

Arapahoe Community College - CO

HLC ID 1037

OPEN PATHWAY: Mid-Cycle Review

Review Date: 10/19/2020

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Context and Nature of Review

Review Date

10/19/2020

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- COVID-19 Response Form

Institutional Context

Arapahoe Community College (ACC) is one of 13 institutions in the Colorado Community College System and is governed by the 9-member State Board for Community Colleges and Occupational Education. The oldest campus is in Littleton, with additional locations at the Parker and Sturm Collaboration campuses. Courses are also taught at area high schools and online.

The college enrolls over 20,000 students annually; approximately 80% attend part-time and 40% are high school students. Students can select one of 7 academic pathways, with over 100 associate degree and certificate options. Two years ago the college was approved to offer the Bachelor of Science in Nursing (BSN). In Spring 2020, approximately 45% of classes were taught by full-time faculty, with an overall 11:1 faculty to student ratio. Students are supported with a variety of services including tutoring, library and learning commons, advising, career and transfer, accommodations, military and veterans, counseling and a food pantry. In response to the pandemic, ACC has provided classes on campus, in virtual real-time, remote anytime, and online. Students can access information about classes and services through the website as protocols continue to modify in response to changing safety requirements.

The college operates with \$52 million budget. Approximately half the budget derives from tuition and fees, and almost 80% of the budget is expended on instruction and student support. The college's planning documents are current, and governance is shared among various councils, senates, assemblies and committees.

Interactions with Constituencies

Introductory Zoom with President and ALO

email requests for additional documents

Additional Documents

- 1_Advisory_Committee_-_list_of_members_agendas_minutes.pdf
- ACC_Advisory_Council_AGENDA.Feb_21_2020.pdf
- ACC_Advisory_Council_AGENDA.May_7_2020_revised.pdf
- ACC_Advisory_Council_AGENDA.Nov_6_2019.pdf
- ACC_Advisory_Council_AGENDA.Sept_23_2020_revised.pdf
- ACC_Advisory_Council_Minutes_11-06-19.pdf
- ACC_Advisory_Council_Minutes_2-21-20.pdf
- ACC_Advisory_Council_Minutes_5-7-20.pdf
- ACC_Advisory_Council_Roster.pdf
- ACC_Advisory_Council_SWOT_Agenda_Results.pdf
- ACC_Advisory_Council_Vision_Mission_Values_Agenda.pdf
- Advising_Transition.pdf
- Advisor_Assignment_Process.pdf
- Board_Members_-_ACC_Response.pdf
- Board_Members_-_CCCS_Response.pdf
- Board_Members_-_Orientation_Handbook_Sec._1_11.09.2020.pdf
- Board_Members_-_SBCCOE_Meetings.mhtml.pdf
- Comparative_Syllabi_for_Gen_Ed_Courses.pdf
- ENG_121_Campus_Section_107.pdf
- ENG_121_Campus_Section_109_.pdf
- ENG_121_Campus_Section_122.pdf
- ENG_121_CE_Chaparral.pdf
- ENG_121_CE_Douglas_County.pdf
- ENG_121_CE_Thunder_Ridge.pdf
- Enrollment_-_3_Metrics_Identified.pdf
- Enrollment_-_CCCS_Enrollment_Data.pdf
- Enrollment_-_Strategic_Enrollment_Management_Plan.pdf
- Enrollment_-_Weekly_Enrollment_Dashboard11042020.pdf
- Faculty_Credentials_-_ACC_Response.pdf
- Faculty_Credentials_-_ACC_Vice_President_of_Instruction_Response.pdf
- Faculty_Credentials_-_Brown_Phillip_Inst_Quals_SU20.pdf
- Faculty_Credentials_-_Honker_Kristen_Inst_Quals_FA20.pdf
- Faculty_Credentials_-_Jacobberger_Andrea_Inst_Quals_FA20.pdf
- MAT_121_Campus_Section_101.pdf
- MAT_121_Campus_Section_102_142.pdf
- MAT_121_Campus_Section_104.pdf
- MAT_121_CE_Castle_View.pdf
- MAT_121_CE_CECParker.pdf
- MAT_121_CE_Mountain_Vista.pdf
- Minutes_-_ACC_response_Curriculum_Assessment_and_IEC_Committees.pdf

- Minutes_-_Assessment_Team_Minutes_9-6-18.pdf
- Minutes_-_Assessment_Team_Minutes_02-17-20.pdf
- Minutes_-_Assessment_Team_Minutes_04.06.20..pdf
- Minutes_-_Assessment_Team_Minutes_10-08-20.pdf
- Minutes_-_Assessment_Team_Minutes_10-4-18.pdf
- Minutes_-_Assessment_Team_Minutes_12-05-19.pdf
- Minutes_-_Assessment_Team_Minutes_4-4-19.pdf
- Minutes_-_Assessment_Team_Minutes_9-10-20.pdf
- Minutes_-_Curriculum_Committee_Minutes_10-15-2020.pdf
- Minutes_-_Curriculum_Committee_Minutes_2.27.2020.pdf
- Minutes_-_Curriculum_Committee_Minutes_3.26.2020.pdf
- Minutes_-_Curriculum_Committee_Minutes_4.23.2020.pdf
- Minutes_-_Curriculum_Committee_Minutes_8-27-2020.pdf
- Minutes_-_Curriculum_Committee_Minutes_9-17-2020.pdf
- Minutes_-_Curriculum_Process.pdf
- Minutes_-_IEC_General_Council_Minutes_10-16-2020.pdf
- Minutes_-_IEC_General_Council_Minutes_9-18-2020.pdf
- Minutes_-_IEC_Leadership_Minutes_9-2-2020.pdf
- Minutes_-_IEC_Leadership_Minutes_10-7-2020.pdf
- Minutes_-_IEC_Leadership_Minutes_11-3-2020.pdf
- Orientation_-_ACC_Response_for_Schedules_and_Content.pdf
- Orientation_-_Advising_and_Registration.pdf
- Orientation_-_Congratulations_Email.pdf
- Orientation_-_Content_and_Video_Map.pdf
- Orientation_-_Master_Test.pdf
- Orientation_-_Part_1_and_2_Instructions.pdf
- Orientation_-_Student_Overview.PDF
- Process_for_ACC's_Strategic_Vision_Plan_Response.pdf
- Process_for_Strategic_Plan_-_ACC_Strategic_Planning_Coordinating_Council.pdf
- Process_for_Strategic_Plan_-_Advisory_Council_Message-SWOT.pdf
- Process_for_Strategic_Plan_-_All-College_Strategic_Direction_Vote.pdf
- Process_for_Strategic_Plan_-_Mission_Summary-SPCC_Minutes_12-12-19.pdf
- Process_for_Strategic_Plan_-_Strategic_Plan_Process-Response.pdf
- Process_for_Strategic_Plan_-_SWOT_Sessions_LOG.pdf
- Process_for_Strategic_Plan_-_Task_Forces_Roster.pdf
- Process_for_Strategic_Plan_-_Values_Summary- SPCC_Minutes_12-12-19.pdf
- Process_for_Strategic_Plan_-_Vision_Mission_Values_Estate_Minutes_Fall_2020.pdf
- Process_for_Strategic_Plan_-_Vision_Summary-SPCC_Minutes_12-12-19.pdf
- Program_Outcome_-_ACC_Response.pdf
- Program_Outcomes_-_AA_English_Program_Map_and_Outcomes.pdf
- Program_Outcomes_-_AA_Studio_Art_Program_Map_and_Outcomes.pdf
- Program_Outcomes_-_AAS_General_Business_Program_Map_and_Outcomes.pdf
- Program_Outcomes_-_AAS-Automotive-Service-Technology_Program_Map_and_Outcomes.pdf
- Program_Outcomes_-_ART_111-101_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_ART_111-201_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_ART_121-102_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_ART_121-201_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_Art_History_Program_Map_and_Outcomes.pdf
- Program_Outcomes_-_AS-Biology_Program_Map_and_Outcomes.pdf

