.
- A well-defined College governance structure with responsibilities assigned to specific administrators and to various committees and advisory groups.
- A financial management approach that has dealt successfully with austerity and continues to accomplish the College's purposes.
- A growing and increasingly diverse student body.
- A Learning Resource Center that provides critical services to students and an innovative, largely electronic Instructional Resource Center run in collaboration with the Aurora Public Library.
- Technology integrated into administration and instruction and updated for student learning.

Challenges

The self-study and the work of the self-study committees assigned this criterion also found challenges for the future. CCA is challenged to:

- Increase funding for faculty members' professional development.
- Staff and otherwise upgrade the Lowry Instructional Resource Center.
- Remain current with the College's inventory of personal computers.
- Improve the College's networking structure and capacity for electronic-based instruction.
- Increase access to technology-based instructional support services for students with special needs.

Issue for the Future

The self-study and the work of the self-study committees assigned this criterion identified an issue for the future. The issue is the following:

- To continue to address campus security issues.

Introduction

This chapter will focus on the College's organization and on its human resources, including full- and part-time faculty, administrators, technical and professional staff, classified employees and students. The chapter will also focus on the College's financial and physical resources, including the CentreTech and Lowry campuses, satellite facilities, campus security, the Instructional Resource Center (library), the Learning Resource Center, and technology. Four self-study committees gathered and analyzed information for this chapter: Governance and Administration, Human Resources, Physical Resources and Financial Resources.

Organization

The Colorado General Assembly exercises ultimate authority and responsibility for public higher education in Colorado. CCA's governance structure also includes the Colorado Commission on Higher Education, the State Board for Community Colleges and Occupational Education, the Colorado Community College System, CCA's College Advisory Council, and the College administration.

Colorado Commission on Higher Education

Under the Legislature's direction, the Colorado Commission on Higher Education (CCHE) plans and coordinates the state's public higher education. State statute delegates CCHE's duties and powers, which apply to all state-supported institutions of higher education, including CCA. The Commission has the following areas of responsibility and authority:

- appropriations;
- capital construction and long-range planning;
- program approval, review, reduction and discontinuance;
- systemwide planning;
- off-campus instruction; and
- accountability.

The governor, with the consent of the state Senate, appoints the Commission's nine members who are politically and geographically representative of the state. (*GIRs and Resource Room document 4.1*)



State Board for Community Colleges and Occupational Education

The State Board for Community Colleges and Occupational Education (SBCCOE or State Board) governs the Colorado Community College System (CCCS or the System), Colorado’s system of 13 community colleges, including CCA. It also has limited authority, such as program approval, over the local district community colleges and the state’s area vocational schools. Among the State Board’s duties are those related to the following:

- establishing new community colleges;
- reviewing physical facilities and capital budget requests;
- setting tuition and fees;
- appointing college presidents;
- reviewing and approving curriculum;
- overseeing transfer articulation;
- appropriating and allocating funds;
- setting college policies related to formal academic programs;
- acquiring properties; and
- overseeing the core transfer program.

The governor, with the consent of the state Senate, appoints the nine members of the State Board who are politically, occupationally and geographically representative of the state. (*GIRs and Resource Room document 4.2*)

College Advisory Council

Each System college has a local College Advisory Council, as specified in state statute and SBCCOE policy. Made up of representatives of the College’s service area and constituencies, CCA’s Council advises the College president and the State Board on the area’s education needs. The Council also serves as a liaison between the College and service area employers, school boards and governments.

The Council includes the following members:

Jay Gershen, D.D.S., Ph.D.	University of Colorado Health Sciences Center
Renee Gullickson	Wells Fargo Bank
Kevin Hougén	Aurora Chamber of Commerce
James Lewien	Commerce Bank of Aurora
Edna Mosley	Aurora City Council
Father Michael J. Sheeran, Ph.D.	Regis University
Paul Suss	Suss Pontiac

(*Resource Room document 4.3*)

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College Administration

CCA's administration operates through a well-defined organizational structure (*Resource Room document 4.4*). The College has qualified, experienced administrators who oversee College activities and exercise responsibility for College programs. The College's administration informs constituencies and involves them in decision-making. The College administrators include the following:

- PresidentLinda S. Bowman, Ph.D.
- Vice president for instruction.....Vacant
- Vice president for student services
and enrollment management.....Greg Goode, M.S.
- Vice president for administrative services....Wes Geary, M.S.
- Associate vice president for the Lowry
campus and dean of public service,
science and workforce developmentLes Moroye, M.A.
- Dean of computers, mathematics
and businessBob Fulcomer, M.B.A.
- (Interim) dean of humanities, fine arts
and social sciencesGeoff Hunt, Ph.D.

CCA's chief executive officer is the president, who reports to the president of the Colorado Community College System, who reports to the State Board. Reporting directly to the CCA president are the three vice presidents and the directors of the Communications Office, the College Foundation, the Grants and Planning Office and the Human Resources Office.

The president, vice presidents, and the academic deans form the President's Cabinet, the body responsible for institutional leadership and policy development. The deans were added to the Cabinet in July of 2002. The Cabinet Advisory Council, which includes staff, student and faculty representatives, meets with the Cabinet monthly. (*Resource Room documents 4.5 and 4.6*)

Each vice president leads one of the College's three units: Instruction, Student Services and Enrollment Management, and Administrative Services. The vice presidents work with faculty and staff in the unit to determine the organization that best meets student needs and best enables the College to meet its mission.

The Cabinet Advisory Council, which includes staff, student and faculty representatives, meets with the Cabinet monthly.

Community College of Aurora Foundation

The Community College of Aurora Foundation is a not-for-profit, 501(c)(3) corporation that provides funding and other resources for the development of the College. The Foundation board serves as property holder for the CentreTech campus. The Foundation supports instructional programs, College facilities, student scholarships, faculty and staff projects, and cultural activities.

