

CRITERION THREE: *The Community College of Aurora is accomplishing its educational and other purposes.*

Chapter 5

EDUCATIONAL PROGRAMS

Strengths

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

- A student-centered approach to pedagogy evident in the lifelong skills, model syllabus and teaching paradigm used throughout the College and promoted through faculty orientation, professional development and mentoring programs.
- Talented and committed faculty who contribute to the College's program quality and student achievement.
- High levels of student satisfaction with the quality of CCA instruction.
- Instructional decision-making that is increasingly inclusive, fosters collaboration and can make the difficult decisions needed to improve instruction.
- A close and positive relationship with the community and its residents that helps the College to develop new programs and to improve existing programs.
- A commitment to expanding access to the College's educational programs for all segments of the community, as evidenced by the large increases in ethnic minority students earning certificates and AAS degrees in recent years.
- Growing enrollment, including dramatic increases in certificate programs.
- The highest rating for community colleges on the 2000-01 Colorado Commission on Higher Education's Quality Indicator System (QIS).

Challenges

The self-study also found challenges for the future. CCA is challenged to:

- Continue to improve assessment of student learning across the institution, including systematic data collection and rigorous analysis of that data.
- Maintain the quality of instruction, including faculty quality, in an era of diminishing resources.
- Increase instructional support for students, including support for students taking online courses.
- Take better advantage of opportunities to market the College's educational offerings as the community and the economy change.
- Increase the numbers of students, particularly minority students, who complete AA and AS degrees.

Issues for the Future

The self-study identified issues for the future. These issues include:

- Maintaining effective communication with the large number of part-time faculty members.
- Assisting increasing numbers of online students with home computer, software and other technical support questions.
- Testing and placing students whose first language is not English in appropriate English as a Second Language courses.
- Understanding the effectiveness and quality of general and basic education courses.
- Clarifying the parameters of the College's certificates, including the range of minimum credits required, the general education credits needed and the role of lifelong skills.
- Applying the customer service expertise of the College's workforce training and development programs to other instructional programs.
- Understanding more thoroughly the implications of the changing enrollment patterns for instructional programs and support services.

Introduction

This chapter begins with the major issues related to the College's educational programs that emerged from the self-study process. The chapter then describes the data sources the College uses to evaluate its educational programs, along with examples of what these sources show about program quality. A summary of enrollment trends precedes major sections on transfer programs, occupational programs, general education and basic skills courses, and distance education. Each of these sections has information on enrollment, descriptions of information used to evaluate the programs and examples of what this information shows about program quality. The chapter concludes with a brief discussion of the College's workforce development and training efforts.

The Community College of Aurora is a comprehensive community college that offers transfer and occupational educational programs. The College awards certificates and degrees in the Associate of Arts, Associate of Science, Associate of General Studies and Associate of Applied Science. Four of the College's five stated purposes are instructional, and instruction is central to CCA's mission statement and to its strategic plan. The College offers more than 600 courses each semester to an annual unduplicated headcount that exceeded 8,200 credit students in 2001-02. Noncredit programs serve more than 3,000 students and clients annually. *(Resource Room document 5.1)*

To accomplish its educational purposes, the College has developed a coherent, student-centered approach to pedagogy. As part of this approach, CCA's faculty has integrated a series of lifelong skills, a model syllabus that includes these skills and a teaching paradigm across all three instructional divisions. New faculty orientation sessions, a new faculty mentoring program and ongoing faculty professional development opportunities ensure that instructors are familiar with this pedagogical approach. Building upon this approach, instructional programs have recently added capstone courses, including Humanities 220 for the AA and AS degrees, to help assess student learning and improve instructional quality. Chapter 6 discusses the College's plans to accomplish its assessment goals. *(Resource Room document 5.2)*

Approximately 360 full-time and part-time faculty members provide the College's for-credit educational programs. Noncredit programs employ approximately 60 full- and part-time staff members. In keeping with the high quality expected of CCA instruction, faculty credentials vary by program. In general, the College requires master's degrees to teach transfer courses and bachelor's degrees or portfolios to teach in nontransferable or vocational classes. Additional information about faculty credentials and the faculty development program is in Chapter 4. *(The list of faculty and their credentials is Resource Room document 5.3)*

Part-time faculty members teach approximately 85 percent of the College's courses. From 1993 to 2002, the number of regular CCA faculty grew from 17 to 33, and the number of adjunct faculty grew from 222 to

To accomplish its educational purposes, the College has developed a coherent, student-centered approach to pedagogy. As part of this approach, CCA's faculty has integrated a series of lifelong skills, a model syllabus that includes these skills and a teaching paradigm across all three instructional divisions.

330. The part-time faculty positions provide the instructional units with flexibility and bring specialized expertise into many occupational programs. At the same time, communication with part-time faculty requires considerable effort, as does their hiring and supervision. Not surprisingly, the College's 2002 Faculty Survey shows substantial differences between the opinions of regular faculty (who are almost all full-time) and those of adjunct faculty members. Full-time and part-time faculty members' opinions differed widely on the degree of freedom they feel to express ideas and criticism, the opportunities their jobs hold for growth, and the degree to which the college's library supports teaching and learning. (*Resource Room document 5.4*)

CCA students express high levels of satisfaction with the instruction they receive at the College, as documented in the surveys discussed in this chapter. Student satisfaction with the quality of instruction has also been consistent over time. For example, the four surveys of currently enrolled students, which the College conducted between 1997 and 2002, showed mean ratings from 3.42 to 3.50 on a scale from 1 (low) to 4 (high). Moreover, other surveys show that CCA faculty and staff are well aware of students' satisfaction with instruction. (*Resource Room document 5.5*)

The College faces several challenges related to instructional quality. One challenge is to better understand specific aspects of student satisfaction with instruction and related student support services. In part, the College can meet that challenge by more thoroughly and consistently utilizing data it already collects, including those from the 33-question Student Evaluation of Instruction. The College also faces the challenge of maintaining instructional quality during a period of diminishing state resources. (*Resource Room document 5.6*)

CCA's instructional decision-making has changed over the past year. The instructional structure is increasingly inclusive and fosters collaboration, as evidenced by the recent faculty-led progress on the College's assessment plan. At the same time, the College has had to make difficult decisions about instructional programs with a focus on efficiency and benefit to students. In the College's formal structure, a vice president for instruction (the position is currently vacant due to retirement) reports to the president. The vice president oversees three instructional deans in the divisions of computers, math and business; public service, science and workforce development; and humanities, fine arts and social sciences. The deans ensure program quality and support assessment efforts in their divisions. Department chairs and program directors report to the deans and provide day-to-day oversight, instructional leadership, and support for assessment for their departments. To broaden instructional decision-making in 2002, the College added the three deans to the president's cabinet, invited program chairs to join the Instructional Leadership Team, and convened "summer summits" to discuss faculty concerns and ideas for the future. (*Deans and their credentials are listed in Resource Room Document 5.7; Program directors and their credentials are listed in Resource Room Document 5.8*).

