Community College of Aurora

Request for Change in Educational Sites

Submitted to the
Higher Learning Commission
of the
North Central Association

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Question 1 -- What change is being proposed?

1. **The Specific Change Being Proposed**

   Over the last two years, changes in Colorado legislation and policy leaders’ focus on earlier access to higher education, new school district leadership and high schools’ desire to better serve their diverse and disadvantaged students, and faculty and staff commitment to increased access to the college have propelled growth in the Community College of Aurora’s (CCA) concurrent enrollment programs [Appendix 1.1 – Concurrent Enrollment Growth]. Accompanying this rapid growth have been opportunities for the college to develop new plans and processes for working with high schools.

   CCA is now offering, or will soon be able to offer, 50 percent or more of the courses that lead to an associate degree to qualified students at four high schools in two school districts in our service area: the Aurora Public Schools (APS), formally known as Adams-Arapahoe 28J, and the Cherry Creek School District (CCSD). The college is requesting that the Higher Learning Commission extend our accreditation to include delivery of a significant portion of an AA, AS, or AAS degree at the following sites [Appendix 1.2 – Map of Site Locations and Existing Campuses] [Appendix 1.3 – High School Profiles].

   **Aurora Public Schools:**
   - Aurora Central High School – 11700 East 11th Avenue, Aurora, CO 80010
   - William Smith High School – 400 Airport Boulevard, Aurora, CO 80011
   - Rangeview High School – 17599 East Iliff Avenue, Aurora, CO 80013

   **Cherry Creek School District:**
   - Overland High School – 12400 East Jewell Avenue, Aurora, CO 80012

2. **The Expected Outcomes of this Proposed Change**

   The proposed change will increase access to college for students, particularly for those from underrepresented groups and from high schools in Aurora’s low-income neighborhoods. The change will also help to improve high school graduation rates and increase the number of students who transfer to, and succeed at, four-year colleges and universities. These outcomes directly address a major issue confronting our state: “The Colorado Paradox.”

   Colorado has one of the most educated populations in the nation, ranking near the top among all states in the percentage of adults with a college degree. However, the state ranks in the bottom quarter of states in the percentage of students who graduate from high school and matriculate into a postsecondary institution. Even more alarming is the state’s rank near the bottom in the percentage of low-income students who participate in postsecondary education. For every 100 Colorado ninth graders, only 73 finish high school, just 43 go straight to college, and only 13 graduate with a postsecondary degree. Source: *Report Card for Colorado’s P-20 Public Education System. Center for Education Policy Analysis, School of Public Affairs, University of Colorado at Denver, Denver, 2008.*

   More Students in the College’s Service Area Will be Able to Enroll Immediately in College:

   Expansion of our course offerings at the high schools allows the college to serve students who might not otherwise be able to afford postsecondary education. Pursuant to state policy, students may enroll in CCA courses at their high schools at no cost to themselves or their families. High school students can also enroll in CCA courses at our CentreTech and Lowry campuses, but these students must be able to get to the campuses on their own, generally during the school day using their personal or public...
transportation. The need for transportation is a major barrier that affects students from low- and moderate-income neighborhoods, such as the area of the city around Aurora Central High School. Most of these students, and even many of their families, do not have cars. Concurrent enrollment at the high schools makes it possible for these students to take CCA classes at sites with curriculum, instruction, and student support equivalent to that at CentreTech and Lowry.

More Students Will Graduate from High School and Succeed in College:

The requested change will have important long-term outcomes for high school students in our service area. Based on recent research on concurrent enrollment, we anticipate that more students will graduate from high school, enroll full-time in four-year institutions, and stay in college for at least two years. The same research shows that several years after high school graduation, students who participate in college courses in high school will have earned higher college GPAs and more postsecondary credits than their peers. Source: *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States*. Community College Research Center, Columbia University, New York, 2007.

Positive Outcomes for the College:

We anticipate that the change will also bring positive outcomes for the college, including the following:

The proposed change will enable CCA to increase the number of Hispanic students who are enrolled in the college. Currently, Hispanic students, especially Hispanic males, are underrepresented given the number of Hispanics in our service area.

The proposed change offers an opportunity to strengthen the college’s faculty. Following a rigorous review process, the high school instructors selected to begin teaching CCA courses at their schools become college faculty equivalent to other CCA adjunct faculty members. They are available to teach classes at the high schools and to teach, if they so desire, at other CCA sites (We offer many evening and weekend classes.) They bring to that work more experience teaching in classrooms with diverse, low-income student populations than do most new CCA adjuncts. As they participate in faculty meetings, take part in faculty in-service days, and attend college events, the instructors from the high schools will be a rich resource to their CCA colleagues in areas such as classroom management and will forge new links for CCA to the community.

The proposed change will increase the college’s enrollment in several ways. High school students enrolling in CCA courses through the high school sites mean an immediate increase in college enrollment. Over the longer term, we expect many of the concurrently enrolled students will continue on for additional education at the college, possibly to earn a certificate or take a class to upgrade their work skills. Moreover, as the students (most of whom are first generation) enroll in CCA courses and become college students at the new sites, we anticipate that their parents, siblings, and other family will become interested in the college and possibly enroll in courses themselves. Given the demographics of the high schools, one college department that may benefit from family interest is English as a Second Language.

The proposed change will contribute to close working relationships between the college’s faculty and staff and their counterparts in the Aurora and Cherry Creek school districts. The college and Aurora Public Schools took an important step in 2007 when they created and jointly funded a position to work with concurrent enrollment through the PACE Setter program. That collaboration expanded with the creation in 2009 of the CCA/APS Concurrent Enrollment Working Group, comprising the leadership teams (deputy superintendent, vice presidents for instruction and student services, directors, and deans) from both institutions. CCA’s vice president for instruction, vice president for student services, and
College Pathways coordinator, who is also a CCA instructor, have started a similar working group with the Cherry Creek district. Such partnerships continue to grow and are considered a model by many in the education community.

3. **Impact of the Change on CCA’s Mission, Students Served, and Breadth of Educational Offerings**

CCA’s Mission:

*The Community College of Aurora provides lifelong educational opportunities, prepares the current and future workforce, and promotes excellence in teaching, learning, and service to our diverse community.*

The proposed change follows and supports CCA’s mission and the purposes that guide that mission [Appendix 1.4 – Community College of Aurora: Mission and Purposes]. The change reflects the mission’s emphasis on educational opportunity, diversity, service to the community, and academic excellence. Fulfilling the college’s mission has been a driving force behind the establishment of the concurrent enrollment program at the high schools.

The purposes that guide the mission have also shaped the concurrent enrollment effort. Among those purposes are to provide the first two years of college education for students who wish to transfer, education that strengthens the academic backgrounds of students, and effective student support services.

Numbers and Types of Students to be Served:

The proposed change will bring students to CCA who are younger than most at an institution where the average student age is 29 years and more than 37 percent of students are over the age of 30. The change may alter the student gender distribution: we hope to find ways to work with the high schools to reach and enroll more males. Enrollment figures from 2007 to 2009 in CCA courses both at the high schools and in the Postsecondary Enrollment Options (PSEO) program at the college show that between 39 and 41 percent of the students were males; 59 to 61 percent were females. This is close to the overall gender distribution at the college, where 60 percent of students are female and 40 percent male.

The students served through the proposed change will be even more ethnically diverse than CCA’s current enrollment. We anticipate serving a higher percentage of Hispanic students than we do now at our CentreTech and Lowry campuses. Aurora Central High School, for example, is more than 67 percent Hispanic as compared to CCA’s Hispanic enrollment of 13 percent. In Fall 2009, enrollment in CCA classes at the four high schools was 52 percent Hispanic and at Aurora Central it was 71 percent Hispanic (among those reporting their ethnicity) [Appendix 1.5 – High School Enrollment by Term and Ethnicity].

Breadth of Educational Offerings:

We anticipate no change in the college’s educational offerings because of the expansion of accreditation to cover the additional sites. We will offer the same rigorous curriculum and high quality instruction that we offer throughout the college. There are no plans to create special courses for the sites.

4. **The Commission’s Policy/Policies Relevant to this Change**

We have requested a change in educational sites.
Question 2 -- What factors led CCA to undertake the proposed change?

1. The Relationship between the Proposed Change and Ongoing Planning

There is a close relationship between the proposed change and ongoing planning at CCA. The college’s planning centers on a three- to five-year cycle of strategic goal development and implementation. The goal development emphasizes participation by numerous faculty, staff, and students through open forums, group meetings, and solicitation of suggestions via email. The process includes close involvement by the college president and cabinet, consideration of the Colorado Community College System’s goals, meetings with stakeholders, and the production of a plan that is brief and easy to read. The faculty also participates through regular Academic Forum and Chairs Council meetings, and the staff and faculty through Cabinet Advisory Council.

Goal implementation comes as vice presidents, deans, academic chairs, and department directors work with their faculty and staff members to apply the goals through annual work plans and to launch new initiatives and activities. The cabinet uses the goals each spring as it determines the following year’s spending priorities.

The proposed change exemplifies how the college’s strategic goals guide selection and launch of new initiatives, as follows (the italicized text comes from the explanatory material that accompanies each goal):

Goal 1. Increase student retention, completion, and transfer rates.

*To achieve this goal, the college will focus on improving student engagement and academic success. Strategies for these improvements will include, among others: Strengthening support services for all students including those taking classes in alternative formats.* . . .

The expansion of our concurrent enrollment efforts is vital to CCA’s achievement of Goal 1. Offering college courses that are convenient and accessible to students and that provide first-generation students with college experience can increase retention, completion, and transfer rates. This early college experience has the potential, for example, to decrease the likelihood students will need remediation. To help meet this goal, the college is committed to providing first-rate resources and activities for students enrolled in classes at all of our sites, including at each of the high schools. For example, the students enrolled in CCA classes at the high schools, as with other students at the college, can use convenient online writing tutoring services. Similarly, CCA provides library services to all of our students, including high school students, electronically and at the Lowry and CentreTech campuses.

Goal 2. Continually improve student learning.

*The college will consistently emphasize its commitment to high quality, rigorous, student-centered instruction. Among the strategies to implement this commitment* . . . *could be increasing the availability of library, technology, and other support services; and maintaining effective physical learning environments.*

As described throughout this document, CCA is continuing to develop the processes and structures to provide the same high quality instruction, rigorous curriculum, instructional support services, student support services, and assessment of student learning for courses we offer at the expansion sites as we do for courses taught at the CentreTech and Lowry campuses. Two examples of our activities to implement this goal: Soon after the establishment of CCA’s College Pathways office, the coordinator
collaborated with representatives from other colleges in the Colorado Community College System (CCCS) to develop guidelines to ensure rigor and quality for concurrent enrollment courses [Appendix 2.1 – CCCS Statement of Standards]. The coordinator meets regularly with CCA instructional department chairs to explain chairs’ responsibilities to ensure improved student learning at the high schools. These responsibilities include selecting high school teachers to serve as adjunct instructors, close examination of textbooks, approval of syllabi, and confirmation that the physical learning environments for the courses are appropriate. The college also provides opportunities for high school teachers to participate in training, as it did at a workshop for Cherry Creek School District teachers in May of 2009 and new faculty orientation sessions [Appendix 2.2 – College Newsletter Article: CCSD Teachers in CCA Workshop].

Goal 3. Increase student enrollment.

CCA will . . . introduce innovations in class scheduling, format, and delivery. The college will provide students and potential students with a clearer understanding of educational and career pathways and of the opportunities available through articulation agreements. CCA will reach out, internally and externally, to groups underrepresented in the student population including Hispanics, veterans, students in transition, second language learners/international students, high school students, and older adults.

The proposed change will contribute to increased college enrollment and achievement of Goal 3. Concurrent enrollment at the high schools provides rigorous CCA classes delivered where and when they are convenient to students, a boon to enrollment. Students gain a firsthand understanding of education and career pathways through actual participation in college-level classes. CCA’s presence at the high school sites represents outreach to high school students, but also is a significant bridge to the many ethnic, cultural, and linguistic minorities who attend Aurora Central, William Smith, Rangeview, and Overland. Hispanic students, for example, comprise more than 40 percent of the student population of the four schools (from National Center for Educational Statistics data).

Goal 4. Strengthen our human resources.

The college will implement strategies such as . . . improving employee recruitment and selection so that we have the best possible person in every position.

Recruiting high school teachers as CCA adjuncts strengthens the college’s cadre of instructors. The process for this selection is demanding, as it is for the selection of all CCA adjunct faculty members, with a review of interested teachers’ transcripts, resumes, and credentials and face-to-face interviews with the department chairs. Classroom observations and student evaluations of instruction ensure that the classes continue to be taught by the best possible instructors [Appendix 2.3 – CCA Adjunct Faculty Member Job Description].

Goal 4 guided us as we recruited and selected staff for our College Pathways program, the unit with direct responsibility for concurrent enrollment courses at the high schools. For example, as our work with Postsecondary Enrollment Options (PSEO) began to grow several years ago, we recognized the importance of having a staff person familiar with the workings of the high schools and the college. As a result, CCA partnered with the Aurora Public Schools to jointly recruit and hire Don Keeley, a former APS high school counselor and coach, to work with the high schools’ staffs and students.

To direct the concurrent enrollment efforts, CCA chose Tim Wilkerson, a college faculty member who is also an attorney. His legal skills have proven helpful during a period of change in state concurrent enrollment legislation. The college added Cheryl Tomlinson, one of CCA’s most experienced administrative assistants, to the team to work directly with the students [Appendix 2.4 – CCA College Pathways Coordinator Job Description].
Dr. Matt Gianneschi, CCA’s vice president for student services and enrollment management, formerly served as Governor Bill Ritter’s senior education policy advisor and spearheaded the 2009 ASCENT legislation for statewide concurrent enrollment opportunities.

Goal 5. Strengthen the college’s visibility and community relations.

CCA will . . . strengthen our partnerships with K-12 and postsecondary education . . . .

The concurrent enrollment efforts with Aurora Public Schools and the Cherry Creek School District have strengthened the college’s visibility and community relations. They are helping CCA achieve Goal 5: Many more high schools students and their families have seen communications about or from CCA. The college is regularly mentioned by the school superintendents in presentations about concurrent enrollment, student success, and postsecondary education opportunities [Appendix 2.5 – Aurora Sentinel Article: Joint CCA/APS Dual Credit Announcement].

The CCA/APS concurrent enrollment working group is an example of how the proposed change is strengthening our K-12 partnership and, in doing so, is helping to meet our strategic goals. The college’s partnership with APS in one of the state’s most innovative approaches to concurrent enrollment has also strengthened our visibility, as has President Linda Bowman’s leadership on Governor Ritter’s P-20 Education Coordinating Council on which she served as chair of the concurrent enrollment subcommittee. In addition, the concurrent enrollment efforts have allowed CCA and its district partners to begin work on ways in which P-20 data systems may be developed and create policies that ensure that all high school seniors have been accepted into the community college system, both primary goals of Arne Duncan, Secretary of the U.S. Department of Education.

2. The Needs Analysis Related to this Proposed Change

The need for opportunities for high school students, particularly those from diverse and low-income neighborhoods, to enroll in college courses has been apparent in Aurora for many years. Thus, needs analyses have included exploration of which approaches enrollment work best, the mechanics of implementation, and, in the case of the proposed change, which high schools have the greatest need for CCA courses to be taught at the schools. The experience of CCA faculty and staff working with the schools, community-wide working groups, school district strategic plans, and the work of the governor’s P-20 Council have all contributed to the needs analysis.

Over the past decade, individual CCA faculty and staff members have worked with Aurora, Cherry Creek, and other districts’ high schools and have seen the need and the challenges of providing CCA classes at the schools. Faculty have collaborated on theater courses with APS’ Hinkley High School, supported a GEAR UP grant with Aurora Central High School and Martin Luther King, Jr. Early College (Denver Public Schools), initiated department-to-department PSEO collaboration, and hosted many visits by high school groups for day-long math, science, and computer “camps” at our Lowry campus.

CCA representatives, including many from student services, met for several years with a grassroots postsecondary education group, whose monthly meetings brought teachers and staff from the high schools together with college faculty and staff, community groups, and youth advocates. Many in the meetings were especially concerned for the college education and future employment opportunities for students at Aurora Central High School, including those whose parents’ immigration status was not documented.
The larger community, including the business community, has contributed to the discussion and confirmed the need for concurrent enrollment opportunities. In 2006, the Foundation for Educational Excellence convened a broad-based coalition of leaders from business, education, government, and non-profits to examine educational needs in Aurora, focusing particularly on the E-470 transportation corridor on the city’s far eastern edge. As the group’s working committees heard testimony about educational needs and possible solutions, the advantages of increased opportunities for students to enroll in college courses while in high school became obvious. Also clear was the responsibility CCA would need to share with the school districts in providing increased access to higher education by offering such courses.

School planning initiatives have also provided evidence of the need for CCA courses at the high schools. When John Barry became Superintendent of Aurora Public Schools in 2006, he embarked on an ambitious “listening tour” of the district, the first step in developing the comprehensive VISTA 2010 plan for the district, adopted in November of 2006. That plan called for annual expansion of student access to college, postsecondary education options, and dual credit. In December of 2007, APS and CCA signed a formal agreement implementing what was named the PACE Setter program, the vehicle to accomplish the VISTA 2010 plan related to dual credit and postsecondary education. President Bowman serves on the superintendent’s Vista 2010 Advisory Council, along with city, business, and community leaders. APS is now conducting its Vista 2015 listening tour.

Initially, the majority of the students taking college classes used the Postsecondary Enrollment Options (PSEO), where they came to campus to take classes. As the challenges with this arrangement became apparent, including transportation and scheduling, the College Pathways coordinator, his team, and several department chairs held discussions with high school department chairs and faculty about having selected high school teachers, if qualified, deliver dual credit (CCA college credits and high school credits) at the high schools [Appendix 2.6 – Recap of Meeting with Cherry Creek School District].

The work of the governor’s P-20 Education Coordinating Council (of which Dr. Bowman is a member and subcommittee chair and Dr. Gianneschi was previously the executive administrator), articulated the same needs identified locally including having secondary students complete postsecondary credits as a means to increase high school graduation rates, to provide access to college credits for those who otherwise would not be able to afford college, and to increase the number of students who subsequently enroll in postsecondary courses/education/training. Dr. Bowman chaired the concurrent enrollment subcommittee that worked with colleges and universities, school districts, parent groups, and community members statewide to formulate recommendations for legislative approval.

