

Community College of Aurora

Report to the Higher Learning Commission
for the

Multi-Location Evaluation Visit

November 17-18, 2015

Submitted October 15, 2015

Community College of Aurora

Report to the Higher Learning Commission

for the

Multi-Location Evaluation Visit

November 17-18, 2015

Submitted October 15, 2015

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 locations [See programs in attachment].**

Our current additional locations are in two different categories:

- The location at the decommissioned Lowry Air Force Base which Community College of Aurora (CCA) faculty, staff, and students often refer to as the "Lowry Campus":
 - Lowry - 710 Alton Way, Denver, CO 80230
- The nine locations in high schools through which we offer concurrent enrollment:
 - 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
 - Gateway High School - 1300 South Sable Boulevard, Aurora, CO 80012
 - Hinkley High School - 1250 Chambers Road, Aurora, CO 80011
 - Vista Peak High School - 24500 East 6th Avenue, Aurora, CO 80018
 - Cherry Creek School District:
 - Overland High School - 12400 East Jewell Avenue, Aurora, CO 80012
 - Cherokee Trail High School - 25901 E. Arapahoe Road, Aurora, CO 80016
 - Smoky Hill High School - 16100 E. Smoky Hill Road, Aurora, CO 80015

With the exception of Lowry, a unique case which is explained below, the Community College of Aurora's (CCA) approach to off-campus instruction in the past decade has focused almost entirely on expanding concurrent enrollment in area high schools. Prior to its emphasis on concurrent enrollment, CCA had limited off-campus instruction at several types of facilities. For example, at the time of the 2003 Higher Learning Commission (HLC) self-study and visit, the college was offering classes in leased

space at Grandview High School (Cherry Creek School District) and at the Aurora Small Business Development Center in north Aurora. These were eliminated to save money soon after the visit.

State legislation, particularly bills passed in 2008 and 2009, encouraged concurrent enrollment in Colorado and opened it to students as young as ninth grade. Following the passage of these bills, CCA and local school district leadership promoted concurrent enrollment at high schools as an important instrument in ensuring access to higher education for underserved students in a very diverse community. Administrators also saw concurrent enrollment as a good fit with the career pathways they were establishing for their students.

The result of this promotion was expansion both in the number of high schools where CCA offered concurrent enrollment and in the number of schools where students could take 50 percent or more of the courses needed for a degree or certificate. In 2010, CCA successfully requested the approval by the HLC of location status for four local high schools and in 2015, as part of our comprehensive visit, the approval of five more high schools as locations.

Concurrent enrollment at 15 to 20 high schools now makes up more than 27 percent of the college's headcount enrollment (3,109 of 11,335 in FY15) and is taught by high school teachers serving as CCA adjunct faculty members. A very small number of high school students come to CentreTech and Lowry for concurrent enrollment in classes taught by CCA instructors and another small group (91 in 2014-15) enroll at the college through ASCENT (Accelerating Students through Concurrent Enrollment), a fifth-year high school program for students who have completed at least 12 credits of concurrent enrollment prior to the end of their senior year.

While CCA's concurrent enrollment in the high schools grew significantly after the passage of the state legislation, it has slowed in recent years with flat or slightly reduced enrollment anticipated in 2015-16. In 2008-09, 409 high school students enrolled, a figure that reached 2,935 in 2012-13; 3,015 in 2013-14; and 3,109 in 2014-15. In the two high schools to be visited in November 2015, concurrent enrollment grew at Cherokee Trail High School from zero in 2008-09 to 442 in 2012-13, and to 437 in 2014-15. At Rangeview High School, concurrent enrollment was 72 in 2008-09, 260 in 2011-12, and 253 in 2014-15.

Throughout this period of growth, CCA has worked to ensure a continued high level of communication and good management practices. For example, in the fall of 2014, the college president, the vice president for academic affairs, and the vice president for institutional effectiveness (the accreditation liaison officer) visited each of the nine high school locations and met with the principal and high school staff members working with concurrent enrollment. The college team made the visits to confirm to the high schools the importance CCA places on concurrent enrollment and on its partnerships with the high schools, as well as to hear the school leaders' observations, challenges, and questions about concurrent enrollment and CCA location status.