Established in 1985, the CCA Foundation is governed by a voluntary board of business and community leaders from the College's service area. The Foundation occupies space at the CentreTech campus. The Foundation's executive director reports to the board and to the College president. The board meets five times each year, and the executive board and the executive director meet monthly with the College president. Members serve three-year, renewable terms. (*Resource Room document 4.7*)

The Foundation's role has evolved over the past decade. The Foundation was involved in planning the CentreTech campus from 1985 to 1991 and then became its landlord. Between October 1997 and February 2000, the Foundation conducted a successful capital campaign, "Partnership for Excellence," which raised \$1 million for the College. From 2000 through 2002, the campaign raised an additional \$350,000. In the late 1990s, the Foundation often provided specific necessities for the College, such as laboratory equipment. The Foundation Board has identified four priority areas: expanding student access, recognizing and retaining faculty, improving instructional facilities and equipment, and expanding outreach efforts to underrepresented populations. (*Foundation minutes and financial documents are in its offices.*)

Human Resources

The College follows State Board Policy 3-10 and uses the following employee categories: faculty, administrator (exempt), technical/professional (also exempt), and classified. Definitions are provided below. The categories have a number of common benefits, hiring practices, professional development activities and evaluation practices. The subsequent discussion of each category describes any variations from these common elements. (*Resource Room document 4.8*)

Benefits

All regular faculty and classified and exempt staff are eligible for health, dental, life and disability insurance. All nonstudent employees, including adjunct faculty, participate in the Public Employee Retirement Association (PERA) and are eligible to participate in various tax-sheltered annuity plans (401K, 403b, 457). PERA members contribute a fixed percentage of their salary to the retirement trust fund, and employers contribute a percentage of pay to the trust fund. PERA is a substitute for Social Security for many Colorado public employees. (*Resource Room document 4.9*)

The Foundation Board has identified four priority areas: expanding student access, recognizing and retaining faculty, improving instructional facilities and equipment, and expanding outreach efforts to underrepresented populations.

Hiring Practices

CCA's hiring practices emphasize participation by co-workers, immediate and higher levels of management, and persons with diverse perspectives. Consequently, the process tends to be thorough, labor intensive and time consuming, with a history of good results. Hiring is virtually always competitive and may draw applications from an in-house, regional or national pool. Direct appointment by the president is possible but rarely occurs. Typically, the College makes considerable effort to publicize employment opportunities to diverse populations. *(Resource Room document 4.10)*

Professional Development

All regular College employees (those receiving benefits) attend an orientation session and have professional development opportunities available from in-house programs. Employees can attend training offered by Workplace Solutions, the College unit that markets classes to businesses and other organizations in the community. They can also take professional development courses offered by other elements of the Instructional unit, by the Human Resources Department and by the Colorado Community College System (CCCS) office.

Regular College employees and nonstudent employees employed at least 30 hours per week may also take up to 9 credits per fiscal year without paying tuition. Part-time instructors may take up to 6 credits per year without paying tuition. Employees take the classes on their own time or, if the class is relevant to their job and their supervisor approves, on paid time. The state no longer provides general fund support for this benefit; however, the College continues to offer it. *(Resource Room document 4.11)*

Evaluations

Supervisors administer a performance evaluation for each administrator, professional/technical and classified employee. The evaluations are based upon a previously agreed-upon work plan that outlines goals and objectives, employee self-appraisals, constituency evaluations, and supervisors' overall assessment of goals, accomplishments and performance of job duties. Each unit determines the details of its evaluation process. The ratings are linked to compensation through separate salary pools for classified staff, administrators, and technical/professional staff and faculty. A new plan for faculty evaluations is under development, in accordance with State Board directives. *(Resource Room document 4.12)*

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Administrators

Administrators include the president, vice presidents, directors and deans. CCA employs 23 administrators. Personnel file information (in Human Resources offices) shows that all of them have a degree, as itemized below:

Table 4.1: Degrees Held by CCA Administrators, Spring 2003

Highest Degree	Number	Percent
Ph.D.	3	13%
Master's	15	65%
Bachelor's	5	22%



Technical and Professional Educational Staff

This category of employee encompasses staff members who are exempt from the state personnel system and are not faculty or administrators. CCA employs 15 technical/professional staff members. Personnel file information shows that the technical/professional employees have degrees, as itemized below:

Table 4.2: Degrees Held by CCA Technical and Professional Staff, Spring 2003

Highest Degree	Number	Percent
Master's	10	67%
Bachelor's	4	27%
None	1	6%

The College adheres to the Colorado State Department of Personnel's *Guidelines for Exemption of Positions in Educational Institutions and Departments.* (Resource Room document 4.13)

Classified Employees

Classified employees are employees who are included in the state personnel system. CCA employed 63 classified employees as of the summer of 2002. The College hires and promotes classified employees according to the standards of the statewide, classified employee system.

Faculty

Hiring Practices

The College has clearly stated criteria for hiring regular and adjunct faculty. These criteria differ for faculty who will teach general education core and transferable courses from those who will teach occupational courses. (*Resource Room document 4.14*)

Qualifications

All CCA faculty members have the appropriate training and experience to teach their courses:

Table 4.3: Degrees Held by CCA Regular Faculty, 2002-03

Highest Degree	Number	Percent
Doctorate	5	15%
Master's	22	67%
Professional	2	6%
Bachelor's	4	12%

Professional Development

To ensure continuing high-quality instruction, the College has a systematic pre-service and in-service professional development program for all faculty members.

Upon hire, all new regular and adjunct faculty members meet with their division deans or department chairs. The deans or chairs use a checklist (*Resource Room document 4.15*) to explain basic information about the College and teaching at the College.

The College also requires that all new faculty members attend a three-hour orientation session that covers:

- the College's mission and goals;
- adult learning and learning styles;
- the College's teaching paradigm; and
- instructional and assessment strategies.

(*Resource Room document 4.16*)



As new faculty members begin their first semester of teaching, they enter the College's faculty mentoring program. The program pairs experienced CCA faculty with new instructors to:

- answer questions about College policies and procedures;
- observe the new instructors in the classroom and comment on their teaching performance;
- suggest instructional methods, materials and resources; and
- assist with instruction-related questions or problems.

During the mentoring period, the division dean or a faculty peer may also observe a new faculty member's teaching. (*Resource Room document 4.17*)

The College has a Professional Development Committee comprised of faculty from each division. The committee is responsible for assisting regular and adjunct faculty to move from one pay level to the next (there are three levels of pay for adjunct faculty). The program encourages faculty members, with the approval of their dean, to engage in a wide range of professional development activities that will help them improve both content knowledge and teaching expertise. These activities may include:

- specific faculty events at CCA;
- training offered by the College's Workplace Solutions unit;
- college or university course work; and
- workshops, conferences and seminars.