The work of the P-20 Council resulted in numerous legislative initiatives, including SB 08-212, the Colorado Preschool to Postsecondary Education Alignment Act of 2008, a bill that created a fully articulated system of academic standards and assessment instruments for grades PK–13 (i.e., the first year of college) and established a common description of “postsecondary and workforce readiness.” The Council’s work also resulted in HB 09-1319, the Concurrent Enrollment Programs Act (CEPA), which dramatically reshaped the state’s dual-enrollment policies and procedures.

3. The Involvement of Various Constituents in Developing this Proposed Change

The development of concurrent enrollment in Colorado is ongoing and exciting. It complements the college’s commitment to increasing access to higher education for our community even while pushing us to develop new ways to work with the high schools. These developments and efforts have involved a wide range of constituents [Appendix 2.7 – Denver Post Article: Concurrent Enrollment Growth in Colorado]. These include the following:
• State legislators, the Governor’s Office of Policy and Initiatives, the Governor’s P-20 Council, the Colorado Department of Education, the State Board of Education, the Commissioner of Education, the Executive Director of the Department of Higher Education, and the Colorado Commission on Higher Education have provided a vision of more Colorado youth completing high school and succeeding in postsecondary education, as well as legislation and policies to support dramatically expanding the provision of college credit to high school students.

• Superintendents and other administrators have promoted the importance of students enrolling in college classes while in high school. The Colorado Association of School Executives (CASE), the membership organization for superintendents and principals, and its executive director, John Hefty, were among the most strident supporters of the changes to concurrent enrollment policies that were developed in 2009.

• In developing HB 09-1319 (Concurrent Enrollment Programs Act), Governor Ritter’s office and his P-20 Council consulted with Jobs for the Future, a national education policy research center based in Boston, Massachusetts, as well as the Education Commission of the States (ECS), one of the nation’s leading education policy development organizations. HB 09-1319 was the governor’s signature legislation in 2009 and the governor, who chairs the National Governors Association’s Education, Early Childhood and Workforce Committee, personally testified in support of the bill.

• High school principals and teachers have contributed to plans for the expansion of CCA course offerings at their schools, recruited colleagues qualified to teach, and assisted in determining which CCA courses would be best for their sites. For example, Aurora Central High School’s principal has made a point of recruiting and hiring faculty members who have the academic qualifications to teach for CCA.

• Individual CCA department chairs and faculty members collaborated with high schools in earlier efforts to provide college classes for high school students, in ongoing efforts to link CCA instructors to high schools and groups of high school students to CCA, and in the specific steps leading to the recent rapid growth in CCA courses taught by high school teachers (visits to schools, recruiting and screening high school teachers, observing classes and teachers).

• The College Pathways coordinator consults regularly with CCA instructional department chairs about the growth of the program and attends their monthly meeting to discuss how to improve the program’s operation.

• The President’s Cabinet, the Chairs Council, and Academic Forum have discussed concurrent enrollment and the proposed change, as needed.
Question 3 – What approvals have been obtained to implement the proposed change?

1. **Identify the Internal Approvals Required, and Provide Documentation Confirming these Actions**

   Until recently, CCA had adequate internal processes to serve the two-decades-old legislation that governed high school students’ postsecondary education options in Colorado and the level of enrollment that this system produced. With new legislation and policy initiatives in place, increased school district interest in higher education access for their students, and growing enrollment in CCA courses at the high schools, the college has had to develop a new framework for internal approvals of concurrent enrollment courses and curricula. The following narrative focuses on the CCA courses taught at the high school sites by high school teachers who serve as CCA adjunct instructors. The college also offers some CCA class sections at the high school sites taught by full-time faculty and adjunct faculty who regularly teach for CCA and who are not high school instructors.

   The College Pathways coordinator provides direct contact with the courses and curricula offered at each of the high school sites. He reports to the vice president for student services and coordinates with the vice president for instruction. The coordinator meets regularly with the high school principals and faculties to learn the schools’ needs for particular courses and their capacity to offer those courses, including availability of teachers who meet CCA’s rigorous adjunct qualifications.

   All courses for which CCA offers college credit at the sites are catalogued courses which have been approved through the regular course approval process. The courses have the same Common Course Numbering System (CCNS) designation, number, title, and credits (standard Colorado Community College System policies and, in the case of common course numbering, a state law) and adhere to the same course descriptions as do those CCA offers at our CentreTech and Lowry campuses.

   CCA’s intent for now is to provide students at the high schools with the opportunity to earn a significant portion of the credits required for a two-year degree at their schools, with the possibility of offering the credits for a full degree at some point in the future. The decision to do so would be contingent on the quality of the experience that we could provide and the availability of appropriate faculty, services, and facilities. The college’s concurrent enrollment approval and oversight process works as follows:

   - CCA’s College Pathways coordinator facilitates the interaction between chairs and qualified high school teachers who are interested in participating in the instruction.
   - A department chair meets with an interested high school teacher and affirms the teacher’s qualifications, the appropriateness of the course syllabus and textbook, and the adequacies of the facilities [Appendix 3.1 – Sample Approval Process for Chemistry Instructor at Rangeview].
   - The department chairs report to the deans each semester the classes that are being offered at each high school site.
   - Each semester’s offerings are approved by the deans, and courses are added to the high school concurrent enrollment database each semester.
   - The deans regularly (each spring semester) review the high school concurrent enrollment database to assess the scope and depth of offerings at each high school and make recommendations to appropriate department chairs about possibilities for alternative or additional offerings.

   The President’s Cabinet receives regular updates on concurrent enrollment and has been apprised of, and has approved, the expansion of that enrollment. Cabinet members, for example, were informed about earlier efforts to expand Postsecondary Enrollment Options (PSEO) at APS’s Hinkley High School (November 20, 2006 and January 29, 2007), discussions with APS about PSEO (February 19 and March
12, 2007), the development of the PACE Setter initiative (September 24 and October 8, 2007), and the rapid growth in enrollment following the launch of that initiative (August 25, 2008). Final approval of each new site rests with the Cabinet, based on a recommendation from Chairs Council. Chairs Council has also been tasked with responsibility for further development and modification of CCA’s concurrent enrollment plans, processes, and procedures. The Council, through a working group, is also developing a college concurrent enrollment handbook.

2. Identify the External Approvals Required, and Provide Documentation Confirming these Actions

State Level Approvals:

The Outgoing

The Postsecondary Enrollment Options Act (PSEO 1988), now being replaced, enabled Colorado high school juniors and seniors to enroll in courses offered by higher education institutions. Students’ families paid tuition which the school district then reimbursed for students who successfully completed the course. (Note: This legislation also authorized school districts to make initial payments on behalf of participating students from families for which a tuition payment would constitute a financial hardship.) The legislation directed that “institutions of higher education shall be responsible for course content and the quality of instruction. . . .”

An earlier law, Fast Track (1986), let seniors who were finished with high school requirements take more college classes than PSEO usually allowed. Fast College Fast Jobs (2007), the most recent piece of legislation in the outgoing framework, was intended to enable students enrolled in certain target high schools to receive a high school diploma and an associate degree or a career and technical education certificate within five years, provided the students enrolled in the program in ninth grade and did not transfer to another institution. This legislation proved to be difficult to implement, as the determination of eligibility was made according to a school’s performance and characteristics, not the student’s characteristics. Schools in the Aurora Public Schools were not eligible, for example.

The Incoming

The Colorado Achievement Plan for Kids (CAP4K), reform legislation passed in 2008, calls for seamless transitions through the public education system. Important for CCA’s concurrent enrollment efforts is the section of the legislation that requires a definition of “postsecondary and workforce readiness” and sets standards and assessments to measure whether students have met the definition. This legislation aligns all K-12 standards to the outcomes of the community college developmental education sequence, then “back maps” these standards through the K-12 standards.

This legislation also changes the expectation for postsecondary readiness from an arbitrary series of courses to the specific definition of postsecondary and workforce readiness described above. Finally, this legislation requires the state to replace its current standards-based assessments with a new “system of assessments” that reflect postsecondary and workforce readiness, which includes developmental placement/readiness. This new system of standards and assessments will be fully implemented in 2012.

The Concurrent Enrollment Programs Act (CEPA; HB 09-1319), passed in 2009, repeals and replaces the system under which all Colorado (and CCA’s) concurrent enrollment programs had operated for many years (PSEO, Fast Track, and Fast College Fast Jobs). It expands concurrent enrollment to highly qualified ninth and 10th graders and creates a new program so students can spend the year after their senior year taking college classes and earning associate degrees with the school district still paying their tuition. This legislation also authorized the delivery of developmental courses to 12th grade students
who demonstrate basic skills needs, most likely according to the results of the eACT assessment, a compulsory test for 11th grade students in Colorado. Another 2009 bill, SB09-285, amended the CEPA legislation to include career and technical education programs and certificates [Appendix 3.2 – Aurora Sentinel Article: Governor’s Announcement of New Concurrent Enrollment Legislation].

Colorado Community College System Level Approval:

The Colorado Community College System (CCCS) requires notification of additional college sites and CCA has given CCCS appropriate notification. The CCCS created standards for concurrent enrollment programs in 2008 to bring some uniformity to the way the 13 system colleges work with high schools and high school teachers. The College Pathways coordinator has presented these standards to CCA’s Chairs Council and uses them to guide CCA instructor and course quality at the high schools.

Work to create more uniform standards and policies for concurrent enrollment programs among CCCS institutions continues. The vice presidents for instruction from the Denver-metro area community colleges began ongoing discussions of concurrent enrollment policies and procedures in monthly meetings in February 2010. A primary reason for these meetings was to minimize differences among the five metro colleges for the benefit of area school districts, many of which lie within the service area of more than one college.

Local Level Approvals:

The school districts with which CCA partners on concurrent enrollment provide oversight and approval to the programs. The status of local levels of approval for the Aurora Public Schools and the Cherry Creek School District, the districts in which the four high schools are located, are as follows:

Aurora Public Schools

Aurora Public Schools and CCA entered into a Cooperative Agreement/Memorandum of Understanding that established the PACE Setter Program on December 19, 2007 [Appendix 3.3 – CCA/Aurora Public Schools Cooperative Agreement/Memorandum of Understanding]. The agreement generally followed the template for concurrent enrollment contracts provided by the Colorado Community College System. The goal was to expand the opportunities for APS students to earn college credit while in high school.

One example of the district’s commitment to this goal was its agreement to pay the college directly for tuition. The law at the time merely required a district to reimburse students who successfully completed college courses that they had initially paid for themselves. CCA committed itself to the goal by agreeing to waive almost all student fees and, in cases where qualified high school teachers who had become CCA adjuncts taught concurrent enrollment classes as part of their contract day with the district, to pay the district more for the instruction and the facilities than it charged the district for tuition.

As the provisions of the Concurrent Enrollment Programs Act (CEPA) are being fleshed out by a state advisory board, CCA and APS are carefully planning the implementation of the new standards. The advisory board plans to give final approval to a cooperative agreement template for school districts and colleges and an agreement and registration template for students, parents, districts and colleges. APS and CCA are designing their own agreements based on CEPA and the advisory board’s drafts so that they can begin operating under the new law as soon as possible. CCA’s fall 2010 registration opens on April 26, and the parties want to have the agreement signed by then.

Cherry Creek School District
Cherry Creek School District and CCA entered into a Cooperative Agreement that established a Postsecondary Enrollment Options Program on August 21, 2001. The agreement generally followed the template for concurrent enrollment contracts provided by the Colorado Community College System. The agreement has been the basis for concurrent enrollment transactions between CCSD and CCA since that time.

As CCSD and CCA have developed the College Ready pilot program over the last two years, they have waited to enter into a specific new agreement until CEPA was passed and the new standards were adopted by the advisory board and the state board of education. However, as part of the implementation of the College Ready program, the parties have entered into a new cooperative agreement that allows students in the 10th grade to participate. This agreement keeps all provisions of the existing agreement in place, but adds one provision of CEPA to the College Ready program. When the agreement templates are approved, the district and the college will negotiate a new contract that complies with the new law and offers students the broadest practical opportunity to earn college credit in high school.
Question 4 – What impact might the proposed change have on challenges identified during the last comprehensive visit?

Challenges directly related to the proposed change and how CCA has addressed the challenges

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

Educational Programs - Challenges

To continue to improve assessment of student learning across the institution, including systematic data collection and rigorous analysis of that data.

The proposed change affects the college’s ability to address this challenge because of the need to collect data at the high school sites. The following data are gathered to measure student learning at the CentreTech and Lowry campuses: Student evaluations of instruction, grade distributions, success rates, and measures of students’ progress toward mastery of the college’s lifelong skills (communication, critical inquiry, intra/interpersonal responsibility, technology, quantitative reasoning, and aesthetic perception). CCA began to collect all these data at the high school sites beginning in the fall of 2009 with grade and success rate information available for semesters prior to fall 2009. This has presented a logistical challenge, but a manageable one.

To maintain the quality of instruction, including faculty quality, in an era of diminishing resources.

The proposed change affects the college’s ability to address this challenge because of the need to assure the quality of instruction and faculty at additional sites. The college has collected resumes and official transcripts of all faculty members to assure that they hold the necessary credentials to teach college-level courses, but until the 2009-10 school year we had not been regularly observing all faculty members teaching college courses on high school campuses, and had not been administering student evaluations of instruction in college courses conducted on high school campuses. The department chairs developed a plan to conduct these observations beginning in the fall of 2009 and to administer the student surveys of instruction at the new sites to assure that instruction in the high schools and on the college’s current campuses is the same.

To increase the numbers of students, particularly minority students, who complete AA and AS degrees.

The proposed change enhances the college’s ability to address this challenge. High school students who begin their college studies in their home high school facilities receive an earlier introduction to college academic expectations and have the opportunity to make the transition to college level studies without the expense of tuition or the need to travel to another location. The result in the Aurora Public Schools and Cherry Creek School District will be expanded access to college for minority students. Access alone does not assure the completion of AA and AS degrees, but it does assure that more minority students have the chance to begin college and have an increased chance of completing a degree.
Issues for the Future

Understanding the effectiveness and quality of general and basic education courses.

This issue is partly addressed in the challenge to improve assessment of student learning across the institution, including systematic data collection and rigorous analysis of that data, shown above. The college is vigorously pursuing a deeper understanding of the effectiveness of its courses on all sites using the means described above. While the proposed change expands the geographic areas where the college offers courses and increases the number of courses to be evaluated, it presents only the manageable challenge of collecting data from additional locations.

CRITERION FOUR: The Community College of Aurora can continue to accomplish its purposes and strengthen its educational effectiveness.

Planning and Effectiveness - Challenges

To more effectively meet the educational needs of underrepresented groups and of immigrants not eligible for resident tuition.

To develop aggressive recruitment and retention strategies for minority faculty, staff, and students.

The proposed change enhances the college’s ability to address these challenges. More than 60 percent of qualified high school students from the Aurora Public Schools taking CCA classes through concurrent enrollment are members of underrepresented groups and/or are immigrants not eligible for resident tuition. Both groups benefit from taking CCA classes without having to pay the usual cost of tuition. The access provided by these classes serves as a recruitment strategy for minority students.
Question 5 – What are CCA’s plans to implement and sustain the proposed change?

Background

- A new concurrent enrollment environment has emerged in Colorado and Aurora: Legislative and policy changes, new and dynamic school district leadership, and concern by CCA and the public schools for increased student access to higher education.
- The number of students enrolling in CCA courses at area high schools, particularly at the four in the change of site request, grew rapidly in 2009 with demand growing more rapidly than anticipated.
- CCA has responded by revising its plans and processes to meet and take advantage of the new concurrent enrollment environment, push for student access, and comply with new legislation.
- Our guiding principle has been that the CCA education high school students receive at the high school sites is equivalent to the rigorous education we offer students at our other sites.
- Our approach has been inclusive and collaborative, guided by the College Pathways coordinator, department chairs, and the Chairs Council, with heavy involvement by faculty and school district colleagues.
- CCA and its K-12 partners are actively considering methods to streamline their work, including drafting data sharing agreements and requesting all students to complete applications for enrollment prior to the end of their 11th grade year.
- The Chairs Council and working groups formed with each district are addressing concurrent enrollment expansion and related implementation policies and procedures strategically and systematically.
- The processes needed to support and sustain expanded concurrent enrollment are in place or are being put in place this semester; all will be in place by fall semester 2010.

1. **The Involvement of Appropriately Credentialed Faculty and Experienced Staff Necessary to Accomplish the Proposed Change.**

Faculty

Adjunct Faculty Qualifications

Accomplishing the proposed change requires securing qualified faculty, who already teach at the four high school sites, to serve as adjunct faculty delivering CCA courses at their sites to students who will earn both college and high school credits. High school teachers who want to teach for CCA in their high schools must be qualified to be adjunct faculty teaching for CCA on any one of our campuses. All adjunct faculty members must meet CCA standards irrespective of what or where they teach. In fact, many adjuncts teach at more than one CCA site; some who teach at the CentreTech or Lowry campuses are high school teachers who teach in the evening or on Saturdays. One Aurora Public Schools philosophy instructor, for example, teaches concurrent enrollment classes at William Smith High School while also teaching a logic course for the college at our CentreTech campus.

CCA policy requires general education faculty to have either (1) a master’s degree from an accredited institution in the content area, or (2) any master’s degree and 18 graduate credits in the content area from an accredited institution. For example, to teach college-level English, one must have a master’s degree in English or any master's degree and 18 graduate credits in English. High school concurrent enrollment career and technical education faculty must have a secondary credential in the subject area and be eligible to obtain a postsecondary credential in the subject area. The CCA vice president for instruction has the authority to determine qualifications for all CCA faculty members.
Adjunct Faculty Hiring Process

- The CCA department chair interviews the candidate to review qualifications and discuss classes.
- The chair explains the CCA adjunct process and reviews the CCA adjunct job description.
- The chair guides the candidate through the adjunct faculty employment process.
- The candidate completes all paperwork and requirements for CCA’s Human Resources Department.
- The Human Resources Department establishes a personnel file, an “S” (identification) number, and a CCA email account for the new adjunct.