Lowry: Although classified by the HLC as a location, Lowry operates as an extension of the CentreTech campus under the same budget, administration, policies, procedures, and processes. Its history as an integral part of CCA goes back to 1994 when the U.S. Air Force shut down 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.

CCCS originally intended to create a cooperative facility on the Lowry higher education parcel, involving many community colleges as well as four-year colleges and universities. Given the acronym HEAT (Higher Education and Advanced Technology) Center, the campus was to focus on high technology education and practical skill development. As part of the HEAT effort, CCA initially occupied three buildings at Lowry, where it offered a variety of courses. In 2001, CCCS changed its plan for Lowry, and CCA greatly expanded its presence. The college began by moving most computer and business courses to Lowry, developing a full set of student services there, and consolidating existing programs and science labs into a more campus-like setting.

Today, Lowry houses the majority of the college's career and technical education programs. Nine academic department chairs, two associate deans, and one dean have their offices there, reporting directly up to the vice president for academic affairs who is located at 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, and Emergency Medical Services and Fire. In FY 15 a total of 3,995 CCA students took at least one class at Lowry.

Lowry also houses the Lowry one-stop which provides students with advising, testing, financial aid, and cashier services. In addition, Student Life, Career Services, an academic learning center and computer lab, a science library, the Center for Workforce Development (which offers GED test preparation classes), the Community (adult, non-credit) ESL program, and the CCA Foundation are located at Lowry.

High schools: CCA oversees instruction at nine high school concurrent enrollment (CE) locations with a management team that mirrors the college's overall structure and division of responsibilities between Student Affairs and Academic Affairs.

The director of enrollment services for concurrent enrollment (position vacant as of October 15) leads a team that is responsible for admissions, assessment, registration, orientation, and billing. In Academic Affairs, two associate deans (both positions vacant as of October 15) and two concurrent enrollment coordinators (one position vacant as of October 15) work with department chairs and faculty members to oversee the approval of instructors and classes at the high school locations, to ensure academic rigor, and to see that assessment of student learning is completed. The high school instructors, teaching the college courses as CCA adjunct faculty members, work most closely with their department chairs and coordinators.

Student Affairs and Academic Affairs personnel work with district liaisons and their administrative support personnel. The college pays a portion of the salary of one of these employees from the Aurora Public Schools (APS) (50 percent) and of one from the Cherry Creek School District (CCSD) (40 percent). They, in turn, work with the functional teams that manage current enrollment in each high school. In APS the members of these teams are counselors and in CCSD the team is made up of high school assistant principals. CCA staff members meet monthly with these groups.

To ensure a high level of internal communication, the CCA staff members from Student Affairs and Academic Affairs meet informally with a schedule of more formal meetings anticipated for the future.

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

CCA has recently begun investigating adding a second non-concurrent enrollment location. The college's Strategic Plan 2014 has as its third goal "Optimize enrollment" with one of that goal's implementation strategies stating: "Assess the need for and feasibility of developing an additional physical location in the college's service area." To carry out this strategy, the college intends to hire a consultant to research and examine potential sites for such a location.

An important factor in college personnel's thinking to date is that both the CentreTech campus and Lowry are located in the north end of the College's service area while a good deal of the population growth is occurring to the south and east. Another consideration in the preliminary discussions has been the possibility of establishing a new location near a light rail line currently under construction in Aurora. Anecdotal evidence suggests that a good number of students from Aurora take an existing light rail line to central Denver to attend college. If the college moves forward with adding a second location that is not in a high school, it will most likely be within the next three years.

High Schools: Because the schedule with the schools is set the spring prior to the offering of specific courses, CCA does not expect to offer concurrent enrollment at additional high schools or to expand course offerings at additional locations over the next six months. Although the college anticipates some growth in its overall level of concurrent enrollment, it does not anticipate that any of the high schools that are not now classified as locations will be moving to a location status in the near future.

The factors that affect whether or not specific schools might become locations include the following:

- The availability of sufficient numbers of qualified faculty in the high schools
- Changes in the job market that may affect what certificates CCA would offer
- Changes in the commitment to concurrent enrollment by 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.

In fact, the number of high schools that offer 50 percent or more of the courses needed for a degree or certificate has declined in recent years with William Smith High School, for example, not currently offering concurrent enrollment courses.