(*Resource Room document 4.18*)

In addition, the College requires regular faculty members to attend—and invites adjunct faculty to attend—the annual faculty in-service day, which faculty plan.

Funding to support faculty members' professional development is a challenge. A limited amount of funding is available from Perkins monies and from the College's general fund. The CCA Foundation and specific grants have sometimes paid for faculty members to attend conferences. The self-study committee assigned to human resources noted that faculty members miss valuable information if they do not attend conferences outside of the Denver-metro area. The committee recommended that the College allocate funds for regular faculty to attend such conferences.

As new faculty members begin their first semester of teaching, they enter the College's faculty mentoring program.

Performance Evaluation

Each regular faculty member submits an annual work plan to his or her dean describing what he or she will do throughout the coming year. The dean approves the plan or requests revisions. The work plan does not follow a specific format but must address the following:

- use of assessment to improve instruction;
- teaching paradigm;
- integration of academic and vocational learning;
- institutional service;
- professional development;
- department and division initiatives; and
- instructional unit goals.

(Resource Room document 4.19)

To date, deans have used the annual work plans to evaluate each regular faculty member in his or her division. All faculty members rated “distinguished” can prepare a portfolio that the Instructional Annual Adjustment Committee (IAAC) uses to evaluate their performance to determine if it is “exemplary.” The ratings the Deans and IAAC give to regular faculty are the basis for raises through the annual faculty salary pool. The College currently allocates pool funds as follows:

- 40 percent to faculty evaluated as “performance level” or above;
- 50 percent to faculty evaluated as “distinguished level” or above; and
- 10 percent to faculty evaluated as “exemplary level.”

In accordance with the plan, if the annual pay raise is less than the increase in the Consumer Price Index, the College may give across-the-board raises, as it did for 2002-2003. *(Resource Room document 4.20)*

A new performance plan for faculty, mandated by the State Board, is currently under development. *(Resource Room document 4.21)*

Compensation

The College has a standard compensation schedule for the hiring of regular faculty that includes higher pay for additional levels of education and years of experience. The entry-level salary for 2002-03 is \$35,215. Regular faculty members receive standard benefits, including 9 credits per year of tuition exemption. There is a Systemwide benefit package for all employees in the System. *(Resource Room document 4.22)*



The College's base salary ranges and benefit packages for faculty compare favorably with other community colleges in Colorado but lag behind the national average. In FY 2001, CCA's average full-time faculty base salary was \$42,912. In the same year, the average for Colorado's 13-college system was \$38,710. In FY 1998, when the average full-time instructional faculty salary for CCA was \$38,594, the national average was \$45,919. (*Resource Room document 4.23*)

Job Satisfaction

The results from the College's 2002 Faculty Survey illustrate faculty members' views about their work and their employment at the College. On a scale from 1 (strong disagreement) to 4 (strong agreement), faculty members indicated that they:

- like their jobs (mean = 3.63);
- feel their jobs are important (3.67);
- understand their duties and responsibilities (3.62);
- understand how their jobs fit into the College (3.46); and
- believe they receive adequate on-the-job training (3.15).

Faculty members were less likely to agree with a statement about the opportunities their jobs offer for growth (mean = 2.78). Part-time faculty (2.69) and full-time faculty (3.17) responded quite differently to this item. (*Resource Room document 4.24*)

Students

CCA has sufficient students to meet its educational purposes. In the fall semester of 2002, the College enrolled 1,333 annualized student FTE, surpassing the previous FTE high of 1,138 in the fall of 1994. The College enrollment dropped somewhat following the last accreditation visit but has since reached a level higher than it was at the time of that visit.

In the fall semester of 2002, the CCA student body had the following characteristics:

- 5,034 students enrolled.
- Over 95 percent of students were Colorado residents.
- Nearly three out of every four students attended part time (73.3 percent).
- More than one in five students (21.7 percent) were receiving financial aid; 1.7 percent were receiving veterans' benefits.
- Nearly three out of every five students (59.2 percent) were female.

The College's base salary ranges and benefit packages for faculty compare favorably with other community colleges in Colorado but lag behind the national average.

In the fall semester of 2002, the College enrolled 1,333 annualized student FTE, surpassing the previous FTE high of 1,138 in the fall of 1994.

- The average age of the students was almost 30 years (29.6 years).
- Students were ethnically diverse with 56.5 percent White, 19.3 percent African American, 9.8 percent Hispanic, 7 percent Asian, and 1.2 percent Native American.

Since the last accreditation team visit, the student body has changed in a number of ways. Among these changes are the following:

- The ethnic composition of the student body has changed steadily. In the fall of 1993, 73.7 percent of students were White. By 2002, less than 57 percent were White.
- Students were much more likely in 2002 to have declared they were in a certificate program than they were a decade earlier. In 1993, 3.3 percent of students declared they were in a certificate program; in 2002, the figure was 7.3 percent.
- After reaching a 10-year low of 36.2 percent in the fall of 1995, the percentage of the student body that was male rose to 40.3 percent in the fall of 2002.
- The percentage of students attending full time increased from 18.8 percent in the fall of 1993 to 26.7 percent in fall 2002.
- The percent of those 16 to 19 years of age increased from 17.1 percent in the fall of 1993 to 19.6 percent in the fall of 2002. (*Resource Room document 4.25*)

In recent years, students have expressed satisfaction with the instruction and services they receive at CCA. On the last three administrations (2000, 2001, 2002) of the College's Survey of Currently Enrolled Students, which uses a scale from 1 (low) to 4 (high), the mean ratings for overall quality of instruction have been 3.50, 3.44 and 3.42. The mean ratings for overall quality of student services have been 3.20, 3.29 and 3.24. (*Resource Room document 4.26*)



Financial Resources

The College receives the majority of its revenue each year from state-appropriated unrestricted funds, which consist of state appropriations, tuition and fees. From 1997 to 2002, the total state-appropriated unrestricted funds increased 27 percent, from approximately \$10.93 million in 1997 to \$13.88 million in 2002. During the same period, total unrestricted revenue for the College rose from \$14.48 million to \$16.91 million, an increase of 16.8 percent. (See chart below.)

