2006 Self-Study Report
for the Higher Learning Commission of the
North Central Association of Colleges and Schools

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Data Resources

This packet of materials is designed to provide the reader with a wide range of readily accessible information in a timely manner:

- The printed book contains the basic Self-Study Report organized by Chapters, Criteria and Core Components. Note that the blue-print link indicators provide the reader with a preview of the electronic access to additional documents, Web sites and data.

- The flash drive includes the Self-Study Report with links to active dynamic Web sites and scanned documents.

- Access to the Self-Study Report, Web sites, documents and additional information regarding ACC and its reaccreditation efforts may be accessed at www.arapahoe.edu/nca/selfstudy06.

- While on campus, the evaluation team will have access to additional resources and documents in the Resource Room, M3670.
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INTRODUCTION

History of Arapahoe Community College

During the late 1950s and early 1960s, junior colleges were becoming more and more common across the country. Many local prominent citizens and civic groups rallied behind the idea of a junior college within the boundaries of the Littleton and Sheridan public school districts in Colorado. On May 4, 1965, the citizens of Littleton and Sheridan voted to create a junior college district within the boundaries of the Littleton and Sheridan public school districts.

As land was purchased through urban renewal grants, the College began to plan for building and expansion. In August, 1966, Arapahoe Junior College opened its doors to students in what is now known as the North Building. Early classes were held in a former elementary school; however, as the College grew, classes and faculty offices expanded into available store fronts and houses near the center of downtown Littleton.

Ultimately, the College district was unable to fund construction of a permanent campus; therefore, the State of Colorado became the most viable source for adequate funding. The College then became part of the state community college system and changed its name to Arapahoe Community College (ACC). In 1974, ACC opened its new campus, a four-story building (the present Main Building) on 51 acres of land. Continued enrollment growth stretched the limits of the existing structure. In 1977, an 82,000 square foot annex was completed. Renovations of the North Building provided space for the College’s Child Development Center, community programs and additional classroom space. In 1989, the College again required additional space; it leased part of a commercial structure in downtown Littleton one block north of the main campus. By 1990 the school acquired the remainder of that complex and named it the Art & Design Center.

In 1992, ACC assumed full responsibility for the Arapahoe/Douglas Area Career/Technical School (ACTS), which continues to serve Cherry Creek, Douglas County, Englewood, Littleton and Sheridan school districts. In 2000,
ACC implemented a $3 million renovation of its Main Building and the Annex, creating a new welcoming entrance, nine new classrooms, enhanced faculty offices and an elevator accessible for persons with disabilities. The renovation also introduced smart classroom technology, increased computer lab space and provided telephones in classrooms. New signage was also installed.

The North Building, which houses Criminal Justice, the Law Enforcement Academy, the Child Development Center and classrooms, was also renovated. Expansion of the Weber Center for Learning Resources doubled ACC’s library space from 12,000 to 24,000 square feet, allowing for increased collections, technology and study space. The College used its own funds to remodel its theatre to make it handicapped accessible and more versatile in its uses.

In 2002, the Education Foundation of the Colorado Community College System (CCCS) issued bonds in exchange for a long-term lease with ACC. This enabled CCCS to purchase the 18,000 sq. ft. Church Street Building (at the northwest corner of Church Avenue and Curtice Street) from the Spring International Language Center. Today, the first two floors of this building provide administrative office space for ACC’s Business Office and Human Resources Department. There are several classrooms on the third floor. The acquisition of this building enabled the College to consolidate instructional management functions in the Main Building and expand the Medical Tech program space. In addition, this building helps bridge the geographic gap between the main campus and the Art & Design Center.

One of ACC’s satellite campuses is the Corporate Learning Division (formerly ACC@DTC) located in the Denver Technological Center (DTC). In 1987, ACC and Metropolitan State College partnered to offer classes in shared space in the Denver Technological Center. During the e-commerce boom of the late 1990s, the Denver Technological Center grew at a rapid pace. “Dotcom” companies were opening offices in the area, and the surrounding residential communities grew at a pace that caused rapid increases in the value of Colorado real estate. To meet the demand
of the growing communities in its southeastern service area, ACC signed a long-term lease for space in the Triad buildings in the Denver Technological Center.

In 1996, ACC moved out of the shared space with Metropolitan State College to the first floor of the Triad, and changed the name to the Colorado Center for Professional Development. The Colorado Computer Center, a department of the Colorado Center for Professional Development, offered computer and IT training programs to individuals and corporations. Many ACC faculty and staff members also benefited from the available computer training.

For a time the Colorado Computer Center flourished; however, when the dotcoms went “dot-gone,” so did many of the companies inhabiting office space in the Denver Technological Center. In 2000, the Colorado Computer Center closed its offices. Economic changes prompted a shift in the needs of companies in the area from technology to finance, a challenge to which ACC stood poised to respond. ACC’s Corporate Learning Division endeavors to provide workforce development training opportunities and career/technical programs to local businesses and residents; unfortunately, the loss of local business has lessened demand for the services offered. ACC will move existing Corporate Learning Division contracts to the University Center at Chaparral beginning January 1, 2007, and move entirely out of the DTC facility when the lease expires June 30, 2008.

ACC’s second satellite campus, University Center at Chaparral (UCC) in Parker, opened in January 2000 and was supported by a consortium comprised of ACC, the University of Colorado at Denver/Health Sciences Center, the University of Denver, the Southeast Business Partnership and the Douglas County School District. Although ACC owns the building that houses UCC, the pooled resources of facilities, technology and curricula enable this consortium to achieve their individual and collective missions of providing lifelong learning opportunities for Douglas County residents and employees. As the UCC mission statement declares, UCC will be “a community-focused, collaborative partnership which prepares individuals and corporations for the future by providing continuing education and training today.” A wide variety of academic and professional students are served at UCC.

In addition to course offerings at the satellite campuses, ACC has also enjoyed great success in distance learning. ACC’s online offerings (average of 422 courses
per semester) and its online student pass rate (81.2%), coupled with a long-standing tradition in nontraditional course delivery, substantiate ACC’s competence in delivering excellence in distance education initiatives, as further described in Chapter 8.

More than 18,600 students have graduated from ACC since its opening in 1965. Students may choose from nearly 130 degree and certificate programs, many of which are offered online or in hybrid (partially online) formats. People from the local business community frequently turn to ACC to upgrade skills through workforce development and community education programs. Increasingly, the school is forming partnerships with local businesses to work on joint training ventures and other collaborative endeavors, as described more fully in Chapter 7.

In 2002, the College downsized to meet the challenges of significant decreases in state appropriations for higher education in Colorado. This occurred again in 2003. ACC fought back with a spirit of determination and a focus on increasing external sources of revenue such as workforce development, corporate partnerships and enhancing ACC Foundation fundraising activity. Such efforts have helped ACC’s fiscal viability and its achievement of strategic goals: (1) service to the community, (2) increased enrollments, (3) generation of external sources of revenue, and (4) service to underserved populations. ACC’s many partnerships with business and industry are detailed in Chapter 7.

Partnering with local organizations is one way in which ACC sustains its operations. Student retention and service to underserved populations are also important. In numbers representative of its service area, ACC continues to enroll and retain underserved students within its student body, as detailed in Chapter 4. Chapter 5 describes several programs which hold industry-specific approvals and accreditations.

In addition to its certificate and degree programs, ACC also provides continuing education classes, workforce development programs and various community services, such as physical training and nutrition courses offered through the ACC Fitness Center. The main campus is home to the Spring International Language Center (SILC), an intensive English language training center. ACC’s highly ranked Child Development Center is also located on the main campus, offering services to students, faculty and staff.
ACC has a long history of commitment to working with local stakeholders to help shape future programs for the benefit of the local community. Forty years of successful service to the local community can be attributed to dedicated employees, a consistent focus on quality instruction and partnerships with the local community.

The College’s success in providing an educated citizenry is perhaps best measured by the accomplishments of its alumni. Many ACC graduates have distinguished themselves in such fields as education, law, business and journalism. For example, graduates have gone on to become: a Denver area award-winning poet; the CEO of a well-known insurance company; President of a design company; funeral director of a large funeral home; owner-president of one of the largest lending companies in Colorado; paralegal specialist for a branch of the federal government; award-winning interior designers; and chief of police at a Colorado police department. Many graduates have achieved baccalaureate and master’s degrees and have become teachers, some returning to teach at ACC. ACC is the only Colorado community college that touts two USA Today Academic Scholars (First Team) in the past three years, a testament to ACC’s quality instruction.

Throughout its history, ACC has concerned itself with meeting the educational needs of the community. The College has added numerous career, technical and community interest programs and has remained concerned with business needs, educational trends, transfer and articulation agreements and legislative and governance issues. Today ACC is a full-service community college – the third largest community college in the State of Colorado.

**Organization and Governance Structure**

**Colorado Community College System**

The general organization of public higher education in Colorado begins with the Colorado Commission on Higher Education (CCHE), which provides coordination and policy direction for Colorado’s 28 public colleges and universities. It also serves as a bridge between the Governor, the Colorado General Assembly and the state’s public institutions of higher learning.
The community colleges are governed by the State Board for Community Colleges and Occupational Education (SBCCOE or the Board) which was established by the Community College and Occupational Education Act of 1967, Title 23, Article 60 of the Colorado Revised Statutes. By law, the SBCCOE is responsible for and has authority over the:

- State system of community and technical colleges
- Occupational education programs of the state (both secondary and postsecondary)
- Administration of appropriations to local district colleges and area vocational schools

The Board consists of nine members appointed by the Governor to four-year staggered terms of service. The statute requires that Board members be selected so as to represent certain economic, political, and geographic constituencies. Each member of the Board is approved by the Colorado Senate. One community college faculty member and one student representative serve in non-voting advisory capacities for one year.

The operational arm of the SBCCOE is the CCCS. The President of CCCS is appointed by the State Board of Community Colleges. Community college presidents report to the President of the CCCS, who reports to the SBCCOE, as evidenced in the CCCS Organizational Chart below:

Although each Colorado community college has its own internal governing structure, all are directed by the CCCS.
Organizational Structure of ACC

ACC has a seven-member College Advisory Council (CAC) whose purpose is to advise the ACC President as required pursuant to Colorado Revised Statutes (C.R.S. § 23-60-206) and State Board Policy (BP 2-25). The Advisory Council, which generally meets quarterly, is part of the College’s formal structure, and College leaders carefully consider recommendations from the Advisory Council regarding long-term educational needs of the service area. The Council members also serve as liaisons between the College and the community. Bylaws of the Advisory Council and the most recent three years of minutes from Advisory Council meetings are maintained in the President’s Office and online. See Core Component 1d.

The internal structure of ACC has changed over the past several years as ACC restructured and shifted responsibilities. This is in an effort to continue to serve its constituencies despite decreased funding from the state. The current structure includes:

- ACC’s President presides over the Executive Team, consisting of the Executive Vice President and the Vice President for Instruction (who report directly to the President) and their respective direct reports.

- Reporting to the Vice President for Instruction are the three Instructional Deans (Arts, Humanities and Social Sciences; Health, Math, Science and Engineering; and Business and Professional Services) and Director of Criminal Justice Education.

- Reporting to the Executive Vice President are the Chief Financial Officer (who manages budgeting, accounting, payroll, grant accounting, the cashier’s office and accounts receivable/payable), the Chief Operating Officer (who manages human resources, child care, the physical plant, facilities maintenance and technological support services), the Dean of Student Services (who supervises registration, advising, disability services, career services, admissions and recruiting), the Dean of College Advancement (responsible for fundraising, marketing, external relations and strategic planning) and the Chief of Campus Police.

The Self-Study Process

In February 2005, a twelve-person committee was formed with membership representing the various estates (classified, faculty and administrative personnel) and areas of the College. Each member of the team received a formal charge from ACC’s President to “gather information, coordinate and write ACC’s Self-Study” Report. The committee was further directed to provide an “accurate and candid assessment of the College’s strengths and weaknesses.”
Initially, the committee met weekly to discuss and acquire an understanding of the self-study criteria and to develop a plan for information gathering. The committee then formed teams of two, each responsible for drafting a series of questions for each Criterion. The entire committee participated in refining the questions; each team was responsible for obtaining written responses to the criteria questions from various areas of the College.

