



Multi-Location Visit Institutional Report

Instructions

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at hlccommission.org/upload. Select "Visit Materials" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the visit.

Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution's general approach to off-campus instruction. List the current approved active additional locations. Be sure to include with each location the full address and all academic programs offered at the location.

The Community College of Aurora's (CCA) HLC-approved additional locations are in two distinct categories: Lowry and thirteen high schools where CCA offers concurrent enrollment. The Lowry location, which CCA faculty, instructors, staff, and students often refer to as the "Lowry Campus," is in northwest Aurora on the border between Aurora and Denver. The thirteen high schools are scattered throughout Aurora and east Denver and include locations in three school districts (Aurora, Denver, Cherry Creek) and at a charter school. In addition to these locations, CCA offers off-campus instruction at approximately 12 high schools where the course offerings do not meet the level required for formal HLC location status. CCA also has off-campus for-credit instruction through several courses offered in a partnership with the Colorado Homebuilder's Academy.

Lists of programs offered are attached at the end of the report.

Lowry:

710 Alton Way, Denver, CO 80230

Aurora Public Schools:

Aurora Central High School - 11700 East 11th Avenue, Aurora, CO 80010

Gateway High School - 1300 South Sable Boulevard, Aurora, CO 80012

Hinkley High School - 1250 Chambers Road, Aurora, CO 80011

Rangeview High School - 17599 East Iliff Avenue, Aurora, CO 80013

William Smith High School - 400 Airport Boulevard, Aurora, CO 80011

Vista Peak High School - 24500 East 6th Avenue, Aurora, CO 80018

Cherry Creek School District:

Cherokee Trail High School - 25901 E. Arapahoe Road, Aurora, CO 80016
Grandview High School - 20500 E Arapahoe Rd, Aurora, CO 80016
Overland High School – 12400 East Jewell Avenue, Aurora, CO 80012
Smoky Hill High School – 16100 E. Smoky Hill Road, Aurora, CO 80015

Denver Public Schools:

Dr. Martin Luther King Jr. Early College - 19535 E 46th Ave, Denver, CO 80249
Northeast Early College, (formerly High-Tech Early College) - 11200 E 45th Ave, Denver, CO 80239

Charter Schools:

Colorado Early Colleges Aurora - 1400 S Abilene St, Aurora, CO 80012

The college's approach to off-campus instruction in the past decade has focused on expanding concurrent enrollment in area high schools. For example, concurrent enrollment (including enrollment at both HLC-approved locations and at other high schools) expanded from 316 FTE and a headcount of 2,439 in the fall of 2016 to 551 FTE and a headcount of 4,040 in the fall of 2020. During this same period, CCA has added two additional high school locations, Grandview High School and Colorado Early Colleges-Aurora.

To support and manage this growth and these new locations, the college has worked diligently to build and maintain partnerships, expand best practices, and maintain academic rigor. CCA staff members have harmonized practices among our school district partners to provide students with a consistent, high quality instruction regardless of their high school location. They have also offered a robust array of professional development opportunities for the high school teachers who serve as CCA adjunct instructors including access to, and compensation for, all college professional development sessions as well as innovative teaching and learning programs such as the Association of College and University Educators (ACUE) year-long Effective Teaching Practices program. CCA staff also ensure that all assessments, whether at the program, course, or institutional level, are also embedded in the concurrent enrollment offerings at the high school locations.

Lowry:

Lowry's history as an integral part of CCA goes back to 1994 when the U.S. Air Force closed operations at Lowry Air Force Base and the Colorado Community College System (CCCS) took over the northeast corner of the base for use as an education campus. CCA played an instrumental role in helping CCCS acquire use of this 156-acre parcel from the Air Force.

Although classified by the Higher Learning Commission as a location, in practice Lowry operates as an extension of the CentreTech campus under the same budget, administration, policies, procedures, and processes. Students, faculty, instructors, and staff move back and forth daily between Lowry and CentreTech. Lowry's enrollment now exceeds that of CentreTech. In fall 2020, Lowry had 513 FTE and a headcount of 2,320, while CentreTech had 328 FTE and a headcount of 1,884.