Faculty Orientation, Oversight, and Continuing Professional Development

- The College Pathways coordinator and the department chairs orient the CCA adjuncts who will be teaching in the high school sites.
- Each semester, new faculty members are required to attend New Faculty Orientation prior to the start of the semester. At this meeting, new faculty members are oriented to CCA policies, procedures, services, college requirements for assessing student learning, and instructional approaches appropriate for various student populations. For fall semester 2009, approximately 25 concurrent enrollment faculty members joined other new faculty at this orientation.
- All faculty members, including concurrent enrollment adjuncts, are invited to the all-faculty meeting and department meetings the Thursday evening before classes start.
- All adjunct faculty members are invited to attend the faculty in-service day in November (required for regular faculty) and the wide range of faculty development workshops held throughout the year, often in the late afternoons, in the evenings, or on Saturdays.
- At mid-semester, all new faculty members are required to attend a problem-solving professional development meeting at which faculty members discuss common issues and solutions.
- The college is improving the orientation and problem-solving sessions for our concurrent enrollment faculty based on feedback solicited from the high school adjuncts in telephone calls from department chairs [Appendix 5.1 – Department Chairs Survey of High School Adjuncts]. One possibility is separate sessions covering procedures and issues directly related to teaching in the high schools.
- Each new instructor, including those in the high schools, is assigned a mentor, an experienced faculty member, who guides and assists the new instructor in learning CCA’s systems. The mentor observes the instructor’s class and provides written feedback to improve instruction. Typically, adjunct faculty members mentor new adjuncts and those who serve as mentors do not teach in the same content area as the adjuncts they are mentoring. However, the department chairs are moving toward having regular faculty serve as the mentors for the new adjuncts in the high schools. Given the concern for outcomes similar to our on-campus and online offerings, they want people who teach in the content area to work with their high school colleagues.
- The chairs or their experienced designees periodically observe their adjuncts in the classroom to provide meaningful and useful feedback to improve instruction. This is done using the same observation protocols in the high school as are used at CCA’s other sites. (See response to Question 6 for details).

Requirements of Faculty

Once a high school teacher is hired as the instructor of record for a CCA course, he or she is considered equivalent to all adjunct instructors at the college. The expectations of CCA’s adjunct faculty are included in the adjunct faculty job description. The college requires the same responsibilities and performance from the high school teacher/college adjunct faculty as from other CCA adjuncts, with one
exception: Although we ask all other faculty members at CCA (face-to-face, hybrid, and online) to use our distance learning platform, we allow the teachers from the high schools to use the high school’s platform to post their syllabi, course handouts, and students’ grades. Parent and students have access to these platforms.

Curriculum Development and Oversight

CCA faculty members, with the leadership and guidance of the department chairs, are responsible for curriculum development and oversight. All courses offered by CCA are in the Colorado Community College Common Course Numbering System (CCCNS); for every course offered, the curriculum must include at least 80 percent of the course content and outcomes described in CCCNS. The adjunct faculty members from the high schools are encouraged, as are all CCA regular and adjunct faculty members, to participate in this collaborative process of curriculum development. The chairs monitor and evaluate instruction, ensuring that all CCA courses are taught at the same level of rigor. CCA has historically relied heavily on adjunct faculty, and the organizational structure allows each chair to have significant reassignment (release time from teaching) to oversee the curriculum and evaluate instruction.

In addition, all CCA syllabi comply with the CCCNS requirements. Model CCCS syllabi list the required student outcomes for every course system-wide; every course taught throughout the system must comply with these outcomes. In addition to the CCCS requirements, CCA adds its own requirements as shown in our model syllabus. Each semester, all syllabi are submitted and reviewed for required content; if the syllabi do not comply, they are returned to the faculty members for revisions.

The department chairs have a variety of tools to assist them with their oversight of curriculum and evaluation of instruction. Using the chairs database, a secure website with information about classes and faculty, a chair can enter a faculty name and access that faculty member’s course evaluations, grade distribution reports, and other information. With the help of these tools, and because of the large number of adjunct faculty that many departments work with each semester, additional adjunct faculty at these high school sites will not substantially change the demands on the chairs.

The chairs work with the adjunct faculty members from the high schools to determine which courses are appropriate for concurrent enrollment. For a course to be offered, there must be an existing high school course that meets or can be made to meet the competencies of an existing Common Course Numbering System course. Each class must meet the following criteria, subject to a department chair’s judgment:

- The course is similar to a common course in the Common Course Numbering System.
- The course is offered in the high school for high school credit.
- The course syllabus (in CCA format) contains the same course description, competencies, and topical outlines as campus-based courses, and includes course objectives.
- Tests, papers, and other assignments are at the same level, rigor, relevance, and depth as those in campus-based courses.
- The textbook and course materials are acceptable for use in teaching the college course.
- The instructional facilities, including laboratory, studio, and technology facilities, are comparable to campus-based facilities.
- The contact hours meet or exceed the number required for the course.

Making determinations about course facilities, descriptions, competencies, relevance, depth, and rigor is familiar to the chairs. They are experienced in making decisions about courses each semester at existing sites and have dealt with questions of course quality and rigor.
All instructors submit their course syllabi before the start of each semester and their attendance and grade books at the end of each semester. Chairs or their designees are available to all adjunct faculty members for assistance or support during the semester and observe adjuncts’ classes periodically to provide constructive suggestions [Appendix 5.2 – Sample Syllabi from Concurrent Enrollment Instructors].

Evaluation of Instruction

The college places strong emphasis on student learning; improvement of student learning is an institutional goal. CCA evaluates instruction in several ways (see response to Question 6 for details):

- Following groups of students from one course into subsequent courses.
- Comparison of course grade and success rate distributions.
- Annual in-class observation of all instructors by chairs or their designated representatives.
- Evaluating instructors with student feedback from a student course evaluation system.

2. The Administrative Structure (accountability processes, leadership roles) Necessary to Support this Proposed Change [Appendix 5.3 – Concurrent Enrollment Organizational Chart].

Vice President for Instruction – The vice president for instruction provides overall leadership and accountability for instruction, including the instruction at the high school sites. She reports to the college president.

Vice President for Student Services – The vice president for student services provides overall leadership and accountability for student recruitment, enrollment, advising, and student services. The College Pathways coordinator reports to him. He reports to the college president.

Deans – The college’s four instructional deans report to the vice president for instruction and are charged with ensuring that the department chairs provide appropriate oversight for all the instruction at CCA, including concurrent enrollment courses at the high schools. Twice each month the vice president for instruction convenes a standing meeting of the instructional deans, the associate dean, and the director of the college’s English as a Second Language programs.

Department Chairs – The college has 15 department chairs who report to, and are supported by, the deans. In some large departments, such as mathematics, the chairs designate an additional faculty member to assist with classroom observations. Chairs typically receive release time equivalent to the teaching of three courses a semester (regular teaching load is five courses). The creation of a new department for developmental education beginning with fall semester 2009 also freed time for the math chair and English chair. The chairs meet twice monthly: At Academic Forum, a forum for chairs and faculty with representatives of other college departments, and at the Chairs Council, a forum for discussion and decision-making about issues such as concurrent enrollment. The College Pathways coordinator attends council meetings to provide information about concurrent enrollment to the chairs.

President’s Cabinet – The president convenes a weekly meeting of the cabinet which includes vice presidents, deans, the director of human resources, and the executive director of grants and planning. The cabinet discusses items such as agreements with school districts, personnel policies, and major curriculum revisions at its meetings.
President’s Cabinet Advisory Council – The council, which meets monthly, consists of representatives from internal constituency groups including full-time and adjunct faculty, students, and classified and administrative staff. The council provides a venue for constituency groups to bring forward issues and information of concern to them, including items related to concurrent enrollment.

College Pathways Coordinator – The coordinator prepares and administers memoranda of agreement with the college’s partner districts, oversees the enrollment and registration of concurrently registered students, and maintains ongoing contact between the high school sites and the chairs and other CCA faculty and staff. The coordinator also is the center of information flow among participants. The coordinator attends meetings of the Chairs Council and Academic Forum. He is considered a member of the Chairs Council and meets at least annually one-on-one with each of the chairs who supervise faculty teaching at one of the high school sites. The coordinator works closely with the vice president for instruction. He reports to the vice president for student services.

PACE Setter Program Coordinator – In the Aurora Public Schools (APS), CCA’s largest provider of concurrent enrollment courses and participating students, the PACE Setter program coordinator works with high school counselors to screen and approve students for concurrent enrollment classes, allocates the district’s concurrent enrollment budget, and acts as a liaison between APS and CCA. He works directly with CCA’s College Pathways coordinator who reports to the vice president for student services.

Director of Testing and Assessment – The director is responsible for coordinating college placement assessments on campus and in high schools. The director is also responsible for the integrity of assessment results and their dissemination. In supporting high school students, the director of assessment coordinates the logistical arrangements for placement assessments and, when necessary, proctors assessments in the schools. She reports to the vice president for student services.

Administrative Assistant for Concurrent Enrollment – The administrative assistant for concurrent enrollment works in the office of enrollment management and oversees the enrollment and registration of all concurrently enrolled students. She reports to the director of enrollment services (registrar).

The change proposed to the Higher Learning Commission also requires, and is receiving, support from many individuals at the school districts and at each of the high schools including principals, teachers, counselors, and support personnel.

3. How CCA Will Make Learning Resources and Support Services Available to Students.

Extending Access to Learning Resources

CCA recognizes the challenge of providing resources for learning and student support to all students regardless of site (CentreTech campus, Lowry campus, high schools, and online) and has charged the dean for liberal arts with the responsibility for providing learning resources to the concurrently enrolled students at the high schools.

Our recent efforts in this area include the implementation of an interactive, online system in the Colorado Film School whereby instructors at one campus talk with students at another while simultaneously viewing edits students make to video or film footage. We have also extended support and training for high school science teachers through National Science Foundation and Workforce in Regional Economic Development (U.S. Department of Labor) grants by providing lab resources teachers would not have otherwise. In addition, the college’s tutoring services are available on both the CentreTech and Lowry campus and are available weekdays and in the evenings and on Saturdays. Concurrently enrolled students are welcomed and encouraged to come to Lowry and CentreTech to use these services. Coming
to either CCA campus during the school day is a hardship for many high school students, given their full school days. But students may have more flexibility and fewer demands on their time in the evenings and on weekends to allow them to use public transportation to come to either the CentreTech or the Lowry campus.

The growth of our online and concurrent enrollments has shown the need to extend access to our tutorial services for students who cannot access them now because they are learning completely online or at high school sites. For several years, our Online Writing Studio [Appendix 5.4 - Writing Lab Online] has provided writing support for students across all college programs regardless of location. We plan to extend this concept beyond English to all other disciplines in which tutorial services are needed.

We are considering accomplishing this by adapting Desire to Learn (D2L), our online learning platform, for tutorial services. We believe this approach will meet current needs and allow us to expand our services as enrollment grows. However, our concurrent enrollment students are not required to use D2L because their high schools use their own online platform, so we are presently looking at the use of g-mail chat functions or a site called Scribbles.com as an alternative means of providing tutoring services for our concurrent enrollment students at the high schools. Ideally, each site will provide students an asynchronous email option similar to the one we use now, plus a real-time chat option in which students will login at scheduled times and chat with a live tutor.

A major step toward improving access to learning resources came last year when CCA expanded its library services from the CentreTech to the Lowry campus. By adding space to our existing Lowry Science Library we made the full range of library services available. In addition to providing access to all our online databases, we developed our library holdings specifically for the science and career/technical programs housed at Lowry and added library staff. While these initiatives represent positive steps toward making learning resources more available, the recent expansion of our concurrent enrollment offerings has pointed out the importance of CCA’s library services for our concurrent enrollment students at the four high school sites (and any other student who does not have convenient access to our CentreTech or Lowry campuses).

The vast majority of the resources we offer students are available through the library’s web pages [Appendix 5.5 – Library Online Services]. All students, including high school concurrent enrollment students, have free access to 10,000 ebooks and 21 online databases that support college-level research (including full text content of more than 6,000 scholarly peer-reviewed journals). One of these databases is Academic Search Premier, which contains indexing and abstracts for more than 8,450 journals, with full text for more than 4,650 of those titles. The library also provides reference services through email and live chat to assist students in using the research databases for class assignments. There also are nine online tutorials available to students to walk them through doing research using online databases. Additionally, library orientation and library research assistance is available online through new research support pages on the college web site.

In addition to these electronic resources, CCA has two full-time librarians who present research demonstrations in classrooms on all campus sites including our high school concurrent enrollment sites. All instructors at all sites receive emails from our librarians multiple times each semester which invite them to schedule our librarians for a face-to-face classroom research orientation. All students can also have a CCA library card that provides full access to the print, audiovisual, and journal collection. There are more than 120 journals to support student research. Students also have full access to 3,000 instructional support videos.

**Student Enrollment and Support Services**
Student Enrollment

Students in a high school class offered for concurrent enrollment must meet the same qualifications for course placement as all CCA students. The enrollment process is as follows:

- CCA Enrollment Services staff members visit the class to explain the process and the paperwork.
- The student completes the CCA application for admission, including parent’s residency information and signature; FERPA authorization to allow CCA to provide information to the school district; and a statewide agreement form showing which classes the student is requesting and district approval of those classes.
- The student provides evidence, usually ACT or Accuplacer scores, to demonstrate eligibility to meet standard prerequisites for CCA courses.
- The student applies for the College Opportunity Fund (COF) to establish that the state will pay a portion of the tuition (per HB 09-1319, the state’s newest concurrent enrollment legislation, beginning in 2009-10, colleges may elect to use State Assigned Student Identification [SASID] numbers, a common K-12 directory-level unique identifier, for purposes of demonstrating eligibility for COF funding).
- The student is registered as a CCA student and enrolled in the college course.

Student Support Services

Students taking classes in high school for both high school and college credit are eligible to use all the services CCA offers to its students at the CentreTech and Lowry campuses and online. Students have student identification numbers and CCA email addresses that give them access to their student records and to information from Student Life on activities, discounts, and benefits available to all students. Enrollment services, including academic advising, are available online. CCA representatives visit the classes at the high schools for orientation, registration, and enrollment. CCA also provides training and ongoing support to high school staff to administer CCA assessment testing.

Concurrent enrollment students receive emails encouraging attendance at the student orientation. At orientation, students receive a thumb drive with the orientation PowerPoint and materials regarding the services offered at CCA including information on how to be a successful student, free tutoring services, and available resources. In addition, like all registered students, the concurrently enrolled students at the high schools receive the Student Bulletin via email twice each month to advise them of current college events and activities.

4. Financial Data that Document CCA’s Capacity to Implement and Sustain the Proposed Change.

The college has the financial capacity to implement and sustain the proposed change. The costs for increased concurrent enrollment are the same as the costs for increased enrollment in other courses taught by adjunct faculty. They are well within revenues. The instruction takes place at the high school sites using existing facilities and equipment. Moreover, concurrent enrollment registrations are primarily funded by the Colorado School Finance Act, the state’s K-12 funding method, which is supported by an amendment to the Colorado constitution. Thus, CCA is at no risk of financial loss as a result of offering concurrent enrollment courses.

The funding mechanism for concurrent enrollment is the same as for all college enrollment. CCA receives College Opportunity Fund (COF) dollars from the state for each enrolled student. The COF provides a per-credit stipend for Colorado residents to offset a portion of their tuition. The student share
of tuition is the total tuition minus the COF stipend. For students who do not get the COF, CCA charges the full tuition amount.

For students in concurrent enrollment courses, CCA charges the school district the student share of tuition and seeks the COF amount from the state. If a student does not apply for or authorize the COF stipend, CCA charges the district the full resident tuition for that student. However, the new Concurrent Enrollment Programs Act (CEPA) authorizes all qualified concurrent enrollment students to receive COF funding as of July 1, 2012. The college will adjust concurrent enrollment agreements with districts to reflect this change.

If a high school teacher who has been qualified as a CCA adjunct (a “site adjunct”) teaches the course at the high school as part of the teacher’s contract with the district, CCA pays the district an agreed amount for instructional program costs. CCA pays the instructors for faculty development and faculty meetings in the same way that CCA pays all adjuncts for these activities, while the district is responsible for books and other materials for the class. If a CCA adjunct who is not a teacher at the high school comes to the school and teaches the course, CCA does not pay anything to the district.

Under CEPA, the number of concurrently enrolled students and the revenue to CCA should increase. The old laws limited concurrent enrollment eligibility to 11th and 12th graders only. CEPA expands eligibility to qualified ninth and 10th graders and, potentially, to qualified students in the year after 12th grade through a program called ASCENT (Accelerating Students through Concurrent ENrollment). ASCENT students forgo graduation to remain in their school district and attend college while the district pays their tuition using per-pupil funds from the state. The number of ASCENT students in the state will depend on allocations in the annual state budget.

CEPA also permits 12th graders to take basic skills courses if they need them. CCA has executed a memorandum of agreement to offer basic skills courses to 12th graders in the Denver Public Schools and is engaged in ongoing conversations to do the same with Aurora Public Schools and the Cherry Creek School District.

5. The Timeline Used to Implement the Proposed Change.

Spring 2008 to Spring 2009
- CCCS College Pathways representatives develop standards for concurrent enrollment
- Passage of new concurrent enrollment legislation and policies emphasizing student access
- High demand and rapid concurrent enrollment growth at sites

Summer 2009
- Several high schools at or near the offering of 50 percent of CCA credits needed for degree
- Planning to address new concurrent enrollment environment and growth

Fall 2009
- Implementation of routines and standardized mechanisms to assure courses taught at high schools are equivalent to those taught at other college sites: Mentoring of faculty at high schools, observation of all classes at high schools, increased library outreach, assessment of student learning and completion of course evaluations at the high schools
- Metro Denver community college vice presidents and College Pathways personnel initiate efforts to standardize concurrent enrollment practices across colleges/districts
- CCA develops and approves through Chairs Council and Academic Forum a statement of standards for concurrent enrollment classes
• Launch of CCA/APS Concurrent Enrollment Working Group

Spring 2010
• Concurrent enrollment included in faculty deliberations of new instructional plan
• Launch of CCA/CCSD Concurrent Enrollment Working Group
• Faculty recommend that ongoing responsibility for developing concurrent enrollment policies and procedures be assigned to Chairs Council
• Chairs Council develops a CCA concurrent enrollment handbook
• Higher Learning Commission report and site visit

Summer 2010
• Recommendations from the vice presidents of the five metro-area community colleges go to the college presidents for approval
• Chairs Council makes recommendations for new concurrent enrollment policies and procedures
• College/district concurrent enrollment working groups continue to meet
• Data begins to be available on expected outcomes
Question 6 – What are CCA’s strategies to evaluate the proposed change?