By May 2005, written responses were obtained, and information was compiled by the project coordinator. However, the coordinator and the writer quickly determined that the information obtained from the questions was insufficient to draft the report. The project coordinator and others met over a period of two weeks in June 2005 to develop a new plan for preparing the Self-Study Report. Although it was summer, and several committee members were not contractually required to be on campus, the entire committee was reconvened to approve the revised plan for conducting the Self-Study Report. This plan required that the criterion teams perform the following tasks: 1) assist in developing and/or modifying an interview list which represented a cross section of the ACC campus community; 2) assist in fine-tuning new interview questions for each core component for each criterion; and 3) draft the narrative for each core component of the criterion based upon the information obtained from these interviews and the previously written responses to questions.

In July 2005, changes in the structure of the steering committee and its leadership prompted changes in the self-study process and direction. The newly-structured committee embraced communication as one of its top priorities. To promote better understanding of the self-study process, the team launched an NCA information site on the ACC Intranet for College employees.

Interviews were conducted over the Summer and into the Fall semester 2005. Focus groups were formed to provide additional feedback. All committee members were involved in fact gathering and information was disseminated to the appropriate criterion team. Each member of the Steering Committee was responsible for obtaining missing information, clarifying responses and drafting a summary of findings and insights. Drafts of the criterion reports and other chapters were compiled and reviewed by the entire Steering Committee. Each member provided written comments that were then shared with the appropriate writer for further information gathering and re-drafting of the complete report.
The process of obtaining comments, conducting additional research and rewriting occurred four times during the 2005-2006 academic year and into Fall 2006. The report was then submitted to ACC’s grant writer, who served as the initial editor for the report. The editor’s comments were incorporated into the document before it was made available to the Executive Team. The Executive Team and members of the Steering Committee collaborated to further refine the document. Upon Executive Team approval, the Self-Study Report was made available to the ACC Community for feedback. This process of writing, editing and seeking feedback resulted in the final Self-Study Report, submitted to NCA in September 2006.

While drafting the report, the Steering Committee had several lengthy and serious discussions regarding content, self-study challenges and recommendations to the College. In addition, committee leadership periodically met with ACC’s President, beginning in December 2005, to share information regarding the challenges facing the College. The President and Executive Team were proactive in addressing Steering Committee concerns; they reviewed these concerns weekly and communicated progress with the Steering Committee.

To heighten campus awareness and support for the pending NCA visit, the Steering Committee planned several events. During All College Week, January 2006, a small group of talented ACC actor/singers, self-named, “The Campus People,” led a sing-along skit called “Why NCA?” (sung to the music of the 1970s Village People hit song, “YMCA”). Similar skits were performed during All College Week, August 2006, and are planned for ACC Quality Days, November 2006, to help the community gear up and prepare for the NCA/HLC site visit in December 2006.

In March 2006, the Steering Committee’s Self-Study Web site was expanded and made available for the entire community. The committee also sponsored periodic newsletters beginning in March 2006 and established and posted a timeline. The 2006 Self-Study Report credits the success of ACC to the many dedicated faculty, staff and community members who continue to work together to provide meaningful educational experiences for all ACC students.
RESPONSE TO THE 1996 CONCERNS AND SUGGESTIONS

Chapter 2

Progress on Concerns from the 1996 Site-Visit Report

1. “There is no technology plan that addresses the use, purchase and replacement of equipment and training of staff.”

ACC developed a Technology Plan for the years 2001–2005 which is located on the ACC Intranet. This plan also includes Appendix I, Appendix II and Appendix III.

In August 2006, the Information Technology Five Year Master Plan for FY2006-2010 was produced.

A statewide technology plan, driven by the state’s agenda to implement a centralized student information system (named “Banner”) for all thirteen community colleges, was enforced in 2005. The initiation of the plan coincided with the completion of ACC’s 2001-2005 technology plan. Fall 2005, a new Technology Planning Committee was created to resolve campus instructional technology issues related to the statewide technology plan. The committee is comprised of at least two faculty members from the Computer Information Systems program and two Technology Support Services personnel.

The Colorado Community College System (CCCS) has established standards for technology purchases which allow for favorable discounts on hardware and software. It is anticipated that this will result in more efficient technology support due to limited variability in operating systems and hardware. In line with CCCS technology parameters, ACC established a three-year TSS Master Plan in Fall 2006.

Currently, Technology Support Services information is provided to the College via the intranet. The site provides information regarding various topics including, but not limited to: Computer Hardware and Software Support Procurement Procedures; Hardware Standards; Computer Cascade Procedure; Software Licensing and Media Storage Procedure; Help Desk Procedures; and Support for Personal Computer Equipment.

2. “Alternative funding sources such as grants, gifts and revenue producing ventures are not vigorously pursued.”

As of June 30, 2005 (See financial statement), the assets of the ACC Foundation (Foundation) totaled $533,167, an increase of 49.6% over 2004. This was accomplished through several changes in the approach to fundraising by the College and the Foundation. The ACC Foundation completed its restructure from fundraising by special events to developing and securing major gifts for the strategic initiatives of the College. Policies and procedures were developed to enable the Foundation to take endowments and planned gifts. The new procedures/policies are in compliance with procedures established by the Council for the...
Chapter 2

Advancement and Support of Education (CASE). The ACC Foundation Policies and Procedures Manual is located in the offices of the Director of College Development and the Executive Director of the ACC Foundation.

New bylaws, policies and procedures established a new committee structure and brought the Foundation up to current standards. The investment policy enabled the Foundation to diversify its endowment funds and accumulate interest. Previously, investments were held as cash with little or no return. The Foundation has completed and implemented policies on endowments, endowment spending, conflict of interest and scholarships.

In Spring 2005, the College hired a full-time grant writer to work with the College to secure gifts from corporations, foundations, and local and federal government grants. Among the grant awards:

- Multi-year grant ($196,140) from The Colorado Trust for the Medical Laboratory Technology program
- $21,000 donation from the St. Joseph Hospital Foundation for three scholarships within the Medical Laboratory program on behalf of Denver area employees of St. Joseph Hospital and Kaiser Permanente
- $20,000 grant from the Denver Foundation on behalf of ACC’s Child Development Center tuition stipends
- $5000 grant from the Littleton branch of First Bank of Colorado on behalf of first generation scholarships
- $20,000 grant from the Temple Hoyne Buell Foundation on behalf of the Child Development Center’s fall program
- Four-year $880,000 TRIO Talent Search program grant renewal (following completion of a successful five-year original grant) to reach students in grades six through twelve to help them understand their academic and career options beyond high school

During FY2005, the Office of College Development began to plan fundraising and events surrounding ACC’s 40th Anniversary Celebration. The purpose of these events was two-fold: to celebrate 40 years of educating students, and to identify, cultivate and involve members of the community to financially support the College in the future.
The following activities were implemented to develop alumni support for the College:

- An announcement of the 40th Anniversary Celebration activities was mailed in September 2005 to all known alumni to encourage their involvement in the celebration and to identify accurate addresses for future solicitations.

- Other efforts to expand and secure the alumni data base included ACC’s booth at Littleton’s annual Western Welcome Week and ads in local newspapers asking alumni to contact the Office of College Development with current contact information.

- The alumni database is updated each semester with current graduates.

ACC actively pursues the expansion of relationships with local businesses, industry and the community. A few examples of these types of activities are:

- Littleton’s annual Western Welcome Week
- ACC’s 40th Anniversary Celebration
- Annual Martin Luther King, Jr. Birthday Celebration
- Gallery of the Arts exhibits
- Houstoun Waring Community Talks
- Highlands Ranch Community Association Scholarship Committee
- Chambers of commerce and economic development councils
- Town & Gown Society (see Chapter 6 regarding discussion of external constituencies)
- Maintaining a community database of over 3500 key constituencies
- Partnerships with school districts such as Douglas County

The hiring of a full-time college grant writer, a marketing director, and a Web manager, will enhance ACC’s visibility and improve communications with the local community, businesses and industry.
Chapter 2

3. The integrity of the institution’s courses and degree requirements is threatened by the awarding, through the Colorado Electronic Community College (currently CCC Online) of ACC credit for courses that may not meet established course standards and syllabi; in addition, it is in violation of General Institution Requirement 22.”

ACC’s accreditation status with The Higher Learning Commission of the North Central Association of Colleges and Schools includes distance delivery programs coordinated through Colorado Community College Online (CCCOnline), formerly known as Electronic Community College. The Higher Learning Commission accepted the strategic plan and financial plan for the CCCOnline Consortium in a letter dated January 31, 2001. This is further documented in the June 7, 2005, letter from Mary Breslin, Associate Director of The Higher Learning Commission, the corrected Statement of Affiliation Status of the same date and other referenced documentation. See documentation and Chapter 8 for further details.

4. “Although some departments have assessed student learning, have formally collected data, and have made program changes where appropriate, the role of student academic assessment has not been incorporated into all instructional areas.”

All academic departments have instituted annual program assessments of student learning at the course and program levels. These results are provided in a formal report submitted to ACC’s Assessment Committee and are utilized to establish goals and objectives for the next assessment cycle.

In addition, the College has established a standing Assessment Committee to oversee, implement, and assist in the academic assessment of student learning at the program level. The committee, which reports to the Vice President for Instruction, is comprised of a faculty-appointed chair, two additional faculty representatives from each of the academic divisions. The committee is responsible for ensuring all academic departments implement an assessment plan designed to measure learning, and as a result of their findings, improve instruction. All academic departments/programs are accountable to the committee for their assessment plans and are required to report results on an annual basis. The committee is also responsible for reviewing plans, providing feedback, conducting workshops, and supporting faculty in the ongoing process of assessment. See Core Component 3a in Chapter 5.

In Spring 2006, to correct oversight with regard to funding, the Assessment Committee was treated as a separate unit for strategic planning and was able to submit budget requests to support faculty in their assessment processes. This funding request was approved and was made possible through the use of Carl D. Perkins grant funds. See Chapter 4 for a detailed discussion of the strategic planning process.
5. There is no coherent, organized planning process that coordinates such areas as budget, transfer program review, assessment, and faculty replacement.”

The strategic planning process throughout the College fosters new funding ideas that drive part of the budget. This planning process enables each unit of the College to formally present their needs. During the self-study process, concerns were expressed about the lack of communication regarding the budget determinations and the strategic planning requests. As a result, a Timeline for Planning for fiscal year 2007 was developed and is located on the ACC Intranet.

Beginning in Spring 2006, to address oversight in funding particular areas of the College, Strategic Planning Units (SPUs) were expanded to include the Transfer Program Review Committee, the Assessment Committee and faculty replacement. Funding strategic planning units are based upon the goals and priorities of the College. See Core Components 2a and 2d for extensive discussion of ACC’s planning processes.

Progress on Suggestions from the 1996 Site-Visit Report

1. “The curriculum approval process does not require departmental notification or approval for new course proposals. The curriculum approval process should include departmental approval before course proposals are sent to the division dean to assure wide dissemination and department input.”

A comprehensive procedure for internal and CCCS curriculum approval has been implemented and is documented in the Curriculum Development Procedure (AP 9-12), updated July 2006.

2. “Professional development funding is uneven among the divisions and often the first item to be trimmed during budget shortfalls. Priority should be given to adequately funding and maintaining this budget.”

During times of a declining budget faced by ACC over the past few years, the priority has been to keep the College going. Personnel professional development has not been emphasized, consistent with CCCS directives to reduce or eliminate travel. Travel requests must first be approved through ACC then sent to CCCS for final review and approval.

At the time of the 1996 site-visit, the ACC budget included professional development funds for academic divisions, albeit unevenly. However, with the advent of zero-based budgeting for FY2003-2004, the decisions about how to use a divisional operating budget are under the discretion of the academic dean. Historically, the ACC Foundation, through targeted fundraising efforts, has provided grants to college employees for professional development opportunities.
Professional Development spending is still uneven among the divisions. The following table shows the total amount of professional development spending, by division, for fiscal years 2002-2006.

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AHSS - Arts, Humanities and Social Sciences  
BPS - Business and Professional Services  
CRJ - Criminal Justice  
HMSE - Health, Math, Science and Engineering

The data in the above-referenced chart is approximate. ACC’s Accounting Department records do not provide detailed professional development spending amounts, but instead only provide a single line item for all travel. The data is based upon actual records maintained by each instructional division or an approximation of the amount and funding source for each year.