Community College of Aurora								
Unrestricted Funds - Revenues by Source								
Fiscal Year	Tuition and Fees	State Appropriation	Interest Income	Sales and Services of Educ Depts	Other Income	Auxiliary Sales and Services	Transfers from State Board	Total
2002	7,086,201	6,791,571	34,238	1,029,647	143,289	347,464	1,473,943	16,906,353
2001	5,654,490	6,679,821	26,896	1,068,506	55,843	77,002	916,814	14,479,372
2000	5,526,661	6,139,697	15,271	21,624	68,606	1,571,301	519,840	13,863,000
1999	4,801,373	6,288,378	35,641	786,326	261,302	61,149	1,414,503	13,648,672
1998	4,451,988	6,414,411	4,002	0	157,915	997,242	0	12,025,558
1997	4,442,782	6,487,887	0	0	69,565	1,857,429	1,623,171	14,480,834

The College's largest expenditure each year is for instruction. From FY 1998 to FY 2002, funding for instruction increased each year after a decrease from FY 1997 to FY 1998. Overall, the instruction expenditure increased from \$6.58 million in FY 1997 to \$7.36 million in 2002, an increase of 11.8 percent. The increase reflects growing enrollments and the development of new programs as enrollment shifted from general education to occupational programs. Much of the new money went to occupational programs such as Cisco, emergency medical provider, film and video, and the Fire Academy.

Community College of Aurora								
Unrestricted Funds - Resource Allocation								
Fiscal Year	Instruction	Academic Support	Student Services	Institutional Support	Operation & Maintenance of Plant	Scholarships and Fellowship	Auxiliary Operating Expenses	Total
2002	7,361,177	1,168,194	1,646,550	2,070,195	3,282,022	236,096	311,298	16,075,532
2001	7,190,781	1,170,273	1,520,457	2,058,636	2,588,178	112,010	477,577	15,117,912
2000	6,748,365	1,217,786	1,528,333	1,106,157	2,517,005	123,296	625,368	13,866,310
1999	5,774,108	1,747,695	1,472,634	1,515,340	2,591,367	146,772	345,107	13,593,023
1998	5,680,706	1,337,894	1,472,150	2,447,076	1,633,038	170,731	347,489	13,089,084
1997	6,581,430	1,096,690	1,366,147	2,231,334	1,204,591	181,625	541,446	13,203,263

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Overall, the instruction expenditure increased from \$6.58 million in FY 1997 to \$7.36 million in 2002, an increase of 11.8 percent.

In light of the budgetary restrictions of the past several years, the College has re-examined its organizational structure, academic programs and priorities for serving various constituencies, increasing enrollment and improving service to students. The examination led to staff reductions in each unit of the College during the latter part of the 2001 fiscal year. As part of that \$1.2 million budget reduction, the College eliminated or reduced some programs, such as Faculty, Staff and Organizational Development and Media Services. Other departments in the College absorbed these programs' functions.

The budget reduction included the elimination of 19 positions from the college's general fund. Six positions were exempt administrative and technical-professional positions, seven were classified (clerical, accounting and security), and six were provisional faculty positions (four full-time and two half-time). The faculty positions were in speech communication, philosophy, management, biology, metrology and heavy equipment. The College made the reductions through a combination of layoffs, elimination of vacant positions, and transfer of staff to non-general fund revenue sources such as grants and auxiliaries. The metrology and heavy equipment position reductions resulted from the elimination of those programs. The College also reduced operating, travel and student hourly budgets by approximately \$150,000.

After balancing the budget and considering the increased revenues from tuition increases and state support for the next year, the College reallocated about \$200,000 in the 2002 fiscal year to enhance programs such as the emergency medical provider.

The reduction had little impact on the percent of unrestricted funds allocated to instruction. In FY 2001, 46.6 percent of unrestricted funds went to instruction, while in FY 2002, the portion was 45.8 percent. (*Resource Room document 4.27*)

Although the College eliminated some programs with low enrollments, some high-cost, low-enrollment programs remain open. Biotechnology, for example, has high costs and low enrollment. However, biotechnology is an emerging field in Aurora, one with which the College believes it needs to remain involved. The field is also one for which the National Science Foundation has awarded the College a grant to work with area high schools. (*Resource Room document 4.28*)

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Budget Process

The College develops an operating budget each spring and finalizes it after the Colorado General Assembly passes the annual appropriations bill. The General Assembly makes annual appropriations to the Colorado Commission on Higher Education (CCHE), which allocates funds to the State Board for Community Colleges and Occupational Education (SBCCOE). The SBCCOE, in turn, allocates funds to the community colleges using a complex funding formula. The General Assembly sets the ceiling for tuition increases, and the SBCCOE sets tuition rates. Groups outside the College also make decisions that affect CCA expenditures, such as compensation levels for state classified employees.

The College strives to involve many people in determining how it spends resources. For example, instructional faculty and staff have significant input into their unit's budget process and may request additional positions, operating funds, equipment and supplies. Likewise, as the administrative services and the student services and enrollment management units develop their budgets, department directors may request additional funding through their vice president.

Evaluation

The self-study Committee on Financial Resources concluded that funding for specific programs appears to be appropriate. However, the College retains the flexibility to transfer funds across cost centers when opportunities arise. This allows CCA to proactively address the educational needs of the community and the changing needs of the College's departments. The self-study committee also concluded that management of the College's financial resources has improved dramatically over the past two years (2000-2002).

The College's faculty and staff surveys provide information on how these groups view the College's distribution of financial resources. On a scale from 1 (strong disagreement) to 4 (strong agreement), the means of faculty members' responses to the item, "resources of the College are distributed appropriately," have been as follows:

1997 – 2.33

1999 – 1.90

2000 – 2.45

2002 – 2.58

In 2000, the survey reported, for the first time, responses for full-time and part-time faculty. In 2000, full-time faculty members agreed more strongly (mean = 2.53) with the statement, "resources of the College are distributed appropriately," than did part-time faculty (2.00). In 2002, full-time faculty members agreed less strongly (2.28) with the statement than did part-time faculty (2.68).

The College strives to involve many people in determining how it spends resources.

The self-study committee also concluded that management of the College's financial resources has improved dramatically over the past two years (2000-2002).