Expected Outcomes and the Measures Used to Document their Achievement

Outcome One: The CCA courses taught at the high school sites will be comparable to CCA courses taught at the college’s other sites.

Faculty who teach CCA courses at the high schools and the courses they teach are evaluated in the same way instruction is evaluated at the college’s other sites. Department chairs or their designees observe teaching each semester and students complete course evaluations online for each course. The college compares the course performance of students in the high school courses with the performance of students in the same courses held at the college’s other sites. This is done using comparisons of course grade and success rate distributions by section and, where possible, comparisons of the performance of students in subsequent courses or in course sequences.

Measure: Teacher Observations

CCA conducts faculty teaching observations to foster the ongoing professional development of its full- and part-time faculty and to assure that students receive high-quality instruction. These observations include all faculty members teaching on all college sites including high schools and faculty members teaching online.

All full-time faculty members at CCA are observed annually in a teaching setting by an academic department chair. All adjunct faculty members, including those who are high school teachers teaching CCA courses at the high schools, are observed annually by the department chair or the chair’s designee, normally another full-time faculty member. Observations are conducted using a standard form [Appendix 6.1 – Classroom Observation Form] and guidelines for conducting observations [Appendix 6.2 – Guidelines for Completing Classroom Observations]. Records of observations are maintained in each department chair’s office. Following each observation, the observer meets with the observed faculty member to recognize what was most effective in the classroom presentation and to discuss what improvements should be made prior to the next observation.

Measure: Student Evaluations of Instruction

CCA gives students in all courses (face-to-face, online, hybrid, and concurrent enrollment at the high schools) the opportunity to evaluate their class online at the end of each semester. This feedback is used to help determine which adjunct instructors will return to the college and to assist continuing faculty to improve instruction. Students respond to a battery of standard, Likert-scale questions as well as open-ended questions [Appendix 6.3 – Summary of Online Student Evaluation of Instruction Form]. A faculty committee recently re-designed this process as an online submission which makes conducting evaluation at all college sites easy compared to conducting an evaluation using paper forms. A key improvement resulting from this new process is fast feedback to department chairs who can review evaluations and make hiring decisions before the start of the next semester.

For the online evaluations, a link to the evaluation becomes active for each section at 80 percent of the scheduled course length and the data collection period remains open until the last day of the course. The data are tabulated as a whole and the evaluation reports are distributed to department chairs, who review them and pass them on to their faculty. The results are also entered in the department chairs’ database for easy access and review.
The concurrent enrollment sections are treated the same as courses taught on the CCA campuses and the evaluation reports for concurrent enrollment instructors are prepared as part of the reports prepared for the other sections.

Students at the high schools enrolled in CCA have access to the course evaluations via a web link (other students have access through D2L, not used in the high schools). At the appropriate time in the semester, the college sends the concurrently enrolled students at the high school an email giving them the link to the evaluation and describing the evaluation process to them. The college also reminds the high school teachers/CCA adjuncts about the evaluation process and asks that they remind their concurrently-enrolled students to complete the evaluations before the close date. This approach addresses the differences in academic calendars between CCA and the high schools.

The evaluation reports distributed to the chairs soon after the end of the semester include the results for the concurrently enrolled sections. Chairs are then able to review the high school adjuncts, along with all other instructors teaching for them, and forward the results to the high school teachers. Note that in high school courses where some of the high school students in a section are concurrently enrolled at CCA and some are not, the college makes the evaluations available only to those enrolled for CCA credit. The other high school students in the class do not submit evaluations and are not included in the reports.

The department chairs’ database described above provides access to several years’ observation and course evaluations. Classroom observations and student evaluations can be accessed by term, course, and instructor to facilitate easier review of results over time. Because the database allows us to sort results by semester, course, and instructor, we will more easily be able to compare the results of one site to another, one instructor to another, and online to face-to-face courses.

Measure: Comparisons by Success Rates, Grades, and Course Performance

Success Rates and Grades

CCA’s Office of Institutional Research compares the success rates of high school students who take courses through concurrent enrollment at their high schools with the success rates of CCA students taking the same courses on the CCA campuses during the same period. Because the success rate comparisons use grade data, comparisons of grade distributions can also be easily carried out.

The first of these studies, completed in February of 2010, covered the period from Fall 2007 through Fall 2009 [Appendix 6.4 – Analysis of Success Rates for High School Students in College Level Courses Offered Through CCA]. The study found that 81.1 percent of high school students taking college-level courses through CCA as concurrent-enrollment students at their high schools succeeded in their courses. CCA students taking the same courses on the CCA campus during the same period had a success rate of 67.6 percent.

As part of this initial study, Institutional Research attempted a separate analysis to examine the success rates of students taking courses in sequence, where students took the first course at their high schools as a prerequisite to enter the second course at CCA. Because most of the concurrently-enrolled students included in the analysis completed both courses in the sequence as high school students, the analysis could not be completed.

The college plans to continue to carry out these comparative studies with several possible variations. For example, as more courses are scheduled, one variation that has been proposed would be to
compare success rates for an instructor who teaches the same courses both on campus and as a concurrent enrollment course.

Currently, few students progress from taking concurrent enrollment courses at the high schools to enrollment at CCA as college students; most of these students move on to four-year institutions. The challenge for the analysis will be tracking these students into four-year institutions and measuring their success in those institutions.

Course Performance - Common Exams and Assignments

Some departments use common examinations or assignments in all sections of a course to aid in evaluating the consistency of the rigor and student understanding across all teaching modes and locations. For example, the final assignment in all sections of English Composition I (ENG 121) is an Argumentative/Persuasive Essay [Appendix 6.5 – Communication Department Syllabus Guidelines]. Individual instructors may use different evaluation methods or count the essays as different percentages of the student’s semester grade, but they all evaluate the same standard outcomes.

For program assessment, the English department gathers random essays from several course sections and uses a common rubric to evaluate them [Appendix 6.6 – Argumentative Writing Rubric]. The department began including the concurrent enrollment classes in its program assessment in the current (Spring 2010) semester. The department will compare the concurrent enrollment sections to sections from Lowry and CentreTech, although this will be separate from its regular program assessment plan. (Concurrent enrollment papers may be included in the program assessment group as well as part of our random selection.) Typical changes as a result of program assessment usually involve points of emphasis for lesson plans, suggested activities, or changes to paper requirements.

Outcome Two: Students who complete CCA courses at the high schools will enroll in additional higher education.

The college will track students who complete CCA courses at the high schools to determine how many continue at CCA, using identifiers we already have in the registration system. The college also will track how many of the students who complete CCA courses at the high schools enroll in other institutions, using, among other methods, queries to the National Student Clearinghouse.

Measure: Continuation at CCA

The college tracks concurrent enrollment students through their CCA enrollment records and their CCA student number; we also have the students’ expected dates of graduation from high school. Concurrent enrollment courses are given a separate section number and a separate campus location (usually the high school abbreviation). To track concurrent enrollment students into CCA, the Office of Institutional Research searches for student identification numbers of students enrolled in these concurrent enrollment courses in the next semester’s enrollment file to determine if the students (a) continued in concurrent courses, or (b) enrolled at CCA as new college students.

The federal definition of a new (or First-Time-in-College) student is a student who has graduated from high school or whose age cohort has graduated from high school and is attending college. College courses taken before high school graduation are not used in determining “new” or “continuing” status. Some high school graduates can start their first semester as college students with as many as 30 college credit hours completed. CCA tracks concurrently enrolled high school students for three years after their expected graduation to capture students who delay their enrollment in higher education.
Measure: Continuation to Other Institutions

Just as it now tracks concurrent enrollment students into CCA, the college’s Office of Institutional Research will begin to track concurrently enrolled students who enroll at other institutions. Several steps must first be accomplished for this tracking to move forward. One challenge relates to the current interpretation of FERPA in Colorado and that interpretation’s effect on limiting our obtaining individual student information from other institutions or from the Colorado Department of Higher Education (CDHE). CCA’s director of research and the vice president for student services will request data in the spring of 2010 from CDHE institutions on CCA transfer students that fits within the framework of FERPA to see what data we can obtain. The college may also query universities for directory information on previously enrolled concurrent students.

Once issues with FERPA interpretation are cleared up, CCA will be able to track concurrent enrollment students who enroll in Colorado public institutions of higher education and, through the National Student Clearinghouse, track students who enroll anywhere in the United States, provided they receive some type of financial aid. Another possibility is to request permission from concurrently enrolled students and then to query both public and private higher education institutions in Colorado about whether those students who gave permission have enrolled at their institutions.

Outcome Three: Students who complete CCA courses at the high schools will demonstrate mastery of the college’s lifelong skills at levels equivalent to students who complete comparable courses at the college’s other sites.

CCA uses mastery of six lifelong skills as the basis for determining student learning. Assessment of student learning in courses taught at the high schools is identical to the assessment faculty conduct for courses taught at the college’s other sites. All faculty, adjunct and regular, participate in the college’s assessment of student learning. The six lifelong skills that all students, including those concurrently enrolled in courses at the high schools, should acquire as they take CCA courses include communication, critical inquiry, intra/interpersonal responsibility, technology, quantitative reasoning, and aesthetic perception.

CCA’s assessment is rubric driven. The rubrics define each of the lifelong skills through capturing the essential criteria for these skills. All faculty members are to consult these rubrics to develop relevant assignments that assess the rubric criteria and hence the lifelong skill. Certain course sections within each department are formally selected for assessment data collection by a departmental assessment subcommittee. The subcommittees treat concurrent enrollment course sections at the high school in the same way they treat other course sections: some are selected for assessment data collection and some are not selected. Each assessment subcommittee uses these data to assess the learning of students within its department and passes the data on to the college-wide assessment committee.

Subcommittees will be able to compare mastery of the lifelong skills by students who complete CCA courses offered by their department at the high schools with students who complete comparable courses at the college’s other sites. The college-wide assessment committee will be able to make these comparisons for all college courses offered at the high schools.
Community College of Aurora  
Site Change Request to the Higher Learning Commission  
List of Appendices

Question 1  Proposed Changes
1.1 Concurrent Enrollment Growth  
1.2 Map of Site Locations and Existing Campuses  
1.3 High School Profiles  
1.5 Community College of Aurora - Mission and Purposes  
1.6 High School Enrollment by Term and Ethnicity

Questions 2  Factors Leading to Proposed Change
2.1 Colorado Community College System, Concurrent Enrollment Programs, Statement of Standards  
2.2 College Newsletter Article: Cherry Creek School Teachers in CCA Workshop  
2.3 CCA Adjunct Faculty Member Job Description  
2.4 CCA Pathways Coordinator Job Description  
2.5 Aurora Sentinel Article: CCA/APS Joint Dual Credit Announcement  
2.6 Recap of Meeting with Cherry Creek School District  
2.7 Denver Post Article: Concurrent Enrollment Growth in Colorado

Question 3  Approvals Obtained to Implement Change
3.1 Sample Approval Process for Chemistry Instructor at Rangeview  
3.2 Aurora Sentinel Article: Governor’s Announcement of New Concurrent Enrollment Legislation  
3.3 CCA/Aurora Public Schools Cooperative Agreement/Memorandum of Understanding

Questions 4  Impact on Challenges Identified by Commission
None

Question 5  Plans to Implement and Sustain Proposed Change
5.1 Department Chairs Survey of High School Adjuncts  
5.2 Sample Syllabi from Concurrent Enrollment Instructors  
5.3 Concurrent Enrollment Organizational Chart  
5.5 Writing Lab Online  
5.6 Library Online Services

Questions 6  Strategies to Evaluate the Change
6.1 Classroom Observation Form  
6.2 Guidelines for Completing Classroom Observations  
6.3 Summary of Online Student Evaluation of Instruction Form  
6.4 Analysis of Success Rates for High School Students in College Level Courses Offered Through CCA  
6.5 Communication Department Syllabus Guidelines  
6.6 Argumentative Writing Rubric
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6.5 Communication Department Syllabus Guidelines
6.6 Argumentative Writing Rubric
## Concurrent Enrollment Growth
(Through March 10, 2010)

<table>
<thead>
<tr>
<th></th>
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<td>5</td>
<td>9</td>
<td>8</td>
<td>14</td>
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<td>124</td>
<td>190</td>
<td>582</td>
<td>301</td>
<td>571</td>
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<td>Students per Section (Average)</td>
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<td>5.39</td>
<td>8.64</td>
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<td>433</td>
<td>639</td>
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*as of March 10, 2010

### Total Credits

- **FALL 2007**: 394
- **SPRING 2008**: 433
- **FALL 2008**: 639
- **SPRING 2009**: 1737
- **FALL 2009**: 970
- **SPRING 2010**: 1733

### Students Enrolled (Repeating)

- **FALL 2007**: 117
- **SPRING 2008**: 124
- **FALL 2008**: 190
- **SPRING 2009**: 582
- **FALL 2009**: 301
- **SPRING 2010**: 571
Aurora Central High School  
11700 East 11th Avenue  
Aurora, CO 80010-4708  
(303) 340-1600  

**District Name:** Aurora, Joint District #28 of Adams/Arapahoe County  
**NCES School ID:** 080234000056  

**Enrollment by Gender:**  

<table>
<thead>
<tr>
<th>Gender</th>
<th>Female</th>
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</tr>
</thead>
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<tr>
<td></td>
<td>1143</td>
<td>1294</td>
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**Enrollment by Race/Ethnicity**  

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<th>SCHOOL TOTAL</th>
<th>Total</th>
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<tr>
<td>AMERICAN INDIAN OR ALASKAN NATIVE</td>
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<td>2199</td>
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<tr>
<td>ASIAN OR PACIFIC ISLANDER</td>
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<tr>
<td>BLACK (NOT HISPANIC)</td>
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</tr>
<tr>
<td>HISPANIC</td>
<td>1654</td>
<td></td>
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<tr>
<td>WHITE (NOT HISPANIC)</td>
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<td>TOTAL</td>
<td>2,437</td>
<td>90%</td>
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**Free and Reduced Lunch Eligibility**  

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<th>SCHOOL TOTAL</th>
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<tr>
<td>FREE</td>
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<td>62.37%</td>
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<tr>
<td>REDUCED</td>
<td>142</td>
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<td>NOT ELIGIBLE</td>
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<td>FREE AND REDUCED</td>
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Overland High School  
12400 East Jewell Avenue  
Aurora, CO 80012  
(720) 747-3700  

**District Name:** Cherry Creek, School District #5 of Arapahoe County  
**NCES School ID:** 080291001272  

**Enrollment by Gender:**  

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**Enrollment by Race/Ethnicity**  

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<td>ASIAN OR PACIFIC ISLANDER</td>
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<tr>
<td>BLACK (NOT HISPANIC)</td>
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<td></td>
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<td>HISPANIC</td>
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<td>WHITE (NOT HISPANIC)</td>
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<td>TOTAL</td>
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**Free and Reduced Lunch Eligibility**  

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<tr>
<td>FREE</td>
<td>870</td>
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<tr>
<td>REDUCED</td>
<td>278</td>
<td>13%</td>
</tr>
<tr>
<td>NOT ELIGIBLE</td>
<td>990</td>
<td>53.70%</td>
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<tr>
<td>FREE AND REDUCED</td>
<td>1,148</td>
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William Smith High School
400 Airport Boulevard
Aurora, CO 80011
(303) 364-8715

District Name: Aurora, Joint District #28 of Adams/Arapahoe County
NCES School ID: 080234000084

<table>
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<th>Enrollment by Gender:</th>
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<tr>
<td>Female</td>
<td>154</td>
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<th>American Indian or Alaskan Native</th>
<th>Asian or Pacific Islander</th>
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<th>Total</th>
<th>Total Minority</th>
<th>% Minority</th>
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<tbody>
<tr>
<td>SCHOOL TOTAL</td>
<td>6</td>
<td>12</td>
<td>51</td>
<td>78</td>
<td>119</td>
<td>266</td>
<td>147</td>
<td>55%</td>
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<th>Free</th>
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<th>% Free</th>
<th>% Reduced</th>
<th>% Free and Reduced</th>
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<tbody>
<tr>
<td>SCHOOL TOTAL</td>
<td>91</td>
<td>15</td>
<td>159</td>
<td>106</td>
<td>34.21%</td>
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Rangeview High School
17599 East Iliff Avenue
Aurora, CO 80013-4212
(303) 695-6848

District Name: Aurora, Joint District #28 of Adams/Arapahoe County
NCES School ID: 080234001389

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<th>Enrollment by Gender:</th>
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<th>Enrollment by Race/Ethnicity</th>
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<th>Asian or Pacific Islander</th>
<th>Black (Not Hispanic)</th>
<th>Hispanic</th>
<th>White (Not Hispanic)</th>
<th>Total</th>
<th>Total Minority</th>
<th>% Minority</th>
</tr>
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<tbody>
<tr>
<td>SCHOOL TOTAL</td>
<td>18</td>
<td>168</td>
<td>606</td>
<td>609</td>
<td>867</td>
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<td>1401</td>
<td>62%</td>
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<th>Free and Reduced Lunch Eligibility</th>
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<th>Reduced</th>
<th>Not Eligible</th>
<th>Free and Reduced</th>
<th>% Free</th>
<th>% Reduced</th>
<th>% Free and Reduced</th>
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<tr>
<td>SCHOOL TOTAL</td>
<td>666</td>
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<td>1,434</td>
<td>825</td>
<td>29.37%</td>
<td>7.01%</td>
<td>36.38%</td>
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</table>
Mission

*The Community College of Aurora provides lifelong educational opportunities, prepares the current and future workforce, and promotes excellence in teaching, learning and service to our diverse community.*

Purposes

Five purposes guide the College in the fulfillment of this mission:

- Provide the first two years of college and university education for students who wish to transfer to baccalaureate degree-granting institutions.

- Provide occupational education for students who are seeking job preparation, career mobility, and/or job retraining along with just-in-time workforce development and on-site customized training for business and industry.

- Provide education that strengthens the academic backgrounds of the students and prepares them to pursue their educational and career goals.

- Offer 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.

- Assist students in selecting, entering, continuing and completing their course of study by providing effective academic advising and student support services.
The following tables show concurrent enrollment at four high schools served by the Community College of Aurora: Aurora Central High School, Overland High School, Rangeview High School, and William Smith High School. Table 1 shows enrollment by term from Fall 2007 through Fall 2009. Tables 2-7 show enrollment by race/ethnicity for each of the terms from Fall 2007 through Spring 2009. Note that each student has only been counted once per term, but may be counted across multiple semesters.