Today, Lowry houses the majority of the college's STEM and Career and Technical Education programs. Eight academic department chairs, an associate dean, and two deans have their offices there, reporting directly to the Vice President for Academic Affairs who has offices at both Lowry and CentreTech. Lowry's academic departments and programs include Business, Computer and Digital Technology, the Colorado Film School, Science, Diesel, Health Sciences, Criminal Justice/Police Academy/Paralegal, Math, and Emergency Medical Services and Fire-Science Technology. Lowry

also houses the Lowry one-stop which provides students with college advising, testing, financial aid, and cashier services; offices for Student Life and Career Services; the Academic Learning Center and computer lab; a science library; and the Innovation Lab. In spring 2021 the college's Institutional Research and Communications and Marketing departments moved to Lowry.

Two non-credit, community-focused programs are housed at Lowry. The Center for Adult Education offers High School Equivalency test preparation, community (adult) ESL classes, and citizenship test preparation; and the Center for Disaster Management provides training for military, fire, police, and various first-responder units in specialized facilities.

High Schools:

CCA closely oversees instruction at the thirteen high school concurrent enrollment (CE) locations. Several years ago, to ensure quality and consistency within the program, the college leadership moved the CE team to report solely under one dean (the Dean of First Year Success) in the Division of Academic Affairs. To better serve students in the high schools, the department's staffing pattern was adjusted as well. The team is now made up of an Associate Dean, CE Partnership Administrator, two CE Advisors, a CE Instructional Coordinator, and a half-time Billing Coordinator.

Concurrent enrollment staff meet with school district liaisons, school administrators, and counselors regularly and work in tandem to continuously fine tune processes to ensure successful outcomes for students, parents, instructors, and administrators at the high school locations. The Associate Dean oversees the process for admissions, assessment, advising, registration, orientation, billing, instructor approvals, and classes at high school locations to ensure academic rigor, and to make sure that assessment of student learning procedures are completed by the high school instructors teaching the college courses as CCA adjunct instructors.

The Partnership Administrator serves as the central liaison for day-to-day operations with each of the school districts and is responsible for high school counselor trainings and education, and student data oversight. This includes exploring student success rates across historically minoritized student populations and working with K-12 partners to ensure equity within college program offerings and practices, problem solving with high school administrators, and launching initiatives that encourage student connection to the college and its support services and promote matriculation to CCA after high school.

The CE Advisors are available to meet with students taking classes at additional locations and provide direction to high school counselors with pre-requisites and selection of courses. The CE Instructional Coordinator works primarily with the instructors at the locations to determine course offerings, ensure instructor qualifications are met, and serve as a bridge between the location instructors and CCA department chairs.

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

Lowry:

Computer and Digital Technology and Health Sciences programs currently offer the biggest opportunities for growth on the Lowry Campus. Growth for these programs in the next three years will be driven by industry and community needs as well as feasibility for CCA. While forecasting industry and community partner needs 10-20 years in the future is an arduous task, CCA will continue to use

partners' insights to support growth and development that is responsive to their needs as well as those of the campus, the community, students, and other stakeholders.

High Schools:

Although the college expects some growth in its overall level of concurrent enrollment, it does not expect that any of the high schools not now classified as locations will be moving to a location status within the next 6 months to 3 years. The factors that affect whether specific schools might become locations include the following:

- The availability of sufficient numbers of qualified instructors in the high schools
- Changes in the commitment to concurrent enrollment by school district administrations
- Growth of the Degrees with Designation (which ensure seamless transfer from CCA into a bachelor's program at one of Colorado's public colleges or universities as a junior)
- Changes in the funding model for concurrent enrollment at either the state level or within the Metro Denver area.

The southeast area of Aurora is rapidly growing and if new high schools are built within CCA's service area, CC would help those schools if they wanted to collaborate in becoming an additional location.

Institutional Planning

1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

Lowry:

CCA maintains a long-range facilities master plan for the Lowry campus as required by the Colorado Department of Higher Education (CDHE) and the State Board for Community Colleges and Occupational Education (SBCCOE). This master plan does not supply specific directives or blueprints but serves as a guide for how to identify and quantify necessary actions and costs to renovate, retrofit, restore, modernize, or maintain existing buildings and equipment in a "like new" condition. Per CDHE requirements, CCA reviews the plan every ten years and makes updates based on both existing and emerging needs of students and the curriculum. This process is led by the director of facilities with review and approval by the president's cabinet and is outlined in CCA Guideline 9.1: College Facilities Master Plan.

While the Facilities Master plan is as an effective tool for facilities planning and oversight, CCA relies on a department-level approach to identify prompt and relevant updates that will support the needs of the students and departmental curriculum. To this end, faculty members have been extensively involved in the design of facilities for their departments on the Lowry campus. For example, the Lowry campus houses a mock courtroom, simulation studios, and an emergency operations center in the Center for Simulation all developed by their departments' faculty and staff. Laboratories for the Science department provide additional examples of this department-level approach as they were designed with input from the department chair and faculty members to meet the exact needs of the students and the department.