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 faculty members have been extensively involved in the design of facilities for their departments on the Lowry campus. This department-level approach, rather than one based in a centralized facilities design department, ensures that the facilities meet the needs of Lowry students and the curriculum. The recently-opened mock courtroom and the law library designed by the paralegal faculty, the simulation studios developed by the Emergency Medical Services faculty and staff, and the emergency operations center in the Center for Simulation are all examples of this approach. Another example is the Science Department's laboratories which the department chair and a senior faculty member designed several years ago to meet the exact needs of the department. More recently, Lowry's departments, based on their curriculum needs, led the redesign of several classrooms.

High schools: In addition to reviewing high school instructors' qualifications and the appropriateness of course materials, CCA department chairs and or their designees (persons with expertise in a particular area of a discipline), conduct site visits to the high schools to evaluate facilities. It should be noted that the nine 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 prior to course approval. 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 or mentor'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. Math, for example, can utilize almost any classroom.

The process is rigorous and not all course proposals have been approved. At the same time, the Science Department will loan specific pieces of equipment to a high school instructor when it is needed for a lab, but is not owned by the high school. Similarly, the college, through the Citrix environment (software that allows individuals to work remotely), can now give high schools access to up-to-date versions of software such as Word or Adobe. Previously, they were often using two- or three-year-old versions of the software.

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

The same budgeting and staffing processes serve the CentreTech campus, Lowry, and the college's concurrent enrollment program. Requests for adjustments in funding, including increases in staffing, come through the college budgeting process that begins within the departments in December or January and runs through the spring. Requests move from department chairs to deans and directors, who have consulted faculty and staff, to their respective vice presidents, and on to the president's cabinet.

The cabinet considers the college's strategic goals, 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 cabinet. 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.

Facilities

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

Lowry: The same facilities department serves both the CentreTech campus and Lowry. Requests for facilities needs are made through deans or directors, based on their observations or conversations with faculty and staff members, to vice presidents. Facilities requests for both CentreTech and Lowry are vetted through the president's cabinet. Facilities and information technology plans guide decisions.

Many of the offerings at Lowry are career and technical education (CTE) programs which must meet specific facility guidelines. Annual reviews ascertain the sufficiency of these facilities and, if changes are needed, these become requests in the annual budget process.

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 have to be approved by the president and chief financial officer and then by the Colorado Community College System (CCCS) board. 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 in a given year. These requests move into the budget process.

High Schools: CCA department chairs or their designees conduct site visits to the high schools where they 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 instructors’ classes and reviews them to ascertain they have been done correctly. However, in general, the high schools take care of facilities issues.

Instructional Oversight

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

The CentreTech campus, Lowry, and the concurrent enrollment locations are all served by the same promotion (Public and Media Relations), marketing (Communications and Marketing), and enrollment teams. Each department reports to a vice president who is a member of the president’s cabinet and participates in the annual planning and budgeting process, regularly discusses resources and technical capabilities, and hears reports from the directors of these departments. Lowry also operates within the same budget, budget process, and fiscal oversight procedures as CentreTech. This oversight ensures that the promotion and marketing are in line with CCA resources and capabilities.

Lowry: Many of CCA’s 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 student 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. However, space is also a limiting factor at Lowry and only a few programs have room to grow.

High Schools: Maintaining the balance between CCA resources and technical capabilities and the number of students in concurrent enrollment at our locations presents some challenges. Because the courses are offered at the high schools, the college is not constrained by resources such as classroom space or by technical capabilities such as our information technology capacities, but by having the support systems in place for enrollment and for support of the faculty at the high schools.

The enrollment process requires massive and time-sensitive collaboration involving multiple departments at CCA and the high school faculty and staff. CCA has been able to balance its resources by maintaining open and transparent communication with its high school partners around and during the enrollment process and by working at the district level to explore and implement innovations such as streamlining process. To provide additional support to the high school faculty and the academic work at the high schools, CCA created the two new assistant dean positions in 2014 and assigned them to work with concurrent enrollment.

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

Among the tools CCA uses to maintain effective oversight are a system of common course numbering and a model syllabus. All courses offered by the college, including those at the CentreTech campus, Lowry, and the high schools offering concurrent enrollment, 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 demonstrating when and how the topical outline is covered. Instructors, including the high school instructors who teach as CCA adjuncts, submit syllabi at the start of each semester for auditing and archiving.