- Program_Outcomes_-_ASE_103_Syllabus_Concurrent_Enrollment_Fall_2020.pdf
- Program_Outcomes_-_ASE_103-801_Syllabus_Sum2020.pdf
- Program_Outcomes_-_ASE_110_Syllabus_Concurrent_Enrollment_Fall_2020.pdf
- Program_Outcomes_-_ASE_110-801_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_BIO_111-102_Syllabus_FALL_2020.pdf
- Program_Outcomes_-_BIO_111-201_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_BUS_115-105_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_BUS_115-202_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_BUS_216-177_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_BUS_216-201202_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_Certificate-Automotive_Maintenance_Light_Repair_Program_Map.pdf
- Program_Outcomes_-_Certificate-Business_Administration_Program_Map.pdf
- Program_Outcomes_-_LIT_115-103_Syllabus_Fall_2020.pdf
- Program_Outcomes_-_LIT_115-201_Syllabus_Fall_2020.pdf
- Program_Review_-_ACC_Response.pdf
- Program_Review_-_ACC_Vice_President_of_Instruction_Response.pdf
- Program_Review_-_Performance_Evaluation_Excerpts.pdf
- Published_Information_-_ACC_Accuracy_and_Currency_Narrative_Response.pdf
- Published_Information_-_ACC_Accuracy_and_Currency_Response.pdf
- Published_Information_-_ACC_COVID-19_Information_Web.pdf
- Published_Information_-_ACC_Marketing_Print_Material_Process-Example.pdf
- Published_Information_-_ACC_Marketing_Update-Request_Email.pdf
- Published_Information_-_ACC_Website_Development_vs_Published-Example.pdf
- Published_Information_-_Siteimprove_Quality_Assurance_Report.pdf
- Student_Life_-_Activities_-_Outcomes_and_Objectives.pdf
- Student_Life_-_Black_Lives_Black_Lungs_Program.pdf
- Student_Life_-_Coffee_with_a_COP_Program.pdf
- Student_Life_-_Denim_Day_Program.pdf
- Student_Life_-_Fresh_Check_Day_Program.pdf
- Student_Life_-_Mock-Tale_Happy_Hour.pdf
- Student_Life_Programming_Report.pdf
- Third_Party_Accreditation_-_ACC_Master_List.PDF
- Third_Party_Accreditation_-_ACC_Response.pdf
- Third_Party_Accreditation_-_Automotive_Service_Technology_Confirmation-NATEF.pdf
- Third_Party_Accreditation_-_Certified_Nursing_Assistant_Confirmation-CSBN.pdf
- Third_Party_Accreditation_-_Early_Childhood_Education_Confirmation-NAEYC.pdf
- Third_Party_Accreditation_-_Emergency_Medical_Technician_Confirmation-CAAHEP.pdf
- Third_Party_Accreditation_-_Health_Information_Technology_Confirmation-CAHIIM.pdf
- Third_Party_Accreditation_-_Interior_Design_Confirmation-NKBA.pdf
- Third_Party_Accreditation_-_Law_Enforcement_Academy_Confirmation-POST.pdf
- Third_Party_Accreditation_-_Medical_Laboratory_Technology_Confirmation-NAACLS.pdf
- Third_Party_Accreditation_-_Mortuary_Science_Confirmation-ABFSE.pdf
- Third_Party_Accreditation_-_Nursing_Confirmation-ACEN.pdf
- Third_Party_Accreditation_-_Paralegal_Confirmation-ABA.pdf
- Third_Party_Accreditation_-_Paramedicine_Confirmation-CAAHEP.pdf
- Third_Party_Accreditation_-_Physical_Therapist_Assistant_Confirmation-CAPTE.pdf
- VALUE_Rubric_-_ACC_Response.pdf
- VALUE_Rubric_-_Cultural_Awareness_Rubric-VALUE_Modified.pdf
- VALUE_Rubric_-_Quantitative_Reasoning_Rubric-VALUE_Modified.pdf

- VALUE_Rubric_-_Responsibility__Accountability_Rubric-VALUE_Modified.pdf
- VALUE_Rubric-Information_Literacy.pdf
- VALUE_Rubric-Lifelong_Learning.pdf
- VALUE_Rubric-Oral_Communication.pdf
- VALUE_Rubric-Written_Communication.pdf

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Rating

Met

Rationale

Arapahoe Community College's (ACC) mission is publicly articulated and operationalized throughout the institution on the website and in the college's catalog. The mission framework is derived from Colorado Revised Statute C.R.S 23-60-201. The comprehensive mission statement emphasizes innovation, scholarship, economic development, and student success. While the Assurance Argument does not completely demonstrate the adoption process or provide information on when the last change (if any) was adopted, notably ACC's mission statement identifies the intended constituents and scope of its programs and services. The assurance argument provided significant evidence that highlighted the work of an inclusive ACC Strategic Planning Coordinating Council (SPCC) which used the mission statement as an anchor to formulate the college's strategic plan. The complete strategic plan 2020-2025 was easily accessible via the website, and the mission, values and vision were prominently visible and served as the anchor for the development of the college's strategic plan. The Assurance Argument provided evidence of the strategic plan development, process and stakeholder engagement.

A review of the academic programs in the College catalog and website provides evidence of ACC's alignment of academic programming with the mission and strategic plan. The Assurance Argument provides additional evidence relative to each department and academic program mission statement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

As described in the Assurance Argument and related evidence, Arapahoe Community College's (ACC) mission demonstrates commitment to the public good. As a public not-for-profit institution, ACC has a responsibility to the people of Colorado. ACC has an Advisory Council that is a liaison between the college and other colleges, universities, local elected officials and the public. A 2017 report detailed the positive impact of ACC on the community and its students, as well as its return on investment for students, taxpayers and the general public.

ACC has no private investors or parent organization to which it answers. As a member of the Colorado Community College System (CCCS), ACC is governed by the State Board for Community Colleges and Occupational Education (SBCCOE), which grants it the authority to provide educational services to its community. ACC also has a foundation, run by a volunteer board that awarded more than a million dollars in educational support. Recently the ACC Foundation received an unprecedented ten million dollar gift to support the ACC Sturm Collaboration Campus at Castle Rock (the most recent of its three campuses). ACC is a public nature entity solely established to promote education, and the fact that it uses the support it receives from students, the state and the community to promote its educational goals demonstrates the primacy of its educational responsibilities.

ACC connects with its community in a number of ways. In addition to the ACC Advisory Council and the ACC Foundation, ACC's Alumni Association works with graduates, and the college offers college-level courses to high school students in its service area, offers courses through its Community Education program, encourages civic engagement through workshops, schedules Youth Programs, encourages Service Learning and offers special programs and events. ACC also has several occupational program Advisory Committees, and in response to the business community, ACC developed several apprentice programs. In addition to the business community, The Sturm Collaboration Campus at Castle Rock was developed with help the Town of Castle Rock, the Castle Rock Economic Development Council, Douglas County School District and Colorado State University.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Rating

Met

Rationale

Arapahoe Community College (ACC) provides opportunities for its students, employees, and community members to participate in or attend activities which promote civic engagement and educate its constituents of the diversity within its immediate area, the three campuses, and the world at large.

The Assurance Argument provided evidence of many opportunities through which students can learn about the numerous challenges that affect the personal well-being of all members of society and within various unique socio-cultural and economic communities. Examples of activities promoted through their Student Life department documentation included evidence of sexual harassment and assault awareness programs, hunger, and homelessness relief. Clubs and Organizations affiliated with almost every degree program offer the opportunity to learn more about specific issues of workforce preparation and professional success.

An informed and active citizenry is promoted through voter registration activities, public lectures and open dialog on the United States Constitution and political philosophy and activity. Evidence of a variety of opportunities demonstrate this commitment. The development of empathetic and informed citizenship is promoted through dedicated celebrations including but not limited to, Sexual Orientation Day and a Solidarity Gathering out of respect for Black Lives Matter. Finally, opportunities for service learning and study abroad enable students to learn beyond their known or limited environment.

Intrinsic to the institution's commitment to inclusion and equity are the policies, procedures and trainings dedicated to diversity and inclusion awareness. ACC recently added a Chief Inclusive Excellence Officer to lead the Inclusive Excellence Council. This group, Human Resources, the CARE Team, the Accessibility Committee, and Disabilities Resources work in concert to ensure fair and equitable treatment for all students and constituents of the college. Students, faculty, and staff are surveyed, trained, and evaluated to ensure inclusion and equity are respected.