For the first time, in 2005-2006, Carl D. Perkins Vocational-Technical Education Act money was used to fund professional development for vocational program faculty. ACC’s FY2007 Carl Perkins Continuation Plan also provides for “…a variety of professional development opportunities for career and technical faculty.” Since Perkins money is used for vocational programs, the College provides general funds to support professional development for academic programs. The College intends that professional development be a part of each year’s strategic planning; however, such funding will be dependent upon the financial status of the College.

The College has also provided professional development opportunities through the Center for Enhancement of Learning and Teaching (CELT). A more complete discussion of CELT is located under Core Component 4a.

3. “Office space for adjunct faculty should be provided in all divisions.”

Main Campus

As part of its major renovations during 1999-2000, ACC provided dedicated office space for adjunct instructors, specified by division and location. All such office spaces include computers, telephones and access to printers and copiers. The main campus provides adjunct offices in the Main Building, the Annex, the North Building and the Art & Design Center. Adjunct instructor office space for all instructional divisions is provided, per semester, as follows:

Annex and Main Building

The Business and Professional Services Division has two adjunct offices: A2215 and A2185; each has space for one adjunct instructor at a time. These offices serve approximately 87 adjunct instructors.
The Arts, Humanities and Social Sciences Division has five adjunct instructor offices: M4505, which has space for three adjunct instructors at one time; M4565, four adjunct instructors; M4575, five adjunct instructors; M4645, four adjunct instructors; and M4845, six adjunct instructors. These offices serve approximately 179 adjunct instructors.

The Health, Math, Science and Engineering Division maintains four adjunct instructor offices: one office is located in the Annex (A2275) and three (one each for Math, Biology and Medical Laboratory Technology/Physical Sciences) are on the third floor of the Main Building. These offices serve approximately 65 adjunct instructors.

**North Building**
One office (N1195) is provided for adjunct instructors. A computer and printer are not available in the adjunct office space; however, they are available in a nearby room (N1170). These offices serve approximately 60 adjunct instructors.

**Art & Design Center**
Interior Design has a small office in AD502A; the Art Department has an office for adjuncts in AD113; Architecture Department adjunct office space is in AD204; and Multimedia Graphic Design has adjunct office space in AD402. These offices serve approximately 74 adjunct instructors.

**Corporate Learning Division**
Due to space limitations, no office space is dedicated to adjunct instructors. The resource room, computer labs and regular faculty offices are available for use by adjunct instructors. All locations are equipped with computers and printers. All locations, with the exception of the computer lab, are equipped with telephones. These facilities serve approximately twenty adjunct instructors.

**UCC**
One office is designated for adjunct office space. This office contains two computers, one printer and one phone. This office serves approximately 24 adjunct instructors.

4. “Faculty files, both full-time and adjunct, in the Human Resources office do not always contain official transcripts. Official transcripts should be requested of all faculty whose files do not presently include them.”

Transcripts for full-time faculty and adjunct instructors are maintained by the Human Resources Department (HR). HR has established a database for monitoring the status of faculty transcripts. HR procedures were further tightened in 2006 to help ensure that all faculty and adjunct instructor files contain official transcripts and evidence of vocational credentialing.
5. “More effort is needed to recruit minority faculty and faculty from outside the region.”

The College is mandated to work within the State Board for Community Colleges and Occupational Education Affirmative Action Plan (BP 3-120) and also the Colorado Community College System, System President’s Procedure, Equal Employment Opportunity/Affirmative Action Program (EEO/AA Program) (SP 3-120b).

Due to state budget cuts and constraints over the past three years, employment opportunities for faculty have been posted on the ACC website, which has regional, national, and worldwide access. Employment opportunities are also published in the two Denver metropolitan newspapers (the Denver Post and Rocky Mountain News) and the local community newspapers (Littleton, Douglas County, Arapahoe County, Greenwood Village, and Englewood).

The College is now in the budgetary position to advertise and post faculty positions in minority publications and websites, such as the Hispanic Outlook (a Hispanic employment publication) and In the Black (an African-American quarterly magazine), in addition to the publications listed above.

The College also actively pursues minority faculty and faculty from outside the region through the following initiatives:

- Implementing an active teaching internship program with graduate programs at national and intermountain colleges and universities for identifying potential diverse hires before full-time positions open;
- Attending a minimum of one regional and one national job fair, as budget permits;
- Directly posting open faculty positions with national and intermountain colleges and universities.

6. “An ongoing discipline review program similar to that of career/technical programs should be considered in the transfer area.”

In 2003, the ACC Transfer Degree Committee was established to assume responsibility to oversee and assess transfer degrees. The committee is composed of six faculty members (two from each of the three instructional divisions), a representative from Admissions and Records, and an ex-officio member from Advising. In Fall 2004, the Dean of Arts, Humanities and Social Sciences (AHSS) was added to the committee in an ex-officio capacity.

During the 2004/2005 academic year, the committee produced a mission statement and student learning outcomes for the ACC transfer degree. Both are based on concepts obtained from working sessions with eight faculty members representing all three instructional divisions and an instructional dean. The mission statement and student learning outcomes were submitted to Faculty Senate, which unanimously
approved them. They were subsequently approved by the Vice President for Instruction.

The committee has formulated a Transfer Degree Assessment Plan to assess the identified learning outcomes over a three-year cycle beginning in the 2005/2006 academic year. The process will utilize and extend results from existing program-level assessments and provide an alternative, and more holistic perspective, to the program assessments. The Transfer Degree Committee’s mission statement includes an excerpt from the current State Board Policy 9-40 and the Higher Learning Commission of North Central Association’s Statement on General Education (February 21, 2003). It is included as an Exhibit to this document as is the Schedule for Assessment of Student Learning Outcomes.

7. “The College needs to review all advertising and recruitment material to ensure that when the Commission on Institutions of Higher Education (now the Higher Learning Commission) of North Central Association’s name is used, the Commission’s address and telephone number are included.”

Pertinent accreditation and NCA/HLC information has been provided in each ACC Catalog and Schedule of Classes since 1996. All ACC catalogs and schedules since the 1996 Self-Study Report are located in the Library Reference Collection. Also see Chapter 9, Federal Compliance.

8. “A process to review marketing materials developed throughout the College should be established to ensure appropriate guidelines are being followed. The development of a ‘Graphic Standards Manual’ by Community Relations and Public Information should aid in standardization.”

After 1996, an ACC Style and Graphic Standards Guide was developed. It was updated in 2004 and again in 2006.

The Director of Marketing and Public Information, the Communications Specialist and the Web Manager report directly to the Dean of College Advancement. These individuals are working together to ensure that the visual components of ACC marketing pieces complement, and are consistent with, the branding work that is the responsibility of the Director of Marketing and Public Information.

In 2006, ACC formed a Marketing Steering Committee. This committee meets weekly with the Director of Marketing and Public Information to analyze and plan all marketing activities for ACC, including catalog and schedule production. One of ACC’s goals is to present unified marketing messages across all divisions and extended campuses. To help accomplish this goal, the Marketing Steering Committee rewrote and expanded ACC’s Style and Graphic Standards Guide (2006 edition mentioned above). The Director of Marketing and Public Information is working more closely with all campus leaders to implement the standards set forth in the Guide.
9. “In anticipation of a funded library expansion project, the College should begin to discuss and plan for a Learning Resources Center that could develop in different directions under the impact of new information technologies.”

In 2000, the newly remodeled and expanded (24,000 square foot) Weber Center for Learning Resources, known as the Library, was opened to the public. The new library incorporates many technological advancements that have expanded and improved both the Library and the Media Center services at the College, as listed below:

- The Library currently has 12 computers used by patrons for searching, more than doubling the previous number of computers designated for information searching.

- A Library computer lab, housing sixteen computers, was established; it is heavily used for Library instruction classes and is open at other times for general student use.

- Wireless access for students with laptops is available throughout the Library. To prevent security breaches, this wireless access is provided by a DSL circuit that is separate from the College’s dedicated network.

- Six group-study rooms, each with wireless access, are also available. In addition, there are data ports available that can be set up to connect to the College’s network in all group-study rooms. One of the rooms is currently used by Community Education’s GED classes and as a second instructional room for research classes.

- The Library purchased multiple online full-text services, providing over 1,500 magazines and journals accessible on any of the Library’s public computers, on Internet-connected computers throughout the College and from home computers using passwords provided by the Library.

- The number of print journals and magazines has been reduced by nearly 75% over the past five years; access to this information is provided via the acquisition of online full-text databases.

- There are over 7,000 electronic books and approximately 3,400 public domain titles accessible to the College. A link to these books is available from the ACC Library’s home page and is also available to UCC and the Corporate Learning Division students.

- Limited branch library collections have been established at both UCC and the Corporate Learning Division. These collections have been catalogued with the appropriate Library of Congress classification system call numbers.
In general, the Library is considered to be “modern” in both its approach and provision of services. The facility is well wired for technology and has purchased its own server (supported by ACC’s Technology Support Services) for its MARC (Machine Readable Cataloging) record database that maintains cataloging and circulation records, as well as the Library catalog.

Updating existing computers with current technology is a concern, as the rapidity of search speed declines with the age of the computer. Although the material budget for the Library has increased slightly in the past three years, budget shortfalls have delayed the timely replacement of computers, and only nine of the twenty-eight patron computers contain the most current technology.

**10. “There is some concern that counseling needs of students at satellite centers are not being fully met.”**

The Academic Advising office provided off-site academic advising to both UCC and Corporate Learning Division students from 1997-2004. During Fall 2002, ACC began to track the number of students being advised at those off-site locations; the data revealed that student demand did not justify the assignment of an advisor. This data, combined with budget cuts reducing Academic Advising staff from seven to five, resulted in the decision to have all advisors work at the main campus where the majority of ACC students were enrolled.

Since May 2004, students at the off-site locations have been advised via telephone, as are many online students. ACC continued to monitor the need for advisors at off-site locations as enrollment grew. In recognition of a need, Student Services agreed to provide five to ten hours of student advising per month at UCC during August, September and October 2006. Depending on the success of this initiative, additional future advising dates will be considered.

**11. “In response to increasing pressures from a rising disabled population and the static resources which serve them, ACC should develop a profile of baseline abilities it determines as necessary for an individual to function in a higher educational environment, and create ADA compliance policies which address the ethical commitments to the students it does serve while providing a context within which decisions may be made about those it cannot serve.”**

ACC is an open enrollment campus within the Colorado Community College System and cannot put admission criteria in place that would restrict certain persons below a pre-established baseline level from attending the College.

Since the last NCA visit in 1996, Disability Services has been an independent department at the College and is now funded with College general fund monies. In addition, the ADA physical access demands on campus have been addressed.
An ADA Advisory Council was established in Spring 2000. Minutes and agenda items from these council meetings are contained in an ADA Notebook located in the offices of the Dean of Student Services. ACC also began endorsing the independent living model as the philosophy for working with students with disabilities. This model is defined in the values, vision and mission statement of Disability Services. In 2001, Sense in Sensitivity, an ADA-developed training program, was added to the new employee orientation, and a brochure called Working Together was created to enhance faculty and staff awareness about issues surrounding students with disabilities.

By 2003, the Positive Interaction with Persons with Disabilities brochure was created and the development of a 504 plan was in progress. The ADA/504 Compliance Review (1992-2002) is located in the College archives. ACC provided a leadership role in developing an ADA Compliance model in the Colorado Community College System. ACC’s Director of Disability Services served as the chair of the CCCS Special Populations Coordinators in 2003-2004. This committee developed a profile of base-line abilities that students with disabilities need to benefit at an open-door community college.

A number of programs on campus have worked with Disability Services to establish technical standards or core requirements for their respective programs, including the Nursing Aid program and the Emergency Medical Technician program. Disability Services is currently working with the Law Enforcement Academy to help finalize technical standards for their program.

12. “The College should consider including the mission statement and purposes in its major publications.”

Following the 1996 site visit, the ACC mission and purpose statements were included in all Catalogues, Class Schedules and major College publications. The College mission and vision statements have been included on all official College meeting minutes, including the College Advisory Committee, College Leadership Committee, Executive Team and Learning Leadership Council. All Catalogs and Class Schedules since 1996 are located in the Library Reference Collection. However, the mission statement was inadvertently left out of the AY2007 College Catalog and the Summer/Fall 2006 Class Schedule. The College corrected this oversight online and through inserts in the paper copies.