Lowry: All the programs at Lowry are governed by the same CCCS policies and college procedures as are those at the CentreTech campus. The college's curriculum committee oversees all the curriculum and department chairs oversee hiring, evaluation, and training of faculty. Departments are responsible for developing their assessment of student learning with a college-wide assessment committee responsible for oversight of all assessment. As indicated earlier, to provide oversight at Lowry, a dean, two associate deans, and chairs for each department are located there. An annual program review covers both CentreTech and Lowry.

High Schools: To ensure instructional alignment and consistency, the two associate deans oversee the academic functions of concurrent enrollment. They are supported by the two concurrent enrollment coordinators who manage the day-to-day operations of concurrent enrollment related to Academic Affairs. The concurrent enrollment coordinators serve as the conduit for information between the academic departments at the college and the adjunct faculty members (high school instructors) at the high schools. To ensure open and clear communication, the associate deans conduct general site visits and participate as needed in 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 for CCA, the hiring process includes the submission of a course syllabus designed by the faculty member that follows the model syllabus. The department chairs review the syllabus, approve the textbook, and determine whether the course demonstrates appropriate college-level rigor. The chairs also review applicants' transcripts and resumes just as they do for any new adjunct instructor. Most require a face-to-face interview and a teaching demonstration. Chairs also provide oversight through email communication with high school faculty who may have questions, review the results of annual observations of the high school teachers 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 faculty members to teach career and technical education (CTE) courses. If a secondary instructor has a current CTE endorsement issued by the Colorado Department of Education in the teaching area, then CCA honors that secondary credential and issues a post-secondary CTE credential, valid for the same period of time as the secondary credential. If the high school instructor does not have a secondary credential, she/he must meet the post-secondary requirements and apply for the credential. Chairs must then honor that credential.

Concurrent enrollment course sections participate 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. Coordinators conduct classroom specific observations in conjunction with department chairs and faculty leads. Information from the coordinators comes to the chairs. Coordinators collect assessments and observations. Chairs assimilate the information that comes to them and review it with the faculty members.

During the spring and summer, 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 determining 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 diversity. 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 jobs descriptions and announcements, and instructing those involved in hiring on topics such as suitable interview questions and committee record-keeping. The deans and vice presidents are responsible for ensuring there are sufficient staff members at both the CentreTech campus and at Lowry.

High Schools: High school faculty members teaching CCA courses as college adjuncts at the high school locations must meet the same requirements in terms of degree, experience, and credentials as faculty members teaching for CCA at its CentreTech campus. These requirements meet current HLC expectations. Each year, every faculty member who proposes to teach one or more concurrent enrollment courses must submit a course request that includes her/his resume, transcripts, syllabi, and CTE credential (if applicable).

A concurrent enrollment coordinator reviews this request and sends it on to the appropriate department chair for evaluation. There is often a face-to-face interview. Chairs make the assignment decisions and orient the high school instructors on their expectations. 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 adjuncts teaching at CCA home departments. 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 concurrent enrollment locations since they are fully-staffed high schools and do not require additional personnel from CCA. However, each high school has an employee such as a counselor, teacher, or assistant principal who is assigned to work with concurrent enrollment.

The college has two full-time and one half-time concurrent enrollment staff members and the Office of Admissions, Registration, and Records has one full-time staff member dedicated to supporting the concurrent enrollment program in the high schools. Additionally, Academic Affairs has two associate dean positions and two full-time concurrent enrollment coordinator positions dedicated to supporting the faculty in the high schools.

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

CCA carefully selects, supports, and evaluates faculty no matter where, when, or through what medium they teach.

Lowry: CCA’s academic departments have the responsibility for hiring all full- and part-time faculty members. The Human Resources Department oversees the paperwork and processes for selecting faculty members and ensures consistency in hiring practices for Lowry as it does for the CentreTech campus and for other locations. The requirements for faculty hires are detailed in college procedures and Colorado Community College System (CCCS) policies. All new faculty members attend new faculty orientation, receive D2L training, and go through a Human Resources “onboarding” process. New CTE faculties, who are mostly located at Lowry, participate in additional classes required by the Colorado Community College System.