Recent census data indicate the second largest population serviced by ACC is Spanish speaking. The institution is working toward greater service and support for Spanish speaking students.

The creation of the Chief Inclusive Excellence Officer, the committees, policy, procedures, and trainings for students, faculty, and staff demonstrate an earnest interest in creating an environment of mutual respect within the college community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Arapahoe Community College (ACC) is a public not-for-profit institution that serves the people of Colorado. An Advisory Council serves as a liaison between the college and other colleges, universities, local elected officials, and the public.

The language in the ACC mission statement, values and vision directly addresses the institution's role in serving the public good, and the Assurance Argument provides several significant examples of how the institution implements its mission in the public, its offerings and services. Extensive documentation illustrates the alignment of the mission to the strategic direction of the institution. Updating the strategic plan included the engagement of multiple constituencies.

ACC excels in programs, services and activities for its students, employees, and community members. Significant documentation illustrated the participation of the college community in activities that promote civic engagement and educate its constituents about the diversity within the immediate area, the three campuses, and the world at large. Notable examples include activities through the college's Student Life department, clubs, and organization affiliates.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Rating

Met

Rationale

Arapahoe Community College (ACC) is a member of the Colorado Community College System (CCCS), whose policies are established by the State Board for Community Colleges and Occupational Education (SBCCOE). SBCCOE governs all 13 of its member community college as well as the CCCS. As stated in the CCCS 2015-2025 Strategic Plan, *Bold Solutions*, the strategic plan was developed under the leadership of the CCCS President with input from various internal and external stakeholders associated with each of the 13 community colleges. The plan, approved by SBCCOE in 2015, includes the following strategic mission statement: “To provide an accessible, responsive learning environment that facilitates the achievement of educational, professional and personal goals by our students and other members of our communities in an atmosphere that embraces academic excellence, diversity, and innovation.”

As stated on the CCCS Web site, the SBCCOE has nine members appointed by the governor and confirmed by the Colorado state senate. The members represent each of the nine congressional districts of Colorado. The Board also includes one community college faculty member and one student member in a non-voting capacity, each of whom serves a one-year term. As stated in the Board’s bylaws, responsibilities of SBCCOE include serving as the body corporate, a governing board, the administrator of occupational education, and the approver of authority for veterans’ education. The Board appoints a system-level chancellor, whose responsibilities include establishing procedures for enacting Board policy. As stated in the CCCS Role and Mission (BP 2-40), the CCCS chancellor ensures policies and procedures are enacted at each of the 13 community colleges. The president of each member college reports to the chancellor and oversees the day-to-day operations of their campus. It should be noted that the ACC Web site features its own 2020-2025 Strategic Vision with the following mission statement: “To provide innovative and responsive educational and economic opportunities in an accessible, inclusive environment that promotes success for students, employees, and the communities we serve.” The spirit of both aligns with that of the CCCS strategic

plan.

ACC acts with integrity in its financial functions by adhering to the numerous fiscal rules, regulations, procedures, and policies established by the State of Colorado and the Colorado Community College System. The State of Colorado's Procurement Code of Ethics also informs the institution's financial functions. As a member of the Colorado Community College System, ACC is subject to an annual financial and compliance audit conducted by an external firm. At the campus-level, ACC requires its budget managers to attend regular training on ethics, risk, and contracts. The college's Purchasing 101 presentation provides a robust and comprehensive overview of all matters related to budget development, budget requests, and procurement. To ensure integrity in its sponsored programs, the institution's Office of Grants Development provides resources such as a grant decision-making matrix and manuals for pre- and post-awards.

ACC acts with integrity in its academic functions through a combination of state statute, CCCS Chancellor's Procedures, and policies established by the Colorado Department of Higher Education (CDHE) and SBCCOE. Academic programs are reviewed every four years at the system-level, and internal reviews are conducted every year with comprehensive reviews every four years. The institution's curriculum committee, an interdisciplinary and cross-functional team of faculty and administrators, adheres to the college's guidelines on curriculum development, which includes specific language on course offerings and the course approval process.

ACC acts with integrity in its personnel functions by adhering to the policies, rules, regulations and procedures established by the State of Colorado and Colorado Community College System. In the spirit of shared governance, the institution established three estates—one each for faculty, administrators, and classified staff—to provide a voice for its employees. Equal Employment Opportunity Commission (EEOC) rules and regulations are included on all job descriptions and on the employment landing page. In addition, the institution recently conducted a review of its recruitment and selection processes and identified areas of improvement for its selection procedures and its recruitment and selection guide. Employees of ACC are expected to abide by the CCCS code of ethics, which includes language on nepotism, conflicts of interest, disclosure of gifts, and financial transactions. The code of ethics also requires college presidents and senior-level staff to submit certification of review and compliance to the system office.

ACC acts with integrity in its auxiliary functions by integrating its auxiliary units into the culture and operation of the institution. The estate structure facilitates this integration by engaging its auxiliary unit employees, ensuring their voices are heard, and granting them access to the work of assessment and continuous improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Rating

Met

Rationale

Arapahoe Community College (ACC) makes significant efforts to ensure that information regarding academic offerings, requirements, faculty and staff, costs to students, and accreditation relationships is accessible. The college's Web site features links to academics, admissions, and advising on its home page. The academic link includes information on all academic programs as well as a faculty directory. The admissions link includes names and contact information of admissions counselors, videos of students, and a link to a viewbook that features the Student Government Association president. From the college's home page, a student can make an appointment with an advisor by selecting "Advising" and clicking the link "Make an Appointment." Students can access the college's tuition and fee structure by clicking the link, "Paying for College," and selecting "Tuition and Fees." Accreditation information at the institutional and programmatic levels is also readily available by selecting "About ACC" and clicking "Accreditation." The college's Web site appears to be designed with students in mind; consequently, information on governance structure is not included.

Visitors to the college's Web site can access the ACC Catalog in two clicks. The catalog is updated on an annual basis. Administrators and faculty members and their credentials are listed in the catalog and online. ACC's Student Handbook includes more detailed information for current students. Detailed information on academic programs is available in the catalog, student handbook, and online. The catalog, along with the college's student handbook and faculty/instructor handbook, are available online and in print. The student handbook is also available in braille.

Each functional area is responsible for ensuring accuracy of information. Faculty and chairs are responsible for updating course descriptions and curricula. In the spirit of process improvement, a cross-functional team of deans, faculty, chairs, and administrative staff established a process for submitting changes to the curriculum committee. Similarly, tuition and fees are established by the SBCCOE at its annual public meeting in April.

As a state-supported institution, ACC adheres to consumer protection as required by Colorado Department of Higher Education (CDHE), the Colorado Open Records Act, and the CCCS. Research-based improvements, such as the college's new CRM tool, *Banner Recruit*, and *Navigate*,

the college's early alert system, contribute to the educational experience by guiding students through the admissions process, designing course schedules that facilitate student retention, and providing interventions to promote student persistence and completion. As stated in a 2019-2020 report, the Student Affairs Operations Coordinator oversees the assessment and continuous improvement process for these resources.

Consistent with its mission of "provid[ing] innovative and responsive educational and economic opportunities," ACC supports community engagement and experiential learning through its Student Government Association and a diverse slate of extracurricular and co-curricular activities, including clubs, organizations, and activities. Although the institution's mission does not mention religion or spirituality, the ACC catalog lists several courses related to religion, such as Anthropology of Religion, World Religions, and Introduction to Islam. The *Arapahoe Pinnacle*, a student-produced newspaper, and the student literary journal, *Progenitor*, are both available on the college's Web site and are managed by students with support from faculty and staff. Opened in Fall 2019, ACC's Sturm Collaboration Campus, located in Castle Rock, promotes relationships with industry partners and has facilitated increased apprenticeship offerings, including one in Property Management.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Rating

Met

Rationale

As a member of the Colorado Community College System, Arapahoe Community College (ACC) is governed by the State Board for Community Colleges and Occupational Education (SBCCOE). ACC's Assurance Argument provides evidence of the board's autonomy. The SBCCOE has nine voting members, appointed by the governor, as well as one college faculty member and one student member in a non-voting capacity. Staff members conduct training for board members as needed. Board members may attend local and national conferences.