13. “A mentoring program between full-time and adjunct faculty should be explored to provide opportunities for adjuncts to improve their teaching strategies and skills while making them feel less isolated from the College.”

CELT was established, in part, to help adjunct instructors feel more included in the College. CELT provides opportunities for adjunct instructors and full-time faculty members to improve their skills through workshops conducted on a variety of teaching and learning topics. Approximately three to five workshops have been held each
semester since AY2000-2001. CELT information may be found in the office of the Dean of Business and Professional Services and on ACC’s CELT Web site.

In addition, special sessions are set aside each fall and spring semester, prior to the first day of classes, to orient adjunct instructors. These orientations provide information about ACC and teaching strategies.

Other activities conducted for adjunct instructors are department specific and not College-wide. For example, the English, Communication and Developmental Studies Department hosts two brown bag meetings each semester for all full-time and adjunct instructors. Meetings include presentations and discussions on the department’s curriculum, teaching and learning techniques, and assessment of student learning. The Math and Physical Science Departments also provide well-structured activities for adjunct instructors. See “Faculty Professional Development” within Core Component 3b.

14. “Student services include numerous, much needed services, many of which have similar names and overlapping functions; e.g., Learning Strategies, Resource Center, Learning Resource Center. It is recommended that the College carefully think through these services to create a system which is efficient and is clearly understood by students.”

Information Central

In April 2000, Information Central (IC) opened to provide one-stop, student-centered services, such as answering general questions, assisting with College applications and registering students for classes. IC is located on the 2nd floor of the Main Building in an open and welcoming area. Signage is located at strategic places on campus, including each of the entrances, encouraging students to begin their inquiries at IC. Staff members are cross-trained to answer 75% of all questions and know who to contact regarding the remaining 25% of the questions. IC staff has been downsized due to budget cuts, but still serves the needs of students. Hours of operation are extended during walk-in registration and the first week of classes each semester to accommodate students at the time when they need it most. IC is currently part of Admissions and Records, where staffing needs are shared due to similarity of job functions.

Occasional concerns about customer service during peak times continue to be addressed during a Registration debriefing conducted for ACC employees each semester. The College switchboard, which receives more calls than it can handle during peak periods, continues to present a challenge. During such times, IC opens a second switchboard and requires all admissions and registration staff to be on call to handle student questions.

In addition, all Student Services Division personnel recently participated in a professional development afternoon that focused on customer service, attitude, mission and core values.
Disability Services and Tutorial Services

In April 2000, Disability Services and Tutorial Services were moved into the newly remodeled Center for Academic Resources on the second floor of the Main Building. Beginning summer semester 2005, the reference to the “Center for Academic Resources” was dropped and the areas are now identified as Disability Services and Tutorial Services. The name was changed to enable students to better identify the variety of student services available to them.

Location of Student Services Functions

Currently, all student enrollment and support functions are located for easy access on the 2nd floor of the Main Building: Information Central, Advising, Testing, Disability Services, Tutorial Services, Student Affairs, the Peer Mentoring and Tutoring Center, Cashier, Writing Center, Parking Services, Campus Police and Student ID’s.

Advising

See comments above, under statement number 10, Progress on Suggestions from the 1996 Site Visit Report.

15. “The College is encouraged to develop a marketing effort to inform the rest of the College of the mission of the ACC@DTC Workforce Training (formerly known as the Colorado Center for Professional Development) and its benefits to ACC.”

The Corporate Learning Division (CLD, formerly ACC@DTC) has promoted its programs through regular contributions to the ACC fall, spring and summer Class Schedules and ACC Catalog and through targeted contributions to departmental-specific publications. Additionally, natural marketing occurs whenever CLD staff work alongside main campus employees at career and educational fairs.

Recent leadership changes at CLD have prompted the following efforts toward the College community understanding its mission and benefits:

- In an effort to increase awareness, CLD staff members attend meetings and events with other key College individuals and mutually share what they are doing, resulting in increased awareness.

- An electronic newsletter to College employees is under development. The newsletter will describe credit classes, grants, training room rentals and other services CLD provides to the College and the broader community.

- Microsoft Office applications classes continue to be offered to ACC employees at CLD. The enrollment process is being simplified in order to serve more employees.
CRITERION ONE: MISSION AND INTEGRITY

Arapahoe Community College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

ACC is a member college of the Colorado Community College System (CCCS). With the statutory restructuring of the CCCS in 1986, the role and mission of each Colorado Community College is found in Colorado Revised Statutes (C.R.S. § 23-60-201). The state-mandated mission reads as follows:

There is hereby established a state system of community and technical colleges which shall be under the management and jurisdiction of the state board for community Colleges and occupational education. The mission of the community Colleges shall be to serve Colorado residents who reside in their service areas by offering a broad range of general, personal, career/technical, and technical education programs. Each College shall be a two-year College. No College shall impose admission requirements upon any student. The objects of the community and technical Colleges shall be to provide educational programs to fill the occupational needs of youth and adults in technical and career/technical fields, two-year transfer educational programs to qualify students for admission to the junior year at other Colleges and universities, basic skills, workforce development, and a broad range of personal and career/technical education for adults.

This mission statement provides the foundation for ACC’s mission statement.

Core Component 1a – Arapahoe Community College’s mission documents are clear and articulate publicly the organization’s commitments.

The current ACC mission statement was written in 2003 when focus groups comprised of campus employees created drafts during All College Week in August. These drafts were collected by the Campus Planning Council, formerly the Strategic Planning Committee. The Campus Planning Council reviews the mission and vision statements annually, proposes revisions as needed, and presents the changes to the ACC Advisory Council for review and approval. The Advisory Council is authorized by state board policy (BP 2-25) and legislation (C.R.S. § 23-60-206) and is made up of community leaders chosen by the College President to provide community leadership and direction to the College. More information can be found about the ACC Advisory Council in Chapter One and Core Component 1d.
The College’s Statements of Vision, Mission and Values

**Vision**
To be an innovative, learning-centered community College recognized as a vital link in the economic vitality of the community and as a leader in education.

**Mission**
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.

**Values**

- Learning–We value upholding the highest academic standards and supporting the personal growth of each individual – ideals that nurture lifelong learning and an entrepreneurial spirit.
- Integrity–We value the free exchange of ideas in an environment that embraces honesty and personal responsibility, as well as intellectual and cultural diversity.
- Collegiality–We value fostering relationships with our students, our communities and our colleagues in an atmosphere of mutual respect, open communication and trust.

The College mission statement is posted in all department offices, located on the ACC Web site and instructional program Web pages, broadcast on the campus informational TV screens, printed on the back of employees’ business cards, displayed on annual reports, printed on College press releases, ACC schedules and catalogs, and is central to all media campaigns.

**Core Component 1b – In its mission documents, Arapahoe Community College recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

The mission statement encourages an “atmosphere that embraces academic excellence, diversity, and innovation.” ACC is committed to promoting and fostering diversity by providing College-wide events for many special occasions, through mentoring and tutoring minority students, and through student recruiting practices. ACC has good relationships with private organizations and industry partners to develop scholarships for diverse populations. Every year ACC hosts the Martin Luther King Breakfast and Celebration in collaboration with the City of Littleton. Academic scholarships are awarded at this event. Student Affairs has sponsored diversity-celebration events during Cinco de Mayo. The annual International Dinner and International Day are offered in conjunction with the
Spring International Language Center. Spring International Language Center and its long-time relationship with ACC are described in Core Component 3c.

ACC is committed to serving a diverse population of students and community members from varied social, economic and educational backgrounds. Advisors of various ethnicities and genders are available to students.

Over 40% of students in the TRIO-Talent Search Program are from varied backgrounds. Federal Department of Education TRIO Programs are educational opportunity outreach programs designed to motivate and support disadvantaged students. TRIO includes six outreach and support programs targeted to serve and assist low-income, first-generation College students and disabled students to progress from middle school through post baccalaureate programs.

One example is the 21st Century Program with Sheridan High School that has provided the opportunity for 228 disadvantaged and underrepresented minority students to attend ACC since 1998. The program allows students to co-enroll at their high school and ACC. These students are offered strategic advising to help them succeed at the college level. The presence of these students on campus and their contribution to campus life bring added cultural diversity to ACC. In addition, Student Affairs assists ACC student clubs in offering culturally diverse events. For additional discussion, see Core Components 3c and 4d.

Disability Services provides assistance to students with various disabilities, including learning disabilities, head injuries/traumatic brain injuries, physical disabilities, systemic illnesses, psychiatric disabilities and hearing and visual impairments, and students dealing with alcoholism or rehabilitated drug addiction. In 2005, Disability Services upgraded its JAWS 6.0 hardware and software, a screen-reading program for the blind. During AY2004, 283 students with disabilities were served by Disability Services.

The ACC Diversity Council meets monthly and is made up of College faculty, staff and community members. The ACC Diversity Council coordinates its efforts with Spring International Language Center, the Littleton Historical Museum and Littleton’s Bemis Library. A goal of the Diversity Council for 2005-2006 was to create “Diversity Across the Curriculum,” toward developing class activities that speak to diversity issues in particular disciplines.

The ACC Child Development Center is a nonprofit childcare center, for ACC students, staff and the community, licensed by the Colorado Department of Human Services for 45 children ages 2-1/2 to 3 years old. The Center is also accredited by the National Association for Education of Young Children (NAEYC). The Center received the first four-star quality rating in Arapahoe County through Qualistar Early Learning, the highest quality rating available within this rating system. Information from the 2003/2004 Diversity Report indicates that 49% of families qualify for free or reduced lunches, 32% of families
qualify for free lunches, 17% of families qualify for reduced lunches, and 34% are single parent families. The Center’s diverse population is 73% white, 5% Asian, 12% Hispanic American, 2% Native American and 8% African American.

The College has undertaken the following strategies to increase service to our underserved communities:

- Networked with Hispanic chambers of commerce and Hispanic communities
- Worked with the Hispanic Advisory Council to understand career and curriculum needs
- Maintained membership in the Hispanic Association of Colleges and Universities (HACU) that offers scholarships to students who attend member schools and also offers federal loans to our students
- Selected economically disadvantaged students to share the $25,000 annual Kingdom Enlightenment Scholarship
- Printed minority student and graduate testimonials in local newspapers, on ACC viewbooks and in minority recruiting directories
- Hosted cultural awareness activities on campus
- Presented cultural competence training for ACC employees
- Joined a Spring International Language Center Focus Group
- Offered the GED test in Spanish, and advertised this fact in Spanish on ACC’s electronic reader board
- Added automotive and administrative assistant minority cohort programs
- Advertised in the Yellow Pages and through testimonials that ACC is located on the Southwest corridor light rail, convenient to prospective students outside the immediate College neighborhood
- Provided 33 First Generation Scholarships (each $600 per year) and 36 Diversity Grants (each $1000 per year) beginning AY2007

A formal College Diversity Report/Plan for 2003/2004 is available with updated information from the 2006 College Diversity Council meeting minutes. Additional diversity undertakings are detailed inCriterion 3, Core Component 3c, under the heading Diversity and Non-Discrimination.
Core Component 1c – Understanding of and support for the mission pervade Arapahoe Community College.

The faculty and staff interviewed by the Steering Committee fully support the school’s mission through the ways they interact with students and the community. That mission is understood to be and is defined by the College Mission Statement which seeks “to provide an accessible, responsive learning environment that … embraces academic excellence, diversity, and innovation.” The following paragraphs provide examples of ways in which the members of ACC’s campus community demonstrate understanding of and a desire to fulfill ACC’s mission. See Core Component 1b.

The mission has always driven ACC’s planning and budgeting process. The College is focused on the strategic goals of managing growth by increasing efficiency and revenue generation; increasing marketing, recruitment, and retention effectiveness; updating and expanding the appropriate use of technology; and engaging in activities that are innovative and learning-centered. An extensive discussion of these goals is presented in Criterion 2.

Faculty and staff continually work to create a responsive learning environment at ACC. One example is the establishment of the Course Matrix Committee created in response to the Student Satisfaction/Opinion Survey that indicated classes were not scheduled at times convenient for students. The purpose of this committee is to examine course offerings, maximize use of available campus resources and ultimately allow students to acquire a more productive schedule of classes.