High Schools:

In addition to reviewing high school instructors' qualifications and the appropriateness of course materials, CCA department chairs/and or their designees conduct site visits to the high schools to

evaluate facilities. It should be noted that the locations are all in large urban/suburban high schools with extensive, up-to-date physical facilities.

For new courses or programs, the CCA chairs conduct these visits as part of a rigorous course approval process for which not all proposals have been approved. For content areas with specific technological or lab requirements, the chairs do a comprehensive evaluation to ensure alignment of facilities and content delivery. For example, the Science Department requires high school instructors who propose to teach a course to submit materials with information about the lab component of the course. This information, combined with the department chair's or their designee's knowledge of facilities and equipment needed for each lab, guides the onsite visit (a walk through with the instructor) before course approval. Not all programs require the same level of facilities as do those with lab requirements. English, for example, can use almost any classroom.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations?

Lowry:

The same budgeting and staffing processes serve Lowry as serve the CentreTech campus and the concurrent enrollment program. Requests for adjustments in funding, including increases in staffing, come through the college's budgeting process that begins within the cost centers in January and runs through the spring. The president's cabinet considers the college's strategic goals, state and other funding projections for the upcoming year, program review information, and the broad picture of requests from across the institution before making allocations and adjustments. Organizational changes in staffing not requiring additional funding come throughout the year but follow the same path with final approval given by the president's cabinet.

High Schools:

The current funding model for Concurrent Enrollment is based on a 105% reimbursement model for all Denver-metropolitan region community colleges. This model means that the college bills each school district the total tuition costs for their students' enrollments, and then the districts bill CCA back at 105% the costs of tuition. The rationale is that the high schools are paying the instructors and supplying the facilities while the college is providing the curriculum, ensuring rigor, and overseeing common course expectations. The additional benefit the college receives is through COF (the College Opportunity Fund). Each CE student is required to apply for COF funding, and it is from this funding that the 5% tuition returned to the high schools is drawn. The college keeps the rest. As of academic year 2021, COF equated to \$40 per credit hour with the college receiving approximately \$28 per credit hour. The CE department is funded by the college through the standard general fund process (described in the preceding Lowry paragraph) as are other non-grant supported programs at the college. Over time, the college has made a continued investment in CE support staff to now include a 5.5 FTE staffing pattern.

The number of teachers hired as CCA adjunct instructors at each high school location depends on the number of approved concurrent enrollment courses at that school. Currently, the college pays just two adjunct CE instructors, who teach within Aurora Public Schools.

Facilities

1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

Lowry:

CentreTech and Lowry are supported by the same facilities department. To request any building modification, office move, or reconfiguration CCA personnel use a Move, Add, or Change request (MAC). Once submitted, a MAC request requires multiple levels of approval including that of the facilities director, the president's cabinet, and the president. This ensures faculty and student needs related to facilities are effectively being addressed while ensuring they are also in alignment with the CCA facilities master plan, including any necessary budget considerations.

Many of the offerings at Lowry are part of Career and Technical Education (CTE) programs which must meet specific guidelines to ensure compliance for programs to be considered for federal funding allocated towards CTE programs. A part of this compliance requires ensuring adequate facilities which includes annual reviews to ascertain the sufficiency of these facilities. For a program with highly specialized facility requirements such as science, high-cost fees provide the department with a budget that covers regular equipment needs as determined by the department's faculty. In addition, each year departments can request either a new course fee or an increase in existing course fees. These requests must be approved by the president and chief financial officer before being sent to the Colorado Community College System (CCCS) board for approval. If a fee or an increase is approved, students are assessed these fees along with their tuition each semester. For "big-ticket" items or improvements, faculty members discuss and come to agreement on what may be requested each year. These requests then move into the budget process.

High Schools:

CCA department chairs or their designees conduct site visits to the high schools to review the facilities. For example, to ensure that the high school facilities are meeting student and curriculum needs, the Science Department collects the lab reports from concurrent enrollment instructors' classes and reviews them to ascertain they have been done correctly. However, in general, the high schools handle facilities issues.

Instructional Oversight

1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution's actual resources and technical capabilities?