The SBCCOE has authority over ACC's budget priorities. The board has established procedures that involve a monthly report from ACC and the opportunity for the ACC president to report to the board. In preparation for that report, the president of ACC sends out a monthly call for employees to report items for transmission to the board.

The SBCCOE board rotates its meeting places and meets periodically at ACC. This gives faculty, staff and students the chance to attend a meeting and interact with the board. In addition, the board assigns a liaison from the board to each campus. The board's monthly agenda allows any individual or group to address the board. In addition, several times a year the board's agenda includes a presentation by an outstanding program, faculty or student.

Representatives of campus stakeholder groups are tasked with providing input to the board about those stakeholders. The State Faculty Advisory Council and the State Student Advisory Council include representatives from each campus and represent their groups to the board. Functional groups such as the Vice Presidents' Council (Student Affairs and Instruction), fiscal officers, registrars and IT staff meet together to discuss common concerns and may channel their concerns to the board. The campus presidents meet monthly with the Chancellor to discuss their concerns and develop

recommendations to the board.

The 2015-2025 Strategic Plan reinforces the importance of the SBCCOE understanding its stakeholders' needs.

SBCCOE members' code of ethics also contains disclosure agreements and party affiliation clauses. Board policy also protects whistleblowers. SBCCOE is required to abide by the Colorado Open Records Act and the Colorado Open Meeting requirements.

SBCCOE board policies and procedures are necessarily broad, and the board encourages each college to focus on the individual needs of its community. Each campus has the responsibility to assess its service area's needs and develop plans for meeting those needs. Each campus has an Advisory Council to advise, promote college programs, and serve as liaisons to the community.

Each campus has a president who reports to the CCCS Chancellor. The SBCCOE specifically delegates control and day-to-day management of the college to the president through various policies.

By assigning a liaison to each campus, the board assures it has a conduit to that institution. In addition, the collaboration among various stakeholder groups allows those groups to work through issues and share best practices.

At ACC, as is typical, academic responsibilities are delegated to faculty committees and task forces. At the state level, the Statewide Faculty Curriculum Committee represents faculty on statewide projects like the Developmental Education Task Force's overhaul of the developmental curriculum.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Rating

Met

Rationale

The commitment to academic freedom and freedom of expression is published in ACC Policy AP 1-40 Academic Freedom. The policy outlines the rights and responsibilities of the institution, its library, and its faculty and student populations. Further, this policy outlines the parameters for individuals outside the scope of the immediate college including campus guests and public speakers. The commitment to academic freedom and freedom of expression for faculty is demonstrated by the institution's utilization of language adopted by AAUP in April 1970 and endorsed and adopted during the Fifty Sixth Annual meeting.

In its Assurance Argument ACC points to due process for faculty termination, affiliation with the Colorado Community College System and the state Faculty Advisory Council, and alignment of ACC course development and content to the state system as evidence of academic freedom. Further examples include ACC's syllabus template, textbook selection process, and professional development opportunities. Greater delineation between academic freedom and operational management would enhance the clarity of this argument.

ACC Policy AP 1-4 and AP 4-30a Student Code of Conduct provide extensive evidence of the institution's commitment to the students' academic freedom and freedom of expression. The students have the right to assemble peaceably. This right comes with limitations as the assembly must be scheduled at a reasonable time, in a particular manner in assigned locations. Student may express themselves and dress according to personal tastes with reasonable and defined limitation. The code of conduct clearly defines parameters appropriate for the educational environment. Thus students have the right to express themselves concerning the ideas germane to the particular discipline in a manner appropriate to the educational environment. Additionally, students are protected as their academic performance must be assessed in terms of the curriculum and not for their opinions or matters unrelated to that curriculum. Finally, Student Government and the multitude of student clubs and organizations are encouraged and welcomed to bring in guest speakers and presenters to for a free and open exchange of ideas.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Rating

Met

Rationale

The policies and procedures of Arapahoe Community College (ACC) function in a responsible manner relative to the acquisition, discovery and application of knowledge for its faculty, staff and students. A thorough Institutional Review Board (IRB) process is in place for the occasional requests for research. Oversight and integrity of research along with attention to the use of human subjects are clearly embedded in the process and procedures. The Assurance Argument clearly identified ACC's IRB registration with the US Department of Health and Human Services, IORG0005103 along with procedure documents. Further, ACC provided substantial evidence of leadership oversight of the integrity of research and scholarship practice with use of an IRB log.

ACC provides extensive documentation to support students in the ethics of research, academic integrity, and use of information via course syllabi, in the learning management system, D2L, Academic Integrity Paper, and Library resources like citation guides and copyright basics.

Additionally, the students receive information via student orientation, and the institution subscribes to TurnItIn.

The college's Student Code of Conduct contains the Academic Misconduct Statement. ACC provides clear definitions and guidelines relative to what constitutes misconduct. Policies for academic honesty and integrity are outlined along with Student Disciplinary Procedure SP 4-30 to address the college's progressive approach to violations related to academic integrity. The Assurance Argument highlights the college's journey to the development of ACC's Academic Integrity Committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Arapahoe Community College (ACC) acts with integrity and ethics in its policies and procedures. The bylaws of the State Board for Community Colleges and Occupational Education (SBCCOE) clearly distinguish the roles and responsibilities of the board from the system-level chancellor and the president of each campus in the Colorado Community College System. Through a combination of policies established by Colorado state statute, the CCCS, the Colorado Department of Higher Education, and the SBCCOE, ACC acts with integrity in its financial functions, academic functions, personnel functions, auxiliary functions. ACC presents itself clearly and completely to its students and to the public primarily through its website. Designed with students in mind, ACC's website features links to academic offerings, requirements, faculty and staff, costs to students, accreditation relationships, academics, admissions, and advising. ACC's governing board, SBCCOE, maintains a code of ethics that include disclosure agreements and party affiliation clauses. Board policy also protects whistleblowers. The Board is also required to abide by the Colorado Open Records Act and the Colorado Open Meeting requirements. ACC's commitment to academic freedom and freedom of expression is evidenced in institutional policy and the college's student code of conduct. It should be noted, however, that discussions of due process are outside the scope of academic freedom; the institution is encouraged to distinguish academic freedom from operational management. Finally, as evidenced by its IRB process, its statement on academic misconduct, and comprehensive resources for students on matters of academic integrity and the ethics of research, ACC's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Rating

Met

Rationale

As a member of the Colorado Community College system, ACC follows the policies and procedures established by the Colorado Department of Higher Education. The academic offerings are therefore regulated and evaluated by the state and the consortium of institutions within the system.

Courses and programs at ACC align within the state system, meet the expectations of the Higher Learning Commission and thus Federal compliance. The institution maintains the degree certificate and program outcomes to ensure its alignment with the other community colleges within the system, the universities with which it has transfer agreements, and its third-party accreditors.

The college catalog and website provide potential students and the current constituency with complete and exhaustive information relevant to both terminal and transfer degree and certificate programs. A sampling from both the catalog and website provides evidence of the comprehensive general education pathway or degree focused programs. The Associate of Arts, Associate of Science, Associate of Fine Arts, and Business degrees illustrate thoughtful and thorough evaluation and inclusion of relevant and necessary program outcomes and courses.

Terminal degree and certificate programs ensure that the appropriate complement of general education, trade focus, and elective credits are built into the requirements. Program outcomes and required coursework demonstrate relevant and necessary curriculum. Career and technical programs meet the expectations of the Colorado Community College system and the third-party accreditors. For example, Construction Management requires "fundamentals of technical writing" rather than "college composition," which would be necessary and is required in the Architectural Drafting

certificate.