All instructors are required to post office hours (a minimum of five hours per week) and be available to their students during those times. All instructors have College-provided e-mail addresses and some use the Blackboard Internet delivery service to communicate with their students. ACC has added many online classes, offering both hybrid and totally online delivery methods to respond to the growing percentage of students needing alternative course schedules.

The College goals emphasize retention and improved graduation rates that facilitate the achievement of educational, professional and personal goals by students and other members of the community. In this regard, ACC changed its Schedule of Classes for greater efficiency, ease of use and broader distribution. Summer and Fall 2006 Schedules were combined into one book, providing printing cost savings. The redesigned Schedule is more attractive and easier to read, enabling students to locate needed classes more efficiently. The College mailed 125,000 schedules directly to households in its service area, enabling thousands of additional parents, spouses and potential students to become familiar with ACC classes and degree offerings and plan for two semesters. The College also revised and upgraded its annual Catalog. To help re-vitalize its image, ACC added a full-color cover
featuring photographs of students in a variety of academic settings. The inside pages were interspersed with additional student photographs, and the text was set in larger type with more white space, all contributing to a more reader-friendly and attractive marketing, recruiting and retention tool.

Understanding that improving student retention is a significant aspect of its mission to provide an accessible, responsive learning environment, ACC established the Student Retention Committee in AY2006. This committee’s goal is to increase student retention through activities such as: conducting an adjunct instructor “meet and greet”; establishing staffed information tables with food giveaways at the beginning and end of each semester; and by providing faculty with student retention tips. In addition, the committee has compiled graduation numbers for AY2004 through AY2006, which show increasing numbers of degrees and certificates awarded each year, displayed in the table below.

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</tr>
<tr>
<td>Certificates</td>
<td>98</td>
<td>146</td>
<td>142</td>
<td>89</td>
<td>179</td>
<td>200</td>
</tr>
<tr>
<td></td>
<td>173</td>
<td>273</td>
<td>367</td>
<td>212</td>
<td>364</td>
<td>420</td>
</tr>
</tbody>
</table>

**Core Component 1d** – ACC’s governance and administrative structures promote effective leadership and support collaborative processes that enable ACC to fulfill its mission.

**Colorado Community College System (CCCS)**

The College has two levels of external governance plus an advisory council: the Colorado Commission on Higher Education (CCHE), the State Board for Community Colleges and Occupational Education (SBCCOE) and the College Advisory Council (CAC). The CCHE is a State of Colorado department and its director is an appointee of the Governor. The SBCCOE, which in turn oversees the CCCS, is also appointed by the Governor. A portion of the CCCS organizational chart was depicted in Chapter One.
The respective roles and responsibilities of CCHE, SBCCOE, and CAC are described in the following table (and also in the governance section of this core component):

<table>
<thead>
<tr>
<th>Board</th>
<th>Purpose</th>
<th>Members</th>
<th>Meeting Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCHE – Colorado Commission on Higher Education</td>
<td>CCHE provides coordination and policy direction with Colorado’s 28 public colleges and universities and serves as a bridge between the Governor and the Colorado General Assembly and the institutions of higher learning within the State of Colorado. CCHE oversees the SBCCOE. The mission of CCHE is to provide access to high-quality, affordable education for all Colorado residents that is student-centered, quality driven and performance-based.</td>
<td>CCHE is an agency within the Colorado Department of Higher Education and has eleven members.</td>
<td>Regular meetings are held the first Thursday of every month.</td>
</tr>
<tr>
<td>SBCCOE – State Board for Community Colleges and Occupational Education</td>
<td>The Board is unique in the nation, with responsibility for both secondary and postsecondary career and technical education and community college governance. It appoints an executive officer, a director of community colleges, and a director of career/technical education. Since 1986, when SBCCOE created the System, it has chosen to combine all three of the statutorily required positions in one chief executive called the System President. The Board has the sole responsibility of selecting the System President. Nine members are appointed by the Governor and confirmed by the State Senate for staggered four-year terms. One community college faculty member and one student representative serve in non-voting capacities for one year each.</td>
<td>Meetings are on the second Wednesday of each month.</td>
<td></td>
</tr>
<tr>
<td>CAC – College Advisory Council</td>
<td>The CAC advises the College President and the Board on long-term educational needs of the area and on other matters identified by statute. Council members also serve as liaisons between the College’s various stakeholders and assist in promoting the College. The CAC is made up of seven community members recommended by the College President to the SBCCOE.</td>
<td>The original Bylaws of the CAC and the most recent three years of minutes of the CAC meetings are maintained and located in the President’s office.</td>
<td></td>
</tr>
</tbody>
</table>

Over the past six years, the CCCS organizational structure has remained the same, although the direction and approach to governance have undergone significant alteration as internal leadership has changed nearly every eighteen months.

A change in Colorado higher education governance was introduced by the current state administration. CCHE shifted from its role as a coordinating board to become a highly centralized regulatory and approval agency on all matters of higher education. Many changes have taken place within the CCCS, including a shift from a decentralized to a more centralized system of governance and operations.
### ACC Governance and Leadership

As described in the table below, six internal groups or committees help govern ACC: Executive Team, Campus Leadership Team, Learning Leadership Council, Faculty Senate, Administrative Assembly, and Classified Assembly.

<table>
<thead>
<tr>
<th>Committee</th>
<th>Purpose</th>
<th>Members</th>
<th>Meeting Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Team</td>
<td>To provide leadership for the College.</td>
<td>President, Executive Vice President, Vice President for Instruction, Chief Operating Officer, Chief Financial Officer, Dean of College Advancement, Dean of Student Services, Director of Admissions and Records, Dean of Health, Math, Science and Engineering, Dean of Arts, Humanities and Social Sciences, Dean of Business and Professional Services, Campus Police Chief</td>
<td>Weekly.</td>
</tr>
<tr>
<td>Campus Leadership Team</td>
<td>To improve campus-wide communication and be a conduit for factual information. The team proposes solutions for daily campus challenges and explores opportunities for more efficient communication.</td>
<td>President, Executive Vice President, Vice President for Instruction, Chief Operating Officer, Chief Financial officer, Dean of Student Services, Campus Police Chief, President of Faculty Senate, President of Classified Assembly, Chair of Administrative Assembly, Communications Specialist, Director of Admissions and Records, Dean of College Advancement, Student Representative(s)</td>
<td>Once or twice a month depending on agenda items.</td>
</tr>
<tr>
<td>Learning Leadership Council</td>
<td>To provide instructional leadership.</td>
<td>Vice President for Instruction, Dean of Health, Math, Science and Engineering, Dean of Arts, Humanities and Social Sciences, Dean of Business and Professional Services, Director of Criminal Justice Education</td>
<td>Weekly.</td>
</tr>
<tr>
<td>Faculty Senate</td>
<td>To consider concerns of the faculty and to make recommendations to appropriate bodies.</td>
<td>All regular faculty members, as defined by BP 3-10, who are subject to the Faculty Evaluation Policy (AP 3-40), and who are not on temporary reassignment to an administrative position.</td>
<td>Meetings are held at times designated by Faculty Senate officers. Regular meetings are announced in writing at least six calendar days in advance and occur at least two times per year.</td>
</tr>
</tbody>
</table>
Administrative Assembly | To provide collaborative leadership in support of the College philosophy and strategic priorities. The Assembly accomplishes this by collectively solving problems and making decisions, sharing ideas and motivating personnel in the effective and efficient use of resources, anticipating the changing needs of both the internal and external environments and leading the College in continuous improvement efforts, providing open communications throughout the College, and providing guidance in the development and implementation of College policy and procedures. | All full-time and part-time officers of the College, those who report directly to the President, heads of administrative units directly responsible to officers and others who have direct administrative responsibilities as determined by the President (AP-3-30), and all exempt administrators. | Monthly.

Classified Assembly | To consider the concerns of classified employees and to make recommendations to appropriate bodies. | All classified employees of the College. | Monthly.

### Leadership

The Leadership at ACC has undergone significant changes since 1996. There have been four Presidents; two Vice Presidents of Administration (position no longer exists); six Vice Presidents for Instruction; four Deans of the Arts, Humanities and Social Sciences Division; four Deans of the Health, Math, Science and Engineering Division; eight Deans of the Business and Professional Services Division; and two Vice Presidents of Student Services (position no longer exists). This includes interim deans who held the position for more than one semester.

Rapid personnel turnover, likely the result of internal and external pressures, has contributed to organizational instability and significant loss of vital historical and positional knowledge, compounding the challenges currently facing the College. During AY2005, ACC saw the departure of many key administrators, including but not limited to individuals who held the following positions: Vice President for Instruction; Dean of Student Services; Dean of Arts, Humanities and Social Sciences; Dean of Business and Professional Services; Dean of Students; Manager of Institutional Research; Dean of Health, Math, Science and Engineering; Coordinator/Chair of the NCA Steering Committee, who was also the Dean of Institutional Effectiveness; Vice President for Administrative Services; and the Student Affairs Coordinator.

AY2006 brought additional changes, as two new administrative positions were added to include the Dean of College Advancement and a new Executive Vice President position. In December 2005, the Vice President for Instruction was released from the College and a new Vice President for Instruction was hired in the Summer of 2006.
Today, ACC has eleven administrative leaders: President, Executive Vice President, Vice President for Instruction, Chief Operating Officer, Chief Financial Officer, three instructional deans, Dean of Student Services, Dean of College Advancement and Director of Criminal Justice Education. The only administrative leaders who have been in their positions for more than two years are the President and the Chief Operating Officer.

**Governance**

From 2000 to 2002, the short-lived College Deliberative Body, comprised of about 20 members from all estates, including the President and students, reviewed and revised school policies and procedures. This effort was abandoned in 2002, as all policies originated from CCCS. Procedures are drafted locally, but are reviewed by CCCS. In 2005 the Campus Leadership Team was formed to reinstitute shared governance as previously practiced by the College Deliberative Body.

Instructional departments tend to model effective leadership and shared governance. In most departments, the full-time faculty shares the governance, with occasional input from adjunct instructors. Faculty members are guided by their deans, who, in turn, report to the Vice President for Instruction. Faculty members in occupational programs are also guided by local advisory committees.

Each department has a department chair and may have faculty members who hold leadership positions. For example, the Interior Design Department has established the position of Residential Coordinator and is looking to establish a Coordinator position for Commercial Design. This allows for shared leadership and also has relieved the department chair of having to coordinate all classes alone. In the Biology Department, each faculty member runs a general subject area or group. They meet with laboratory personnel to communicate plans. In the Mathematics Department, each full-time faculty member serves as a course captain for one or more courses. They coordinate syllabi and textbooks for the courses and communicate information to adjunct instructors. In general, all full-time faculty (and in some cases, adjunct instructors) have input on course and work schedules and course offerings.

Within the various departments, each faculty member (including adjunct instructors) sets his or her own classroom policies, grading criteria, etc., but keeps within the parameters of the established course objectives and competencies agreed upon by faculty members across the CCCS and housed in a CCCS centralized database. Faculty members serve on different committees throughout the College and act as “sub-leaders” for the department. They communicate information from committee meetings to their departments.

Some faculty are members and officers of professional organizations and share information from professional conferences. There are also state-wide curriculum-focused committees. For example, the Basic Skills Task Force and Colorado Association for Developmental Education assist the Developmental Studies program with testing, academic advising and placement. Participating
faculty members feel that these outside groups provide valuable information that enhances their programs.

The Student Services Division also exhibits shared governance. All departments in the Student Services Division are represented on the Student Services Council (SSC) to share leadership and governance. The SSC meets twice a month to discuss what is occurring within the Community College System and concerns that pertain to ACC. Minutes are kept, sub-committees are formed, and Council members exchange information. This collaboration makes for a tight team working toward the mission of the College.

Another example of effective leadership and shared governance is exhibited in the Student Affairs Office. This department offers students the opportunity to be involved with student government and voice their opinions on such issues as allocation of student fees, the use of student space and students’ rights and responsibilities. Additionally, the Student Affairs Committee hears discipline issues and grievances initiated by students as provided by AP 4-31, Student Rights, Freedoms, Responsibilities and Code of Conduct. Committee membership consists of two faculty members, one classified employee, one administrator, and four students. The Student Affairs Coordinator serves as chair and is a non-voting member. Under the auspices of the Student Affairs Coordinator, the Inter-Club Council (ICC) governs all recognized student clubs. The ICC meets at least three times a year to make funding and policy decisions for the clubs.