High Schools: Faculty members who teach at the high school locations must meet the same standards as those teaching elsewhere at CCA. High school instructors interested in teaching concurrent enrollment classes complete a course request which includes their resume, transcripts, syllabi, and CTE credential (if applicable). A concurrent enrollment coordinator reviews these requests and forwards them for evaluation by the appropriate department chair based on the expectations established by the content area. Human Resources oversees the paperwork and processing of the concurrent enrollment faculty members and assures the consistency in hiring practices. Once applicants are approved to teach, the concurrent enrollment coordinators archive their course requests and materials.

Depending on the content area, new faculty members meet with department chairs or faculty leads regarding department specific practices. Prior to the 2015-16 academic year, new concurrent enrollment faculty members were invited to participate in the orientation for new faculty at CCA. Starting in the fall of 2015, the college began holding “meet and greet” sessions at each of the high schools to replace the on-campus orientation. The program was specifically designed to orient concurrent enrollment instructors to CCA expectations and is delivered by concurrent enrollment coordinators.

CCA provides training for the high school teachers via the concurrent enrollment sections of the college website. The college is developing interactive teaching modules, using the online tool, Prezi. These shells provide training on syllabus writing, assessment practices, and other topics.

CCA conducts course observations and evaluations of faculty, regardless of location and using the same observational tool, to determine teaching effectiveness, outline growth opportunities, and ensure alignment of content and delivery to CCA home departments. If concurrent enrollment coordinators do the observations, they share the results with the observed instructors and the department chairs. The chairs then follow up as needed with the instructors.

Student Support

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

Lowry: The delivery, support, and management of academic and student services at Lowry parallel those at CentreTech. Lowry staff members follow the same guidelines as do staff at the CentreTech campus, have the same division-level supervision, and undergo the same professional development. Lowry Student Services, located in the West Quad Building, and the Career PATHS Center, located in the North Quad Building, provide students with a full range of services (see more in response to the next question).

To provide academic support at Lowry, college library staff members from the Learning Resource Center at CentreTech go into the classes at Lowry, particularly those in English and Business, to teach digital literacy and how to access CCA digital library resources. Lowry Student Service arranges WebEx chats with librarians at CentreTech for those Lowry students who do not have transportation to the Learning Resource Center. All of the library electronic and professional services such as the creation of customized research guides requested by faculty for specific courses are available to students and faculty at Lowry.

High Schools: The high schools provide most of the student and academic services to their students who are taking concurrent enrollment classes. However, CCA's Accessibility Services Office, not the high schools, approves accommodations in CCA classes for concurrently enrolled students with disabilities, although the high school provides the accommodation. Concurrent enrollment students follow the same procedures as other students for requesting the accommodation. Students with an Individualized Education Program (IEP) in high school are governed under the Individuals with Disabilities Education Act (IDEA) law for all their high school classes; however, in their college classes in high schools, their accommodations are governed by Americans with Disabilities Act (ADA) law.

On the academic side, in support of the college-level course work, CCA library staff members from the Learning Resource Center are available to go into the classes at the high schools to teach digital literacy and how to access CCA digital library resources. Concurrent enrollment students are able to access all CCA library databases and have access to the CCA library website. Because the concurrent enrollment locations at the large high schools have their own library facilities, usage of CCA library services is low, but remains available to students and faculty.

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: Services at Lowry are centrally located in the West Quad with an emphasis on access through a one-stop model. Students needing advising are welcome to walk in or to set an appointment online. All other services at Lowry are walk in. According to data collected from SARS (Scheduling and Reporting System), from July 1, 2014, to June 26, 2015, Lowry Student Services served 5,286 individuals, not including students who completed placement testing. In addition, some programs at Lowry, such as the Colorado Film School, have devoted advising available to students, further increasing accessibility.

Located one building north of Lowry Student Services is the college's Career PATHS Center. Students can work one-on-one with a career advisor to determine what career path to embark upon and which degree or certificate correlates to the chosen career path. The Center also assists in preparing students for the job search process before, during, and after graduation. The Center offers an online job board, a for-credit internship course and experience, and on-campus recruiting opportunities such as the fall job and internship fair. The Center served 669 students (appointments and walk-ins) from July 1, 2014, to June 26, 2015.