CCA students express high levels of satisfaction with the instruction they receive at the College.

To broaden instructional decision-making in 2002, the College added the three deans to the president's cabinet, invited program chairs to join the Instructional Leadership Team, and convened "summer summits" to discuss faculty concerns and ideas for the future.

An important aspect of the College's educational programs is its close, positive relationship with the community. The College makes particular efforts to respond to industry needs through the advice of its program advisory committees. The College also collaborates with community businesses and organizations in programs such as criminal justice and emergency medical provider. In response to more general needs in the community, the College has begun offering students more choice and convenience in the last several years with 100 new Internet courses, 40 hybrid courses and a weekend college. An ongoing issue for CCA is how to seize marketing opportunities brought on by economic and other changes. (*Resource Room document 5.9*)

The College is committed to expanding access to its educational programs to all segments of the community. This chapter discusses a number of successes in this area, including large increases in the number of ethnic minority students earning certificates and AAS degrees in recent years. The College has continued to improve community access through several initiatives, including an English as a Second Language Institute and increased scholarship funds through the CCA Foundation. (*Resource Room document 5.10*). At the same time, the self-study found that the College faces a number of challenges when it comes to expanding access, including those related to minority enrollment in the transfer degree programs and enrollment by gender in various certificate programs.

Enrollment in the College's instructional programs has changed significantly over the last five years. Overall, growth has been a very positive development. Most striking, however, is the shift in enrollment among programs, with a dramatic increase in the number of people earning certificates and a decrease in the number of people earning transfer degrees. These changes raise issues for the future, including the impact on campus life and the need to take a fresh look at some aspects of the College's assessment program. Later sections of the chapter provide more details about these changes.

Assessment of Instructional Programs

To assess the quality of its instructional programs, CCA relies on program reviews, data from the College's Office of Institutional Research (OIR) and information from other sources.

Program Reviews

The College reviews each of its programs (AA, AS, AGS, AAS, and certificates contained within these programs) every five years and submits the results to the Colorado Community College System. Program faculty, program advisory committees, employers and students participate in the review process. As part of the review, the College collects and analyzes a variety of data, including student achievement of competencies; rates for course completion, transfer and employment; enrollment numbers, trends, diversity; student evaluations of instruction; accessibility and cost. The State Board for Community Colleges and Occupational Education

An important aspect of the College's educational programs is its close, positive relationship with the community.

Most striking, however, is the shift in enrollment among programs, with a dramatic increase in the number of people earning certificates and a decrease in the number of people earning transfer degrees.

approves program revisions and continuation, which ensures program quality and viability. *(The program reviews are in the bookcase in the Resource Room.)*

CCA's most recent reviews provide evidence of the quality of the instructional programs. The reviewers commended the College on the caliber of its faculty, its excellent faculty development programs, the high retention rate, the weekend college, online courses and the academic performance of CCA's graduates when they transfer to four-year institutions. *(Resource Room document 5.11)*

While the program reviews provide periodic evaluations of instructional quality, the achievements of specific College programs demonstrate in other ways that CCA is achieving its educational goals:

- Instructors in the emergency medical provider program have recently received state awards for excellence.
- The early childhood program has expanded its services and its ties to the community. In 2002, the program developed three new certificates to meet the needs of area child-care programs. The program's director participates in the Arapahoe County Early Childhood Council and regional and state early childhood groups.
- Over the past two years, the theater program has developed one of only two community theaters in the city, expanded course enrollment and staged productions that drew record-breaking audiences. Large numbers of students, faculty, staff and community members participated in these productions. Three performers from the fall 2002 production of "Cabaret" were nominated to compete in the Rocky Mountain Theater Association's 2003 best actor competition.
- "Humanities Presents" is a faculty-initiated program that provides an opportunity for students, faculty, administrators and community members to participate in the intellectual life of the College. The College funds two to four presentations each year. Students are strongly encouraged to attend.
- The film and video technology program, a partnership with the University of Colorado at Denver (UCD), is a national leader among community college programs. The program attracts an international student enrollment, receives excellent ratings on film student Web sites, and has about 40 graduates now enrolled in the bachelor's of fine arts program at UCD.

The film and video technology program, a partnership with the University of Colorado at Denver (UCD), is a national leader among community college programs.

Data Sources

Data from the Office of Institutional Research and other sources include: (*Resource Room document 5.12*)

- annual Office of Institutional Research (OIR) surveys of enrolled students, vocational graduates, faculty and staff;
- surveys of graduates attending graduation practice (last completed in 2001) and a community leadership survey (last completed in 2000);
- the Student Evaluation of Instruction surveys that all divisions administer near the end of each semester;
- statistical data the College or the Colorado Community College System collects and which the Office of Institutional Research accesses from a central database, including demographic information, enrollment figures, retention rates, and completion rates;
- information that individual programs or divisions collect such as graduate pass rates on professional examinations, program completion rates, job placement rates, program advisory committee recommendations, and faculty and program awards; and
- the results of special evaluation efforts such as the CLARUS Report (a commercial enrollment and instruction research effort done at all Colorado community colleges in 1998) and reports from various Colorado colleges and universities on how CCA transfer students perform when they transfer to those institutions.

The Colorado Commission on Higher Education's Quality Indicator System (QIS) is also a data source, but QIS data are, for the most part, a compilation of information from the sources listed above. (*Resource Room document 5.13*)

Instructional Program Quality

The data from these measures demonstrate the quality of the College's instructional programs and provides faculty and staff with insight into instructional challenges and issues for the future. Among the highlights derived from this data are the following:

- The quality of CCA's instructional programs compares favorably to those of other Colorado public higher education institutions. In 2000-01, the Colorado Commission on Higher Education's public education scorecard, the Quality Indicator System (QIS), ranked CCA first among Colorado community colleges and second among all public higher education institutions in the state. (*Resource Room document 5.14*)

In 2000-01, the Colorado Commission on Higher Education's public education scorecard, the Quality Indicator System (QIS), ranked CCA first among Colorado community colleges and second among all public higher education institutions in the state.