CCCS determines individual college funding and the criteria by which the Presidents of the individual colleges are evaluated. Policies, rules and other mandates determined by the System Office, CCHE, and the voucher-like Colorado Opportunity Fund (COF, as discussed in Criterion 2) strongly influence certain aspects of ACC’s internal decision-making processes. Nevertheless, ACC is represented on all important committees and does provide input regarding important strategic decisions, such as gtPATHWAYS (a state-wide articulation agreement), Common Course Numbering, FTE reporting guidelines, the new Enterprise Resource Planning project, standardization of nursing curricula and Colorado Community College Online.

**Core Component 1e – Arapahoe Community College upholds and protects its integrity.**

The College is governed by the nine-member SBCCOE. Consistent application of SBCCOE’s statutes, bylaws, and policies ensures that the College operates legally and responsibly.

As a public educational institution, employer and federal contractor, the College complies with non-discrimination/affirmative action laws and regulations. Annual affirmative action plans express the College’s commitment to equal opportunity in employment and education. The College’s annual affirmative action plans and
reports on underrepresented groups examine all employment and educational policies and practices for compliance with laws and regulations: Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act; Title II; and Age Discrimination Act of 1975.

CCCS is audited annually by a certified public accounting firm chosen by the State Auditor. The larger community colleges, including ACC, are audited at least once every two years. Certified financial reports and opinions are issued each year for the System with separate columnar information for each college. ACC was audited for fiscal years 1998, 1999, 2001, 2002, 2003, and 2005. There were no material findings for ACC as a result of these audits. All colleges within the System are mandated to comply with generally accepted accounting standards, pronouncements, and higher education guidelines issued by the American Institute of Certified Public Accountants (AICPA), the Governmental Accounting Standards Board (GASB), the State of Colorado Fiscal Rules, the National Association of Colleges and University Chief Business Officers (NACUBO), and the Colorado Higher Education Accounting Standards Board. ACC also complies with the Single Audit Act of 1984 for all federal assistance programs and with the Office of Management and Budget (OMB) Circular A-133, Compliance Supplement for Student Financial Aid (SFA) and the Colorado Handbook for State Funded Student Financial Assistance Programs issued by the CCHE, 2005 revision.

ACC complies with all international, federal, state and local laws. As of July 1, 2005, all ACC buildings comply with international code regulations for plumbing, mechanical and fire. At the federal level the College complies with regulations promulgated by NFPA, ADA, EPA (the Storm Water Act is an EPA initiative managed by the Colorado Department of Health), NTA (National Tutoring Association), CLRA (College Reading/Learning Association), PELL, TRIO grant (follows Federal Register OMB Circular), FERPA, Title IV, Jeanne Clery Act governing the reporting of crimes, Section 504 of the Career/technical Rehabilitation Act, USCIS (US Citizen and Immigrant Services) for tracking international students in SEVIS, and OSHA. The College complies with the criminal, fire, health, building and zoning statutes and codes of the State of Colorado, Arapahoe and Douglas Counties, the City of Littleton and other applicable fire and special districts.

In an effort to ensure compliance with all international, federal, state, and local laws, ACC has a variety of grievance and complaint procedures available to all internal constituencies, i.e. traditional, career/technical, international, community education, high school students, and faculty, adjunct instructors and staff. Policies and procedures related to internal constituencies are available online or in ACC’s 2006-2007 Student Handbook, Catalog, Schedule of Classes and Employee Handbook.

External constituencies are primarily made up of organizations external to the College that avail themselves of the intellectual, technological or physical environment that the College provides. ACC values fostering relationships with its
communities in an atmosphere of mutual respect, open communication, trust and integrity. See Criterion Five for a more in-depth discussion of ACC’s service to external and internal constituencies.

The College states its plans and priorities, reports progress toward these plans, and reports results of internal and external methods for evaluating its performance in education and public service. Much of this information is available through the campus Intranet under the following categories:

- Guiding Principles for Strategic Planning and Decision Making
- Strategic Goals 2002-2006 (FY2005 Revision)
- Compact Plan FY2005
- Assessment
- Institutional Effectiveness
- Strategies/Tactics for Implementation of System Goals
- Student Satisfaction/Opinion Survey
- Campus Planning
- NCA

**Strengths**

- ACC’s clearly articulated mission statement identifies the major commitments of the College.

- ACC’s mission statement is widely distributed in catalogs, schedules, employee business cards, College website, department offices and conference rooms.

- ACC’s mission documents clearly recognize the diversity of its community and constituencies, an appreciation that is also clearly evident in the endeavors and goals of the College.

- ACC complies with federal and state laws and statutes, as well as the policies and procedures set forth by CCHE and the CCCS.
Challenges

- Due to the arrival of a new catalog committee and entirely new marketing staff, the College’s mission statement was not initially included in the AY2007 Catalog, or in the Summer/Fall 2006 Schedule of Classes. The College corrected this oversight online and through inserts in the paper copies.

- Although the mission of the College has been in place for six years, until the most recent year the community was not regularly reminded of the mission and its importance by College leaders.

- ACC has experienced a high level of employee turnover in leadership positions, as well as a fluctuating internal governance structure.

- The shift in focus of the CCCS from standardization to centralization presents a forced change in culture and function, a significant challenge for the College now and in coming years.

- Colorado’s continued low funding for public higher education ensures that employee salaries will remain low, which leaves open the reality that employees will leave Colorado’s Community Colleges for higher paying opportunities.

Future Focus

- With the hiring of a new marketing manager in Fall 2005 (after a position vacancy of nearly three years), the College once again ensured a greater consistency in its marketing initiatives and image management, and that its mission and other critical information will continue to be presented accurately and consistently in all mediums and publications.

- Beginning in Fall 2005, the College President and Executive Team committed to refocusing employee in-service opportunities during Q-Days in November and All College Weeks in January and August to mission-oriented topics. During Q-Days in November 2005, all full-time employees were required to complete two training sessions: Diversity Appreciation and Preventing Sexual Harassment.

- During Fall 2006 All College Week, a session was held entitled, “Creating a Culture of Care: What You Can Do” to address employee morale concerns.

- A recent study conducted by the CCCS indicated that more than 30% of ACC’s full-time employees will be retirement-eligible in the next five years. CCCS is currently exploring potential solutions to this problem.

- To provide greater stability within the College, the College President recently restructured his Executive Team to include academic deans and the College Registrar in hopes of increasing collaboration and communication across the College. In addition, minutes for all committees are now available through the College’s Intranet site.
CRITERION TWO: PREPARING FOR THE FUTURE

Arapahoe Community College’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a – Arapahoe Community College realistically prepares for a future shaped by multiple societal and economic trends.

Overview of ACC’s Planning Procedures

Planning processes at ACC must be consistent with CCCS mission and directives for all Colorado community colleges. The 2006 Colorado Community College Strategic Plan established three strategic priorities for all thirteen System colleges: Student Access, Student Success and Operational Excellence.

ACC, through its strategic planning process, recognizes the significance of emerging technologies, demographic shifts and globalization. Relevant trends motivate change at ACC and are addressed through ACC’s four strategic planning goals for years 2002-2006:

- Manage growth by increasing efficiency and revenue generation
- Increase marketing, recruitment and retention effectiveness
- Update and expand the appropriate use of technology across the institution
- Engage in activities that are innovative and learning centered

These four strategic planning goals are consistent with CCCS’s updated strategic priorities for 2006. ACC designed specific initiatives to further the achievement of its four strategic planning goals described in ACC’s 2005 Compact Plan submitted to CCCS. Six specific objectives designed to help accomplish these goals are:

- Increase the number of student completers in health career programs and increase the extent of non-state funding to support such programs
- Develop a homeland security program
- Assess academic achievement and institutional effectiveness
- Implement computing infrastructure technology upgrades
• Establish overall and minority student retention initiatives

• Develop alternative funding sources

While all planning must show consistency with the strategic planning goals, these specific initiatives do not comprise all of ACC’s planning activities. Key participants in the College’s planning process include the Executive Team (see Chapter One) and the Strategic Planning Unit (SPU) Leaders. Further, the Campus Planning Council develops and facilitates both training of personnel and communications regarding the planning process.

SPUs represent four primary areas of the College: Executive Team, Student Services, College Advancement and Instruction. Instruction is further divided into Health, Math, Science and Engineering; Arts, Humanities and Social Sciences; and Business and Professional Services. These four primary areas include forty-nine distinct strategic planning units, each with an associated SPU Leader. While all of the key representatives of the planning process help to formulate planning objectives, the SPU leaders are charged with establishing and itemizing the specifics of the planning objectives. Proposals within each strategic planning unit may be submitted by administrators, faculty or staff assigned to that unit of the College.

Some examples of SPU planning objectives include: hiring new faculty to strengthen a department; procuring monies for student laboratory equipment and technology acquisition and upgrades; funding curriculum development and alternative instructional delivery development initiatives; and acquiring new grounds maintenance equipment. The objectives are ranked and itemized within each SPU request, and are submitted to their respective dean or department head for evaluation and approval, as indicated by the following Strategic Planning timeline:

• SPU plans are due mid-January from SPU leaders.

• By February 1st, division heads submit the prioritization of plans to the Executive Team and notify their constituencies which SPU requests they have advanced to the Executive Team.

• During the first week of March, Executive Team reviews and prioritizes capital requests, and reviews and tentatively approves new and replacement faculty, staff and administrative positions.

• The Budget Office produces a skeletal operational budget by mid-March.

• Executive Team finalizes expenditure budgets throughout May.

• Division heads provide formal, written notification to all requestors regarding SPU approvals.

• The College President provides a community update regarding budget approvals during All College Week in mid-August.
ACC Addresses Societal and Economic Trends

As previously indicated, ACC is paying close attention to emerging technologies, demographic shifts and globalization as demonstrated below.

CCCS sets technology policies and standards for the community colleges. Within these parameters, Technology Support Services (TSS) at ACC develops its own technology plan. The 2001-2005 Technology Plan (discussed in Chapter 2) established the following goals:

1. Provide technologies that will enhance instruction and support appropriate delivery
2. Provide prospective, current and past students with access to comprehensive student service information both on campus and online
3. Provide persons with disabilities reasonable access to College technologies
4. Provide all College employees with access to appropriate technologies to effectively and efficiently support student learning, College business and productivity
5. Sustain and refine training and technical support systems for new and changing technologies
6. Establish a strategy for systematic technology upgrades
7. Include procedures for legal and ethical use of technologies
Strategies were specified for each of the goals, and action items supported each strategy. Some of the most visible action items included widespread use of smart classrooms, smart carts and classroom computer laboratories, all of which advanced goal one of the technology plan and were accomplished in conjunction with the 2000 renovation project. Specifically, technical support for classroom instruction includes Smart Boards (a white board that is directly linked to a computer screen and facilitates PowerPoint® presentations, Web site access and simultaneous electronic marker writing to both board and computer files); ceiling-mounted data projectors that project images from computers or hardcopy documents through use of a document camera; and traditional audio/video through the use of DVD players and VCR’s. Many classrooms double as computer labs, providing students with access to software programs including general applications like word processing, Web browsing and curriculum-specific software such as drafting/design and statistical analysis software.

The College has configured disabled students’ log-ins to provide an accessible environment from any ACC computer (goals 3 and 5); is in the process of implementing a storage area network (SAN) device to allow centralized file storage access for College employees and students (goals 4 and 5); has implemented a five-year technology replenishment plan, which involves cascading old computers, replacing computers older than five years and purchasing new computers; and has implemented Websense to block pop-ups, adware/spyware and inappropriate Web sites throughout ACC’s network (goal 7).

Another trend is the continued enhancement of online and hybrid (classroom and online) course delivery platforms. Blackboard® is the course management system currently employed by ACC for delivery of online and hybrid courses; however, as part of a CCCS system-wide mandate, the College will shift all online and hybrid courses to the WebCT Vista 4 course management system by May 2007. To help facilitate these processes, the College created a new eLearning manager position. The online course delivery platforms are hosted off campus.