### Table 1: Concurrent Enrollment by Term

<table>
<thead>
<tr>
<th>School</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
<th>Total All Semesters</th>
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<tr>
<td>Aurora Central</td>
<td>5</td>
<td>5</td>
<td>64</td>
<td>124</td>
<td>75</td>
<td>379</td>
</tr>
<tr>
<td>Overland</td>
<td>18</td>
<td>35</td>
<td>15</td>
<td>45</td>
<td>7</td>
<td>137</td>
</tr>
<tr>
<td>Rangeview</td>
<td>15</td>
<td>10</td>
<td>42</td>
<td>57</td>
<td>5</td>
<td>150</td>
</tr>
<tr>
<td>William Smith</td>
<td>0</td>
<td>10</td>
<td>18</td>
<td>15</td>
<td>46</td>
<td>119</td>
</tr>
<tr>
<td>Total All Schools</td>
<td>38</td>
<td>60</td>
<td>139</td>
<td>241</td>
<td>133</td>
<td>785</td>
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### Table 2: Fall 2007 Concurrent Enrollment by Race/Ethnicity

<table>
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<tr>
<th>School</th>
<th>American Indian/Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Black Non-Hispanic</th>
<th>Hispanic-Other</th>
<th>White Non-Hispanic</th>
<th>Unknown/Not Reported</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aurora Central</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Overland</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>11</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>Rangeview</td>
<td>1</td>
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<td>5</td>
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<td>15</td>
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<td>William Smith</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Total All Schools</td>
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<td>2</td>
<td>9</td>
<td>7</td>
<td>18</td>
<td>1</td>
<td>38</td>
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### Table 3: Spring 2008 Concurrent Enrollment by Race/Ethnicity

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<th>School</th>
<th>American Indian/Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Black Non-Hispanic</th>
<th>Hispanic-Other</th>
<th>White Non-Hispanic</th>
<th>Unknown/Not Reported</th>
<th>Total Students</th>
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</thead>
<tbody>
<tr>
<td>Aurora Central</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>6</td>
<td>3</td>
<td>10</td>
<td>13</td>
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<td>Rangeview</td>
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<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>10</td>
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<tr>
<td>William Smith</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>10</td>
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<tr>
<td>Total All Schools</td>
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<td>3</td>
<td>7</td>
<td>10</td>
<td>21</td>
<td>19</td>
<td>60</td>
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### Table 4: Fall 2008 Concurrent Enrollment by Race/Ethnicity

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<th>Asian or Pacific Islander</th>
<th>Black Non-Hispanic</th>
<th>Hispanic-Other</th>
<th>White Non-Hispanic</th>
<th>Unknown/Not Reported</th>
<th>Total Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aurora Central</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>36</td>
<td>7</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>Overland</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13</td>
<td>15</td>
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<td>1</td>
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<td>2</td>
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### Table 5: Spring 2009 Concurrent Enrollment by Race/Ethnicity

<table>
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<tr>
<th></th>
<th>American Indian/Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Black Non-Hispanic</th>
<th>Hispanic-Other</th>
<th>White Non-Hispanic</th>
<th>Unknown/Not Reported</th>
<th>Total Students</th>
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<tbody>
<tr>
<td>Aurora Central</td>
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<td>12</td>
<td>77</td>
<td>12</td>
<td>20</td>
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<td>Overland</td>
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<td>6</td>
<td>4</td>
<td>18</td>
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<td>0</td>
<td>2</td>
<td>6</td>
<td>7</td>
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<td>Total All Schools</td>
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### Table 6: Fall 2009 Concurrent Enrollment by Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>American Indian/Alaskan Native</th>
<th>Asian or Pacific Islander</th>
<th>Black Non-Hispanic</th>
<th>Hispanic-Other</th>
<th>White Non-Hispanic</th>
<th>Unknown/Not Reported</th>
<th>Total Students</th>
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</thead>
<tbody>
<tr>
<td>Aurora Central</td>
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<td>9</td>
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<td>7</td>
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<td>Overland</td>
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<td>0</td>
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<td>7</td>
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<tr>
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<td>0</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>William Smith</td>
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<td>0</td>
<td>7</td>
<td>8</td>
<td>18</td>
<td>12</td>
<td>46</td>
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<td>4</td>
<td>16</td>
<td>51</td>
<td>27</td>
<td>34</td>
<td>133</td>
</tr>
</tbody>
</table>

Prepared by Catherine Trouth, Research Analyst  
Office of Institutional Research
## STATEMENT OF STANDARDS

### OVERVIEW

**INTRODUCTION**

The primary purpose of a concurrent enrollment program is to increase the educational options and opportunities for Colorado high school students. Concurrent enrollment programs allow well prepared students to earn credit at the secondary and postsecondary levels simultaneously.

Concurrent enrollment programs can reduce the need for remediation, improve high school completion rates, improve matriculation rates to higher education, reduce the costs of higher education for students, provide an alternative to dropping out of school and ensure equal access to higher education.

**DEFINITIONS**

Concurrently Enrolled – A high school student enrolled in a postsecondary institution while still in high school.

**Types of Concurrent Enrollment:**

- **Standard Concurrent Enrollment** – Allow high school students to enroll in postsecondary courses. College curriculum taught by qualified college faculty, either at the high school or through distance education.

- **Advanced Credit Pathways** – Provide an articulated high school/community college curriculum for professional or technical fields. The courses reduce duplication between high school and college, thereby helping students to move seamlessly between the systems.

- **Early College High School** – High school/college partnerships enable students to earn both a high school diploma and an associate’s degree.

- **Middle College** – A high school on a college campus. Middle colleges allow students to earn both a high school diploma and college credit prior to graduation.

**LEGAL JUSTIFICATION**

- C.R.S. 22-34-101 (High School Fast Track Program)
- C.R.S. 22-35-101 (Postsecondary Enrollment Options Act (PSEO))
- C.R.S. 22-35.5-101 (Fast College Fast Jobs Act)
- C.R.S. 22-7-1002 (CAP4K)

**STATEMENT OF RIGOR**

All courses administered through a concurrent enrollment program shall conform to college academic standards of rigor and Colorado Community College System (CCCS) curriculum outcomes.

**ROLE OF COMMUNITY COLLEGES**

The CCCS colleges work with local school districts and state recognized secondary institutions to provide concurrent enrollment opportunities to eligible students.

**PURPOSE OF STANDARDS**

Colorado community colleges have concurrent enrollment options. This document provides a set of agreed-upon standards for all concurrent enrollment programs to ensure quality for all students while allowing the flexibility needed for colleges to design programs that meet the needs of state recognized secondary institutions in their service areas.

Community colleges may be required to submit evidence of implementation of these standards through periodic program reviews conducted by the Higher Learning Commission during self-study visits and by the Colorado Department of Higher Education.

**STANDARD CATEGORIES**

- Curriculum
- Faculty
- Students
- Assessment
- Facilities
- Administration and Planning
## STATEMENT OF STANDARDS

### CURRICULUM

<table>
<thead>
<tr>
<th>Content</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRICULUM 1 CONTENT</td>
<td>Courses administered through CCCS concurrent enrollment programs must be approved Colorado Common Course Numbering System (CCCNS) courses. These courses will have the same department designations, numbers, titles, credits, course descriptions, competencies and topical outlines as campus-based courses. Course objectives must be included in the instructional plan (syllabus) and introduced during the term.</td>
</tr>
<tr>
<td>CURRICULUM 2 OFFICIAL RECORD</td>
<td>Grades from courses administered through CCCS concurrent enrollment programs are recorded on students’ official college transcripts.</td>
</tr>
<tr>
<td>CURRICULUM 3 PHILOSOPHY</td>
<td>Courses administered through CCCS concurrent enrollment programs must reflect the learning and student development theories of the college.</td>
</tr>
<tr>
<td>CURRICULUM 4 SYLLABUS REQUIREMENT</td>
<td>All syllabi for concurrent enrollment courses must be approved by the discipline chair or an academic officer of the college.</td>
</tr>
<tr>
<td>CURRICULUM 5 TEXTBOOKS, INSTRUCTIONAL MATERIALS AND LABORATORY</td>
<td>Textbooks, instructional materials and laboratory facilities used in concurrent enrollment courses must be compatible with other postsecondary courses offered by the college with the same course prefix and number and must be approved by the discipline chair or designee.</td>
</tr>
<tr>
<td>CURRICULUM 6 TEST AND ASSIGNMENTS</td>
<td>Course requirements in terms of tests, papers, or other assignments shall be at the same level, rigor, relevance and depth as those for all postsecondary courses with the same course prefix and number.</td>
</tr>
</tbody>
</table>

## STATEMENT OF STANDARDS

### FACULTY

<table>
<thead>
<tr>
<th>Qualification/Credentials</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY 1 QUALIFICATIONS (CREDENTIALS)</td>
<td>The college is responsible for ensuring that all concurrent enrollment courses are taught by qualified faculty. Faculty teaching concurrent enrollment courses will meet the college’s academic requirements for faculty.</td>
</tr>
<tr>
<td>FACULTY 2 PROFESSIONAL EXPECTATIONS</td>
<td>The college will provide faculty teaching concurrent enrollment courses with training and orientation in course curriculum, assessment of student learning, course philosophy, Banner for Faculty, student code of conduct and concurrent enrollment program administrative requirements. Faculty teaching concurrent enrollment courses shall be provided with the current faculty handbook and are expected to adhere to the professional guidelines, rules and expectations.</td>
</tr>
<tr>
<td>FACULTY 3 PROFESSIONAL DEVELOPMENT</td>
<td>Faculty teaching concurrent enrollment courses are part of the college’s faculty and may be included in required seminars, professional faculty organizations, and annual professional development.</td>
</tr>
<tr>
<td>FACULTY 4 STUDENT RIGHTS/ RESPONSIBILITIES</td>
<td>Faculty teaching concurrent enrollment courses shall be provided with a current student handbook detailing add/drop and withdrawal policies, student code of conduct, grading policies, critical dates, etc., and are expected to enforce college and/or site instructional guidelines, rules, and expectations.</td>
</tr>
<tr>
<td>FACULTY 5 LIAISON</td>
<td>Faculty teaching concurrent enrollment courses shall be provided with an institutional academic contact or liaison.</td>
</tr>
<tr>
<td>FACULTY 6 OBSERVATION/EVALUATION</td>
<td>Faculty teaching concurrent enrollment courses shall be observed by a college faculty member or designee for evaluation purposes using the same criteria as for all faculty. Colleges shall conduct course/instructor student evaluations for concurrent enrollment courses consistent with those used in all other college courses.</td>
</tr>
<tr>
<td>FACULTY 7 GRADES</td>
<td>Faculty teaching concurrent enrollment courses must observe college procedures/deadlines for submission of grades in appropriate format. Faculty will be advised of college grading expectations/guidelines prior to the start of the term.</td>
</tr>
</tbody>
</table>
FACULTY RIGHTS & RESPONSIBILITIES

Faculty teaching concurrent enrollment courses shall be fully informed of the terms and conditions of employment. Faculty rights and responsibilities will be outlined in the college’s human resources official employment practices documents.

STATEMENT OF STANDARDS

STUDENT

STUDENTS 1 ADMISSION

High school students enrolled in courses administered through a concurrent enrollment program are officially admitted as degree-seeking or non-degree-seeking students of the college and must demonstrate the ability to successfully perform college work.

STUDENTS 2 ELIGIBILITY

Students must be approved by their high school for enrollment into concurrent enrollment courses. Guidelines for student eligibility include:

- Demonstration of readiness to take college courses via acceptable ACT, SAT or Accuplacer scores.
- Demonstration through previous high school work of the skills/knowledge necessary to be successful in the concurrent enrollment course.
- Completion of all high school and college prerequisites.

Non-degree-seeking concurrently enrolled students may be exempted from required assessments at the discretion of the college’s chief student affairs officer or designee.

STUDENTS 3 EDUCATIONAL PLANNING AND ADVISING

Concurrently enrolled students are encouraged to work with a community college advisor to develop a postsecondary educational plan.

STUDENT 4 RIGHTS AND RESPONSIBILITIES

Concurrently enrolled students are expected to follow the college student handbook that outlines their rights and responsibilities as college students as well as the college discipline and grievance procedure.

STUDENT 5 RIGHTS AND RESPONSIBILITIES

High school students are expected to follow the college student handbook that outlines their rights and responsibilities as college students as well as the college discipline and grievance procedure.

STUDENT 6 FERPA

All CCCS colleges must comply with the Family Educational Rights and Privacy Act (FERPA). This Act affords students certain rights with respect to their educational records. Concurrently enrolled students will be granted the rights of a postsecondary enrolled student, as defined by the US Department of Education, with respect to their college courses only.

STUDENT 7 SPECIAL AND STUDENT SERVICES

Concurrently enrolled students who require special services will receive those special services from their home secondary institution unless otherwise stated in the agreement between the college and the secondary district or school. The availability of student services will vary. Each concurrent enrollment agreement should specify the responsibility of the college to provide service.

ASSESSMENT

ASSESSMENT 1 PLACEMENT

Students enrolled as degree-seeking students in concurrent enrollment programs must complete the required placement assessments. Students seeking to enroll in college credit coursework must meet the same placement requirements as all postsecondary students. Non-degree-seeking concurrently enrolled students may be exempted from required assessments at the discretion of the college’s chief student affairs officer or designee.

ASSESSMENT 2 ASSESSMENT OF STUDENT LEARNING

Concurrently enrolled students are held to the same standards of achievement as those expected of students in on-campus courses. Concurrently enrolled students are assessed using the same methods (papers, portfolios, quizzes, labs, final exams) as on-campus students enrolled in the same course.
### STATEMENT OF STANDARDS

<table>
<thead>
<tr>
<th>FACILITIES 1 ENVIRONMENT</th>
<th>Instructional facilities must be approved by the college discipline chair or designee prior to the start of the term.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACILITIES 2 CLASSROOM ATMOSPHERE</td>
<td>All concurrent enrollment courses must be taught in classrooms that are congruent with and supportive of the instructional objectives and competencies.</td>
</tr>
<tr>
<td>FACILITIES 3 LABORATORIES</td>
<td>Laboratory, studio and technology facilities must be comparable with campus-based teaching laboratories, studios and computer labs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STATEMENT OF STANDARDS</th>
<th>ADMINISTRATION &amp; PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A&amp;P 1 MEMORANDUM OF UNDERSTANDING</td>
<td>A Memorandum of Understanding (MOU) between the college and the district or high school must be completed annually for a concurrent enrollment program.</td>
</tr>
<tr>
<td>A&amp;P 2 STUDENT RECORD ACCOUNTABILITY</td>
<td>The participating college must maintain current and accurate student records. Before the census date each term the college must have the following information on file for each student: 1. College application 2. College registration form 3. Statewide concurrent enrollment agreement (District Approval) 4. Current assessment scores, if applicable 5. Signed Student/Parent Agreement, if applicable 6. Verification of College Opportunity Fund, if applicable</td>
</tr>
<tr>
<td>A&amp;P 3 FACULTY RECORD ACCOUNTABILITY</td>
<td>The college must maintain a current human resource file for each faculty member teaching a concurrent enrollment course. The college’s chief academic officer or designee must verify the faculty credential for all faculty teaching concurrent enrollment courses per college human resource guidelines.</td>
</tr>
<tr>
<td>A&amp;P 4 SERVICE AREA CLEARANCE</td>
<td>If a college provides a concurrent enrollment program outside of its official service area, a Service Area Course Clearance Form must be completed, including the signatures of both college presidents, and filed with the CCCS Office of the Provost.</td>
</tr>
<tr>
<td>A&amp;P 5 REGIONAL ACCREDITATION</td>
<td>Each college must work with the Higher Learning Commission to ensure the college’s concurrent enrollment program is in compliance with all accreditation regulations.</td>
</tr>
<tr>
<td>A&amp;P 6 HIGH SCHOOL RELATIONSHIP</td>
<td>Each college that offers concurrent enrollment programs will designate a college employee to serve as the district and/or high school liaison. This person will be the official point of contact for secondary administrators. Regular meetings will be scheduled with participating district and/or high school administrators.</td>
</tr>
</tbody>
</table>
Cherry Creek teachers participate in CCA workshop

Nearly two dozen high school teachers from the Cherry Creek School District participated in a May 15 Dual Credit Professional Development Workshop at CCA on behalf of the district’s College Ready Program. The participants, primarily English, math, accounting, business, and computer teachers from five schools in the district, will teach high school students who will seek college credit from CCA in the upcoming school year.

CCA faculty and staff members Karla Adamson-Lesko, James Gray, Scott Reichel, Cheryl Tomlinson, and Tim Wilkerson conducted the sessions, and President Linda S. Bowman stopped by to meet the program participants. A general meeting addressed the benefits of the dual credit program and provided an overview of the College Opportunity Fund, the Banner computer/ information system, and how to access and use CCA e-mail accounts.

Breakout sessions were held for each group by discipline following the general meeting. Sessions covered syllabus development, textbook selection, grading standards, and more. All sessions were held on CCA’s Lowry campus.

Cherry Creek’s College Ready Program is made possible by the newly enacted Concurrent Enrollment Programs Act (CEPA), recently approved by the Colorado legislature and signed into law by Gov. Bill Ritter, Jr. CEPA lets qualified high school students take college classes for both high school and college credit with college tuition covered by students’ corresponding school districts.

Karla Adamson-Lesko directs a breakout session for accounting, business, and computer teachers from the Cherry Creek School District.

CCA faculty and staff hosted a group of Cherry Creek School District teachers for a Dual Credit Professional Development Workshop on May 15.

Scott Reichel meets with English teachers from Cherry Creek School District as part of the workshop.
POSITION TITLE: Adjunct Faculty  
REPORTS TO: Dean or Program Chair or their designee for the area(s) in which the adjunct faculty member teaches.  
SUPERVISES: No supervisory responsibilities associated with this position.  
BASIC FUNCTIONS: Provide instruction in assigned class(es) in coordination with your program supervisor and established course model syllabus/syllabi. Assist the department with the department assessment plan as appropriate.