The means of staff members' responses to the item, "resources of the College are distributed appropriately," were as follows:

1997 – 2.46
1999 – 2.29
2000 – 2.36
2002 – 2.61

In 2000, the survey reported, for the first time, responses for classified and exempt staff. In 2000, classified staff agreed more strongly (mean = 2.51) with the statement, "resources of the College are distributed appropriately," than did exempt staff (2.15). In 2002, classified staff once again agreed more strongly (2.66) with the statement than did exempt staff (2.57). (*Resource Room document 4.24*)

Physical Resources

The Community College of Aurora has operations at the CentreTech campus, the Lowry campus and satellite locations. During the past several years, the College has made major additions at CentreTech, improved and expanded its presence at Lowry, and changed the use of satellite sites. The greatest change in facilities has been in response to the large increase in the number of course sections taught at Lowry. Together, these changes and additions mark a major shift in the location and use of College facilities. (*Resource Room document 4.29*)

The College's faculty and staff surveys show increasing satisfaction with College facilities but also indicate some differences in satisfaction among various employee groups. The surveys asked faculty and staff members to rate, on a scale from 1 (strong disagreement) to 4 (strong agreement), their agreement or disagreement with the statement: "The physical environment in my department is conducive to the type of work that I do." In 2002, staff agreed more strongly with the statement (mean = 3.41) than they did in 2000 (3.23) and 1999 (2.85). In the 2002 survey, classified staff members were somewhat more likely (3.44) to agree with the statement than were exempt staff members (3.36). (*Resource Room document 4.24*)

In 2002, faculty also agreed (mean = 2.99) with the statement, "The physical environment in my department is conducive to the type of work that I do," to a much greater extent than they did in 1999 (2.30) and to nearly the same extent as they did in 2000 (3.01). In 2000, adjunct faculty members were more likely (3.03) to agree than were regular faculty members (2.83) that the physical environment was conducive to their work. (*Resource Room documents 4.24*)

In 2002, the surveys asked, for the first time, that faculty and staff rate their agreement or disagreement with the statement: "The College's physical plant supports teaching and learning." Part-time faculty (mean = 2.95) expressed greater agreement with the statement than did full-time faculty (2.66). The overall faculty rating was 2.86. Staff expressed stronger agreement (3.09) with the statement than did faculty. (*Resource Room document 4.24*)

During the past several years, the College has made major additions at CentreTech, improved and expanded its presence at Lowry, and changed the use of satellite sites.

CentreTech Campus

In 1991, the CCA Foundation collaborated with the city of Aurora to sell \$11 million in bonds to build the 35-acre campus in the CentreTech Business Park in north central Aurora. The CentreTech campus opened in 1991 with three buildings: a classroom building, an administration building, and the Forum (now the Fine Arts Building). The College has a lease on the buildings. The city of Aurora owns the land and leases it to the CCA Foundation for \$1 per year.

The 26,500-square-foot Student Centre opened in 2000, funded with state capital construction funds and student fee revenue bonds. In 2001, the College, using state capital construction funds, expanded the Forum by 8,000 square feet to include a theater, faculty offices and classroom space and renamed it the Fine Arts Building. (*Resource Room document 4.30*)

The Lowry Campus

In 1995, the U.S. Air Force deeded 156 acres in the northeast quadrant of the former Lowry Air Force Base on the Aurora-Denver border to the state of Colorado to use for higher education. During the late 1990s, CCA participated in the first effort to utilize that acreage, the Higher Education and Advanced Technology (HEAT) Center. The HEAT vision was that many Colorado two- and four-year institutions would bring specific technology programs to the Lowry campus, which would operate with a separate administration. CCA used space at Lowry to operate high technology programs such as metrology, as well as to offer general education and science courses. CCA also housed—and continues to house—various community outreach programs and public service academies at Lowry.

In 2001, the Colorado Community College System analyzed the low enrollment and the opportunities at HEAT. CCCS decided that only two community colleges and CCAOnline should operate at Lowry. Thus, CCA now has an expanded presence at Lowry, and the Community College of Denver operates its health sciences program in two Lowry buildings. This change presented opportunities and risks. The Lowry expansion was, and continues to be, a dramatic challenge to CCA's organizational and financial skills and resources, as the College implements structures to promote future enrollment growth (by January 2003 Lowry enrollment had already exceeded projections). As part of the change, CCA assumed responsibility for additional programs and facilities at Lowry.

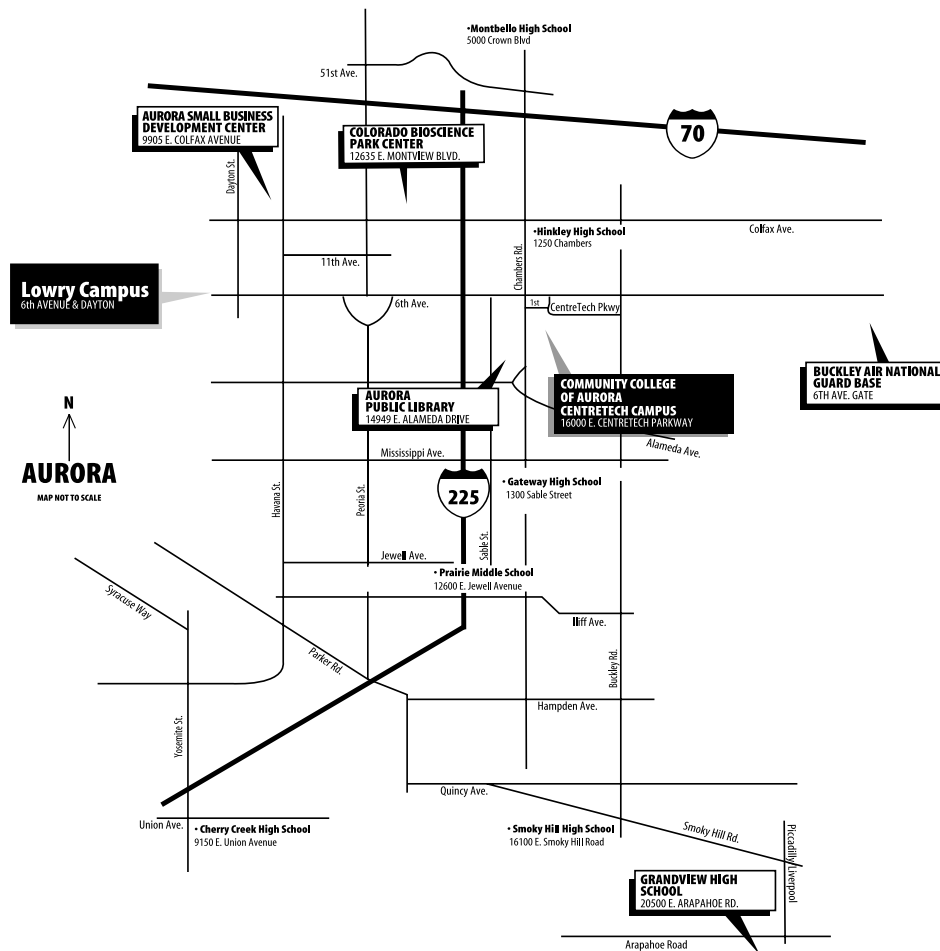
The Lowry expansion was, and continues to be, a dramatic challenge to CCA's organizational and financial skills and resources, as the College implements structures to promote future enrollment growth.