Lowry:

Lowry operates within the same budget and fiscal oversight procedures as does CentreTech. Each department reports to a vice president who is a member of the president's cabinet and takes part in these processes, regularly discussing various programs' resources and technical capabilities. This oversight ensures that the promotion and marketing are in balance with CCA resources and capabilities.

While some CCA career and technical education (CTE) programs at Lowry have guidelines that dictate capacity of the programs or must pay close attention to the maximum number of students that can be admitted to their programs because of resource constraints (i.e., Diesel, Fire Science, and the Police Academy), other programs at Lowry are enrollment-driven and have capacity for growth. Communications and Marketing, which serves the entire college, considers these differences, and focuses its efforts on programs with low enrollment. Enrollment that exceeds resources and technical capabilities has not been a problem.

High Schools:

CCA is intentional with promotion, marketing, and enrollment and works with the school districts to ensure enrollment does not go beyond capacity at the additional locations. The districts use Dual Enroll software and Excel class rosters to make sure classes are not overenrolled. For courses that are offered at the high schools, the college has not been constrained by resources such as classroom space or by technical capabilities.

2. How does the institution effectively oversee instruction at an additional location?

CCA's commitment to high quality instruction for all students begins with its Strategic Plan where the first two (of five) formal commitments are to academic excellence and student learning and success. These are implemented through initiatives such as to "Develop, support, and assess rigorous and responsive academic and career preparation programs" and to "Provide faculty and instructors with professional development, learning opportunities, and instructional support."

Among the tools CCA uses to keep effective oversight of high-quality instruction are a system of common course numbering and a model syllabus. Courses offered by the college, including those at the CentreTech campus, Lowry, and the high schools, must exist within the Colorado Community College System's (CCCS) Common Course Numbering System (CCNS). The CCNS database includes all courses that have been submitted by community college faculty members and approved by the System's curriculum committee. To further improve oversight, CCA has implemented a model syllabus used for all course sections. The syllabus includes the CCNS course title, course description, the number of credits, contact hours, learning outcomes, and a course calendar showing when and how the topical outline is covered. Instructors, including the high school instructors who teach as CCA adjunct instructors, submit syllabi at the start of each semester for auditing and archiving.

Course evaluations and instructor observations are also tools that supply valuable insight to support consistent oversight. At the end of every course, students can complete a standardized course evaluation that collects feedback on their overall experience in the classroom. Classroom observations are also performed annually at all locations for the purpose of providing an opportunity to ensure instructional quality and course alignment.

Lowry:

All the programs at Lowry are governed by the CCCS policies and college procedures as are those at the CentreTech campus as described above. The college's curriculum committee oversees the curriculum and department chairs oversee hiring, evaluation, and training of faculty. Department's handle developing their assessment of student learning with a college-wide assessment committee responsible for oversight of all assessment.

High Schools:

To ensure instructional alignment and consistency, the CE Instructional Coordinator serves as the conduit for information between the department chairs at the college and the adjunct instructors at the high schools. The Associate Dean and the Partnership Administrator conduct general site visits and attend meetings with site leadership such as school district representatives and high school assistant principals, counselors, and instructors. When a new high school instructor requests to teach concurrent enrollment courses through CCA, the hiring process includes submission of a course syllabus designed by the instructor that follows the model syllabus. The department chair reviews the syllabus, approves the textbook, and decides whether the course demonstrates

college-level rigor. The chairs also review applicants' transcripts and resumes just as they do for any new CCA adjunct instructor. Most require a face-to-face interview and a teaching demonstration. Chairs also provide oversight through email communication with high school instructors who have questions, review the results of annual observations of the high school instructors by department chairs or their designees, and examine student evaluations and grades available to them electronically.

The Colorado Community College System (CCCS) office has outlined requirements for hiring high school instructors to teach Career and Technical Education (CTE) courses. All high school instructors teaching CTE courses are required to apply for and be issued a post-secondary CTE credential by CCA in order to teach CTE courses via concurrent enrollment. The post-secondary credential issued by CCA is valid for the same period as the instructor's secondary CTE credential if one is in place. This is the same process that instructors teaching CCA courses on a CCA campus are required to follow.

Concurrent enrollment course sections take part in department and college-wide assessment processes. Student acquisition of department-specific learning outcomes as well as acquisition of CCA's Lifelong Skills are assessed and compared with student learning in on-campus, hybrid, and online sections of the same course. Department chairs and faculty leads conduct classroom observations. Chairs compile the information that comes to them and review it with the instructors.