Finally, program quality and learning goals are consistent across all modes of delivery and all locations as an expectation of the institution's association with the state community college system. Courses which acquire the unified state numbering system are reviewed by the both the college's and state's discipline specific curriculum committee. Third party accreditation enhances the assurance of program quality and consistency. A sampling of links on the ACC accreditation webpage verified association with third party accreditation; ACC should initiate a regular review process to ensure all links are current and functional.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Rating

Met

Rationale

ACC engages students in collecting, analyzing and communicating information to master intellectual inquiry in their variety of degrees including Associate of Arts (AA), Associate of Science (AS), Associate of Applied Science (AAS), Bachelor of Science (BS) and Bachelor of Applied Science (BAS) degrees. The ACC website clearly outlines 7 guided pathways. With over 100 degrees and certificates to choose from, the pathways noted on the website help students find focus to stay on track to graduation. All degree programs must comply with guidelines outlined by the Colorado Department of Higher Education.

The degree programs align and appear consistent with the college's mission. ACC has adopted a framework of six Student Learning Outcomes, and the institution posits alignment with the American Association of College and Universities VALUE Initiative, VALUE rubric. The institution provided modified VALUE rubrics for Cultural Awareness, Quantitative Reasoning, and Responsibility & Accountability along with the standard rubrics. The framework appears to be grounded in a relevant philosophy. In its Interim Report, ACC provided significant details about the college's Student Learning Outcomes with terminology, assessment flow, timelines, and committee agendas and minutes. Comparison with ACC's current state indicates continued progress. ACC provided extensive examples of academic plans and syllabi that show clear connections between general education, student learning outcomes, and curriculum. Significant evidence was found in academic plan documents for AA-English, AA-Studio Art, AAS-Business, AAS-Automotive, AA-Art History, AA-Biology. A complement of general degrees and applied degrees show an across the

board framework and philosophy to impart general education knowledge and intellect of ACC graduates. A detailed review of the Course Catalog on the website substantiates this statement.

ACC provided evidence that the education it offers recognizes human and cultural diversity. Statements in the CCCS mission, ACC's Strategic Plan, and ACC's Diversity Statement direct activity. Student Life programming such as Black Lives-Black Lungs and Coffee with a Cop and other trainings, events, and gatherings support campus-wide inclusion, as does the development of a new committee, the Inclusive Excellence Council, with cross-campus membership. A comparison of data from the 2015 and the 2017 CCSSE indicate institutional growth in the area of encouraging contact among students from different economic, social, and racial/ethnic backgrounds.

To ensure students contribute to scholarship, creative work, and the discovery of knowledge, ACC provided evidence related to professional development available to faculty. The college appears to have numerous opportunities available for faculty to develop along with opportunities for faculty and students to participate in scholarship and creative work.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Rating

Met

Rationale

In its Assurance Argument, ACC demonstrates that it has the faculty and staff needed for effective, high-quality programs and students services. In 2018 the Inclusive Excellence Council (IEC) recognized a gap in the diversity of ACC's faculty and staff when compared to ACC's community. The IEC directed Human Resources to develop means of recruiting a more diverse workforce. Hiring procedures were revised and internal appointments were restricted. Since these changes were implemented, ACC has moved from 100% of new hires faculty being white to 77% new hires in that category. While this does not adequately change the overall composition of the faculty, it is important that ACC took steps that caused it to recognize the problem and—further—it took action to begin to remedy the situation. Currently ACC reports that 66% of its student report at as white, while 86% of the instructional staff and faculty are white.

In the spring of 2020 ACC had 115 full-time faculty and 380 part-time instructors resulting in a faculty to student ration of approximately 1 to 11. Approximately 45% of classes were taught by a full-time faculty member. Full-time faculty typically teach 30 credit hours an academic year while part-time instructors are limited to a maximum of 13 credit hours per semester. The expectation is the full-time faculty members spend 70% of their time on instruction and 30% in service to ACC. Service to ACC may include advising students, administrative assignments, committee work,

sponsoring student activities, etc.

A detailed Faculty Instructor Handbook is available to anyone teaching at ACC. It outlines instructional policies and procedures, grading guidelines, expectations of both faculty and students as well as general information about ACC.

ACC's Curriculum Committee is composed of faculty members and the registrar's staff. It is responsible for oversight of all curriculum-related changes including initiating and closing academic and vocational programs.

All faculty and departments are expected to participate in the assessment of student learning and academic/vocational programs.

Faculty and instructor qualifications align with HLC's Assumed Practices on Faculty Qualifications. In 2017 a Faculty Qualifications Task Force was developed to ensure that all faculty and instructors met those qualifications. ACC's policy on faculty/instructor qualifications not only detailed the minimum qualifications for anyone teaching, regardless of delivery method or site, but also detailed the process for determining whether individuals met those qualifications. To facilitate this process a Faculty Qualification Form was created. Different Faculty Qualification Forms are used for general education and Career Technical Education (CTE) faculty. For each new hire, the dean and provost review the Faculty Qualification Form. Examples of the use of the Faculty Qualification Form provided evidence sufficient to determine that, in fact, all faculty were appropriately qualified.

In CTE programs ACC follows state credentialing guidelines as mandated in the CTE Administrators Handbook. CTE faculty in each program determine the qualifications necessary to teach in that program and document that each newly hired faculty meets those qualifications. Within three years of hiring, new faculty in CTE programs must complete two courses, EDU 250 – CTE in Colorado and EDU 260 – Adult Teaching and Learning. In addition, ongoing professional development is required to maintain the CTE credential.

All full-time faculty are evaluated annually in accordance with Colorado Community College System (CCCS) policies. This process involves goal setting, a performance plan, classroom observations, and an evaluation meeting with the faculty and his or her supervisor. Teaching and service goals are expected to be aligned with system, campus, department and program goals. Faculty are given written feedback about their performance with a rating of "Needs Improvement," "Commendable" or "Exemplary."

Part-time instructors, including those teaching concurrent enrollment classes, are evaluated annually through classroom observations and an audit of the instructor's syllabus.

Anonymous student evaluations are conducted at the end of each course. These evaluations are reviewed by department chairs, directors and deans as appropriate.

All supervisors responsible for evaluating faculty and/or instructors are required to complete at least eight hours of supervisory training at the system level to enhance consistency and quality in their evaluations. In addition, ACC holds "norming" sessions each year for supervisors to further enhance consistency across supervisors.

A week-long series of sessions and meeting prior to each fall and spring semester provide faculty with timely professional development. "Summit Days" in October and April are scheduled on a

Tuesday when no classes are held to offer the entire campus a chance to participate in one of several “tracks” each focusing on a specific topic such as “Student Success” or “Inclusivity.”

The Center for Professional Development works with Human Resources to provide continuing activities such as orientations, mentoring, workshops, etc. A biweekly email containing the Professional Training & Enrichment Calendar detailing these activities is sent to all ACC employees. ACC provides tuition reimbursement for job-related coursework at any CCCS institution.

Faculty can apply for support for their professional development efforts from departmental budgets to attend conferences, etc. Faculty many also apply for support from the Faculty Professional Development Funds Committee or the ACC Foundation’s Mini-Grant Program.

ACC’s Leadership Academy, Master Teacher Certificate and Instructor Advancement Program are all specific and structured programs designed to enhance the skills of talented faculty, instructors and other leaders on campus. The Master Teacher Certificate and the Instructor Advancement Program detail specific requirements and steps for attain various levels within each program and each program provides financial remuneration for achieving each of these levels.

The eLearning team provides Quality Matters (QM) training for eLearning staff and select faculty. ACC has eight QM reviewers, including five faculty members who serve on the Online Advisory Committee. eLearning also sends out a monthly newsletter and hosts webinars throughout the year. eLearning conducts an online course (EDU – 263 Teaching and Learning Online) that is required for anyone teaching online. The CCCS developed an Essentials of Online Teaching workshop to support faculty and instructors system wide.

ACC recognizes excellence in teaching full-time faculty through its Faculty of the Year Award and the Distinguished Faculty Awards. These awards also convey special recognition (keynote speeches at graduation, recognition in the catalog) as well as financial consideration.

Finally, given the large number of both full-time and part-time faculty, ACC might consider increasing the amount of money designated for competitive faculty development awards.