CCA is a tenant at Lowry and the landlord, the Colorado Community College System, is responsible for all maintenance, custodial services and security. Thus, the College has less control over many aspects of day-to-day operations at Lowry than it does at CentreTech. Administrators must regularly clarify to faculty, staff and students how responsibilities and procedures at Lowry differ from those at CentreTech.

The self-study committee responsible for gathering and evaluating information about College facilities concluded that the addition of the Lowry campus allows the College to meet its goals and mission and provides many programs with much-improved facilities. It alleviates the concerns over space expressed by the 1993 visiting team. The committee's main concerns for Lowry were the need for additional outside lighting and directional signs and maintenance issues stemming from the fact that people not directly affiliated with the College provide the maintenance. Since the committee completed its work, CCCS has added outside lighting, and security is now available 24 hours a day, seven days a week. (Resource Room document 4.31)

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Other Facilities and Satellite Locations



Facilities and Satellite Locations Map

Aurora Small Business Development Center

The Aurora Small Business Development Center (SBDC) is a cooperative venture between CCA and the city of Aurora. To house the center, the College leases a building on East Colfax Avenue in the north (“Original”) Aurora district. CCA shares the space with the city. In addition to street-level offices, the center has classrooms and meeting rooms. The College provides maintenance and custodial service for the SBDC. The SBDC location is of particular importance because of the visibility it gives the College in the revitalized north Aurora commercial area.

Colorado Bioscience Park Center

The College leases lab, office and conference room space from the Fitzsimons Redevelopment Authority in the Colorado Bioscience Park adjacent to the new campus of the University of Colorado Health Sciences Center (UCHSC). The park is an incubator for research-oriented bioscience and biotechnology companies. Because CCA’s Biotechnology program has sufficient space at the Lowry campus and the Bioscience Park space remains underused, the College subleases the Bioscience Park space. However, because of the importance of the Bioscience Park and the larger Fitzsimons redevelopment to Aurora, the College is also exploring ways to maintain a presence at Fitzsimons. The College does not have custodial or maintenance responsibilities at the Bioscience Park.

Grandview High School

The College rents space by the hour at Grandview High School and schedules approximately 40 course sections there each semester. Grandview is in the far south of Aurora, serves students who otherwise would have to drive some distance to the College, and enables the College to serve the fast-growing area to the south of the high school. The College pays for security at Grandview.

Montbello (Lowry Family Center Satellite)

This is office space used by the Family Center to serve northeast Denver, including its Montbello neighborhood.

Buckley Air Force Base

The College has, on occasion, offered classes on the base, which is located less than a mile to the east of the College’s CentreTech campus. (*Resource Room document 4.32*)

The Aurora Small Business Development Center (SBDC) is a cooperative venture between CCA and the city of Aurora. The SBDC location is of particular importance because of the visibility it gives the College in the revitalized north Aurora commercial area.

Campus Safety and Security

The umbrella organization and resource for matters related to safety of people and material is the state's Office of Risk Management. The office was created in September 1985 and has managed state employees' workers' compensation claims since July 1, 1989. The state has been self-insured for workers' compensation claims since July 1, 1996. CCA's director of human resources is the College's risk liaison officer and is the College's main contact person with the state Risk Management Office. The liaison is responsible for keeping the College president and the College's employees informed on all risk management issues. The risk liaison officer has a safety committee to help him carry out his responsibilities. The committee was established in 1991 and has met as needed since then. (*Resource Room document 4.33*)

The self-study committee charged with examining campus safety and security found that CCA relies on individual departments to maintain their own procedures to assure compliance with safety codes. The committee cited the following examples:

- Individual instructional departments maintain their own hazardous waste and safety procedures. Most instructors create their own format for presenting procedures to students – there is no standardized format. The biology department has a safety procedure in a folder in the prep lab.
- The facilities department keeps all of its material safety data sheets (the information about the different chemicals and related safety concerns) in a folder in the office for the supervisors of the grounds crew and the building maintenance crew. When new employees are hired, the supervisors for the grounds and building maintenance departments conduct on-the-job training on the chemicals the new employees will be using. In addition, there are periodic training sessions on how to read the data sheets. (*Resource Room document 4.34*)

The committee also found that departments often do not write down procedures or disseminate them to outside constituencies.

The *CCA Catalog* explains the Crime Awareness and Campus Security Act of 1990, suggests actions individuals should take to ensure campus security, tells how to contact security guards at CentreTech and Lowry and includes crime statistics.