During the spring and summer, the high school concurrent enrollment instructors complete an online form to request both a review of their credentials and the course(s) they want to teach in the coming academic year. Chairs consider assessment results, classroom observations, and student evaluations of instruction when deciding whether to approve these yearly requests to teach.

Institutional Staffing and Faculty Support

1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

Lowry:

At Lowry, just as at the CentreTech campus, department chairs are responsible for the hiring of qualified faculty via search committees chosen for expertise and inclusivity. All full-time faculty hires are then vetted through the deans and the Vice President of Academic Affairs. CCA's Human Resources Department oversees hiring for the entire college, providing training for new search committee members, reviewing job descriptions and announcements, and instructing those involved in hiring on topics such as suitable interview questions and committee record-keeping.

Faculty/instructors hired to teach in CTE programs at both Lowry and the high school locations are further vetted through a CTE credentialing process that includes criteria meant to ensure both sufficient teaching and occupational experience in the field in which the instructor is hired to teach. While department chairs are responsible for hiring and onboarding processes related to faculty and instructors, academic deans and vice presidents are responsible for overseeing the hiring and onboarding for staff to ensure there are sufficient staff members at both the CentreTech and Lowry.

High Schools:

High school instructors teaching CCA courses at the high school locations must meet the same requirements in terms of degree, experience, and credentials as do faculty members and instructors teaching for CCA at CentreTech and Lowry. These requirements meet current HLC expectations.

Each year, every instructor who proposes to teach one or more concurrent enrollment courses must submit a course request that includes a resume, transcripts, syllabi, and CTE credential (if applicable). The Concurrent Enrollment Instructional Coordinator communicates deadlines, materials required, and information about processes and then reviews submitted requests before sending them on to the right college department chair for evaluation. Chairs make the assignment decisions, often based on face-to-face interview, and familiarize the high school instructors with their expectations for instructors. Mentor faculty then follow up with the high school instructors. The college also strives to integrate the instructors into CCA's culture, inviting them to attend department meetings and sending them all communications associated with the department, school, division, and college. The high school instructors teaching concurrent enrollment must follow the same human resources processes as adjunct instructors teaching at CentreTech and Lowry. The forms they complete and sign, as well as other materials, are collected and archived by Human Resources.

CCA does not hire staff for the high school concurrent enrollment locations since they are fully staffed institutions and do not require additional personnel from CCA. However, each high school has an employee such as a counselor, instructor, or assistant principal who is designated to work with concurrent enrollment.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

Lowry:

Supporting and evaluating personnel at Lowry parallels the process used at CentreTech. Support for personnel begins with CCA's inclusion of employees on search committees for the selection process for faculty and staff and the implicit bias training they go through before sitting on these committees. These steps ensure hiring practices that align with CCA's mission, vision, and values. CCA also provides training and professional development for employees beginning with offerings such as New Faculty and Instructor Orientation.

The required annual spring performance evaluation and planning process provides an opportunity for supervisors and employees to constructively discuss job performance for the year just ended and to set employee goals for the coming year. To ensure consistency across the college including at Lowry, in addition to the use of a standardized process and forms, CCA's Human Resources Department provides supervisors with training to ensure a positive evaluation and planning experience for them and their employees.

High Schools:

Department chairs, or their designated faculty members, are responsible for evaluating all concurrent enrollment instructors teaching courses at high school locations. Each term the Concurrent Enrollment Instructional Coordinator provides department chairs with a list of instructors in their departments who are teaching courses at the high schools. This allows department chairs to offer support to the high school instructors and to schedule time to visit their classrooms to do evaluations. For some larger departments (like English) the department has dedicated faculty leads who provide another layer of support and continued training for instructors in the high schools.

As the school districts see the value of concurrent enrollment and these enrollments grow, the high schools identify new potential instructors every term to expand their course offerings. When a high

school identifies one of its faculty members as a potential new CE instructor, the instructor reaches out to CCA's Concurrent Enrollment Instructional Coordinator to express interest in teaching. At that time, they provide their resume, transcripts, and the list of courses for which they would like to be considered to teach. The Instructional Coordinator then works in tandem with the CCA department chair to decide if the instructor meets the HLC qualifications. If the instructor is determined to be qualified, they receive training from the department chair to ensure that the course being offered at the high school has the same level of rigor as if it were being offered at the CentreTech campus.

Additionally, the department chair works with the instructor to ensure that their course syllabus sufficiently addresses the course outcomes determined by the Common Course Numbering System. The CCA CE staff provide all new instructor with an orientation that covers the processes and procedures that instructors must follow. The CE team also orients instructors to the learning management system and other software tools that support instruction.