SPECIFIC DUTIES AND RESPONSIBILITIES:

1. Understand and uphold the values and mission of the college.  
   a. CCA is a teaching and learning institution; we specialize in student success. Adjunct Faculty must be more than subject area experts; they must be effective, developing teachers.  
   b. CCA instructors are knowledgeable about pedagogy, methods, retention, diversity, assessment, and college and community life.  
   c. CCA instructors are to develop Lifelong Skills in their students through the knowledge and use of the college’s six assessment rubrics.  
   d. Life-long learning is placed at a high value for all CCA instructors, staff and students.

2. Teach assigned classes, promote program(s), and advise students in accordance with CCA’s policies and mission to include:  
   a. Start and end classes promptly at scheduled times and calendar start/stop dates; arrange for substitutes in accordance with CCA policy.  
   b. Teach assigned curriculum and make maximum use of required texts and materials as directed by your Chair or program coordinator.  
   c. Post the syllabus and all the adjunct-prepared course handouts on the Blackboard Vista shell for each section of each face-to-face class. The syllabus should be posted no later than the first day of class. Adjuncts are also required to utilize, on a regular basis, the grade book and email features in the Blackboard Vista Learning Management System.  
   d. All websites must be Section 508 compliant. For training on how to ensure your website is accessible, contact the Distance Learning Director at 303-340-7221.  
   e. For those classes which include a laboratory component, conduct all lab experiences in a professional manner to include:  
      1. Ensuring availability of supplies  
      2. Complete understanding of all aspects of the lab procedures  
      3. Proper and prompt clean-up of the laboratory  
   f. Promote a professional image and standard by abiding with all relevant college, division, and SBCCOES policies.

3. At the first class meeting, provide and review with students:  
   a. A syllabus for the course that includes all required components of the CCA course model syllabus. The Accessibility Services language must be included verbatim in all class syllabi. See Model Syllabus, Section I: Other. The Instructional Policy on Academic Dishonesty, including Consequences, must be included verbatim in all class syllabi. See Model Syllabus, Section III: Evaluation Procedures.  
   b. The CCA Lifelong Skills and how they relate to the course outcomes.  
   c. The course attendance and grading policies.
Community College of Aurora  
Site Change Request to the Higher Learning Commission  
Appendix 2.3  
CCA Adjunct Faculty Member Job Description

4. By the first class meeting day, email the division administrative assistant a copy of the course syllabus and post the syllabus on each section’s Blackboard Vista course shell.

5. Adjunct faculty are required to check their CCA email account and campus mailbox(es) on a weekly basis and respond promptly to messages. Campus mailboxes are set up to provide students a place to leave materials for instructors, so adjunct faculty teaching at CentreTech campus, Building 859 at Lowry, or Building 903 at Lowry will have a mailbox at each location.

6. Ensure the instruction in the course and the evaluation of student performance are in accordance with the student learning outcomes as stated in the course syllabus.

7. Participate in the CCA assessment program as requested by your Chair or Assessment Coordinator. Additional hours spent on Assessment will be compensated.

8. Conduct the student evaluations of instruction and ensure they are submitted to the respective administrative assistant before any posted deadline in accordance with established policies and procedures.

9. Submit all grades by the published deadline.

10. Maintain accurate records of attendance and student grading; promptly enter grades into Blackboard Vista throughout the semester. Enter final grades into Banner (My Community Ed) and submit/email a copy of your final grade records and semester attendance to the division administrative assistant according to published deadlines and CCA policy.

11. Attend, as frequently as possible, paid departmental/divisional/instruction-wide meetings as called by the Department Chair, Dean, or Vice President of Instruction, particularly the Fall/Spring General Faculty meeting, which occurs prior to the beginning of the Fall and Spring semesters.

12. Participate in adjunct faculty development activities as recommended by CCA’s Professional Development Plan. NOTE: Adjunct faculty must complete the “New Adjunct Faculty Orientation” course during their first year of instruction at CCA.

Note: Adjunct faculty may teach a maximum total of 25 credit hours during any one academic year (fall and spring semesters). For the summer term, the maximum is ten (10) credit hours. Division Deans may grant waivers to this policy as necessary.

I have reviewed this job description with my department chair/coordinator and agree to comply with all the requirements therein.

_________________________________  ________________________________
Adjunct Instructor (Print)            Adjunct Instructor (Signature) Date

_________________________________  ________________________________
Department                        CCA Chair/Coordinator
POSITION TITLE: College Pathways Coordinator
REPORTS TO: Vice President, Student Services
SUPERVISES: Supervisory responsibilities as assigned.
BASIC FUNCTIONS: Build and facilitate the framework for partnerships with K-12 schools in CCA's service area and metro Denver and for more concurrent enrollment in Community College of Aurora courses and programs.

SPECIFIC DUTIES AND RESPONSIBILITIES:
• Build and maintain partnerships with service area and metro Denver K-12 schools.
• Initiate, coordinate and oversee all K-12/CCA activities related to concurrent enrollment programs.
• Develop procedures for concurrent enrollment programs and develop model MOUs that can be used.
• Track changes in statute and best practices in areas related to concurrent enrollment and provide updates to school, district, and college faculty and staff.
• Facilitate the development of collaborative K-12/CCA activities by reviewing academic and career/technical programs and recruiting faculty and staff to participate.
• Develop an information clearinghouse to explain, initiate, develop and publicize collaborative K-12/CCA activities.
• Coordinate communication between school district and CCA staff, faculty and public information officers to publicize collaborative activities.
• Market collaborative K-12/CCA activities to students and parents.
• Maintain flow of information about collaborative activities with parents and K-12/CCA staff and administration.
• Conduct regular and on-going data analysis and provide status reports on collaborative activities to K-12/college faculty and administrative staff.
• Maintain involvement with statewide and local pre-collegiate activities, such as articulation and curriculum development, Gear Up, Concurrent Enrollment Advisory Board and Concurrent Enrollment Workgroup.
• Create or renew high school and community college articulation agreements.
• Collaborate with the Director of Strategic Partnerships, where appropriate.
• Collaborate with college recruiting and enrollment operations to ensure integration of processes and procedures and to minimize duplication of efforts. Other duties as assigned.

REQUIRED QUALIFICATIONS:
• A graduate degree.
• Demonstrated ability as a classroom teacher, preferably in a community college setting.
• Demonstrated ability in working with diverse student populations.
• Ability to work as a team member.
• Demonstrated skills as a manager and leader.

PREFERRED QUALIFICATIONS:
• A terminal degree.
• Experience creating and implementing collaborative educational partnerships.
• Experience working with concurrent enrollment courses or programs.
• Demonstrated excellence in interpersonal skills.
• Strong written and verbal skills.
• Demonstrated ability to work effectively with other departments/divisions and with other units of the college.
• Problem-solving skills.

Terms of the Appointment
This is a 12-month appointment. The basic work week is 40 hours on a five-days-a-week schedule; however, some activities may require evening and weekend attendance. Benefit package includes health, dental, vision, and life insurance. If insurance is elected, $300.00 per month is added to the monthly salary to offset the cost of insurance premiums. Paid holidays and leave benefits are also included.
Aurora Sentinel Article: APS Solidifies Credit Pact with Community College

APS solidifies credit pact with community college

Agreement aids students' quest for credits, associate degree
12/19/2007 10:26:00 PM
By Boyd Fletcher
The Aurora Sentinel

AURORA | Aurora Public Schools Superintendent John Barry says he looks forward to the day when he hands out both high school diplomas and associate degrees simultaneously to as many as 400 students. And a new agreement between Aurora Public Schools and the Community College of Aurora to provide more dual-credit courses and increase access to them may give more students that opportunity.

Barry and CCA President Linda Bowman signed the agreement Wednesday, Dec. 19, at Hinkley High School, providing as much as $4,600 to eligible students. Money for the program comes from the district's general fund, officials said.

The credits are transferable to any public college in Colorado, as well as several private ones. Similar programs have existed in the past, but the new agreement opens 64 classes for students.

For Hinkley student Kyle Peterson, utilizing the program is a no-brainer. "You can't beat free college," said Peterson, who will graduate this year with both a diploma and an associate degree.

Officials say the plan will get more students into higher education and keep the cost of completing a degree relatively low. Similar programs at Metropolitan State College of Denver would cost approximately $6,000; the University of Northern Colorado, $7,200; and the University of Denver $44,000, according to APS officials.

Eventually, officials say courses will be offered in the high schools, as well. There have been 40 students in APS this fall who have taken dual-credit courses, and Barry said that number will increase to 123 students with the new agreement. Prior to the agreement, students could take dual-credit courses but had to pay for the classes themselves and would be reimbursed by the district after passing.

With the new understanding, the district is able to pay for the courses up front, which opens up the program to many more students, said Don Keeley, coordinator of the Pacesetter program. But according to Andrew White, a 2007 graduate of Gateway High School who took dual-credit courses at CCA before graduating last year, spending time in a college atmosphere helps alleviate some of the fear of transitioning into college full time.

"Above the learning, the textbooks, the exams, the professors - and even being able to sit next to a college girl --the most beneficial aspect of this relationship is experiencing that transition," he said. "Because of my experience through CCA ... I was able to enter my first year not worried about academics or homework, but about how annoying my new roommate would be."
EMAIL

From: Kuster, Kim
Sent: Tuesday, March 18, 2008 12:05 PM
To: Wilkerson, Tim; Tomlinson, Cheryl; Moschetti, Camelia
Cc: Harris, Bernice; Hegeman, Diane
Subject: Recap of March 11 Meeting and Next Steps
Importance: High

Team,

Thank you, Tim and Cheryl, for meeting with Camelia and me. We thought it was a very productive meeting and a great start to forging our partnership with Cherry Creek Schools.

Just a quick email to make sure we are on the same page regarding next steps.

1. Tim will take the lead on organizing the project from an operations perspective. Thanks, Tim! This includes creating an agenda for our meeting with Cherry Creek next week, providing a draft agreement and organizing any other supporting materials.
2. Kim and Tim are going to agree to a preliminary list of courses to present to CCSD, with Bernice and Diane’s blessing.
3. Camelia and Cheryl will work on developing a cohesive student registration process.
4. Camelia and Tim will work on developing the qualified faculty hiring process and support, to include professional development opportunities. Camelia will add CCA’s logo to our existing Faculty Qualification FAQ sheet and send to Tim to be included as a supporting document.
5. Camelia is working on the Funding Models sheet (which includes CCA, ACC and CCSD logos) and a timeline to also be included in the materials. This is forthcoming.
6. Kim will handle marketing and communications as needed, including writing and distributing news releases.

Am I missing anything?

Let’s touch base regularly until our meeting so we can hit a home run! Thanks everyone.

Kim Kuster
Dean of College Advancement
Arapahoe Community College
303-797-5859
Concurrent enrollment boosts teens’ hopes of continuing studies

By Kevin Simpson

Not long ago, Denver high schooler Erika Ruiz couldn’t picture herself taking a college-level class. Now, she dreams of attending Stanford, Princeton or maybe Harvard. About 1,700 miles to the east, Lauren Goh lives that dream: The recent Golden High School graduate enrolled at Harvard this year and navigates her freshman year with the confidence of a student familiar with the demands of a college schedule. For both students, the dreams were powered by programs that give high school students an early taste of college — a concept called concurrent enrollment, which dates to 1981.

Now, new state law has streamlined existing programs in hope of expanding the pool of potential college students and offering those who might drop out a reason to stay in school. By using their share of K-12 tax dollars for postsecondary students reap economic benefits of paid-for college credit hours while getting an academic jump-start. “It’s the best bargain you can imagine for families,” said Linda Bowman, president of Community College of Aurora and chairwoman of the committee that pursued the new legislation. “That’s a piece of it. But the major driver to me was the whole issue of access for people who, for whatever reasons, hadn’t put themselves in a frame of mind to go to college.”

It never occurred to Ruiz, a junior at Lincoln, that she might be ready for college-level work, even though she carries a 4.2 grade-point average. Now that she’s taking her third college-level class, in English composition, her mind-set has changed. “I had some doubts in the beginning,” she said. “Now, I have high expectations of myself.” Cost savings would be huge for her family, she said, but she likes the academic incentive that goes with her concurrent enrollment. “We’re poor,” said Ruiz, “but this is a good program because if we fail the (college) class, we actually have to pay the class price. If we pass, it’s free. It’s better that way.”

Goh, 18, fit the profile of the high achiever who was the traditional target of concurrent enrollment. “At Red Rocks Community College instead of Golden High — where she still was elected student body president. “High school is definitely a unique experience, but I’d had enough of it,” Goh said. “At Red Rocks, there were people in their 60s I’d make friends with, from all walks of life. That was the appeal to me.” She earned her high school diploma and associate degree on the same day. Eventually, she faced a choice: Transfer her credits and begin as a junior at any number of schools, or enroll at Harvard for four years. She chose the Ivy League course because “it’s one of those experiences you can’t pass up.” But she credits her community college experience for providing the tipping point on her application. The Harvard alumnus who interviewed Goh indicated that despite her unusually heavy academic load, dual enrollment weighed in her favor. “He said that Harvard was looking for students who were either well-rounded or well-lopsided,” she said. “He thought I was well-lopsided.”

The process begins with a high school striking a concurrent enrollment agreement with a postsecondary institution. With the help of counselors, students explore class options that move them toward career goals while fulfilling academic requirements. Some districts encourage concurrent enrollment more aggressively than others, said Scott Springer, who oversees Denver Public Schools’ effort to promote postsecondary education. That uneven response, he said, reflects the core of the old controversy: Concurrent enrollment programs divert state money to postsecondary institutions that otherwise would go directly to the K-12 schools. The issue reached a crescendo in 2005, when the State Board of Education voted to disallow programs that provided funding for college with K-12 dollars using a fifth-year high school. But two years later, the board voted unanimously to reverse that decision, with both Republicans and Democrats citing the importance of reducing the state’s 30 percent dropout rate. Gov. Bill Ritter convened a council to explore ways of more effectively linking high school and college — an effort that resulted in last session’s legislative makeover of concurrent enrollment, which sailed through on unanimous votes.

The number of 11th- and 12th-graders statewide who take college courses has risen gradually over the past several years to a little more than 5,000. “We want to double the number of degrees and certificates earned by Colorado students,” said Matt Gianneschi, a senior policy adviser in the governor’s office. “It’s a moral question: How can we enable every student to realize that goal?”

This year, high schools are gauging interest in a fifth-year program so the legislature can determine whether it’s fiscally feasible to implement that option next year. It would allow qualified students to earn a diploma and postsecondary credential at the same time. Scott Mendelsberg, who pioneered the fifth-year approach to funding college while principal at Lincoln High School, contends that the short-term hit to K-12 budgets will be outweighed by the long-term benefits — namely, kids will stay in school and graduate instead of adding to the dropout rate. “In the long run, the more kids think that school is the answer for them, they’ll stay,” said Mendelsberg, now executive director of GEAR UP, a federally funded program that steers low-income students toward college. The new legislation includes cost constraints, such as setting tuition reimbursement at community college levels. Some high schools bring college classes into their buildings, while in other cases, students attend classes at community college, trade schools or four-year colleges. At Martin Luther King Jr. Early College, which serves grades 6-12 in Green Valley Ranch, junior Gloria Valladares recently delivered a talk before eight other students in her college-level public-speaking class. Ranked first in her class, she has been chasing college credits since learning of possibilities she hadn’t known existed.

“It wasn’t confidence I lacked,” said Valladares, 16, “but I wasn’t very informed about college. I always sort of planned it out as an option. Now, it’s not an option. It’s something I have to do.”

Just a few miles south, Aurora Central High junior Irving Figueroa also has raised his expectations. Two years ago, he was pulling C’s and D’s — until a teacher took him aside and talked to him about his future. “Flipping burgers,” the 16-year-old recalled. He decided to buckle down. Now he earns B’s and C’s and has accrued college credit that he hopes to transfer to Johnson & Wales University. “I might get the first semester of my freshman year done by the time I get out of high school,” said Figueroa, who dreams of opening an restaurant. “Some of my friends think I’m a nerd. I don’t pay attention.”

March 2010

Appendix 2.7
Review of Andy Kramer, Rangeview High School (CHE 111, CHE 112)
Martha Jackson-Carter, Science Department Chair, Community College of Aurora

Andy Kramer teaches Advanced Placement Chemistry at Rangeview High School. Students taking the entire year of AP Chemistry receive dual credit through CCA.

I have reviewed Mr. Kramer’s qualifications to teach as an adjunct for CCA. He has a Bachelor’s Degree in Chemistry, a Master’s Degree in Basic Science as well as 19 graduate credits in Chemistry. I feel that this qualifies him to teach the CHE 111 and CHE 112 classes for us. Based on Mr. Kramer’s curriculum for the class I am comfortable that he meets the outcome requirements for the class.

- I have reviewed the textbook Mr. Kramer has chosen for his class, it is a college level text used by many colleges and universities for freshman chemistry. The text he uses is Brown & Lemay’s Chemistry: the Central Science.

- I have reviewed Mr. Kramer’s Syllabus, which includes a complete course outline, laboratory experiments that will be conducted as well as course requirements. I have found this syllabus to be in-line with the requirements for CHE 111 and CHE 112.

- Mr. Kramer distributes a complete set of outcomes for each topic he covers to the students. I have reviewed these and found them to correspond to the outcomes we have for our CHE 111 and CHE 112 students. I have sample copies of these on file.

- I have reviewed the laboratory experiments that Mr. Kramer conducts in his chemistry class. I have also reviewed copies of students work to determine the level at which the students are conducting these experiments. I have found both of these to be in line with the level of our CHE 111 and CHE 112 laboratory experiments. I have samples of student work on file.

- I visited Mr. Kramer’s laboratory facilities and found them to be of the level required to conduct college level laboratory experiments.

- Mr. Kramer gives several exams during the course of the semester I have reviewed samples of his exams to determine that they are testing the outcomes stated for his class at the proper level for a college level course. I have found these exams to be in line with the stated outcomes and at the level of rigor used for CHE 111 and CHE 112, and have sample exams on file.

- Mr. Kramer uses the College Board AP Chemistry exam for his final. I have reviewed a sample of this exam and it tests the CHE 111 and CHE 112 outcomes at the proper level of rigor. I have a sample of this exam on file.
Ritter announces new bill for high school students

Legislation would streamline process for concurrent enrollment between high school, college

By AARON COLE
The Aurora Sentinel
Published: Friday, March 13, 2009 4:23 PM MDT

DENVER | Gov. Bill Ritter announced Friday legislation that would streamline a process for high school students to finish in four years with a high school diploma and a college associate degree.