The College also publishes its crime statistics report, as mandated by the act, in the *Schedule of Classes*. The schedule for spring 2002 reported the statistics from 1998 to 2000, a period in which there were no murders, arson, aggravated assaults, hate crimes, liquor law or drug abuse violations, forcible or non-forcible sex offenses or vehicle thefts. In 1999, there were two reported thefts and two reported burglaries. The report in the summer 2003 schedule will report the statistics for calendar years 2001 and 2002, a period which included 10 thefts and one murder. (*Resource Room document 4.35*)



The self-study committee noted both positive developments and concerns related to campus security. These included:

- Many employees are not aware that the Safety Committee has a form for reporting safety concerns.
- CCA's policies and procedures manual has a section on workplace violence prevention procedures. This manual is in the president's office and in the human resources office.
- The CentreTech campus has 18 security cameras providing both exterior and interior surveillance.
- The College has installed emergency telephones in the parking lot on the CentreTech campus.
- Notices relating to safety and security cannot be sent to part-time faculty members who are not on campus e-mail.
- Security personnel are trained in CPR and oxygen usage.
- There are forms for reporting thefts. The College investigates all thefts, including those of less than \$1,000, and turns thefts of over \$1,000 over to the insurance company for investigation and reimbursement.

The residence hall at Lowry has security cameras, security locks on the outside door, resident assistants living in the hall, and a full-time security guard on Thursday, Friday and Saturday. (*Resource Room document 4.36*)

Learning Resource Center

The Learning Resource Center (LRC) plays a critical role in supporting student success at CCA. Located on the second floor of the Student Centre on the CentreTech campus, the LRC houses a computer lab with 32 PCs and adaptations for students with disabilities. The LRC services include:

- study skills development through workshops and individualized assistance;
- assessment and placement in reading, math and English;
- career planning and exploration;
- tutoring in math, writing, accounting, computers and chemistry;
- testing for a variety of purposes, including distance learning, classroom course exam makeup, GED pretests, course equivalency exams, and outside testing for other colleges;
- support services and resources for special-needs students; and
- media resources, including classroom equipment, instructional materials, technical support to faculty and staff, videotaping and satellite downlinking. *Chapter 7 has additional information on the Learning Resource Center.*



Lowry Campus One-Stop Center

Support activities at Lowry provide services to enable students to attain their educational goals on the Lowry campus without having to travel to the CentreTech campus. Student needs that require personal contact with a College representative are met at Lowry at times convenient to students.

The Lowry Campus One-Stop Center provides admissions, registration, financial aid, advising and assessment services, and takes tuition payments. Three employees and a work-study student are cross-trained so that each can provide many of the services. Each reports directly to their vice president, ensuring close supervision, support and administrative awareness of the needs at Lowry. The office has direct Internet and telephone contact with the CentreTech campus and has access to all of the College and System information technology services necessary to do its work. *Chapter 7 has additional information on the Lowry one-stop center.*

Instructional Resource Center (Library)

By contractual arrangement, the major holdings of the CCA library are contained within the main branch of the Aurora Public Library (APL), which holds approximately 6,500 CCA-owned books. The APL also makes all its resources available to CCA students, including 100,000 classified nonfiction and literature titles. CCA students can obtain an APL library card and check out materials from any APL library.

College library resources are also in the Instructional Resource Center (IRC) on the CentreTech campus, and limited resources are available in the Lowry campus IRC in Building 903. Physical information resources in the CentreTech IRC include approximately 2,000 books, 100 periodical subscriptions, 1,700 videotapes, 100 audiocassettes and several laser discs. Faculty members may place these and other materials on reserve for their students and during 2001, 15 did so. The IRC has four computers to access eight Web-based subscription services with full-text articles from over 6,000 periodicals, several encyclopedias and various databases. CCA students, faculty and staff can also access these resources and the Aurora Public Library catalog via the Web from campus or from home.

The IRC staff housed at CentreTech consists of one half-time professional librarian and one part-time library assistant. Staff members assist students in selecting appropriate information resources, efficiently using those resources, and locating additional resources that CCA does not provide. The IRC staff, at the request of CCA faculty, conducts class sessions on selecting, locating and using library resources. During 2001, CCA library staff members conducted 30 class orientations for 555 students. APL staff members also conduct class sessions at the request of CCA faculty and provide research assistance to individual CCA students. In 2001, APL staff members conducted 13 CCA class orientations in the APL Central Library for 150 students.

Support activities at Lowry provide services to enable students to attain their educational goals on the Lowry campus without having to travel to the CentreTech campus.

All items purchased with College funds—whether housed at CCA or at the APL Central Library—relate to the College's programs of instruction. Instructors specifically request all videos and other audiovisual items. Instructors also request books, print periodical subscriptions and online resources for purchase. The College librarian selects most books, print periodical subscriptions and online resources. He bases these selections on the relevance of the materials to the College's instructional programs, the need for information in a particular format, and affordability. Online periodical collections, for example, are particularly appropriate for their broad coverage of information related to the range of CCA courses.

In recent years, the greatest influence on the collection has been the shift from paper resources to electronic resources. From 1995-96 to 1999-00, the annual budget for materials ranged from \$35,000 to \$40,000. During these years, expenditures for books fell, while spending for online services rose dramatically. For example, in 1995-96 the expenditure for books was \$25,000 and for online services \$1,000. By 1999-00, the expenditure for books had fallen to \$17,000, while the expenditures for online services had risen to \$7,000.

Driving the change from paper to electronic resources have been students' research needs, the growing number of resources available in electronic form, and the greater ease with which students can access Web-based resources from their homes, offices, classrooms and labs. To manage the change from paper to electronic resources, IRC staff:

- work with faculty to identify their students' research needs and specific electronic resources that faculty believe will meet those needs;
- maintain an awareness of available electronic resources;
- obtain resources that are the most cost-effective; and
- conduct a class orientation program that builds student awareness of these resources and demonstrates their use.

CCA online subscription services can now track the number of searches students at a particular institution conduct in a given period. During 2001, for example, CCA users conducted 5,835 searches in FirstSearch and 1,155 in the Electronic Library. By way of comparison, during the same year, CCA CentreTech IRC users checked out 576 items through the APL integrated library system and checked out 660 videos, 65 books and 120 periodical issues (there is some overlap of books with the integrated system checkout numbers). The relatively small number of checked-out items reflects the fact that the IRC holdings are primarily reference materials.

In recent years, the greatest influence on the collection has been the shift from paper resources to electronic resources. Expenditures for books fell, while spending for online services rose dramatically.