The Faculty/Instructor Handbook describe communication with students as an essential function of faculty. Email is the official method of communication with students among faculty, staff and students at ACC. The Employee Directory lists the email addresses, phone numbers and office locations of all full-time faculty. Full-time faculty are required to post and maintain five office hours a week for face-to-face meetings with students. Office space is provided for part-time instructors on each campus for appointments with students. Faculty and students in online courses can meet virtually using web conferencing tools such as Zoom or WebEx.

Staff positions in Student Affairs have job descriptions that detail the requirements and qualifications for each position. Human Resources posts announcements for hiring support staff, assists in reviewing applicants’ materials to ensure they meet minimum qualifications and forward the applicants to the screening committee for further review. The top applicants are submitted to the hiring manager for final interviews.

Professional development for support staff occurs during the week-long activities prior to the start of the fall and spring semesters, during Summit Days and by the Center for Professional Development. Departmental budgets include funds for professional development. Support staff are encouraged to participate in professional organizations such as Student Affairs Administrators in Higher Education,

etc.

Many of the individuals filling these positions network with their colleagues in the CCCS through monthly meetings. This collaboration encourages common solutions to concerns, promotes best practices and supports system wide initiatives.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Rating

Met

Rationale

Arapahoe Community College serves a diverse student population. According to the college's Web site, the majority of students are part-time, degree-seeking, with an average age of 21.8. ACC offers student support services at all three of its campus locations. According to the college's Web site, the college's main campus in Littleton provides the most services, including advising, admissions, childcare, financial aid, and career services. The Littleton campus also features a designated academic success center that provides tutoring and supplemental instruction. The two smaller campuses at ACC offer tutoring and advising by appointment. The college has also broadened access to tutoring by investing in TutorMe, a third-party vendor that provides online tutoring. The Web page for ACC's online students includes language about online and on-campus tutoring. Additional student support services, including services for students with disabilities, can be found in ACC's student handbook. The handbook also provides contact information and detailed descriptions of all support services. In response to COVID-19, ACC has developed a number of protocols and plans regarding safety, travel, and course delivery. This information is captured on the Web page, ACC Information and Response on COVID-19. The link to this page appears as a special section at the top of the college's home page. The first paragraph of this page states, "Services for students are available remotely by email, phone, or appointment."

As indicated on the college's Web site and in the student handbook, the admissions checklist for entering students includes a section on placement and entry-level assessment. To determine placement in English, math, biology, and other subjects for which English and/or mathematics are prerequisites, the college requests applicants submit any of the following documentation: standardized test scores, college placement scores, unofficial college transcripts that include math and English, recent high school transcripts, and scores from other professional examinations (e.g., CLEP, Advanced Placement, and International Baccalaureate). Detailed information is provided for students who need to take ACCUPLACER, including the placement matrix, along with resources for

test preparation in English, math, and biology. As noted by the previous review team, ACC's entry-level assessment and process for initial placement appear to be recommendations rather than requirements.

According to the ACC course placement matrix, students who need preparatory instruction in mathematics can begin with courses in arithmetic. As appropriate, students may avail themselves of co-requisite options for courses in Integrated Mathematics and Mathematics for Liberal Arts. Depending on placement scores, students who require preparatory instruction in English enroll in either a developmental writing class linked with a first-year experience course or a co-requisite English course. In both cases, the purpose of the co-requisite courses is to provide just-in-time remediation and strategies for academic success.

As stated on the college's Web site, students at ACC are expected to complete a two-step orientation process and enroll in the college's first year experience course (AAA 101) during their first semester. The Web page on first-year experience at ACC describes AAA 101 as an introduction to college culture with a curriculum that includes diversity appreciation and information on academic and career exploration. Students new to ACC can access a quick reference guide to the college's learning management system, Desire2Learn (D2L), via the college's Web site, under online learning support.

Upon completion of student orientation, all ACC students are assigned a staff advisor, and the assignment is captured in Banner, the college's student information system. Students with documented disabilities are assigned a secondary advisor. Once a student is admitted to an academic program, faculty in that program provide academic advising and the change is updated in Banner. Consistent with the mission of the institution, academic advising includes discussions of degrees, certificates, and transfer options. Advising session notes are captured in Navigate, the college's early alert system.

ACC's IT department and eLearning department work in concert with each other to provide the necessary technological infrastructure for students. Instructional technology is on a four-year hardware rotation, and the college has specific guidelines for software evaluation, compatibility, and procurement. An online help desk is available to students; its home page features links to a variety of guides, including printing, accessing wi-fi, online security, and basic troubleshooting. The college's eLearning department provides support for students and faculty who use Desire2Learn (D2L), the college's learning management system. Support includes student privacy and verification of student identity. To support the mission of the institution, the college invests in necessary renovations and maintenance and provides necessary infrastructure for both general and specialized academic programming. According to the college's remodel update from February 2018, the Littleton campus invested funds to renovate its science labs. Students majoring in fine arts may feature their work in one of the college's art galleries and students majoring in cybersecurity receive hands-on instruction in the college's Cyber Center.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Rationale

In its Assurance Argument and related evidence, ACC has demonstrated that it provides quality education. ACC uses several means to demonstrate that its courses are current and relevant to the needs of its community and students, including program reviews, transfer pathways and third-party accreditors. All courses are part of the unified state numbering system and are reviewed by both the campus curriculum committee and the state's discipline-specific curriculum committee. ACC differentiates the learning goals contained in its certificates and degrees by linking those goals to appropriate collegiate competencies (for General Education), industry standards and/or transfer programs' requirements. Finally, program quality and learning goals are consistent across all modes of delivery and all locations.

ACC has developed a clear set of General Education Student Learning Outcomes (SLOs) that are fundamental to personal and professional growth and which align with the American Association of Colleges and Universities' VALUE Initiative. ACC has made significant progress in the assessment process since the past interim report. In order to further recognize and encourage inclusion and respect for diversity, ACC added "Equity and Inclusion" as one of its five strategic directions to its 2020-2025 Strategic Plan, added "Inclusion" as an ACC Value, and established an Inclusive Excellence Council. While not part of its mission, ACC does encourage faculty development such as attendance and presentations at professional conferences and research, often in collaboration with students.

ACC has made a conscious effort, and demonstrated progress, to ensure its faculty and staff reflect its community's diversity. ACC has secured sufficient faculty for programmatic and instructional purposes and strengthened its procedures to document faculty qualifications. All faculty, including part-time and dual-enrollment faculty are evaluated regularly through established procedures and faculty and staff professional development is supported.

ACC provides a full range of Student Services both on campus and online, including areas such as academics (tutoring, etc.), wellness, learning resources, career and transfer services. Using a variety of methods and tools including standardized tests (ACT, SAT, ACCUPLACER), evaluations of high school and college transcripts, orientation courses, etc., academic advisors, strive to place students in appropriate courses. Students who need preparatory instruction may take developmental or co-requisite courses in mathematics and/or English. Students are initially assigned to a staff advisor, but are encouraged to work with faculty members once they are admitted to a program. The IT department works with eLearning to ensure faculty and students have appropriate technical support through the use of smart technology, a learning management system (Desire2Learn) and specific guidelines for software evaluation, compatibility and procurement. Instructional hardware is on a four-year cycle of replacement and updates. The campuses also provide a number of student laboratories, clinical sites, galleries/exhibition halls and other facilities.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Rating

Met

Rationale

ACC documents the quality of its educational offering in several significant ways that align state and college level policies and procedures. ACC's program review and evaluation process is governed by the State Board for Community College and Occupational Education (SBCCOE). ACC's comprehensive review process includes three distinct components: Annual Program Reviews, Comprehensive Review, and CTE program processes. ACC provided thorough evidence with examples from several departments and program areas.

The process for granting prior learning credit follows established guidelines. Specifically, ACC adheres to state guidelines on transfer credits. The process is overseen by the Records and Enrollment Services Office. ACC's prior learning credit policy and procedures are available on the institution's website and catalog. ACC along with other colleges in the system developed and follow the Prior

Learning Manual. The Prior Learning Manual outlines clear and deliberate processes which also align with Board Policy BP 9-42. The State Faculty Curriculum Committee play a critical role in course approval along with administrators, curriculum committee, and Office of the Registrar and Academic Advising. The college uses broad stakeholder groups to ensure checks, balances, consistency and safeguard the rigor of courses and expectation of student learning.