ACC conducts institutional effectiveness studies and environmental scans (Institutional Effectiveness and Environmental Scan July 2004) designed to “…provide data, trends, and informative reports that support fact-based strategic decision-making.” Some key results of the research for FY2004 include:

- The full-time student to part-time student ratio has been increasing: 41% were full time in 2004 while only 31% were full time in 2000.
- Hybrid and online FTE have increased: 2004 hybrid FTE increased 84% and online FTE increased 37%.
- Financial Aid realized a 7.5% increase in the number of financial aid applicants and a 14.5% increase in the amount of financial aid awarded for FY2004 relative to FY2003.
• Applicant Yield Rate, defined as the percentage of applicants who subsequently enroll, declined from 65% in 1999 to 53% in 2004.

• ACC students primarily transfer to Metropolitan State College and the University of Colorado at Denver.

Demographics research identified the majority of UCC students as residents of Parker and Aurora, with a significant number residing in Castle Rock, Lone Tree and Highlands Ranch. ACC students are better served when as many classes as possible are scheduled to meet only one night a week (including Fridays) throughout the semester. Course schedule conflicts are usually resolved when different departments offer courses on different nights of the week. For example, math courses are offered on Monday/Wednesday nights and English courses are offered on Tuesday/Thursday nights. See the discussion regarding the Course Matrix Committee in Core Component 1c.

ACC recognizes the importance and implications of globalization:

• ACC provides rental facilities to companies like First Data Corporation that provide training for staff from all over the world.

• The Federal Emergency Management Association (FEMA) uses ACC’s computer labs to train its personnel on Global Information Satellite (GIS) software and flood plain mapping.

• ACC maintains a strong relationship with Spring International Language Center, as discussed in Core Component 3c.

• ACC engages with sister colleges such as Aso School in Japan, as discussed in Core Component 5a.

Shared Governance and Authority for Decision Making

As previously discussed in this core component, ACC’s planning process, with its hierarchy of authority for decision making, is designed to include representatives of all College estates. This provides for centralized directives operating within an atmosphere of innovation, flexibility and shared concerns and objectives. An example is the recently refined and improved SPU process, in which input and feedback are shared in a more timely and efficient fashion. Another example is ACC’s response to recently established CCCS standards on network equipment, servers and computers. All technology purchase requests must now be channeled through Technology Support Services (TSS) to help ensure need, quality and uniformity. See Core Component 1d for additional discussion of shared governance.
An Environment Supportive of Innovation and Change

Innovative ideas at ACC are frequently implemented and supported by the broader College community. Several academic departments have implemented new instructional techniques and procured new instructional materials and facilities. For example:

- With the support of the Dean of Health, Math, Science and Engineering, the Chemistry Department employs a guided inquiry approach to teaching organic chemistry, in which cooperative learning groups work together to discover and learn topics proactively in contrast to a traditional lecture method. When first introduced in 2001, fewer than 20 schools in the nation used guided inquiry.

- The Biology Department remodeled its labs to permit cadaver study for its anatomy students; and, to help fund cadaver purchases, it offered these courses to students from other colleges.

- ACC established funding for a nanotechnology initiative.

- Recognizing a statewide deficiency in college-level formal instruction in analytical investigation methods, the Criminal Justice Department established a significant new crime analysis fundamentals course and reestablished an essential criminal investigation course.

- Within the Department of Computer Science, a deficiency in students’ knowledge of basic skills, such as computer programming, was observed in upper-level computer science courses. To remedy the situation, an existing computer science course was modified to include these prerequisite skills and became a required course for all students entering the information technology and computer science programs, resulting in increased retention rates in the upper-level courses.

- Corporate and grant funding opportunities are being sought to fund the development of new programs.

“Just in Time” courses, launched in January 2006, provide degree program flexibility for working adults by permitting ongoing enrollments into courses that run from one to six weeks each. These weekend and online/hybrid format courses are highly condensed. The College provided curriculum development monies and continued support despite initial low enrollments; subsequently, “Just in Time” enrollments have increased dramatically.

In August 2005, the President and the Executive Team created the position of Dean of College Advancement to help manage fundraising opportunities (including Foundation and College development) and community education, and to help develop instructional cash initiatives. This position is also responsible
for research and recommendation of new instructional program development for both cash and FTE generation, and for seeking and securing business and industry partnerships for new and existing instructional programs. This approach to doing business is borne out of the necessity to become more cash-funded due to decreased state funding for higher education.

Another issue that must be overcome is the complexity in obtaining proper approval for establishing and renewing partnerships; for example: the ability to renew Business and Professional Services Division contracts associated with banking and mortgage training. The process for contracting is governed by State law. All ACC divisions possess the ability to work with various parties to draft contracts or agreements. However, the divisions and their respective employees cannot contractually bind ACC. Colorado law does not allow State Agencies to enter into contracts without a signature from the State Controller. The Colorado Revised Statutes (C.R.S. § 24-30-202) authorizes the State Controller to designate individuals to sign and approve state contracts. The State Controller authorized ACC’s President and Chief Financial Officer to sign contracts. Nevertheless, the amount of time it takes to obtain all required approvals and signatures occasionally jeopardizes progress and partnerships and the College’s ability to innovate and implement proactive change.

**Core Component 2b – Arapahoe Community College’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

ACC’s resource base consists of students, Student Services, Library resources, faculty resources, administrative and staff resources, financial resources, facilities and equipment. The synergy of these resources maintains and strengthens the quality of the educational experience at ACC.

**Student Resources and Enrollment Details**

Students are ACC’s most valuable resource in support of its educational programs. The College’s strength for the future revolves around providing continuous quality service to students and offering innovative educational experiences and support programs. Demographic research at ACC has resulted in program improvements and greater outreach to the community.

Pertinent demographic statistics include:

- 64% female and 36% male;
- Median age of 28, 26, and 26 for the years 2001-02, 2002-03 and 2003-04, respectively
The past few years, full-time student headcount has been steadily increasing while part-time student headcount has decreased, as depicted below:

Minority student representation for the Fall semesters from 2000 through 2004 are presented below and demonstrate a dramatic increase in Hispanic student enrollment over a relatively short time frame. The majority white student enrollment (not presented in the figure) ranged from approximately 79% to 86% during the same time period.

As depicted in the following two graphics, the profile of a “typical” ACC student (male or female) during the 2003-2004 academic year would be: White Non-Hispanic, employed full time and residing in Arapahoe County.
Student Services

ACC provides a diverse array of services and resources for its students and other members of the ACC campus community:

ACC’s Campus Police Department has the following mission: The Campus Police Department, working in partnership with the campus community through a continuing commitment to safety and education, will strive to protect and enhance a secure learning-centered environment, to provide quality service with an emphasis on integrity and professionalism and to promote individual responsibility and cooperative commitment. The staff consists of the Chief of Police, a Police Communication Technician, a Parking Technician, four Patrol Officers, an investigator and a Security Officer. ACC’s Campus Police serve students and the entire college community by providing security and safety and such additional services as escorting students, staff or faculty to their parked vehicles, patrolling the campus parking lots, assisting in unlocking or jumpstarting vehicles, providing access to classes or computer labs and distributing parking passes.

The Child Development Center is an accredited, nonprofit childcare center licensed by the Colorado Department of Human Services to care for up to fifty-five children ages two and a half to thirteen. The Center provides childcare services for ACC students, staff, faculty and the community on a space-available basis. In addition, the Center provides educational and professional development opportunities to ACC nursing students, ACC early childhood education students and communications students. The Center is staffed with early childhood educators committed to maintaining Best Practices as defined by the Colorado Department of Education Quality Standards and the National Association for the Education of Young Children Programs accreditation criteria.

The ACC Fitness Center features a swimming pool and over 100 pieces of exercise equipment, including weight machines, stationary bicycles, computerized bicycles, Stairmaster machines and more. The Center is open nearly 60 hours each week and always operates with professional staff on duty. The Fitness Center and Pool serve
a variety of college and community constituencies such as physical education classes, human performance and physical fitness specialist program classes, Law Enforcement Academy classes, community-member courses and programs, SilverSneakers (a Kaiser Permanente-sponsored seniors’ exercise program) and student, faculty and community individual memberships at competitive rates.

Information Central was established in 2000 to provide ACC students with convenient and centralized access to information about enrollment, registration, scheduling and other related College processes. Information Central maintains regular hours of operation, Monday and Tuesday, 8 a.m. to 6 p.m. and Wednesday, Thursday and Friday, 8 a.m. to 5 p.m., and extends these hours during peak inquiry periods at the beginning of each semester. Information Central is staffed with service-oriented, student-oriented employees who report to the Director of Admissions and the Dean of Student Affairs.

Student Affairs is the “hub of extracurricular programs and services” including clubs and organizations, multicultural activities, leadership development and the Student Leadership Council. There are over a dozen clubs and organizations that students may elect to join; for example: Art Club; Clay Club; the College Democrats; “Dig Colorado” Anthropology Club; French Club; the International Student Organization; Japanese Animation Club; Jewelry Club; Mortuary Science Club; Motor Sports Club; Paralegal Club; Photography Club; Psychology Club; Skills USA; and Sci-Quest Club.

To assist students during the last few days of registration and the first few days of classes each semester, Student Affairs provides “courtesy tables” (staffed by College and community volunteers) at the primary entrances to the Main Building.

The Student Affairs Office is also responsible for updating and maintaining the Student Handbook and information about student grievance and student rights and responsibilities. The Student Affairs Office strives to provide social, educational and community-building programs for ACC students and the community outside of the traditional classroom experience. The Student Affairs Office provides such noteworthy events as:

- Inter-Club Council Meeting
- Bake-Off and Food Tasting
- Distinguished Lecture Series
- Blood Drive
- Open Gym in the Fitness Center
- Mardi Gras Party
- Ping Pong Tournament
Faculty as a Resource

Regular and adjunct instructors teach in academic and CTE programs. ACC is well known for its premier instructional programs due to the capabilities and knowledge of its faculty and their involvement and activities in their professional arenas. Outstanding faculty members offer ACC students assurance of quality education and guidance in career and educational planning. See Criterion 3.

Administrative and Staff Resources

While students and faculty are the foundation of all educational areas and programs, administrative and classified staff members also provide invaluable services. The College resource base financially supports all levels of administration to maintain and enable quality educational offerings. The College President, Executive Vice President, Vice President for Instruction, Academic Deans, Dean of Student Services and Dean of College Advancement and their respective professional support staffs all work toward a common goal of serving our students.

Financial Resources

Although challenges have always faced higher education, over the past few years CCCS has been substantially impacted by cutbacks in financial support from the State. This has resulted in fewer resources at a time when ACC faced enrollment growth (see 2001-2005 Audited Financial Statements and 2001-2005 Budget Data Books). “The State of Colorado experienced general fund revenue increases of 6.8% in fiscal year 2003-2004 and decreases of 1.7% in fiscal year 2002-2003, as detailed in the June 30, 2004, Audited Finance Statements. CCCS was assessed (by the State of Colorado) a 9.4% reduction in its general funds appropriation during fiscal year 2004 and a 15% reduction in its general funds appropriation during fiscal 2003. The reduction was partially offset by growth in student FTE (1 full-time equivalent equals 30 credit hours) enrollment of 6.1% in fiscal 2004 and 10.7% in fiscal 2003.”

Funding for all public higher education in Colorado, including the community colleges, begins at the Colorado General Assembly (Legislature), but the process has been significantly limited by the 1992 passage of an amendment to the Colorado Constitution called the ‘Taxpayers’ Bill of Rights (TABOR). TABOR has three provisions that qualify it as a state tax and expenditure limit:

- Requires voter approval for tax increases
- Limits the amount of revenue the state may collect each year
- Through its provision requiring voter approval to weaken an existing limit, general fund appropriations may be limited
TABOR limits the annual growth of state revenues to inflation plus population growth and requires voter approval for any tax increases. Any excess revenues above the TABOR cap must be refunded to taxpayers. The Legislature, through the Joint Budget Committee (JBC), in managing the total revenues under TABOR, sets tuition and fee maximums for higher education. In addition, Amendment 23 “… guarantees a minimum increase per pupil (K-12) funding in the school finance act and for categorical programs. The amendment requires the general fund appropriation for state aid to increase by at least 5% annually.” There is no similar provision for higher education. In response to this and other budget challenges, roughly $1 billion was cut in overall state spending over the past several years, which translates to $19.4 million less for the unprotected community colleges.