The Aurora Public Library's integrated library system collects information on checkouts of CCA-owned items housed at the APL Central Library, but it cannot determine whether the checkout was by a CCA student or another APL borrower. In the early 1990s, APL conducted a usage survey at the Central Library and found that CCA students made about 10 percent of all APL checkouts. APL is conducting another survey. (*Resource Room document 4.37*)

The College is currently developing an Instructional Resource Center at the Lowry Campus but has limited resources for the expansion. All CCA online subscriptions are available from Lowry PCs connected to the Internet via the CCA local area network. This includes five PCs in the Lowry LRC. The Center has shelving for about 1,000 volumes. During 2002, the librarian began selecting older editions of general reference books as well as older books relevant to programs at Lowry to send to that campus's IRC. Because of security concerns, the IRC staff does not plan to house recent books, videos or other audiovisual materials at Lowry.

The College does not expect that additional library staff will be available to staff the Lowry IRC. When the Lowry IRC is operating, existing library staff members plan to be available there for a limited number of hours per week. In addition, library staff will be available to instructors or students at Lowry by appointment.

In 2002, the College surveys asked faculty and staff members to rate, on a scale from 1 (strong disagreement) to 4 (strong agreement), their agreement or disagreement with the statement: "The College's library resources support teaching and learning." Part-time faculty (mean = 2.95) showed stronger agreement with the statement than did full-time faculty (2.45). Staff members also showed stronger agreement (2.90) than did full-time faculty members. (*Resource Room document 4.24*)

The self-study committee assigned to gather and evaluate information on physical resources recommends that:

- students have additional quiet study areas near the Instructional Resource Center;
- the College provide additional funding for online resources; and
- the College hire additional staff and work-study students for the Lowry IRC.



Technology

Since the last self-study, CCA has greatly advanced its use of technology. CCA has created a networked computer environment, increased use of the College Intranet to conduct business between departments, and increased student, faculty and staff access to technology. CCA maintains systems for three types of electronic information: voice, data and video. This information is communicated both internally and externally. Over the past few years, the College's information technology (administrative) and computer services (instructional) departments have:

- installed a video distribution center to support classroom instruction;
- installed wiring, phone service and networking in the new Student Centre and the expanded Fine Arts Building on the CentreTech campus;
- increased bandwidth to support Internet access between the campuses;
- established network connectivity to newly acquired buildings at Lowry;
- established new computer-assisted classrooms at the Lowry campus;
- created and staffed an instructional computer lab at Lowry; and
- established telephone and television cable services for dormitory rooms at Lowry.

The College's information technology department has responsibility for all administrative technology, including telecommunications, the network infrastructure, application development, database management, teleconferencing, administrative and Instructional Resource Center PCs and inventory management. The department also coordinates the many external links from the College and collaborates with the Colorado Community College System's computer department.

CCA's computer services department supports network infrastructure, database management, and instructional technology, including 25 computer classrooms and labs with approximately 700 PCs.

Three dedicated T1 lines (two serving CentreTech and one serving Lowry) support telephone communication and provide redundancy in case one fails. Each line supports 23 simultaneous telephone calls. Two dedicated T1 lines connect Lowry to CentreTech, providing Lowry with capacity for an additional 29 telephone calls. Two dedicated T1 lines connect the College with the offices of the Colorado Community College System. The College provides DSL connectivity beyond the Lowry and CentreTech campuses to the Small Business Development Center in north Aurora and to the Lowry Family Center office in northeast Denver.

Since the last self-study, CCA has greatly advanced its use of technology. CCA has created a networked computer environment, increased use of the Intranet to conduct business between departments, and increased student, faculty and staff access to technology.

The College upgraded its telephone system in 1994. With the new system, each faculty and staff member has a direct line and a variety of voice mail options. All full-time and part-time faculty members have voice mail, if requested.

CCA maintains the Aurora cable television's educational access channel. Presently, the College scrolls education announcements on the channel. The Aurora Public Schools has used the channel in the past and plans to do so again.

CCA conducts an annual inventory of computing technology and forwards this information to the System. The 2001 survey showed the College had 950 PCs, a number that grew to more than 1,000 in 2002. The College has 14 servers located in the information technology department's server room at CentreTech, the computer service server rooms at Lowry and CentreTech, the Instructional Resource Center, media services, and the Small Business Development Center.

CCA faculty members select instructional software for appropriateness, market demand and cost. The College purchases the majority of software through a Microsoft academic select agreement. The information technology department and computer services manage site licenses. The College encourages the use of Windows 2000 and Microsoft Office XP requirements for desktop instructional support and administrative use. The information technology department supports these versions through site licenses, installation and training.

In November 2001, the College published an Information Technology (IT) Master Plan that defines the overall vision and role for technology at CCA. The plan follows a template developed by the Colorado Community College System and reflects CCA's strategic plan and academic master plan. The College's technology committee oversees implementation of the IT Master Plan and the introduction of new technologies. The IT Master Plan envisions that CCA will have: (*Resource Room document 4.38*)

- an information technology environment that promotes technology-assisted learning across disciplines;
- an efficient, centralized network management system that allows quick response to the user and works well with the two campuses;
- a homogenous environment of Windows 2000 or Windows XP to allow IT technicians to specialize in one operating system; and
- an emphasis on shared information for better access from multiple sites.



The College will seek to reach three objectives in order to accomplish this vision:

- increased student access to instructional technology;
- improved student access to technology-based support services; and
- a plan for replacement of existing inventory of personal computers.

Web-Based Technology

The College put a new Web site online in June 2002 to provide students with better information in a user friendly navigation design. The new Web site provides transfer information and improved degree information. Adobe Acrobat software was purchased so documents can be converted to this format, improving their Web appearance. The site's design also allows for marketing messages to be easily changed, added or updated.

Organizational changes were also made so the College could provide Web services in a more efficient and effective format. The College has transitioned from two Webmasters using two servers in two locations to one server and one location, and is transitioning to one Webmaster. A joint administrative and instructional Web team reviews and makes recommendations for major changes in the site's design.

The College intranet, which is accessible to administrative network users, has been in operation since 1999. It offers information about the College (meeting minutes, schedules, etc.) and is increasingly being used by College units and departments to conduct business. For example, in 2002 the information technology department launched its telephone billing system on the intranet.

College faculty and staff who have College e-mail accounts can use the Web to access their e-mail from home or from anywhere else in the world. Since early 2002, CCA faculty members have had access to a course management program developed by the System. With a password, faculty can check course enrollment and submit course grades online.

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