- The success of CCA's student-centered approach to pedagogy and its emphasis on teaching the lifelong skills is evident in the responses to the 2001 Graduate Survey. The survey asked graduates to rate – on a scale from 1 (not at all) to 4 (very great extent) – the extent to which their CCA experience helped them to improve in each of the six lifelong skills. The respondents' answers (provided as a mean score) were as follows:

- personal/interpersonal responsibility skills (3.32)
- communication skills (3.31)
- critical thinking skills (3.27)
- practical and artistic creativity skills (2.98)
- technology skills (2.93)
- numeracy skills (2.92)

(Resource Room document 5.15)

- The College's occupational programs lead to high levels of employment and further education, as well as to tangible economic benefits for graduates. The College's 2001 Vocational Graduates Survey (mandated by CCCS and conducted by the College's Office of Institutional Research) polled all persons who completed an AAS or certificate program at CCA in 2000. The survey found that 99 percent of respondents were working and/or continuing their education a year after graduation. Those employed in a job related to their CCA training were earning \$4.43 more per hour than those employed in a job not related to their CCA training. *(Resource Room document 5.16)*
- The College's instructional program has an excellent retention record. The 2000-01 Quality Indicator System (QIS) report ranked CCA first among Colorado's community colleges in overall retention (66.6 percent) and second in minority retention (65.2 percent). CCA's three-year retention averages – overall and minority – are above the Colorado Community College System average and the national retention rate average. *(Resource Room document 5.14)*
- CCA students and graduates give high ratings to the quality of the College's instructional programs. Respondents to the 2002 Survey of Currently Enrolled Students gave a mean rating of 3.42 to "overall quality of instruction" on a scale from 1 (low) to 4 (high). On the 2001 Graduate Survey, graduates responded to the question, "Are you satisfied with instruction?" with a mean rating of 3.4. *(Resource Room documents 5.15 and 5.17)*

The College's 2001 Vocational Graduates Survey found that 99 percent of respondents were working and/or continuing their education a year after graduation.

- CCA students give high ratings to the quality of the College's course scheduling and meeting locations. Respondents on the 2002 Survey of Currently Enrolled Students rated "days/times at which courses are offered" with a mean rating of 3.14 and "locations where courses are offered" with a mean rating of 3.29. The scale ranged from 1 (low) to 4 (high). (*Resource Room document 5.17*)
- The College's instructional programs and related services compare well to those of other area community colleges. The 1998 CLARUS Report ranked CCA above the community college norm on classroom instruction measures such as quality of instruction, relevance of course content, class size, quality and use of textbooks, and availability of instructors. (*Resource Room document 5.18*)
- The College, through its Office of Institutional Research, conducted community satisfaction surveys in 1993, 1995, 1998 and 2000. In all four surveys, community leaders expressed a high level of agreement (ranging from 87 percent in 1998 to 100 percent in 1993) that "CCA provides the types of educational programs and services desired by the community it services." The survey found equally high levels of satisfaction with CCA's educational quality and its efforts to keep the community informed of its educational programs and services. (*Resource Room document 5.19*)

Over the five years 1997-98 to 2001-02, FTE enrollment increased by 27 percent.

The sections that follow include additional data on individual instructional programs.

Enrollment

Enrollment in CCA's educational programs changed significantly over the five years 1997-98 to 2001-02. The changes included the following:

- FTE enrollment increased by 27 percent.
- FTE enrollment increased most rapidly among Hispanic (72 percent), Asian/Pacific (58 percent) and African-American (36 percent) students.
- The number of students earning certificates increased dramatically (1,142 percent).
- The number of students earning degrees increased only slightly (4 percent).
- Male enrollment grew considerably more quickly than did female enrollment.
- Enrollment of students with 30 or fewer credits ("freshmen") rose by 41 percent, while enrollment of those with more than 30 credits ("sophomores") remained unchanged.

Table 5.1: Degrees and Certificates Awarded

	Academic Year					%Change 97/98-01/02
	97/98	98/99	99/00	00/01	01/02	
Certificates	26	29	130	204	323	+ 1,142%
Degrees	90	271	256	271	301	+ 4%
Total	316	300	386	475	624	+ 97%

CCA's total annual full-time equivalent (FTE) enrollment increased from 2,290 in 1997-98 to 2,908 in 2001-02. (Annual FTE is calculated by taking the total credit hours for which students have enrolled and dividing by 30.) During the same period, freshman (students who have earned fewer than 30 credit hours) FTE enrollment increased by 41 percent while sophomore enrollment remained even. The freshman and sophomore enrollment trends appear to reflect the dramatic increase in students earning certificates during the same period and the very small increase in those earning two-year degrees.

Table 5.2: Annual Full-Time Equivalent Enrollment by Class Level

	Academic Year					%Change 97/98-01/02
	97/98	98/99	99/00	00/01	01/02	
Freshman	1,499	1,682	1,864	1,833	2,117	+41%
Sophomore	790	767	729	755	790	-
Total*	2,290	2,449	2,593	2,588	2,908	+27%

*Columns may not total exactly due to rounding or to incomplete responses.

The College's male FTE enrollment increased at a steady rate from 925 to 1,335 (44 percent). Female FTE enrollment had greater fluctuations but increased from 1,364 to 1,565 (15 percent). The greater increase in male enrollment reflects the large number of males completing some certificate programs.

Table 5.3: FTE Enrollment by Gender

Gender	Academic Year					%Change 97/98-01/02
	97/98	98/99	99/00	00/01	01/02	
Female	1,364	1,434	1,454	1,406	1,565	+15%
Male	926	1,014	1,137	1,175	1,335	+44%
Total*	2,290	2,448	2,593	2,588	2,790	+27%

*Columns may not total exactly due to rounding or to incomplete responses.

CCA's FTE enrollment grew faster for most ethnic minority groups than it did for the college as a whole (27 percent). American Indian enrollment grew at a rate comparable to that of the College. Over the five years, White enrollment grew by 12 percent, while ethnic minority enrollment grew by 49 percent.

Table 5.4: FTE Enrollment by Ethnicity

Ethnicity	Academic Year					%Change 97/98-01/02
	97/98	98/99	99/00	00/01	01/02	
African Amer.	395	420	447	455	539	+36%
Hispanic	182	219	256	259	313	+72%
Amer. Indian	32	39	36	43	41	+28%
Asian/Pacific	130	146	166	180	205	+58%
White	1,508	1,572	1,609	1,558	1,692	+12%
Total*	2,290	2,449	2,593	2,588	2,908	+27%

*Columns may not total exactly due to rounding or to incomplete responses.