ACC provided impactful evidence noting the standards for faculty qualifications. The document outlines clear, consistent and concise standards for assessment of faculty and adjunct instructors.

Many of ACC's programs are accredited by third parties, including Automotive, Nursing Assisting, Early Childhood Education, Emergency Medical Technology- Paramedic, Health Information Technology, Law Enforcement, and Medical Laboratory Technologies. This information is available to the public on the website and in the college catalog.

ACC provides data relative to success of their graduates in the Institutional Research page of its website. The website is user friendly and organized for public access. Student and faculty data, enrollment data, IPEDS, retention and graduate, along with post-graduate data, are available for review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Rating

Met

Rationale

In response to concerns articulated in the 2016 comprehensive review, ACC developed and now maintains an active and extensive process to assess student learning in academic and cocurricular programs.

ACC provided evidence to demonstrate clear and consistent connections aligned from their General Education and Program level outcomes through course outcomes, standardized syllabi and finally course and program level assessment data collection. The evidence illustrated the exhaustive activities performed during the past four years to address the previous short comings within this criterion. The college website, catalog, and sample evidence of Program level outcomes demonstrated the alignment of the college wide *Student Learning Outcomes* and the *Educational Learning Outcomes*. These two lists of reasonably universal expectations of an educated person are further traced through the programs and individual courses.

Program quality and consistency and the ability to assess these expectations is ensured and enhanced by the development of the ACC standardized syllabi template. Samples of syllabi across campuses, disciplines, and delivery methods further demonstrates the greater attention and codification of student learning outcomes assessment and educational development.

Information and data collected through the new and developing program and course assessment activities is reviewed, evaluated and utilized to improve student learning. In addition to samples of syllabi across campuses, disciplines and delivery methods, evidence was provided to illustrate the broad and comprehensive activities performed to assess student learning at the course and program levels. Examples of assessment collection and review from both transfer and terminal programs demonstrate the ongoing and evolving activities in this area.

Vigorous attention to integrating and assessing the Student Learning and Educational Learning Outcomes was not limited to the formal classroom or academics. To name a few, evidence of assessment and program evaluation was provided for activities concerning information literacy

through Library programming. Personal development and cultural awareness were addressed in student life activities.

ACC researched and evaluated assessment methods, measures and data collection procedures to develop a thorough and comprehensive system by which to enhance student learning and success. Since 2016 documentary evidence illustrates the active participation of both faculty and staff across disciplines and departments. Concerns over course and program level assessment, curriculum maps, consistent syllabi, and co-curricular assessment activities were addressed immediately by the college community. The cooperation and energy contributed across disciplines, department and campuses is evident in the copious examples of committee minutes, assessment plans and schedules, program evaluations and improvement plans. ACC demonstrated and continues to demonstrate a culture of active assessment and improvement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Rating

Met

Rationale

According to its website, Arapahoe Community College's mission is "to provide innovative and responsive educational and economic opportunities in an accessible, inclusive environment that promotes success for students, employees, and the communities we serve." The Colorado Community College System (CCCS) Fact Book for Academic Year 2018-2019 states that ACC's student population is predominantly part-time, adult with a median age of 26. The vast majority of ACC students are residents of Colorado, and approximately one in four ACC students identifies as a person of color. ACC's educational offerings consist of short-term certificates and associate degree programs designed for transfer or direct entry into the workforce.

The institution has defined goals for student retention, persistence, and completion that align with its mission, student populations, and educational offerings. The college's five-year strategic enrollment management plan lists key performance indicators (KPIs) for persistence, fall-to-fall retention, and three-year associate graduation rates. KPIs will be disaggregated by demographic factors including race, gender, and age. One of the enrollment objectives connects directly to the institutional mission and reads as follows: "Ensure the academic offerings meet the student, community, and workforce needs."

ACC's Office of Institutional Research produces a Data Book at the census date and at the end of term each semester, including the summer session. In the introduction section of the 2019 Fall End of Term Data Book, the college's Director of Institutional Research states that the data are collected from the college's student information system. Contents of the Data Book include head count, FTE, degrees awarded, concurrent enrollment (dual credit) and demographic information including age,

race, gender, and residency. ACC also maintains a weekly enrollment dashboard that includes data by campus, student type, instructional method, gender, and ethnicity. In addition, the college has an instructional program review process that describes annual program review, three-year comprehensive program review, program remediation, and program phase-out. Institutional data on student retention, persistence, and completion are also collected at the system-level and published annually in the CCCS Fact Book, described as a “one-stop resource for information” on all thirteen colleges.

ACC makes data-informed improvements through participation in nationally recognized best practice initiatives. In 2017, as indicated on the Web site for the American Association of Community Colleges (AACC), ACC participated in Pathways 2.0, an AACC project designed to increase rates of student retention, persistence, and completion. In the same year, ACC implemented EAB Navigate to transform its academic advising model from transactional to relational. In 2019, ACC convened its Strategic Planning Coordinating Council (SPCC), a cross-functional assembly of internal and external stakeholders, including students, faculty, administrators, and community partners. As stated in ACC’s Strategic Plan and Vision document: “The SWOT Analysis data was organized into emerging trends that eventually became the ACC Strategic Directions of Student Success, Excellence in Teaching and Learning, Equity and Inclusion, Climate of Innovation, and Quality Workplace.”

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Rationale

ACC maintains the quality of its educational programs and offerings. The college employs a review process required by the State Board for Community College and Occupational Education. The multifaceted process utilizes relevant data to maintain and develop the educational programs. The institution has policy and procedure to assess and apply credit for transfer and prior learning. Documentation provides evidence to demonstrate instruction meets appropriate levels of rigor and scholarship for transfer and terminal programs. Faculty qualifications are assessed and documented. Many of the Career and Technical education programs hold third party accreditation. Finally, the institution continues to research and document the data that demonstrates the acquisition of the learning outcomes.

In the past four years ACC developed a robust and respectable student learning outcomes assessment process which evaluates and improves the offerings at the course and program level. The newly established procedures were developed through cooperative activities across disciplines and college departments. General education and program specific outcomes are assessed throughout the institution on a regular schedule. Collection and subsequent reflection of data is used to improve courses and programs.

ACC has defined goals for student retention, persistence and completion which align with its mission, population, and program offerings. Evidence provided in the Assurance Argument demonstrates the institution makes data informed decisions to ensure the continuing and continuous success of the identified student population.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Rating

Met

Rationale

Arapahoe Community College (ACC) has provided evidence that its administrative structures and collaborative processes operate effectively to fulfill its mission. As part of the Colorado Community College System, ACC is under the governance of the State Board for Community Colleges and Occupational Education (SBCCOE). There are numerous board policies that establish a governance structure that aligns the college, the System, the board and the Colorado Department of Higher Education. Board Policy 2-30 in particular mandates a forum for faculty governance. At ACC governance is shared between the President, ACC Executive Cabinet, ACC Leadership Team, the Advisory Council, Faculty Senate, Classified Assembly, and Administrative Assembly, as well as the Student Government Association. Review of agendas and minutes indicate that information is shared between these groups and that processes are followed. In the Assurance Argument, ACC provided examples such as the development of the faculty qualifications procedure, a grant request process, and the budgeting process to illustrate the engagement of internal constituencies in governance.

As demonstrated in minutes of Advisory Council meetings, the college's leadership uses data to inform its decision making. Data is drawn from regular operations such as enrollment and completions, from routine surveys such as CCSSE and VFA, and from specifically prepared documents such as a Strategic Enrollment Management plan. The approval process for a new program in Ophthalmic Technician provided evidence of how data is utilized.