High Schools: As indicated in the preceding question, high school students taking college courses at CCA's concurrent enrollment locations have convenient access to the services provided by their large, comprehensive high schools as well as to CCA services via the college's website and student portal, email, and telephone.

3. What evidence demonstrates that student concerns are addressed?

All CCA students are able to express general concerns about instruction through the student course evaluations that the college distributes each semester. In addition, students can submit an online student complaint form, which is directed to the vice president overseeing the reporter's complaint area. For other concerns, the "refer a concern or incident" button on the home page of the CCA website takes students to the Student Conduct and Intervention office page where they can submit a complaint form or report their concerns including those for sexual harassment, discrimination, civil rights violations, and crimes.

Concerns from concurrent location students are forwarded through the district coordinator to high school faculty (academic concerns) or to the dean of students or counselors (other concerns). Lowry students have access to the same services, online systems, and dispute resolution process as those on the CentreTech campus.

Evaluation and Assessment

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

CCA utilizes the same measures at all locations, including at the high schools and Lowry, to measure, document, and analyze student academic performance.

Faculty members are required to submit assessments to the department chair who analyzes the results and includes them in the report to the Assessment Committee. Assessment results for students in the high schools are reported as a separate category in CCA's annual assessment report. Some departments, including Science and Performing Arts, use common examinations or assessment assignments in all sections of a course, including those in the high schools, to aid in evaluating the consistency of the rigor and student understanding across all teaching modes and locations.

Faculty teaching observations of all full- and part-time instructors foster ongoing professional development and assure that students receive high-quality instruction. Following each observation, the observer meets with the instructor to discuss what was effective and what improvements could be made.

CCA gives students in all courses, including those offered concurrently at the high schools, the opportunity to evaluate their classes online at the end of each semester. The concurrent enrollment sections are treated the same as courses taught on the CCA campuses, and the evaluation reports for concurrent enrollment instructors are included with the reports prepared for the other sections. Department chairs also receive the evaluations for all instructors and can meet with instructors to address concerns raised in the evaluations. As part of the yearly program review process, 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.

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?

CCA uses measures and techniques for assessment and evaluation equivalent to those it uses at the CentreTech campus at all its locations. These include teacher observations, student evaluations of instruction, assessment of student learning, and comparisons of success rates, grades, and course performance. Currently, there is some discussion of returning to using the paper form of student evaluations at the high schools. This would be appropriate because of the challenges CCA now encounters distributing these electronically to the high schools. However, the evaluation questions and the analysis of the data would still be the same as for the online evaluations administered.

Continuous Improvement

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

CCA's strategic plan provides overall goals for the college, including locations, and outlines tasks to achieve each goal. Division, department, and individual plans follow the college's strategic goals. To encourage overall continuous improvement, CCA's Office of Institutional Research produces a report each July assessing progress toward reaching the goals outlined in the strategic plan. This process provides the context for continuous improvement at the college's locations. Institutional Research also provides program review data to the Academic Affairs division each July that includes data on course success, retention rates, transfer success, and graduation success by program, including data specific to each location served.

Lowry: CCA is responsible for extensive monitoring and reporting for the career and technical education (CTE) programs at Lowry, contributing to continuous improvement. The CTE programs report on progress in their five-year plans and on a performance matrix from the Colorado Community College System. In addition, all programs at Lowry, including CTE programs, assess student learning and administer student evaluations of instruction.

CCA's internal data analysis system (Academic Intelligence) is a relatively recent innovation that pulls data such as program enrollment, student success rates in specific classes, students' performance as they move from one course to another, and individual students' progress toward program completion. Deans and chairs use these data to provide a continuous review of the health of each program and department. When the data indicate performance issues, the deans and chairs develop plans for improvement.

High Schools: CCA Student Affairs staff members meet regularly with concurrent enrollment groups from the school districts. In the Aurora Public Schools the school liaisons are school counselors. In the Cherry Creek School District, CCA staff members meet with a group of assistant principals. These groups discuss needed improvements and possible solutions. On the academic side, the department chairs use data such as the results of these observations and student evaluations to discuss improvements with the instructors teaching for their departments.

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?

College Communications is responsible for CCA advertising, brochures, website and social media, videos, and the student newsletter (*Student Insider*). The director of marketing supervises the three staff specialists who produce these materials. He reports

to the vice president for institutional effectiveness. The director of marketing meets periodically with the college president and the cabinet to outline marketing, branding, and website campaigns and to give examples of specific materials before they are distributed. These individuals also receive links to videos and advertisements, and have ready access to social media.