Student Support

1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

Lowry:

While student support services at Lowry mirror those at CentreTech as described in the overview statement, specialized support services are also available for students at Lowry that support students' programs of study. For example, Lowry's campus houses the Innovation Lab that serves as a maker's space for students studying in STEM. The Innovation Lab is intentionally housed at Lowry given the location of STEM programs on the campus. Oversight and upkeep for this space is co-managed by faculty and staff and is a multi-use space for STEM students. Other tailored space, previously referenced, include the mock courtroom, simulation studios, an emergency operations center, and science laboratories.

High Schools:

The locations CCA serves have their own extensive and high-quality student support services characteristic of large suburban and urban high schools such as guidance counselors, tutoring and other academic help, libraries, and psychologists and social workers. In addition, the CCA concurrent enrollment team is in regular contact with, and often meets with, the high schools' support staffs to share out college resources available to CCA's concurrent enrollment students at their institutions. The team updates published information and/or processes whenever a change occurs and shares this information out to the school districts promptly. The school district liaisons share these resources to CCA concurrent enrollment students through their high schools. The CE team is available to CCA students in the high school locations in person and by telephone and email to answer questions and direct students. The team strives for a 24-hour turnaround on all communications.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

Lowry:

Lowry offers duplicate services to those found at the CentreTech campus to ensure students have access to admissions, registration/student records, advising, financial aid, tutoring, computer labs,

and job placement help regardless of where they are attending classes. For example, the main offices for admissions, registration, and financial aid are housed at the CentreTech campus. However, the same business hours for these services are offered at Lowry with staff using dual or shared office space. CCA uses feedback from a variety of sources to ensure the institution is addressing the needs of the students at Lowry. To cite one current example, upcoming changes to the Student Center at CentreTech will create synergistic changes to better address student needs and ensure services are accessible and available to students. In turn, conversations are underway to decide modifications to Lowry that will supply a similar level of support services for students spending most of their time there. Students at Lowry, like those at CentreTech, have full access to the college's services via computer and telephone.

High Schools:

The Recruitment and Orientation team and CE team hold multiple trainings throughout the year about completing the admissions process, logging into the MyCCA portal, and accessing Desire2Learn (D2L). The CE team regularly participates in any requests from school districts about information sessions. CCA also uses the Recruit software to contact students about opportunities on campus, in addition to what is sent out college-wide via email. As mentioned above, the CE team members are available to speak and/or meet with students and direct them to resources Monday-Friday 8 to 5.

3. What evidence demonstrates that student concerns are addressed?

Lowry:

Students attending Lowry, like those attending the CentreTech campus, have multiple avenues for submitting concerns including formal and informal processes. Students at Lowry typically have close access to all faculty and staff and are often encouraged to speak directly to them to address their concerns when they arise. For more formal/anonymous concerns, CCA utilizes an online portal where students can submit a "Refer an Incident or Concern" report. These reports go to staff in the Office of Student Intervention and Conduct who determine where the concern will be routed. Concerns related to in-class/academic matters are routed to associate deans who work alongside faculty/instructors and academic chairs to address issues related to courses, faculty members, or instructors. Non-academic concerns are referred to the Dean of Students who works with Student Affairs staff to ensure they are addressed.

High Schools:

Like the process outlined above, CE students at additional locations have the same opportunity to anonymously submit a "Refer an Incident or Concern" report, via CCA's online portal. Most often, a student will reach out to a member of the CE team with any concerns and the CE advisors or Associate Dean will work with the student to resolve the concern.