The greater enrollment increases for ethnic minorities mean the student body became ethnically more diverse. From 1997 to 2002, the percentage of minority students (headcount) at CCA increased from 33 percent to 41 percent.

Table 5.5: Enrollment by Ethnicity as a Percentage of Total Enrollment (Headcount)

Ethnicity	Academic Year				
	97/98	98/99	99/00	00/01	01/02
African Amer.	16%	16%	16%	17%	18%
Hispanic	8%	9%	9%	10%	11%
Amer. Indian	2%	2%	1%	2%	1%
Asian/Pacific	5%	6%	6%	6%	6%
White	67%	65%	63%	61%	59%

*Columns may not total 100% due to rounding or to incomplete responses.

CCA's FTE enrollment grew faster for most ethnic minority groups than it did for the college as a whole (27 percent).

Transfer Programs

The first of CCA's five purposes is "to offer the first two years of college and university education for students who wish to transfer to baccalaureate degree-granting institutions." The College offers three transfer degrees: the Associate of Arts (AA), Associate of Science (AS) and Associate of General Studies (AGS). All require a minimum of 60 semester hours. (*The College Catalog*)

The AA degree transfers into a baccalaureate degree program with junior standing in the arts, humanities, social or behavioral sciences, or a professional field with such disciplines as its base. The AS degree transfers into a baccalaureate degree program with junior standing in one of the mathematical, biological or physical sciences, or a professional field with one of these disciplines as its base.

The College also offers two types of AGS degrees – articulated and general. The articulated degree has a designated occupational emphasis such as paralegal or criminal justice and a written transfer agreement with specific four-year institutions. The general degree is to meet individual career goals. (*Transfer agreements are in the Resource Room document 5.20*)

The majority of CCA transfer students go to the following four-year schools (ranked by number of students transferring): Metropolitan State College of Denver, the University of Colorado at Denver, Colorado State University in Fort Collins, the University of Northern Colorado in Greeley and the University of Colorado at Boulder.

CCA students who transfer to these institutions have done well academically. For example, in the fall semester 2002, the grade point average (GPA) for all Metro State juniors was 2.90, while CCA transfers to Metro who were juniors had a GPA of 3.02. For seniors at Metro, CCA transfers had a GPA of 3.09, above the overall GPA for Metro seniors of 3.06. (*Resource Room document 5.21*)

The first of CCA's five purposes is "to offer the first two years of college and university education for students who wish to transfer to baccalaureate degree-granting institutions."

CCA students who transfer to these [four-year] institutions have done well academically.

Transfer Program Enrollment

AA and AS degrees

Approximately one-half of all degree-bound CCA students seek AA and AS degrees. However, as Table 5.6 shows, the number of AA and AS degrees awarded declined over the period 1997-98 to 2001-02. The decline was greater for AS than for AA degrees.

Table 5.6: AA and AS Degrees Awarded

Degree Awarded	Academic Year					%Change 97/98-01/02
	97/98	98/99	99/00	00/01	01/02	
AA	133	118	99	129	120	-10%
AS	50	47	48	43	33	-33%
Total	183	165	147	172	153	-16%

Table 5.7 shows that the decline in AA and AS degrees CCA awarded was greater for male students than for female students.

Table 5.7: AA and AS Degrees Awarded by Gender

Gender	Degree	Academic Year					%Change 97/98-01/02
		97/98	98/99	99/00	00/01	01/02	
Male	AA	35	27	24	30	29	-17%
	AS	21	19	23	18	11	-48%
Female	AA	98	91	75	99	91	-7%
	AS	29	28	25	25	22	-24%

The largest numerical decrease in AA degrees awarded was among White students. However, the percentage of decrease was larger for ethnic minority students (42 to 36 or 23 percent) than for White students (90 to 80 or 11 percent). The AS degree shows a similar pattern, although with larger percentage decreases. The number of White students awarded AS degrees dropped from 36 to 26, a decrease of 28 percent, while the number of ethnic minority students awarded AS degrees dropped from 14 to 7, a decrease of 50 percent.

Table 5.8: AA Degrees Awarded by Ethnicity

Ethnicity	Academic Year				
	97/98	98/99	99/00	00/01	01/02
African Amer.	26	15	16	26	24
Hispanic	9	11	11	3	9
Amer. Indian	2	0	4	1	1
Asian/Pacific	5	4	9	13	2
White	90	88	55	85	80
Total*	133	118	99	129	120

*Columns may not total exactly due to rounding or to incomplete responses.

Table 5.9: AS Degrees Awarded by Ethnicity

Ethnicity	Academic Year				
	97/98	98/99	99/00	00/01	01/02
African Amer.	9	4	5	7	3
Hispanic	2	4	4	3	2
Amer.Indian	0	0	1	0	0
Asian/Pacific	3	3	7	3	2
White	36	36	30	30	26
Total*	50	47	48	43	33

*Columns may not total exactly due to rounding or to incomplete responses.

One possible explanation for the decline in AA and AS degrees is the rapid expansion of CCA's certificate programs during the economic boom of the late 1990s. During this period, people wanted training for immediate job advancement and the relatively good salaries that resulted from that training, particularly in computer-related fields. Results from the College's 2001 Survey of Vocational Graduates show, for example, that respondents who completed an AAS degree at CCA in 2000 were earning an average hourly wage in 2001 of \$17.77. The same survey showed that respondents who completed a CCA certificate that year were earning an average hourly wage of \$18.28.

Another possible explanation for the decline in AA and AS degrees is that students who start their studies at CCA seeking those degrees transfer to four-year institutions before they complete their degrees. The structure of Colorado's public higher education core curriculum and the four-year schools' aggressive recruiting of community college students may contribute to early transfer.

The decrease in the number of AA and AS degrees earned by minority students from 1997-98 to 2001-02 was particularly surprising, given the large increases in their overall enrollment at CCA during the same period. While FTE enrollment of ethnic minority students increased by 49 percent, the number of AA and AS degrees earned by minority students decreased by 23 percent. The most dramatic example of this was the 72 percent increase in Hispanic FTE enrollment over the five-year period with no parallel increase in the number of AA and AS degrees awarded to Hispanic students (11 in 1997-98 and 11 in 2001-02). However, the number of certificates earned by Hispanic students during the period increased from zero to 57.