The Faculty Senate is the primary collaborative structure to ensure faculty are involved in setting academic requirements, policy and processes. The Curriculum Committee is the initiating point for any new or changes to academic requirements. The Student Government Association also provides input as appropriate. Agendas and minutes from these groups confirm their contributions. The existing collaborative structure facilitated ACC's response to the COVID-19 pandemic. College leadership worked with faculty, department chairs, directors, and deans to prepare a Fall 2020 schedule with multiple instructional options and to modify the Student Code of Conduct for additional health and safety requirements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Rating

Met

Rationale

Arapahoe Community College (ACC) has provided evidence that its resource base supports its educational offerings and its plans for the future. ACC serves more than 10,000 students through over 100 degree and certificate programs offered on three campuses. In FY20, ACC employed 567 faculty, staff, and administrator/professionals. As noted in Core Component 3C, 108 FT and 179 PT faculty may indicate an overly heavy reliance on adjunct faculty. Hiring procedures are in place to ensure that faculty and staff have appropriate credentials. Broad based professional development is provided by Human Resources. Limited funding is provided for individual requests. Through a newly developed plan for an inclusive and diverse campus, ACC's employee demographics have become more diverse and closer to those of the student population.

ACC provided evidence that its physical and technology infrastructures support its educational offerings. Its Littleton campus has 5 buildings on 51 acres, the Parker campus is a 22,500 square foot facility, and the Sturm Collaboration campus is a 42,000 square foot facility. A Facility Master Plan (2017), a Facility Audit, and a Five-Year Controlled Maintenance Plan are current and provide direction for budget allocation for maintenance and expansion. The Colorado Community College System supports shared IT needs across the 13 community colleges; the IT directors meet regularly, and the ACC Vice President and IT Director serve on the CCCS IT Governance Committee. An up-to-date IT strategic plan aligns IT maintenance and expansion with institutional plans and objectives.

“Student Success” is the primary objective of ACC's mission. The goals presented in the strategic plan and in the enrollment management plan appear reasonable; like all community colleges, ACC will need to reexamine these as the impact of COVID-19 on enrollment and budgets becomes more apparent.

ACC provided evidence of well-defined and executed participatory budget and monitoring processes. The President and CFO manage the process, with considerable input from budget managers, departments, and committees. All personnel requests are developed in the fall, and operational

budgets are prepared in the spring. The final budget is presented to the state board at its June meeting and shared with the campus in annual staff meetings. Budget managers are provided with training and can access their budgets in real-time through the Banner system.

ACC's fiscal allocations ensure its educational purposes are achieved. ACC's annual budget for FY 21 is estimated at approximated \$52.2 million, with more than half those revenues coming from tuition and fees. Over half the budget is allocated to employee compensation; in FY20, 51% of the budget was allocated for instruction, 11% for academic support, and 11% for student services. Given the timing of this review, ACC will need to continue to monitor its budget for any shortfalls due to COVID-related enrollment changes and continue to be mindful in its allocations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Rating

Met

Rationale

Through the evidence presented in its Assurance Argument, ACC demonstrates that it engages in systematic and integrated planning and improvement. ACC's mission statement reads "To provide innovative and responsive educational and economic opportunities in an accessible, inclusive environment that promotes success for students, employees and the communities we serve." The establishment of the Chief Inclusive Excellence Officer is evidence of ACC's uses its mission in the allotment of resources. In addition to the new Inclusion Officer, funds were also allocated for professional development activities focused on inclusion such as the ACC Solidarity Gathering. Another example of mission-driven allocation of resources is the establishment of bachelor and workplace apprenticeship programs. Both types of programs originated in response to the needs of business in ACC's service area.

Part of ACC's assessment process involves evaluating institutional operations. This process required the development of Service Area Outcomes (SAO) for both processes and customer satisfaction. SAO data is collected and reviewed to development continuous improvement plans. For example, the Fiscal Assessment Report showed customers having difficulty with the software accepting their credit cards. Software modifications were made to correct this problem. Another example involved the Cashier's Office. By comparing the results of ACC's Cashier's Office hours of operation to the other twelve community college's Cashier's Offices, ACC developed two proposals for staffing of the Cashier's Office. (The COVID-19 pandemic has delayed possible implementation of one of these proposals.)

ACC's plans are based on current capacity and anticipate external factors. The development of the latest strategic plan (2020-2025) involved internal stakeholders such as faculty, staff and students as

well as external perspectives offered by the ACC Foundation Board and the ACC Advisory Council Data.

ACC builds budget projections using historical enrollment trends, state economic forecasts, allocation estimates and the consideration of exceptional events such as pandemic and the anticipated reduction in enrollment. Enrollment and budget projections are monitored and compared with actual results throughout the fiscal year. Since the ACC budget is built with flexibility to accommodate changes in revenue and/or emergencies, the pandemic gave ACC an opportunity to use that flexibility to adjust to the challenges presented by COVID-19. During FY21 budget managers submitted reductions plans for 10%, 15% and 20%. The campus projected enrollment and revenue to be flat in the summer of 2020, flat in the fall of 2020 and down 10% in the spring of 2021. However the summer 2020 enrollment was actually up 2.4% and fall enrollment up 7%. Nevertheless, as a precaution, department budgets were reduced by 5%.

The Institutional Research office collects and develops trend data to allow ACC to anticipate emerging factors and take appropriate action. By working with the business community, ACC can also gather information about trends in business and industry to develop appropriate programs and certificates. Such was the case of the ACC Apprenticeship programs which combine customized technical instruction with on-the-job learning experience. ACC's Emergency Management Operations Group has been established to react when necessary to address a critical situation.

ACC works to improve its operations by focusing on developing employee skills and capabilities. Supervisors meet with employees to discuss personal development, goals and contributions to the campus. Supervisors are also trained to continuously improve their evaluations of others.

ACC monitors the effectiveness of its operations through assessment of its SAOs by comparing them to data provided by the Institutional Research office. ACC also compares its metrics with comparable information provided by The Community College Survey of Student Engagement. Other data important in assisting ACC in improving its operations include the Student Outcomes Survey, the Annual Security Reports, the Employee Climate Surveys as well as IPEDS and SURDS institutional reporting. Also useful in providing information for operations improvements are the results of instructional program reviews and information from programs' specialized accreditations. An example of institutional learning resulting in improvement is the transition to a "Student Ready College." By developing curriculum pathways, ACC made it much easier to guide students to graduation with fewer sidetracks, extraneous courses and therefore taking less time and money for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Rationale

In its Assurance Argument, ACC has provided ample evidence that its resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The college operates on a \$52 million budget; 500 employees support over 10,000 students each semester on three campuses. Faculty and staff are appropriately credentialed and trained.

In addition to the campus leadership team and the Advisory Council, employees participate in shared governance through Faculty Senate, Classified Assembly, and Administrative Assembly. Faculty are involved in setting academic requirements through the Curriculum Committee. A participatory budget process allocates resources to support educational offerings. Institutional plans are current with reasonable goals. The campus demonstrated its capacity through its response to COVID-19.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Arapahoe Community College (ACC) has Met all the Criteria and Core Components for HLC accreditation. ACC provided sufficient evidence that it meets Criterion One with a clearly defined mission statement that guides college operations.

ACC produced evidence that it operates with integrity by adherence to its published policies and procedures in accordance with Criterion Two. Policies have been established by Colorado state statute, the Colorado Community College System, the Colorado Department of Higher Education, and the State Board for Community Colleges and Occupational Education. ACC presents itself clearly to students and the public, primarily through its website. ACC has taken proactive measures in the area of inclusion and diversity for both its students and its employees.

ACC fulfills Criterion Three by offering appropriate programs of study for higher education institutions. Learning outcomes are clearly articulated. Many program areas maintain external accreditation. Students have a variety of support services available to them on all three campuses and online such as advising, tutoring, and disability and veterans services, as well as a food pantry. There is consistency of quality and processes across modes of delivery. Faculty possess the credentials for the programs and courses taught.

ACC provided ample evidence that it takes responsibility for the quality of its educational programs and learning environments as required by Criterion Four. ACC continues to improve its process for evaluating its 6 learning outcomes as well as co-curricular learning. Faculty drive the process for curricular change. The college monitors its progress towards its retention, persistence, and completion goals.

ACC demonstrated that its resources, structures, processes and planning meet the requirements of Criterion Five. The college's facilities and personnel are sufficient to deliver its current programming. The college was able to meet the challenges created by the COVID-19 pandemic and appears to be situated to address further developments.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.