The legislation, which is sponsored by Sen. Suzanne Williams, D-Aurora, and Reps. Mike Merrifield, D-Colorado Springs, and Tom Massey, D-Poncha Springs, consolidates concurrent enrollment guidelines in place from the 1980s. The announcement was made at the Colorado Film School, which is operated by the Community College of Aurora on the Lowry Campus. “Today’s high school students have a reason now to stay in school,” Ritter said. “In today’s economic crisis we believe it’s more important than ever to focus on reducing the dropout rate ... and double the number of certificates and degrees.”

The bill arose out of discussions more than two years ago, Williams said, when students at Lincoln and Sheridan high schools in Denver were encouraged to finish high school because they could also earn college credit and receive technical training that made it easier to find work after graduation. “Everyone should have that opportunity in the state of Colorado,” she said. “As we discovered ... there were three ways in the current law that schools could do concurrent enrollment.”

The proposed legislation would consolidate those three methods — dual credit, simultaneous enrollment and a fifth-year program — into a single program that students could use. Aurora Public Schools Superintendent John Barry lauded the legislation and said it would improve on a system that APS already has in place.

“It really institutionalizes what we’ve done,” he said. “While we have been able to work this diligently over the last couple years ... the fact that now we have the state behind us in an organized, streamlined manner is great for us.”

Monica Garcia, a junior at Aurora Central High School, said the concurrent enrollment plan she’s enrolled in allows her to better prepare for a four-year university. “I have a lot of friends who went off to university and weren’t ready for the classes and workload. I’m glad that I got an opportunity to get eased into it ... and to get a head start on life.”
This Cooperative Agreement is made this _19_ day of _December_ _2007_, between the Community College of Aurora ("College") and Aurora Public Schools ("District") pursuant to the Postsecondary Enrollment Options Act, Sections 22-35-101 to 111, C.R.S., the rules and regulations of the Colorado Commission on Higher Education, Section V, Part B, H and pursuant to the High School Fast Track Program Act, Sections 22-34-101. These laws provide two options for high school students to enroll in courses offered by the College. The College and the District have decided to establish a Postsecondary Enrollment Options Program called the PACE Setter Program pursuant to the Act, and also wish to allow students to take advantage of the Fast Track Program, and therefore enter into this Cooperative Agreement.

This Cooperative Agreement does not apply to courses offered by the College exclusively for high school students or to enrollment outside the PSEO or FAST Track programs.

1 Eligibility.

Pace Setter (PSEO) Program: Students who wish to enroll in the PACE Setter Program must be enrolled in Aurora Public Schools, be a junior or senior in high school; be no more than 21 years old; have Accuplacer or ACT scores appropriate for the approved class or classes utilizing the College’s Cut Score Matrix, and either be deemed by their parent or guardian, with the advice of their principal, to be in need of coursework at a higher academic level than is available at the high school or deemed by the high school to be in need of a different environment. Students desiring to enroll in the PACE Setter Program shall give written notice to the District of their intent to enroll at least two months prior to such enrollment and the written notice must specify the course(s) in which the pupil intends to enroll. (The District may make exceptions to the preceding timeline at its discretion when it feels the circumstances warrant. The District shall determine in its sole discretion whether the courses in which the student intends to enroll are at a “higher academic level” than those currently available to the student within the District. If a course is not at a higher level, the District shall have the option of declaring that the course selected for the student is ineligible for the PSEO program and the College agrees not to enroll the student in such a course.

Fast Track Program: Students wishing to enroll under the Fast Track program must have fulfilled the District’s requirements for graduation from high school and must be in their senior year in high school.

2 Enrollment. The Cooperative Agreement covers only postsecondary courses offered by the College, in which high school students will be permitted to enroll pursuant to the PSEO or Fast Track Program. The College agrees to enroll District students in courses offered by the College as follows:

a. The College has the right to deny student enrollment based on space availability and College admission requirements. Any student under current disciplinary action by the District (expelled, or under a current recommendation for expulsion, negotiated withdrawal, trespass notice) would not be eligible to participate in any on-site courses at a District facility.
b. The College has the right to discontinue a student’s enrollment based on a determination that the student does not have sufficient skills or abilities to continue in the course selected. In such case, the College will notify the District.

c. The College is responsible for the course content and the quality of instruction.

d. The courses offered by the College must be applicable to earning a degree or certificate.

3 Academic Credit. A student who is accepted in the PACE Setter Program and who successfully completes one or two courses per academic term will receive credit both toward District graduation requirements (unless the District determines that high school credit is inappropriate) and toward a degree or certificate at the College. If the student enrolls in more than two courses per academic term, the District will decide whether to provide high school credit for those additional courses, but the student will in any case receive credit toward a degree or certificate at the College.

4 Enrollment/FTE Status. The District will include the student in its pupil enrollment pursuant to the provisions of Section 22-54-103(10), the number C.R.S. The College shall also include the students in determining the number of student FTEs pursuant to Title 23, C.R.S.

5. Financial Provisions/Tuition. The tuition charged by the College for students enrolled in the PACE Setter Program will be the amount of the regular in-state tuition charged for the course(s). Beginning in fall 2007,

PACE Setter / PSEO students are encouraged to apply for the Colorado Opportunity Fund (“COF”) stipend. For students who are determined to be eligible for COF the district will be billed at the in-state rate net of COF as referred to in paragraph 1 of the attached addendum. For students determined ineligible for the COF stipend the district will be billed at the full resident rate.

The in-state rate net of the COF stipend shall apply when the student would otherwise not be classified as an in-state student for tuition purposes, although the College may not report such student as an in-state student for enrollment or budgetary reporting.

Tuition for students enrolled in the PACE Setter Program will be paid as follows:

a. The District will pay the tuition (and instructional fees for the PSEO program but not for Fast Track) for the college level courses: the number of courses will depend on the program in which the student enrolls, FAST TRACK or PSEO. In addition, as to students attending under the Fast Track program the District’s obligation for payment shall be capped at seventy-five percent of the school district's per pupil operating revenues, as defined in section 22-54-103 (9). The student and his/her parent or guardian must first sign a promise agreeing to repay the tuition amount if the student fails or does not complete the College course. The district shall make such payments in a timely fashion upon submission by the College of an invoice confirming that a student has registered.
Community College of Aurora
Site Change Request to the Higher Learning Commission
Appendix 3.3
COOPERATIVE AGREEMENT/MEMORANDUM OF UNDERSTANDING
POSTSECONDARY ENROLLMENT OPTIONS ACT

for and has begun attending each course for which payment is sought.

b. The District covers only the cost of approved college level courses. If a student chooses
to take a developmental course, the student must pay for the course.

c. If a student voluntarily drops a course without the consent of the high school principal
or PACE Setter Coordinator, or if the student fails the course, the student or the
student’s parent or guardian shall reimburse the district for the amount of tuition paid
by the District.

d. Students are responsible for the cost of textbooks.

6. Additional Agreements. The Colorado Commission on Higher Education Policy for Reporting
Full-Time Equivalent Student Enrollment, effective July 1, 2001, requires that PSEO students enroll
under a signed Statewide PSEO Agreement. CCHE has developed such an Agreement, entitled
Statewide Agreement between Colorado School District and a Colorado College, which the parties
agree to use, and which is attached to this agreement.


a. This Cooperative Agreement does not apply to students enrolled at the College for the
summer term.

b. Students will be responsible for the cost books, supplies and other learning materials.

c. This Cooperative Agreement will be governed by Colorado law. In the event of
litigation, jurisdiction and venue will be in the County or District Court, County of
Arapahoe, Colorado.

d. This agreement may be modified only in a writing signed by both parties hereto.

e. This Cooperative Agreement will become effective beginning December 18, 2007 and
will terminate on June 30, 2008. This Cooperative agreement shall be automatically
renewed for a one-year term on July 1 each year unless either party gives written notice
of its intent to terminate the Cooperative Agreement at least 30 days prior to the July 1
automatic renewal date. In addition, either party may terminate the agreement upon
written notification to the other at least 30 days prior to the end of the College’s then-
current academic term to take affect no earlier than the end of said academic term.
College agrees to make all reasonable efforts to complete the term of instruction
underway at the time the termination notice is given.

f. Students taking courses will be bound by and adhere to all College policies and
procedures.

g. This program is not a joint venture; employees of one party are not deemed employees
of the other. The PACE Setter Coordinator shall be an employee of the district and
College agrees to reimburse District for one-half the cost of the Coordinator’s salary.
h. An instructional dean from the College shall approve qualified individuals to teach courses for College credit and shall approve the course syllabus. To be qualified to teach courses for college credit, the instructor must have Career and Technical Education (CTE) credentials for an occupational course, and for non-occupational courses the instructor must have either a Master's degree in the content area or a Masters degree in any area, with 18 graduate credits in the content area they are teaching. For courses under this agreement that are taught by instructors employed by the District, the College agrees to pay the District for instructional program costs, including use of its facilities, on a per credit hour basis. At a minimum the amount due from the College will be at least equal to the part instructor pay rate in effect at the College for that semester. The agreed to costs will be listed on a written addendum to this Agreement.

i. The district agrees to actively advertise the PACE Setter program to students and parents through at least one mass communication once each semester

AURORA PUBLIC SCHOOLS

COMMUNITY COLLEGE OF AURORA

BY

President, Community College of Aurora

DATE

COMMUNITY COLLEGE OF AURORA
ADDENDUM TO POST-SECONDARY OPTIONS AGREEMENT

1. **Resident Tuition Rate:** For the 2007-08 academic year, for PSEO students, the full resident tuition rate for on-campus classes is $166.15, the COF stipend is $89.00 and the “net” resident tuition rate is $77.15 per credit hour.

2. The College and the District will jointly develop procedures to address financial arrangements for college courses taught at the high schools by District instructors. Those procedures will be described in separate agreement.
In late February, Community College of Aurora (CCA) department chairs surveyed the high school teachers teaching for them as CCA adjunct instructors in concurrent enrollment courses at the high schools. The chairs used a common set of questions to solicit feedback from the teachers about what they needed from the college to help make their concurrent enrollment courses as effective as possible.

The questions covered topics such as how to build a college atmosphere for students in the high school-based concurrent enrollment courses, what type of orientation and professional development programs could best address high school teachers’ needs, and how to improve teachers’ overall experience as CCA concurrent enrollment adjunct instructors.

The high school faculty members contacted by the chairs indicated that they appreciated being called and having their ideas discussed and considered by those at the college helping to make the program better. The tone of their comments was positive and constructive. Many teachers said they were enjoying their courses this year and felt that their CCA contacts were readily available to help them when they had an issue or question.

Several general themes were evident in the teachers’ responses to the chairs’ telephone survey:

- A desire to make sure that their standards in the high school classrooms were the same as the standards at the CCA campus, and the welcoming efforts from the college to help them evaluate what they are doing in their classrooms.

- Additional effort by the college to increase its visibility with concurrent enrollment students would help students recognize that they are part of a bigger picture. Suggestions to increase CCA’s visibility were to have CCA faculty be guest lecturers in the concurrent enrollment classrooms, and to promote CCA campus events that the high school students would find relevant.

- Orientations and training should be designed to be convenient for the high school teachers and relevant to their specific needs. The suggestion of having a separate and shorter orientation for dual enrollment faculty was voiced more than once.

- Changes in the high school teachers’ administrative responsibilities connected with the program, possibly by having liaisons from the college carry out more of the administrative workings of the concurrent enrollment courses.
Sample Syllabi from Concurrent Enrollment Instructors
Welcome to CCA’s Online Writing Studio

There are both advantages and disadvantages of using the online writing studio.

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Students can send papers any time of the day or night, from anywhere.</td>
<td></td>
</tr>
<tr>
<td>✓ Tutors have more time to think over their response.</td>
<td></td>
</tr>
<tr>
<td>✓ Students can print the tutor’s comments and study them as needed in a setting that is most comfortable for the student.</td>
<td></td>
</tr>
<tr>
<td>✓ Students get experience working with web forms, email, and learn to read written comments about their writing.</td>
<td></td>
</tr>
<tr>
<td>✓ The quick response of one-to-one tutoring is not present.</td>
<td></td>
</tr>
<tr>
<td>✓ Tutors have to do a lot of guess work because students are not there to answer questions.</td>
<td></td>
</tr>
<tr>
<td>✓ Some errors may be difficult to handle in an online session.</td>
<td></td>
</tr>
<tr>
<td>✓ Students may have problems applying the tutor’s suggestions when they revise.</td>
<td></td>
</tr>
</tbody>
</table>

On the whole, online tutoring is better for global issues, such as essay structure and essay development, while face-to-face tutoring may still be better for more specific problems. Keep in mind that neither the online nor the on-campus writing studio’s goal is to edit grammatical errors in your paper. Please proofread and spellcheck before submitting a paper. That will allow tutors to give you better response to the content of your paper.

Submitting a Paper
Please consider the amount of time we need to respond to you, as well as the amount of time you need to revise. We try to return papers in 24 to 48 hours. We respond to papers in the order we receive them, so please plan carefully for this turnaround time. Please send no more than two papers or two drafts of the same paper per week, so all students have the opportunity to take advantage of this service.

Submitting Revisions
You may send a paper again after you fully revise it. You may request to work with the same tutor who worked with you on the previous draft, but we cannot guarantee that that tutor will be available.

Submission Process
Click on the Submit Paper link here or on the left menu and enter your information (Important – papers without student information will be discarded). To submit an unformatted paper without using E-mail, just paste your paper body into the form and press Submit. To submit a formatted paper as an attachment, click on the Attach Document button and follow the directions.

Response
After you submit your paper, one of our tutors will review your paper and respond by E-mail to the address you provide in 24-48 hours. Currently, our tutors on staff are:
✓ Susan Achziger
✓ Chad Russell
✓ Judith Strathearn
✓ Mary Grace Glasier

Submit any questions you have about CCA’s Online Writing Studio to susan.achziger@ccaurora.edu.
### The Instructional Resource Center (IRC)

- Circulating Books
- Reference Books
- Videos
- Newspapers, Magazines, and Journals
- Online Resources (including Ebooks)
- Aurora Public Library Resources
- Interlibrary Loan
- Reference Assistance
- Lowry Campus Service Assistance

### CCA Library Updates

The Community College of Aurora Library has just acquired the Autographics’ AgentVERSO circulation system. This innovative, cutting-edge library system provides for federated searching, a convenient, user-friendly interface that provides online searching and retrieval of print books, ebooks, and journal articles all from one easy interface. In addition, the CCA Library has acquired access to SWIFT, a service of the Colorado State Library, that allows you to order books, DVDs, and CDs from almost all libraries in Colorado and have them delivered to the CCA Library within one week. Finally, we have acquired three new databases for students: Science Reference Center, Literary Reference Center, and Biomedical Reference Collection.

### CCA Online Subscription Resources:

The IRC subscribes to several online services that provide articles, encyclopedias, dictionaries and other resources. Online subscriptions can be accessed directly from the CentreTech and Lowry campuses by going to the Online Services Guide (http://www.ccaurora.edu/ircguide).

- AccessScience.
- EBSCOHost.
- ELibrary.
- CQ Researcher & CQ Weekly
- Encyclopaedia Britannica Online
- Gale Virtual Reference Library.
- GaleNet Literary Databases.
- NetLibrary Ebooks.
- Oxford Reference Online.
- Sanborn Maps

### Library Online Services

Library Director Address:
Community College of Aurora
Instructional Resource Center
16000 East CentreTech Parkway
Aurora CO 80011-9036
Phone: 303-360-4740
Website: http://www.ccaurora.edu/ircguide
Email: library@ccaurora.edu

**Operating Hours:**
- **Monday – Thursday:** 7:30 a.m. – 8:00 p.m.
- **Friday:** 7:30 a.m. – 5:00 p.m.
- **Saturday:** 9:00 a.m. – 1:00 p.m.
- **Sunday:** Closed

**ONLINE RESOURCES ARE AVAILABLE 24/7.** CCA students, faculty and staff may access these resources from home by going to a password protected page (http://www.ccaurora.edu/ccapwd).

The current password is available in the IRC.

### Aurora Public Library Resources

Aurora Public Library (APL) also has many resources for CCA students. All CCA students and instructors are eligible to obtain an APL card by presenting a current CCA registration receipt or CCA pay stub together with a Colorado Driver’s License or ID at any APL library or by completing a form available in the IRC. The APL card allows check out of circulating APL materials and access to APL online databases.

The closest public library to Lowry with extended hours is the Schlessman Family Branch of the Denver Public Library located at 1st and Quebec. Denver Public services are not limited to Denver residents; anyone can obtain a DPL library card by presenting proof of address and a picture ID at any DPL facility. With a valid DPL card, books from any DPL branch can be requested for pickup at the Schlessman Family Branch.
# Community College of Aurora

## Classroom Observation Form

<table>
<thead>
<tr>
<th>Instructor:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Observation:</td>
<td>Course:</td>
</tr>
<tr>
<td>Room:</td>
<td></td>
</tr>
<tr>
<td><strong>Focus of the Class Session Observed:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructor’s Major Strengths as Demonstrated in this Class Session:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Instructor’s Areas for Improvement:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Overall Impression of the Class Observed:</strong></td>
<td></td>
</tr>
<tr>
<td>Observer:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Steps to Complete Classroom Observations

To complete classroom observations in an efficient and beneficial manner, observers should:

- schedule a classroom observation at a time and location convenient to both observer and observed faculty member
- review the course syllabus
- discuss with the instructor the classroom activities to be observed in advance of the observation
- discuss the observation results as soon as practicably possible after the observation
- record the observation on the classroom observation form
- file the observation form

Observed faculty should:

- discuss with the observer the classroom activities to be observed in advance of the observation
- discuss with the observer any concerns about the class or the class session observed
- request specific feedback from the observer

Purpose of Observation

To maintain a high-quality teaching and learning environment, the deans, department chairs, and regular faculty observing adjunct instructors are asked to review this document to complete effective classroom observations that are consistent with the college’s stated beliefs about teaching and learning.

The purpose of observation is to promote faculty members’ continued growth as effective teachers. As Hyle (1999) stated,

A formative, or developmental, evaluation is designed to provide information useful for identifying individual strengths and weaknesses in an effort to promote continuing improvement and professional growth and to improve faculty members’ abilities to do the work of the academy.