Given the importance and economic benefits of four-year degrees, CCA is challenged to increase the AA and AS degree graduation rate for all students. Of particular concern is the need to better understand why the College's degree completion rates for ethnic minorities fell during this period when their overall enrollment numbers increased. At the same time, the dramatic increase in minority completion rates for certificates is a very positive development.

Results from the College's 2001 Survey of Vocational Graduates show that respondents who completed an AAS degree at CCA in 2000 were earning an average hourly wage in 2001 of \$17.77. Respondents who completed a CCA certificate that year were earning an average hourly wage of \$18.28.

AGS Degrees

Data are not available separately for the articulated AGS degree. However, during the five-year period used for the self-study, the number of general and articulated AGS degrees CCA awarded increased by only 2 percent. An increase in the number of female students earning AGS degrees accounted for the overall increase.

Table 5.10: AGS Degrees Awarded by Gender

Gender	Academic Year					%Change 97/98-01/02
	97/98	98/99	99/00	00/01	01/02	
Male	18	13	13	16	18	--
Female	37	26	28	24	38	+ 3%
Total	55	39	41	40	56	+ 2%

AGS degrees earned by CCA ethnic minority students declined slightly from 23 to 21, while the number earned by White students increased slightly from 32 to 35. The most significant change was among African-American students, who earned 17 AGS degrees in 1997-98 and 11 in 2001-02.

Table 5.11: AGS Degrees Awarded by Ethnicity

Ethnicity	Academic Year				
	97/98	98/99	99/00	00/01	01/02
African Amer.	17	15	8	11	11
Hispanic	4	3	4	1	6
Amer. Indian	0	0	2	1	3
Asian/Pacific	2	1	3	1	1
White	32	19	23	26	35
Total	55	39	41	40	56

*Columns may not total exactly due to rounding or to incomplete responses.

General Education Core Curriculum

The Colorado Community College System and Colorado public four-year colleges and universities have agreed on a fully transferable general education core curriculum (the Core). The agreement makes it possible for CCA students to complete a general education curriculum guaranteed to transfer (if students complete the courses with a grade of “C” or better) to the state’s public four-year higher education institutions. (*College Catalog*)

CCA requires that to earn an AA degree, students must complete 34 credit hours (33 hours for an AS degree) in the general education core curriculum as part of the 60 credit hours needed for the degree. After CCA officially certifies that a student has completed these credit hours, regardless of whether the College confers a degree, all other Colorado public colleges or universities will accept these courses. However, if a student does not complete all the core credit hours prior to transfer, the receiving institution reviews and accepts the credits earned on a course-by-course basis and may require the student to complete additional general education credits.

Thus, the Core is a mixed blessing for the College. The transferability of the core courses encourages students to stay at CCA to complete these courses, but may also encourage students to transfer to four-year schools once they have completed the 33 or 34 credit hours without completing the AA or AS degree.

A faculty-driven project, GE 25 (GE for general education and 25 for the total number of two- and four-year institutions involved) is continuing the work of the committee that originally developed the Core. GE 25’s major significance is that some general education core courses will be designated as “guaranteed to transfer” among all public two- and four-year institutions of higher education in Colorado, regardless of whether or not a student completes all of the core credit hours before transferring. (*Resource Room document 5.22*)

The State Board for Community Colleges and Occupational Education has been trying for a number of years to ensure that the entire AA and AS degrees transfer to all four-year public colleges in Colorado and that graduates can transfer with junior standing. The results have been uneven, especially in certain disciplines. However, it appears at the time of this writing that the 60-hour transfer of AA and AS degrees has been accomplished.

The Colorado Community College System and Colorado public four-year colleges and universities have agreed on a fully transferable general education core curriculum.

Assessment of Transfer Programs

The positive outcomes from CCA's student-centered pedagogy and faculty members' expertise are evident in the success of the College's transfer programs. The self-study has found evidence for these outcomes in the data sources discussed earlier. The evidence includes the following:

- CCA prepares students well to transfer to four-year institutions. CCA transfers to the University of Colorado at Denver graduated with a GPA of 3.12. (*Resource Room document 5.23*)
- CCA students who transfer to Metropolitan State College of Denver generally earn higher grade point averages, especially in their senior year, than do non-transfer Metro students. (*Resource Room document 5.24*)
- For transfer programs, fall-to-spring and spring-to-fall retention rates remained relatively stable from 1996-97 to 2000-01. (*Resource Room document 5.25*)
- CCA graduates indicate that the College programs and services have helped them transfer. Graduates completing the 2001 Graduate Survey responded with a mean rating of 3.14 to the item, "The experience at CCA helped the student transfer," on a scale from 1 (not at all) to 4 (a very great extent). (*Resource Room document 5.26*)

As CCA further develops its assessment program (see Chapter 6), the College will continue to use information collected about student learning to make changes and improvements in transfer programs. As part of this process, CCA will need to integrate assessment results more closely into transfer program planning and budgeting processes.

Occupational Programs

Part of the legislated mandate for the community colleges in Colorado is that they should "... offer a broad range of ...vocational and technical education programs ... to fill the occupational needs of youth and adults in technical and vocational fields ... " (Colorado Revised Statutes 23-60-201). CCA's second of five stated purposes is to provide "occupational education for students who are seeking job preparation, career mobility, and/or job retraining ... " Students earn an Associate of Applied Science (AAS) degree or a certificate upon successful completion of these programs. (*Resource Room document 5.27*)

The college awards AAS degrees in accounting, applied technology, computer information systems, criminal justice, early childhood education, equipment and transportation technology, film and video technology, management, marketing and public service. CCA also awards nearly 40 different certificates in accounting, biotechnology, computer information systems, criminal justice, early childhood, film and video technology, management, mediation, paralegal, public service and real

CCA students who transfer to Metropolitan State College of Denver generally earn higher grade point averages, especially in their senior year, than do non-transfer Metro students.

CCA's second of five stated purposes is to provide "occupational education for students who are seeking job preparation, career mobility, and/or job retraining ... "

estate. Approximately 30 percent of all student applications indicating an educational goal specify the AAS degree, and approximately 7 percent specify a certificate. *(Catalog and Resource Room document 5.28)*

AAS degrees

The AAS degree prepares students for immediate entry or advancement in the workplace. The degree requires 60 to 72 semester credit hours, depending upon the program. These programs are not intended for transfer, but many four-year institutions accept courses from them. State Board policy 9-40 requires that AAS degrees have a minimum of 15 credit hours of general education. *(The College Catalog and Resource Room document 5.29)*

The number of AAS degrees CCA awarded increased by 77 percent from 1997-98 to 2001-02. The increase varied considerably by gender, with the number of degrees awarded to males increasing by 112 percent and the number of degrees awarded to females increasing by 61 percent. However, the five-year increase in the number of degrees awarded was actually greater for females (22) than for males (18).