The three communications specialists work directly with college staff to gather information and ensure its accuracy prior to dissemination, including dissemination to students. Once they gather information and develop materials, the specialists submit drafts back to the relevant departments, usually to directors or assistant directors, prior to posting or distribution. In some cases drafts also go to the vice president to whom a department reports. Departments assist with this review. For example, within the Student Affairs Division, departments working with concurrent enrollment periodically review all printed, online, and email correspondence to ensure accuracy. Additionally, Student Affairs departments maintain lists of materials that require review if changes are made in the division.

The college's main methods of communication are its student portal and its website which has information from both Academic Affairs and Student Affairs for high school students about concurrent enrollment. Concurrent enrollment staff work with the website specialist in Communications to update and ensure the accuracy of the website information.

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.

High Schools: As with Lowry, the controls for ensuring the accuracy of the information presented to concurrent enrollment students in advertising, brochures, and other communications are the same as those for the entire college.

Communication 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 director of enrollment services for 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 these are college-level classes and that students must meet requirements in order to enroll.

Attachment

| Community College of Aurora Academic Programs Offered at Locations Fall 2015 | | | |
|---|-------------------------------|---|---|
| APS High Schools | | | |
| Aurora Central | AA/AS | Certificate Web Tools (Certificate not in current catalog, will be in 2016) | |
| William Smith | No longer offering CE courses | | |
| Rangeview | AA/AS | Certificates: General Business and Marketing | |
| Gateway | | Certificate: Art and Design Foundation | |
| Hinkley | AA/AS | | |
| Vista Peak | | Certificate: Digital Sculpture and Modeling and Marketing | |
| Cherry Creek High Schools | | | |
| Overland | AA/AS | Certificates: General Business and Marketing | |
| Cherokee Trail | AA/AS | Certificate Web Tools (Certificate not in 2015 catalog, will be in 2016) | |
| Smoky Hill | AA/AS | Certificate: General Business | |
| Lowry | | Associate of Applied Science Degrees | Certificates |
| | | Accounting | Basic Law Enforcement Training Academy |
| | | Applied Technology | Business: Full Charge Bookkeeping |
| | | Business Administration | Business: General Business |
| | | Business: Human Resources | Business: Human Resource Management |
| | | Computer Information Systems (CIS) | Business: Managerial Accounting |
| | | Computer IT Tech and Support | Business: Marketing |
| | | Computer Networking | Business: Real Estate |
| | | Computer Office System Technology | Computer: CISCO |
| | | Computer Programming | Computer: Basic Networking and Security |
| | | Criminal Justice | Computer: IT Tech and Support |
| | | Diesel Power Mechanics | Computer: Office Administration |
| | | Film / Video: Acting/Directing for the Screen | Computer: PC Application Specialist |
| | | Film / Video: Cinematography/Videography | Computer: Programming |
| | | Film / Video: Post-Production | Computer: Web / Mobile App Development |
| | | Film / Video: Writing/Directing | Criminal Justice Community Policing |
| | | Film / Video: Writing/Producing | Criminal Justice Law |
| | | Film / Video: Screen Writing | Criminal Justice Operations |
| | | Fire Science Technology | Criminal Justice Systems |
| | | Fire Services Management | Emergency Medical Technician: Basic |
| | | Management with Paralegal Emphasis | Emergency Medical Technician: Paramedicine |
| | | Paralegal | English Second Language Healthcare Bridge |
| | | Paramedicine | Film / Video: Film Video Media Core |
| | | | Film / Video: Acting / Directing for the Screen |
| | | Associate of Arts Degrees | Film / Video: Cinematography/ Videography |
| | | Business | Film / Video: Post-Production |
| | | Criminal Justice | Film / Video: Writing / Directing |
| | | Economics | Film / Video: Writing / Producing |
| | | | Film / Video: Screenwriting Emphasis |
| | | | Fire Science Technology |
| | | | Fundamentals of Fire Science |
| | | | Homeland Security: Tactical Operations |
| | | | Human Performance: Personal Fitness Trainer |
| | | | Paralegal |
| | | | Patient Care Technician |