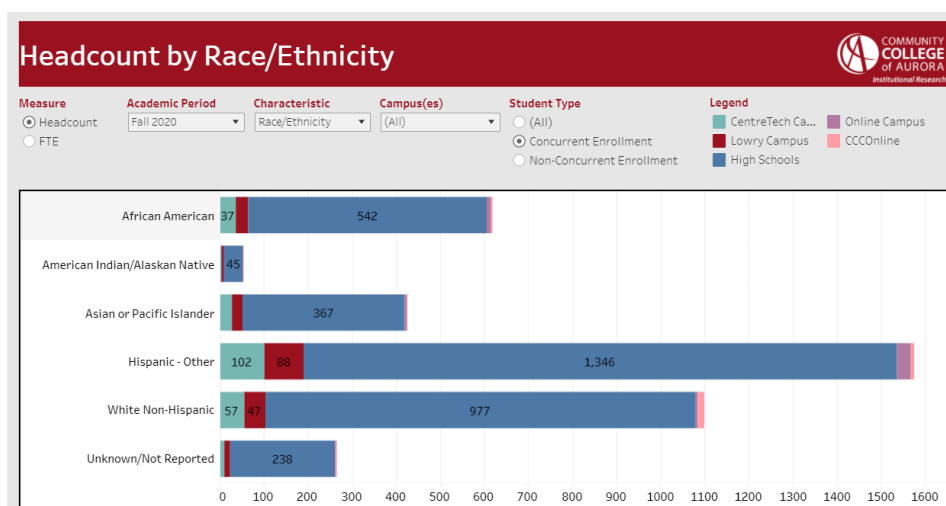
Evaluation and Assessment

1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

At CCA, the assessment of student learning is organized at the departmental level but is inclusive of all students regardless of course site location. For example, the political science program has an embedded assessment instrument at both the course and program outcome levels in POS 111 American Government. All students enrolled in a POS 111 American Government course will complete the same assessment and will be evaluated using the same rubric. While the data is sent to

the department chair by section, the data is aggregated to explore trends across sections. CCA measures, documents, and analyzes student academic performance working closely with school district partners and the college's Institutional Research (IR) department that supplies data on student retention, completion, and success. CCA staff and partner school districts use the IR data to analyze course retention and success rates disaggregated by ethnicity, age, school, school district, gender, credits attempted, first-generation status, full-time status, degree sought, and guided pathway.

IR manages data for CE, CentreTech, and Lowry and is continually working with campus constituents to make sure that data is made available for programs to understand success metrics within individual programs and across the institution. Please see the example below:



2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

Lowry:

The measures and techniques the institution uses at Lowry are the same as those used for the entire college.

High Schools:

The measures and techniques the institution uses at the additional high school locations are the same as those used for the entire college.

Continuous Improvement

1. How does the institution encourage and ensure continuous improvement at a location?

Lowry:

CCA encourages and ensures continuous improvement at Lowry, as it does at CentreTech, through initiatives such as the surveying of students, professional development, and the implementation of the college's strategic plan initiatives:

Surveying students - In February 2019, the college distributed a climate survey to the student community to better understand the students' perspectives on a variety of topics and issues. Topics included items such as community, belonging, engagement, expression, instructors, and safety, among others. The survey asked a mixture of quantitative (Likert-scale) and qualitative questions designed to elicit information about students' perceptions of the climate at CCA. Students responded to questions on these topics that related to both the in-and out-of-class experience. This feedback has been used at both CentreTech and Lowry to better understand the experience of students and inform institutional efforts such as CCA's Inclusive Excellence Strategic Plan. In recent years, this survey has been deployed to students every four years.

Professional development – Opportunities for professional development are available in many formats throughout the year at Lowry, just as they are at CentreTech, for faculty, instructors, and staff who can engage in everything from the campus-wide Professional Development Day to more specific trainings focused on inclusive excellence or pedagogical strategies and practices. Supervisors work with their staff members to encourage participation in both internal and external professional development opportunities.

Implementation of the college's strategic plan initiatives – In the early summer of 2020, the Strategic Planning Committee, to encourage work on continuous improvement during the pandemic, identified 11 initiatives (from among 28 proposed in the 2019-2024 Strategic Plan) that college leadership considered of highest priority for the uncertain year ahead. These initiatives are now in various stages of operationalization with a series of presentations on all 11 to college leadership recently completed. The committee will provide a year-end report to leadership in July. This process is ongoing, and initiatives are assessed annually to ensure the needs of the entire college, including locations, are being addressed.

High Schools:

The CCA Concurrent Enrollment team regularly takes part in the state-wide workgroup and directors' meetings. The team meets with school district liaisons and designated staff, regularly visits high schools to address any continuous improvements and to strengthen capacity in areas such as professional development, communications, and course offerings. Additionally, CCA continuously works to expand course offerings at various high school locations to meet partner needs. For example, one of the additional locations recently expressed the desire to offer Biology 111 for the upcoming school year. In response, the chair of the sciences department, lead faculty, the CE partnership administrator, and the CE district liaison met at the school to determine if the facilities and equipment were equivalent to the facilities and equipment used on CCA campuses.