The number of AAS degrees CCA awarded increased by 77 percent from 1997-98 to 2001-02.

Table 5.12: AAS Degrees Awarded by Gender

Gender	Academic Year					%Change 97/98-01/02
	97/98	98/99	99/00	00/01	01/02	
Male	16	22	21	17	34	+112%
Female	36	45	47	42	58	+ 61%
Total	52	67	68	59	92	+ 77 %

All ethnic groups showed an increase in the number of AAS degrees earned at CCA over the five-year period. However, there were some relatively large fluctuations by group from year to year. For example, the number of White students earning AAS degrees fell to 35 in 2000-01, but rose dramatically to 64 the following year. Likewise, while no Hispanic students earned AAS degrees in 2000-01, the College awarded eight AAS degrees to Hispanic students in 2001-02, the highest number during the five-year period. The reasons for these fluctuations are not clear.

Table 5.13: AAS Degrees Awarded by Ethnicity

Ethnicity	Academic Year				
	97/98	98/99	99/00	00/01	01/02
African Amer.	6	11	15	13	13
Hispanic	5	4	4	0	8
Amer. Indian	0	0	1	0	1
Asian/Pacific	0	3	3	2	6
White	41	48	45	35	64
Total*	52	67	68	59	92

*Columns may not total exactly due to rounding or to incomplete responses.

Certificates

The dramatic growth in certificate completions is one of the major developments in CCA's instructional programs in the last few years. However, unlike degrees, certificates vary widely in the number of required credit hours. CCA certificates require between 10 credit hours (real estate) and 48 credit hours (emergency medical provider). Approximately two-thirds of the College's certificates require 30 or more credit hours. Certificate requirements may include both occupational and general education courses. Among the issues needing review related to certificates are the wide range in the number of credits needed to earn certificates and the role of the lifelong skills and assessment in certificate programs. (*College Catalog*)

Over the last five years, CCA has developed new certificates in response to community needs. During this period, the College began to offer certificate programs in computer information technology (including Cisco), the police academy and the fire academy, resulting in a significant increase in the number of CCA students completing certificates. The increase was much greater for males than for females and helped to reduce the gap between male and female enrollment at the College. (*Resource Room document 5.30*)

The dramatic growth in certificate completions is one of the major developments in CCA's instructional programs in the last few years.

Table 5.14: Certificates Awarded by Gender

Gender	Academic Year					%Change 97/98-01/02
	97/98	98/99	99/00	00/01	01/02	
Male	4	8	103	140	210	+5,150%
Female	22	21	27	64	113	+414%
Total	26	29	130	204	323	+1,142%

The number of certificates CCA awarded to students in all ethnic groups increased substantially from 1997-98 to 2001-02. Whereas in the first year of the period only four ethnic minority students (including no African Americans, Hispanics or American Indians) earned certificates, 128 did so in the last year of the period.

Table 5.15: Certificates Awarded by Ethnicity

Ethnicity	Academic Year				
	97/98	98/99	99/00	00/01	01/02
African Amer.	0	1	11	28	48
Hispanic	0	2	16	26	57
Amer. Indian	0	0	1	2	7
Asian/Pacific	4	2	2	14	16
White	22	24	96	129	191
Total*	26	29	130	204	323

*Columns may not total exactly due to rounding or to incomplete responses.

Program Advisory Committees

Program Advisory Committees (PAC) are the primary outside element assuring rigorous review and relevance in occupational programs. In addition to helping the College meet its high expectations for program quality, they strengthen CCA's relationship with the community and provide information to support more inclusive instructional decision-making. The vocational programs with a program advisory committee are accounting, biotechnology, business/management/marketing, computer information systems, equipment and transportation technology (diesel mechanics), early childhood education, emergency medical services, film/video technology, mediation, paralegal, and public service/criminal justice, including police and fire academies. (*Resource Room document 5.31*)

A PAC's primary purpose is to advise CCA faculty on establishing, operating and evaluating programs that serve the needs of students, businesses and industry and to provide technical expertise pertaining to the changing needs of the workaday world. For example, the advisory committee for the equipment and transportation technology program recommended program changes to attract more students.

A program advisory committee is composed of five to eight individuals whose experience and abilities represent a cross section of a particular occupational program area. The committees generally meet two times each academic year.

To ensure and improve the quality of its occupational offerings, the College regularly modifies programs using information from advisory committees, faculty and program reviews. For example:

- Film and video technology, equipment transportation technology, and computer information science all moved into significantly larger facilities with more and updated equipment.
- Based on industry needs, the business/marketing/management program updated its curriculum by adding and removing outcomes and changed the requirements for courses needed for degree completion.
- Early childhood education developed new partnerships in the community.

A Program Advisory Committee's primary purpose is to advise CCA faculty on establishing, operating and evaluating programs that serve the needs of students, businesses and industry and to provide technical expertise pertaining to the changing needs of the workaday world.

Certificate and Degree Program Development

The close, positive relationship the College has with the community is essential to occupational program development. Industry demand drives the development of new certificates and degree programs. Generally, new programs are created when a program advisory committee member or a faculty member identifies a need. Because the majority of occupational faculty members are adjunct and work in the field where they teach, they see needs as they emerge. Once an instructor or a committee member has identified a need, regular faculty members discuss it among themselves and then with their dean. If faculty members and the dean believe that the new program or certificate meets a real industry need, they take the proposal to the program advisory committee. Alternatively, in new program areas, a dean may convene a group of industry experts to discuss the proposed program or certificate. With input and suggestions from the committee or panel of experts, faculty members begin work on developing the program. If new courses are needed for the program, faculty members develop them in coordination with the dean and submit them to the college curriculum committee and the Instructional Leadership Team for review and approval. After faculty members have put all of the courses in place and met the program requirements, CCA submits the new program to CCCS for approval. (*Resource Room document 5.32*)

Assessment of Occupational Programs

The College uses a variety of assessment data to measure the quality of its occupational programs. The data include placement rates for specific AAS degrees and certificates, professional examination pass rates, program awards, enrollment data, retention data, graduation statistics and graduate survey data.