The Community College of Aurora has also adopted and expanded upon Chickering and Gamson’s (1987) Seven Principles for Good Practice in Undergraduate Education in “Teaching Paradigm at CCA.” The paradigm states that the best practices in teaching and learning are:

- High Expectations
- Active Learning
- Collaborative Learning
- Prompt/meaningful Feedback
- Appropriate/frequent Assessment
- Considerable Time on Task Related to Learning Outcomes
- Ongoing Practice of Learned Skills
- Synthesizing Experiences
- Integrating Education and Experience
- Frequent Student-Faculty Contact
- Respect for Diverse Talents and Ways of Knowing
- Coherent Curriculum

CCA has expressed this philosophy in the following curriculum goals, teaching methods and assessment techniques:
## Guidelines for Completing Classroom Observations

<table>
<thead>
<tr>
<th>Curriculum Goals (what students learn)</th>
<th>Teaching Methods (how students learn)</th>
<th>Assessment Techniques (how learning is measured)</th>
</tr>
</thead>
</table>
| Students should be able to assess and debate key course concepts to formulate accurate judgments, evaluate information, and understand perspectives and values of the subject. | Situations that involve:  
- panel discussions  
- debates  
- performances  
- opinion polls | Procedures that require judgment:  
- self-assessments  
- portfolios  
- critiques  
- editorials  
- diagnostic learning logic |
| Students should be able to synthesize and integrate information and ideas to think holistically and creatively. | Situations that involve:  
- simulations  
- case studies  
- model examination | Procedures that require integration:  
- research papers  
- problem-solving  
- essay exams  
- models |
| Students should be able to separate concepts, examine information, and compare and contrast multiple views related to key concepts and principles. | Situations that involve:  
- dramatizations  
- diagrams  
- surveys  
- concept maps  
- critical thinking reading assignments | Procedures that require separation and relating:  
- analysis papers or reports  
- opinion papers  
- reflection assignments |
| Students should be able to demonstrate, illustrate, and/or apply key course concepts relative to academic and/or career preparation and personal development. | Situations that involve:  
- modeling activities  
- demonstrations  
- interviews  
- service-learning  
- small-group discussion | Procedures that require transfer:  
- application exercises  
- worksheets  
- role plays |
| Students should be able to utilize basic academic success skills to explain and discuss key course concepts. | Situations that involve:  
- discussions  
- small group work / information summaries | Procedures that require explanation:  
- short-answer exam items  
- intergroup discussion  
- translations  
- feedback forms |
| Students should be able to recall discipline-specific knowledge and skills applicable to course content. | Situations that involve:  
- lectures  
- reading assignments  
- videos/films  
- observation assignments | Procedures that require recall:  
- multiple choice exams  
- identification problems  
- outlines |
Please rate each statement on a one to five scale, where one means you strongly agree with the statement, three is not sure, and five means you strongly disagree.

Section 1: Course and Curriculum

Student Responsibilities
1. I participated in class activities.
2. I came to class prepared.
3. I completed assignments on time.
4. I attended classes regularly.

Expectations and Communication
5. The instructor’s expectations were clear.
6. The instructor set high expectations.
7. The instructor clearly explained how my assignments would be graded.
8. The instructor graded and returned work in a timely manner.
9. I received helpful feedback on my assignments.
10. The instructor used the textbook to help me learn.
11. I was able to contact my instructor outside of class.

Course Effectiveness
12. I was challenged to think, analyze, and evaluate ideas.
13. I was expected to communicate clearly and accurately.
14. The class required the use of technology to research and produce assignments.
15. The instructor expected me to meet deadlines.
16. I was expected to interpret numerical data (charts, statistics, etc.) for use in papers and class discussion.
17. I would recommend this course to other students.
18. We solved problems creatively.

Teaching Effectiveness
19. The course was well organized.
20. The instructor was knowledgeable and experienced in the subject matter.
21. The instructor created an environment that allowed me to express myself freely.
22. What I learned in this class will be useful beyond the class room.
23. The class began and ended at the scheduled time.
24. The building, classroom, and equipment created an adequate learning environment.
25. I would recommend this instructor to other students.

Open Ended Questions
Please comment on the following:

1. What did you like best about the course instruction?
2. How could the instruction be improved?
3. Please use this section to expand on any answers.
Introduction

This analysis examined the success rates of high school students who took college-level courses at their high schools offered through the Community College of Aurora (CCA) from Fall 2007 through Fall 2009. The analysis attempted to answer the questions:

1) How well do high school students succeed in their college-level courses offered through CCA at their schools? How does their success compare to the success rates of CCA students taking the same courses on the CCA campus?

2) If the high school students take a prerequisite class and then continue into college, do they take the next course in the sequence, and if so, how do they succeed in those courses? How does this compare to students who take all courses in the sequence as college students?

Analysis

A grade distribution analysis was prepared to look at success of students in their college level courses. The state definition of success as a “C” grade or higher was used. Using this definition, 81.1% of high school students taking college-level courses through CCA from Fall 2007 through Fall 2009 succeeded in their courses. These data were then compared against the success rates of CCA students taking the same courses on the CCA campus. The overall results are presented in Table 1. CCA students taking the same courses as the high school students had a success rate of 67.6%. The same data were compared across semesters. These data are displayed in Table 2. Students taking the courses at the high schools succeeded at higher rates than CCA students except in Fall of 2009. However, there were still some of the classes from the high schools that had not submitted grades from Fall 2009 at the time of this analysis. When those grades are submitted, this trend is expected to continue. This trend is also observed when looking across divisions (Table 3).

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007-Fall 2009 Grade Distribution in Percentages</th>
<th>Percentage With “C” Grade or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>High School</td>
<td>37.1%</td>
<td>27.2%</td>
</tr>
<tr>
<td>College</td>
<td>32.3%</td>
<td>21.9%</td>
</tr>
</tbody>
</table>

A separate analysis looked at the classes that are prerequisites for the next course in a sequence. A sequence was defined as two courses following one another, where the student had to take the first course as a prerequisite to enter the second course. Only college-level sequences offered at high schools were considered. The analysis attempted to compare high school students who had taken the first course as a high school student and then completed the next course in the sequence as a college student, and then compare them to students who took both courses in the sequence as college students. This analysis examined the following sets of courses, where the first course is a prerequisite for the next course in line: PHY 111 and 112; ENG 121 and 122; ACC 121 and 122; CHE 111 and 112; MAT 111 and 112; MAT 201 and 202; and SPA 211 and 212. Only students who had completed both courses in the sequence were included for this analysis. Other than one student completing ENG 121-122 and one student completing MAT 111-112, all the students included completed both courses in the sequence as high school students, so the analysis could not be completed (See Table 4). A future analysis could look at high school students who completed both courses in a sequence at high schools compared to college students who took both courses at CCA, but this would provide information similar to the grade analysis above and would not provide a picture of how the high school courses prepare students for courses in college.
Table 2: Success Rates of High School Students and CCA Students Taking the Same College Level Courses, Compared by Semester

<table>
<thead>
<tr>
<th></th>
<th>Fall 2007</th>
<th>Spring 2008</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
<th>Fall 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td>91.1%</td>
<td>81.9%</td>
<td>89.1%</td>
<td>86.0%</td>
<td>62.2%</td>
</tr>
<tr>
<td>College</td>
<td>60.7%</td>
<td>68.8%</td>
<td>63.3%</td>
<td>66.0%</td>
<td>67.8%</td>
</tr>
</tbody>
</table>

Source: Cognos extract Fall 2007-Fall 2009; At the time of this analysis, not all Fall 2009 grades from high schools were reported.

Table 3: Success Rates of High School Students and CCA Students Taking the Same College Level Courses, Compared by Division

<table>
<thead>
<tr>
<th></th>
<th>Liberal Arts</th>
<th>Science, Math, Public Service</th>
<th>Business, Computers, Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>HS</td>
<td>79.9%</td>
<td>76.1%</td>
<td>87.1%</td>
</tr>
<tr>
<td>College</td>
<td>64.0%</td>
<td>66.7%</td>
<td>68.5%</td>
</tr>
</tbody>
</table>

Source: Cognos extract Fall 2007-Fall 2009

Table 4: Students in Prerequisite Courses Starting in High School and Continuing to Next Course

<table>
<thead>
<tr>
<th></th>
<th>PHY 111-112</th>
<th>ENG 121-122</th>
<th>ACC 121-122</th>
<th>CHE 111-112</th>
<th>MAT 111-112</th>
<th>MAT 201-202</th>
<th>SPA 211-212</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Course Takers Starting as High School Student</td>
<td>24</td>
<td>120</td>
<td>76</td>
<td>27</td>
<td>40</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td>Total Took Both Courses</td>
<td>16</td>
<td>38</td>
<td>0</td>
<td>10</td>
<td>19</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Took Both Courses in High School</td>
<td>16</td>
<td>37</td>
<td>0</td>
<td>10</td>
<td>18</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Took One Course in High School, One in College</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: Cognos extract Fall 2007-Fall 2009

Implications

High school students taking college-level courses through CCA are succeeding in their courses at a high rate. They are succeeding in their courses at a higher rate than college students in the same courses at the CCA campus. Whether the course experience of both groups of students is similar is not clear from this analysis alone. A further comparison could be made at the level of the instructors, looking at college instructors who taught both in the high schools and at the CCA campus and comparing their grades against high school teachers teaching the same courses. A comparison of the syllabi and classroom observation could further help explain the difference. Another reason for the difference could be the students themselves, as high school students taking college-level courses are often well-prepared to enter college, while community colleges often serve populations that are underprepared for college.

Comparing the high school students in the next course in a sequence of prerequisite courses after they have entered college is more challenging. In this analysis, it was only possible to look at CCA students. While 50 students in the analysis took CCA courses at both the high school and college level, most took only one or two courses, or did not take the next course in the sequence from their high school course, or took the sequence only as college students. At this time, we do not have data on our students who matriculate at other community colleges or universities. For the future, the Director of Institutional Research and the Vice President of Student Services and Enrollment Management at CCA are working to get information about CCA students who matriculate to other colleges and universities in Colorado, which will benefit this analysis in the future. Additional tracking could also identify more high school students who take college-level courses through CCA and then matriculate at CCA. This would make it possible to do an analysis of how well high school students taking college-level courses at CCA are prepared to succeed in their college courses.

Catherine Trouth; Office of Institutional Research January 22, 2010

March 2010
The Why?

- To provide our students with common expectations across the various courses and sections offered in our department. Common expectations will help our students (many of whom are still developing their study and student skills) establish greater consistency in their performance.
- To provide instructors with the support that comes from consistency among peers with regard to administrative policies and course content standards.

The What?

Attendance
Department Policy: Students who miss more than 20% of a course will receive an “F” unless they choose to withdraw themselves. For standard-length classes that meet twice a week, this means that a 7th absence leads to a failing grade. While we want to be empathetic with our students and the challenges they encounter during a semester, there should be no distinction between an “excused” or “unexcused” absence with regard to the 20% limit. If, or how, attendance impacts the students’ point totals is at the discretion of the instructor, but students should not be able to earn a passing grade based on strong attendance if the required skills have not been demonstrated.

Syllabus Example: A semester is a relatively compact and intense period of time for learning. You should expect to spend a minimum of 6 hours a week outside of class in preparation for a 3-credit-hour course. In order to provide students with optimal opportunities to develop and refine reading strategies regular and prompt attendance is necessary. Attendance is also critical due to the sequential nature of this course. Beginning with the 3rd absence, 5 points will be deducted from the student’s final grade for each class missed. Regardless of their final point total, students who miss a 7th class, which is more than 20% of the semester, will receive an “F.”

Tardiness
Department Policy: For the benefit of the students who are on time, and for the good of the student(s) with time management issues, tardiness needs to be recognized and addressed. Tardiness is defined as arriving late and/or leaving early. Three (3) instances of tardiness are equal to 1 absence.

Syllabus Example: We will have enough material to cover to fill our allotted class time each week, so we will start promptly at 6:00 p.m. and continue to 8:40 p.m., with a break provided. If you arrive late or leave early, it will count as a tardiness occurrence. Three instances of tardiness will count as one full absence.

Late Work
Department Policy: If late work is accepted, it must be accepted with a penalty in fairness to those who completed the work on time and to impress upon students the consequence of a missed deadline.

Syllabus Example: Late assignments lose one letter grade (10%) for being late the same day, and one letter grade for each subsequent day late (the penalty is assessed per day, not per class period, as that is how many days you had to work on the assignment that your fellow classmates did not). After one week, they will not be accepted at all. Please see the instructor ahead of time if you have extenuating circumstances that require special consideration.

Extra Credit
Department Policy: If offered, extra credit work should not become the difference between a student passing or failing the class. As a guideline, students who are not otherwise working at a C-level or higher should not be eligible for extra credit.

Syllabus Example: Extra credit opportunities are never guaranteed. To be eligible for any extra credit that is made available, a student needs to be working at or above the “C” level. Extra credit cannot be used to increase a grade from the D/F level to a C or higher.
“Formal” Assignments

**ENG 121:**
Assignments (at least 2 completed in class); length = 3-6 pages. The final essay must be an Argumentative/Persuasive piece. The instructor should introduce the class to research strategies and MLA style (at least 2 sources and a Works Cited page).

**ENG 122**
Culminates with a 10-15 page research paper featuring at least 10 sources and written in MLA style. Typically, 1-2 smaller assignments are given early in the semester to build appropriate skills.

**COM 115**
5 speeches, including Informative, Persuasive, and Group. Speeches should be 5 minutes and include an outline.

**COM 125**
At least 5 assignments (could include tests)

Additional Instructor Expectations

Most of us already do these things, but here’s a reminder:

- Use the Desire 2 Learn system. At minimum, a syllabus should be posted and the grade book should be utilized. D2L allows you to set up a grade column that will show students where they are at any point in the semester. Support is available if you aren’t sure how to set this up.

- Classes should not be cancelled. If you can’t make a class due to illness or emergency, be prepared to deliver a lesson or assignment through D2L. Discussion threads on that day’s topic are quick to set up and easy to grade! The sign posted on your classroom door can direct students to D2L for that day’s material.

- Utilize all of your scheduled class time. For composition classes, take advantage of the computer rooms and the supportive environment for in-class writing time as appropriate. If classes regularly end early, we are not meeting our required contact hours.

- Provide feedback to students early and often! Consider having some low-stakes, high-feedback assignments in the first two weeks so that students can get a sense of their performance prior to the census date.

- Make a special effort to provide timely feedback on assignments. This is far and away the most common complaint from students during and after each semester.

- Have fun! Your passion for your subject likely brought you here in the first place. Let our students see how much you love what you’re teaching.
# Argumentative Writing Rubric

**Mechanics**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Has few or no errors in punctuation, spelling, sentence structure, or grammar. If there are errors, they are minor.</td>
</tr>
<tr>
<td>4</td>
<td>Some errors, but don’t interfere with understanding content.</td>
</tr>
<tr>
<td>3</td>
<td>Has quite a few errors that do not interfere with understanding content.</td>
</tr>
<tr>
<td>2</td>
<td>Has quite a few errors in punctuation, spelling, sentence structure, or grammar which interfere with understanding content.</td>
</tr>
<tr>
<td>1</td>
<td>Replete with errors in punctuation, spelling, sentence structure, or grammar which make understanding content extremely difficult.</td>
</tr>
</tbody>
</table>

**Language/Style**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Language shows superb mastery of diction and tone, as well as awareness of audience. Words used greatly enhance content and purpose, and contribute to a sophisticated style.</td>
</tr>
<tr>
<td>4</td>
<td>Language shows competent mastery of dictions and tone, as well as a cursory understanding of audience. Words used are simple and do not cause too much confusion, though the style lacks sophistication.</td>
</tr>
<tr>
<td>3</td>
<td>Language and style show great lack of mastery. Tone and awareness of audience are nonexistent. It is not clear why words used have been selected.</td>
</tr>
</tbody>
</table>

**Thesis/Claim**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Thesis is totally clear and insightful.</td>
</tr>
<tr>
<td>4</td>
<td>Thesis is clear but formulaic.</td>
</tr>
<tr>
<td>3</td>
<td>Thesis is evident but too general.</td>
</tr>
<tr>
<td>2</td>
<td>Thesis is unclear.</td>
</tr>
<tr>
<td>1</td>
<td>Thesis is nonexistent.</td>
</tr>
</tbody>
</table>

**Reasons/Support**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Reasons are thoroughly developed, clear, and logical; they are convincing and well supported with evidence.</td>
</tr>
<tr>
<td>4</td>
<td>Reasons are clear and have few or no logical problems and are adequately supported by evidence.</td>
</tr>
<tr>
<td>3</td>
<td>Reasons are hazy. Some logical problems. Minimal support.</td>
</tr>
<tr>
<td>2</td>
<td>Reasons are unclear. Many logical problems. Unrelated support.</td>
</tr>
<tr>
<td>1</td>
<td>No obvious support.</td>
</tr>
</tbody>
</table>

**Opposition**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All major arguments from the opposition are addressed and refuted.</td>
</tr>
<tr>
<td>4</td>
<td>Most major arguments from the opposition are addressed and a sincere attempt to refute them is made.</td>
</tr>
<tr>
<td>3</td>
<td>Some major arguments from the opposition are addressed, but not necessarily refuted.</td>
</tr>
<tr>
<td>2</td>
<td>Few major arguments from the opposition are addressed; refutation is vague if present.</td>
</tr>
<tr>
<td>1</td>
<td>No apparent attempts made to handle the opposition.</td>
</tr>
</tbody>
</table>

**Organization**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Paper has a clear, solid organization. All or most ideas transition easily.</td>
</tr>
<tr>
<td>4</td>
<td>Paper has good organization. Many of the ideas transition easily.</td>
</tr>
<tr>
<td>3</td>
<td>Paper has fair organization. Some of the ideas transition easily.</td>
</tr>
<tr>
<td>2</td>
<td>Paper has poor organization. Few of the ideas transition easily.</td>
</tr>
<tr>
<td>1</td>
<td>Paper has no apparent organization. Almost none of the ideas transition easily.</td>
</tr>
</tbody>
</table>

**Source Citation**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>All sources are cited correctly (both in-text and works cited).</td>
</tr>
<tr>
<td>4</td>
<td>All sources are cited; few errors (for example, generally without signal phrases).</td>
</tr>
<tr>
<td>3</td>
<td>Sources are cited, but inadequate. Signal phrases are absent.</td>
</tr>
<tr>
<td>2</td>
<td>Not all sources are cited or follow inconsistent formats</td>
</tr>
<tr>
<td>1</td>
<td>Citations are not present or sketchy.</td>
</tr>
</tbody>
</table>