Marketing and Recruiting Information

1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

Lowry:

The controls for ensuring the accuracy of the information presented to Lowry students in advertising, brochures, and other communications are the same as those for the entire college. CCA's Communications and Marketing Department is responsible for promoting the college and its academic programs and support services, and it does so in a variety of ways: SEO-optimized webpages, Google search and display ads, organic and paid social media, TV and radio commercials, email marketing, postcards, and more. The department's marketing plans and

material are developed in collaboration with other departments, reviewed by its supervising vice president, and shared with college leadership either electronically or through presentations at leadership meetings. To cite one recent example with implications for Lowry, as part of Communications and Marketing's summer and fall 2021 marketing plan, a series of emails promoting several upcoming events and CCA's veteran-specific support services was sent to 10,000 veterans living in the college's service area. Before these emails were sent, the marketing manager worked with CCA's Director of Recruitment and Orientation and Assistant Director of Military and Veteran Services to create compelling and accurate messages. This process is followed for all of Communications and Marketing's campaign components.

High Schools:

The controls for ensuring the accuracy of the information presented to concurrent enrollment students at the college's high school locations in advertising, brochures, and other communications are the same as those for the entire college, as described above. In addition to information that goes through Communications and Marketing, communications such as the concurrent enrollment forms students complete are reviewed for accuracy by the school districts' concurrent liaisons and by high school staff, as well as by staff at CCA including the associate dean of concurrent enrollment. The college emphasizes the need for high school students and their families to receive a clear and complete picture of concurrent enrollment. To this end, when high school counselors and teachers promote CCA concurrent enrollment classes in the high school locations, including through events such as parent information nights, they emphasize that CE courses are college-level classes and that students must meet requirements to enroll.

Lists of programs offered are attached at the end of the report.

Lowry Locations Degrees and Certificates 2021

Associate of Arts Degree

Business
Criminal Justice

Associate of Science Degrees

Biology
Chemistry
Geology
Mathematics
Physics

Associate of Applied Science Degrees

Applied Technology
Computer Information Systems (CIS)
Computer Science
Criminal Justice
Cyber Security
Diesel Power Mechanics
Film/Video Media: Acting/Directing for the Screen
Film/Video Media: Cinematography/Videography
Film/Video Media: Post-Production
Film/Video Media: Screen Writing
Film/Video Media: Writing/Directing
Film/Video Media: Writing/Producing
Fire Science Technology
Graphic and Web Design
IT Tech and Support
Management with Paralegal Emphasis
Networking
Paralegal
Paramedic
Programming
Technology for Business Operations

Articulated Degrees

Pickens Technical College

- Respiratory Therapy

University of Colorado

- Integrated Nursing Pathway

Metropolitan State University

- Computer Information Systems

Certificates

Basic Law Enforcement Training Academy
Business: Certificate: Entrepreneurial Launch Certificate
Business: Certificate: Entrepreneurial Studies Certificate
Business: Bookkeeping Certificate
Business: General Business
Business: Human Resource Management
Business: Real Estate
Computer: Certificate in Creative Tools
Computer: CISCO
Computer: Basic Networking and Security
Computer: IT Tech and Support
Computer: Office Administration
Computer: PC Application Specialist
Construction Estimating
Construction Superintendent
Emergency Medical Technician: Basic
Emergency Medical Technician: Paramedic
Film/Video: Acting/Directing for the Screen
Film/Video: Cinematography/Videography
Film/Video: Post-Production
Film/Video: Writing/Directing
Film/Video: Writing/Producing
Film/Video: Screenwriting Emphasis
Financial Services: Banking Essentials Certificate
Financial Services: Supervision Fundamentals Certificate
Fire Science Technology
Fundamentals of Fire Science
Logistics Certificate: Inventory Management
Logistics Certificate: Purchasing and Procurement
Logistics Certificate: Warehouse Operations
Nurse Aide
Paralegal
Patient Representative
Patient Care Technician
Phlebotomy

High School Locations Degree and Certificates – 2021

Aurora Public Schools	
Aurora Central	No longer at the 50% threshold
William Smith	No longer offering CE courses
Rangeview	AA/AS
Gateway	AA/AS
Hinkley	AA/AS
Vista Peak	AA/AS; General Business Certificate
Cherry Creek Schools	
Overland	AA/AS
Cherokee Trail	AA/AS
Grandview	AA/AS
Smoky Hill	No longer at the 50% threshold
Denver Public Schools	
MLK Early College	No longer at the 50% threshold
Northeast Early College	AA/AS
Colorado Early Colleges Aurora	AA/AS