Among the highlights derived from this data are the following: (*Resource Room document 5.33*)

- Eighty-nine percent of respondents to the College's 2001 Vocational Graduates Survey said that their CCA training and education had met their goals.
- Of those respondents to the 2001 Vocational Graduates Survey who were employed at the time of the survey, 74 percent said that their CCA education or training had helped them to get or to keep their jobs.

The close, positive relationship the College has with the community is essential to occupational program development. Industry demand drives the development of new certificates and degree programs.

Eighty-nine percent of respondents to the College's 2001 Vocational Graduates Survey said that their CCA training and education had met their goals.

- Fall-to-spring and spring-to-fall retention rates remained relatively stable from 1996-97 to 2000-01 for AAS degree and certificate programs.
- Law Enforcement Academy students have passed the Colorado state certification examination at an average annual rate of 88 percent. Of the 514 persons who have graduated from the Law Enforcement Academy since its inception, 76 percent were employed in law enforcement as of December 2002.
- The rate of completion for the firefighter program is almost 100 percent. Of the 228 students who have graduated since the program's inception, 98 percent were employed as of December 2002.
- The equipment transportation and technology program has placed 100 percent of its graduates. Since this program changed from a night program to a day program, its attrition rates have dropped from 80 percent to the current 5 percent.



Occupational Program Accreditation

CCA has three occupational programs with outside agency accreditation or training standards. The programs include the following:

- The emergency medical provider program, which is accredited by the Colorado Department of Public Health and Education, has applied for national accreditation with the Commission on Accreditation on Allied Health Education Programs. A site visit is scheduled for May 22-23, 2003. (*Resource Room document 5.34*)
- The Basic Law Enforcement Training Academy, which is approved by the Colorado Peace Officers Standards and Training (P.O.S.T.) Board, an arm of the Colorado Attorney General's Office. (*Resource Room document 5.35*)
- The Fire Academy, which must meet training standards set forth by the National Fire Protection Association. (*Resource Room document 5.36*)

General Education

CCA's third of five purposes is "to provide education that strengthens the academic background of the students and prepares them to pursue their educational and career goals."

CCA supports the philosophy that general education courses should be a part of every student's course of study, regardless of the major, and that general education courses impart the broad base of knowledge that society expects of college graduates.

The State Board for Community Colleges and Occupational Education has defined the minimum number of general education credits required for each associate degree. Consequently, all degrees CCA offers have a minimum general education course requirement in English/speech, social and behavioral science, mathematics, science and humanities. Each academic division teaches some of the general education courses. The GE 25 Project continues the core concept and integrates it with the four-year college and university degrees. GE 25 expands the number of required social science credits to nine, but otherwise retains the spread of required credits across the various clusters of disciplines.

Colorado employs a statewide system of basic skills assessment and mandatory placement to determine the appropriate English and math course for each student. Students whose college entrance examination scores or basic skills assessment scores are below the threshold for ENG 121 (English Composition I) or MAT 121 (College Algebra) are placed into the appropriate developmental English or developmental math courses. A separate Level of English Proficiency (LOEP) test is used, when appropriate, to place students in English as a Second Language courses. While developmental courses do not transfer, they do impart the skills needed for success in general education courses.

Outside of class, students can receive extra assistance through the Writing Studio, designated tutoring areas for accounting, math, science, the English Language Institute, and the developmental lab. Specialized tutoring assists students for whom English is not their primary language in their math, science, and computer courses. Besides live tutors, software in the various labs helps students improve their skills.

Within disciplines, CCA tailors the offerings to reflect student demand, at the same time encouraging experimentation and exploration. As one example, the foreign language department has seen steady growth in the demand for Spanish courses, while still offering single sections of German, French and Japanese. Predictable offerings of Introduction to Literature

CCA's third of five purposes is "to provide education that strengthens the academic background of the students and prepares them to pursue their educational and career goals."

and Masterpieces of Literature are augmented by the occasional Shakespeare course. The Maymester study-abroad program has taken history, humanities, and art students to Italy, France, and Spain for an enriched version of courses usually confined to the classroom.

Community college students juggle work, family and school commitments. Given the importance of general education courses, CCA schedules a complete range of those offerings at the CentreTech, Lowry, and Grandview campuses, and at different times. CCA offers the general education courses in a variety of formats, including: face-to-face and Internet; hybrid courses with research, field work, or internet delivery paired with face-to-face instruction; weekend college; late start courses; fast track compressed courses; and guided individual studies. In many of the general education courses, students can obtain credit for prior learning using standardized tests, portfolios, or a combination of the two.

Studio arts, acting, dance, and instrumental music do not fall in the Core curriculum, although art appreciation, art history, theatre history, music appreciation, and music history do. Despite that, such hands-on courses are commonly described in the statewide common course numbering system, and do count as electives. The arts are vital components in a well-rounded education, and in the life of the college. The new Larry D. Carter Theatre, a black-box experimental space, has had a catalytic effect on the fine arts program at CCA. The quality and complexity of theatre productions has jumped exponentially, as have enrollments in acting classes. The same space has prompted rapid growth in the dance and music programs, with the fall 2002 show *Cabaret* merging all three art forms into a triumphant celebration of what students and faculty can achieve when they dare. Conversion of former science labs into ceramics and photography studios is having the same effect on those arts.

Basic Skills

The primary vehicles for strengthening the academic preparation of students are face-to-face tutoring and a series of developmental (i.e. pre-college-level) courses in English composition, math, reading, study skills and English as a Second Language (ESL). *Tutoring services are explained in Chapter 7.*

For several years, CCA operated its developmental studies program in accordance with a State Board policy that mandated assessment of academic skills but not placement into courses suggested by assessment scores. Although many students enrolled in appropriate developmental



courses, others chose to waive the recommendations and placed themselves in higher-level courses. The College implemented a revised State Board policy in July 2001. The new policy not only requires assessment but mandates placement in the recommended course.

The community's rapidly growing immigrant population offers new challenges for the College's basic skills program. The College has taken a number of steps in the past year to improve the quality of its ESL and other basic skills classes:

- CCA uses the Levels of English Proficiency (LOEP) placement test to assign students to appropriate ESL courses. When a surprising number of students tested at low proficiency, the College began to offer an introductory ESL course in spring 2003.
- Some immigrant and international students begin college courses and then realize they lack the needed English language skills. To accommodate these students, the College has begun to offer additional weekend and late-starting ESL courses.
- The College created a new English Language Institute (ELI)—headed by a full-time director—to support the existing for-credit ESL academic program and other ESL initiatives on campus and in the community. In one such initiative, the ELI has established specialized tutoring sessions for ESL students taking math, science and computer courses.
- The English 030 classes have been filled, not with English-speaking students lacking skills in grammar and composition, but with non-English speaking students lacking English. In response, the College is expanding its ESL offerings.
- The College has created a shared laboratory space for developmental English, basic skills and LOEP testing.
- Developmental English (which includes ESL) offers multiple sections of six courses at both campuses in traditional and intensive formats. In response to course feedback and LOEP performance scores, the department will offer a new introductory reading course in summer 2003.
- To measure the quality of its basic education courses, the College collects basic skills assessment and mandatory placement data, LOEP scores and statistics on the number of degree-earning graduates who have taken developmental courses. (*Resource Room document 5.37*)



- State-ordered basic skills assessment and mandatory placement into math and English courses have helped in those areas but do not take into account ESL placement. The LOEP tests are beginning to fill that need, but testing and placing all those who need such assistance remains a challenge.

Distance Learning

The fourth of CCA's five stated purposes is to provide "diverse educational experiences that are responsive to the needs and interests of persons in the community who desire to enhance their occupational, intellectual, cultural, social or personal development." Distance education makes courses accessible to students who are not able to attend traditional classes on campus and provides an alternative medium for other students. CCA first offered classes over the Internet in the mid-1990s, and online enrollment has grown since then. In 2001-02, the College ranked fifth in online enrollments of all Colorado public institutions of higher education. There were 1,220 students enrolled in Internet courses in the spring of 2002. (*Resource Room document 5.38*)

The College has changed distance education formats in response to changing technology and changing demand. Telecourses, in which enrollment declined as other options emerged, were last offered in the spring of 2001. Hybrid courses, which combine classroom meetings with out-of-class activities that may be over the Internet, began in the spring of 2002 with an initial enrollment of 185 students.

The distance learning instructional committee oversees the distance learning program and is composed of faculty members from all three instructional units. (*Resource Room document 5.39*)

To ensure and improve the quality of the College's distance learning programs, CCA has made the following changes:

- Appointed a half-time director of distance learning in July 2002 to manage the program's growth more effectively.
- Brought the administrative and instructional Webmasters together in one department in the summer of 2002 to provide Web support for both the instructional and administrative needs of the College.
- Conducted distance learning workshops each semester for faculty currently teaching online courses and for those interested in teaching them. Workshop topics include online course development and online course management.

The fourth of CCA's five stated purposes is to provide "diverse educational experiences that are responsive to the needs and interests of persons in the community who desire to enhance their occupational, intellectual, cultural, social or personal development."

In 2001-02, the College ranked fifth in online enrollments of all Colorado public institutions of higher education. There were 1,220 students enrolled in Internet courses in the spring of 2002.

- Conducted informational meetings at the start of each semester for students interested in taking distance learning classes.

To measure the quality of its distance education courses, the College collects enrollment and course evaluation data.

Among the findings of the self-study are that CCA will need to upgrade its equipment and infrastructure to support the increased numbers of students wanting to connect to the Web server for course materials and exams. The current networking infrastructure is adequate, but the College will need additional bandwidth and speed to and from the Internet in the near future.

Workforce Development and Training

Included in CCA's second of five purposes is "Just-in-time workforce development and customized training on-site for business and industry." CCA responds to this purpose by providing community education and training through the Workplace Solutions Center, the Center for Workforce Development, and the Aurora Small Business Development Center/Small Business Management Program. Taken together, these units provide a continuum of workforce development to a broad range of people and organizations. Chapter 9 presents additional information about all three units and their partnerships in the community.

Among the contributions of these programs are the following:

- An active presence in the community in an extremely wide range of locations and venues from a store-front on Colfax Avenue in north Aurora to training activities in the area's largest corporations.
- A variety of relationships with governmental units, companies, non-profit organizations and individuals.
- A model useful to all the College's instructional programs of how to provide ongoing nurturing and support to individuals, small businesses, and larger organizations.
- A substantial contribution to the economic development of the College's service area.

Workplace Solutions staff members provide both credit and noncredit customized training to business, government and community organizations. The training includes areas such as leadership,

CCA's community education and training programs provide an active presence in the community in an extremely wide range of locations and venues from a store-front on Colfax Avenue in north Aurora to training activities in the area's largest corporations.

management, supervision, computer software use, oral and written communication, problem solving, English language acquisition and designations for insurance professions.

The Center for Workforce Development provides case management, job training, and college credit classes to Adams County Social Service recipients and low-income working families. Some program participants go on to enroll in additional CCA classes. As of May 2002, the Center's Essential Skills program generated over 52 annual FTE.

The Aurora Small Business Development Center is a joint venture between the College and the City of Aurora offering business planning and analysis to its clients. The Small Business Management Program offers college credit for on-site instruction for business owners/operators. To enhance the hands-on business visits, the program offers evening seminars and workshops on a variety of business-related topics.

To understand how effectively the College is providing community education and training, CCA collects enrollment data, information on revenue generated, participation rates, and awards received. The data show that

- from 1999 to 2002, the Workplace Solutions client base increased from 23 business partners to 65.
- from 1999 to 2002, the number of employees trained in Workplace Solutions doubled to over 3,000 and training grew from single offerings to multiple-year programs.
- in 1998, Workforce Development's first contract with Adams County Department of Social Services was \$45,000 for one 3-credit hour class that served 45 participants. The current contract (2002-03) is over a half a million dollars and offers a 19-college credit program to over 150 participants.
- in 2001-02, Workforce Development had the highest federal work participation rate of 32 contractors, and the highest job placement in Adams County (57 placements). As a result, the county awarded the center a \$46,000 bonus.
- the director of the Aurora SBDC has won the prestigious SBA Home Base Business Advocate of the Year Award, the Colorado State Star Award, and the Rural Trailblazer of the Year Award.

In 2001-02, Workforce Development had the highest federal work participation rate of 32 contractors, and the highest job placement in Adams County (57 placements). As a result, the county awarded the center a \$46,000 bonus.

To ensure and improve the quality of its community education and training programs, the College has made the following changes:

- Increased external environmental scanning to identify community needs. Example: offering GED preparation in Spanish to north Aurora Hispanics.
- Improved collaboration with other community colleges to develop and provide community education and training.