Legislative appropriations for higher education plus tuition fees as determined by the JBC, are allocated to the CCHE. CCHE then allocates the funds to the SBCCCOE, which in turn determines the allocations to each community college. The formulas used by CCHE to allocate appropriations to the higher education governing boards are based primarily on resident FTE. Similarly, the allocation within CCCS begins with resident FTE and is then prorated among the colleges with considerations for physical facilities needing to be supported (e.g., dormitories). In essence, appropriations are reduced for residential campuses and the System Office.

Higher education was impacted by the state budget cuts over the past several years, and appropriations to ACC have resulted in decreased revenues from the state as evidenced by Table A, which compares ACC revenues (tuition and appropriations) per resident FTE over a five year period. Audited 2006 financial information was not available at the time this report was written.

Table A

<table>
<thead>
<tr>
<th>Arapahoe Community College Tuition and Appropriations per Resident FTE</th>
<th>FY2001</th>
<th>FY2002</th>
<th>% Change</th>
<th>FY2003</th>
<th>FY2004</th>
<th>% Change</th>
<th>FY2005</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident Student FTE</td>
<td>3799.7</td>
<td>4079.8</td>
<td>7.37%</td>
<td>4500.2</td>
<td>10.30%</td>
<td>4657</td>
<td>3.48%</td>
<td>4571</td>
</tr>
<tr>
<td>State Appropriations</td>
<td>$9,567,849</td>
<td>$9,633,320</td>
<td>0.68%</td>
<td>$9,572,503</td>
<td>-0.63%</td>
<td>$8,623,775</td>
<td>-9.91%</td>
<td>$8,813,625</td>
</tr>
<tr>
<td>Resident Tuition</td>
<td>$6,736,091</td>
<td>$7,568,827</td>
<td>12.36%</td>
<td>$8,903,787</td>
<td>17.64%</td>
<td>$10,444,502</td>
<td>17.30%</td>
<td>$10,991,126</td>
</tr>
<tr>
<td>Appropriations per Resident FTE</td>
<td>$2,518</td>
<td>$2,361</td>
<td>-6.23%</td>
<td>$2,127</td>
<td>-9.91%</td>
<td>$1,852</td>
<td>-12.94%</td>
<td>1,928</td>
</tr>
<tr>
<td>Tuition per Resident FTE</td>
<td>$3,546</td>
<td>$3,710</td>
<td>4.65%</td>
<td>$3,957</td>
<td>6.65%</td>
<td>$4,486</td>
<td>13.35%</td>
<td>$4,809</td>
</tr>
</tbody>
</table>


Table B, below, provides a condensed comparison of the FY2001 and FY2005 state appropriations for ACC, ACC resident tuition increases and ACC resident FTE.
Table B reveals a 7.88% decrease in state appropriations to ACC and a 15.67% increase in tuition rates between 2001 and 2005, at a time when operating expenses increased by 12.96%. State appropriations did not change appreciably until FY2004, which saw a reduction in state support of 9.4%. ACC resident FTE has grown by 20.3% and tuition income has stayed reasonably steady thanks to differential tuition rates for online and hybrid courses.

This decreased state funding had a significant impact on ACC, and is further exacerbated when inflation rates are taken into consideration. Higher education revenue allocations from the state were not adjusted to meet inflation rates, but operating expenses were affected by inflation and exceeded inflation rates in some years.

ACC was able to withstand these financial cuts, but not without a 15.83% reduction in personnel as shown in Table C.

Table C

One reason for the decrease in classified personnel and the increase in administrative personnel between 2001 and 2005 is that many classified positions were re-classified to administrative and/or pro-tech positions. The reclassification of classified personnel to pro-tech was accomplished to provide ACC the most flexibility in reassigning staff to other jobs as needed, to limit pay increases and
to provide greater ease of termination in the face of future personnel resource
reductions. However, this reclassification of personnel does not fully explain the
33.7% decrease in classified personnel, which represented much of the support
staff on campus. This reduction in personnel occurred while the College increased
its FTE 20.3% over the same five-year period.

The State Board required ACC to assign personnel to work on System
centralization issues (ERP), discussed previously under “Response to Concerns”
from the last report. Thus, ACC not only lost key personnel to the ERP effort, but
continues to pay the salaries of those individuals, even though they are not present
to perform their tasks at the College. This shifting of College employees to the
System Office began in 2004 and continues today.

The future financial picture for Colorado and, therefore, ACC has seen an upturn
for FY2006. The Governor and some state legislators recognized that there was
nowhere else to cut spending and, as a response, two steps were taken by the
Legislature to help ease the pressures of TABOR effective FY2006. The first step
was to implement a new funding methodology for higher education. The state no
longer appropriates funds directly to higher education. Through COF, qualified
students receive state dollars via a per-credit-hour stipend. State funded stipends
to resident students may be used at any public institution of higher education.
The COF stipends became effective with the 2005-06 academic/fiscal years. In
essence, the State of Colorado redirected its financial support of higher education
and is providing funds to students in the form of stipends, $80 per credit hour for
FY2006 and $86 per credit hour for FY2007 to apply toward their tuition. These
stipends appear as a credit on each student’s tuition bill; the state then provides
most of the credited funds directly to the student’s designated college. Also see
Chapter 9.

CCCS also receives funding through a fee-for-service contract with the CCHE.
Under the terms of this contract, CCHE purchases credit hours for Basic Skills,
Fast Track classes for high school students, and Post-Secondary Enrollment
Options (PSEO) classes. The projections are that these changes in the funding
mechanism will have a neutral effect upon CCCS funding for 2006. In FY2007,
Basic Skills, Fast Track and PSEO classes will be eligible for the COF stipend.
Thus, it is anticipated that a majority of CCCS funding in FY2007 will depend
upon enrollment. These funding shifts mean that institutions of higher education
no longer receive more than 10% of their funding directly from the State.

State legislation (passed in FY2004) provided Colorado higher education
institutions the ability to designate themselves as enterprises under TABOR. With
the advent of the COF stipends, CCCS qualified as an enterprise because it is a
government-owned business with legal authority to issued revenue bonds and it
receives less than 10% of its revenue directly from the State. CCCS received final
enterprise status approval from the State’s Legislative Audit Committee in early
FY2006. Enterprise status exempts an entity’s revenue from Colorado’s TABOR
spending limits, thus providing greater flexibility to the State Legislature and the
CCCS Board in establishing tuition rates.
The decision on tuition rates for FY2005-2006 was made by each respective higher education governing board that had obtained Enterprise status. For FY2006, the SBCCOE set the tuition for the community colleges at $72.75 per resident credit hour, an increase of 8.9%. Of the 8.9%, 5.7% will flow through to the colleges and 1.6% is being held at the System for an information technology reserve and ERP payments. Also, 1.6% is being held at the System for a Controlled Maintenance Reserve to assist the colleges with maintenance items beyond what their operational budgets can sustain. For FY2007, SBCCOE set a per credit hour tuition rate for residents of $74.55, an increase of 2.5%. Also, differential tuition rates for a number of high-cost programs and classes are now in effect, as explained and specified in the Fall 2006 Schedule of Classes.

The second step taken by the Legislature was to place a referendum on the November 2005 ballot that would allow the State to keep excess TABOR revenues rather than refunding them to the taxpayers. The passage of Referendum C was critical, as the Legislature could not balance the State’s budget without using excess TABOR monies. Recovery Referendum C was presented to voters and was approved in November 2005. This referendum continues to protect the TABOR limitation on government growth and still gives taxpayers the right to approve any tax increases; however, it asked taxpayers to forego their TABOR refunds for 5 years. Among other things, the bill was promoted as enabling the Legislature to restore some of the cuts that were made to higher education and other discretionary agencies.

Toward the end of the 2006 legislative session, funds for past years’ “unfunded enrollments” were appropriated to higher education as a result of Referendum C. The higher education governing boards received supplemental State appropriations at the end of FY2006 and the CCCS share was $16.9 million of base-building (ongoing) new dollars. Of this, ACC was the recipient of $1,441,262 of new dollars, but ACC is required to use $769,577 for Mandated Costs in FY2007. This leaves $671,685 available for ACC to use as recommended by CCCS for the goal of increasing faculty and adjunct instructor salaries. (ACC faculty received an average 3% pay increase and adjunct instructors received a 13% pay increase for AY2007.) Ongoing funding was provided by the Legislature in the form of a $6 increase to the COF stipends for FY2007.

In addition, one-time funds were appropriated to CCCS in the amount of $26 million. ACC’s share of the one-time funds is $630,284 for FY2006 and FY2007. CCCS suggests that these monies be used for classroom or student support initiatives, financial stabilization or solvency, new programs and physical plant/facility needs.

Further, the passage of Referendum C made it possible for the Legislature to fund some one-time Controlled Maintenance projects for FY2006 before it adjourned. ACC was the recipient of $111,473 for one project to replace electrical panels. For FY2007, it received $579,726 to do HVAC repair/replacement in the Annex building.
It is evident that, at least for the next five years, the passage of Referendum C is easing the financial pressure on the State of Colorado and more money will flow to the community colleges.

It is in this context of fluctuating state support for community colleges that ACC has sought external sources of revenues to maintain institutional sustainability. ACC is moving toward total cash funding by the year 2007, as evidenced in the year-end financial reports from 2001 through 2005, summarized below in Table D.

**Table D**

| Arapahoe Community College Operating Revenue and Expense Comparison 2001-2005 |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| $17,346,880 | $18,439,101 | $18,269,658 | $20,994,938 | $20,544,971 |
| $27,019,538 | $31,613,619 | $31,635,130 | $28,806,013 | $28,178,934 |
| 64.20% | 58.33% | 57.75% | 72.88% | 72.91% |

A comparison of the total operating revenues to total expenses reveals that ACC was meeting 64.2% of its operating expenses without support from the state through the yearly state appropriations; in 2005, the College improved to 72.9%. ACC’s ability to become totally self-sufficient will depend upon: sustaining and growing enrollments; the success of the Foundation and the Office of College Advancement in generating income by continuing cash initiatives; and developing collaborative partnerships, grants, and increasing fundraising.

In addition, the SBCCOE has mandated that each of the community colleges must maintain an operating reserve equal to 6% of tuition, fees and state support (operating revenues). ACC has met this mandate.

**Facilities and Equipment**

Facilities Department personnel provide a comfortable, clean, well-lit and aesthetically pleasing learning environment for students, faculty, staff and visitors. Each year, in conjunction with the SPU process, facilities managers meet with the Executive Team to evaluate and determine which internal projects will be scheduled for the following year. Decisions are based on safety, security and student needs. The Facilities Department also develops a rolling five-year plan for controlled maintenance. This plan is developed to identify projects too large and costly for the College to handle alone, and is funded by the state as funds permit. The State Buildings and Real Estate Programs (SBREP) prioritizes controlled maintenance requests and makes recommendations to the Capital Development Committee of the Legislature for funding. Very few new maintenance projects have been funded since 2001; however, the passage of Referendum C will make more state funds available for these major maintenance projects.
Facility Rental

The College, through its Facilities Rental Manager, provides its classrooms, auditoriums, conference rooms and grounds for use by various organizations. For example, the Japanese School of Denver uses classrooms in the North Building on Sundays and rented the 226-seat Waring Theater for its 2006 graduation ceremony.

Entities that partner with ACC, such as through donations and scholarships, may receive discounted rental arrangements when approved by Executive Team. These Unique Partnership Arrangements (UPA’s) are requested and documented via the UPA Form. Facility rentals generated income for ACC in support of its educational programs totaling $219,140 in FY2006.

Core Component 2c – Arapahoe Community College’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evaluation and Assessment Processes

ACC employs various tools comprehensively to evaluate and assess the institution’s effectiveness. ACC embraces assessment as “… an institution-wide process to improve student academic achievement.” See the assessment main page for the assessment mission, administration, timeline and methods.

The evaluation and assessment processes that provide reliable evidence of institutional effectiveness include program level assessment of student learning, an annual Institutional Effectiveness Report, a Student Satisfaction/Opinion Survey and Institutional Assessment.

A more complete discussion of program level assessment of student learning will be found in Core Component 3a.

While Assessment of Student Learning performs a significant role in overall Institutional Assessment, each may be distinguished from the other. Institutional effectiveness at ACC may be defined as the College’s ability to fulfill its mission and its performance goals surrounding student retention, marketing, technology enhancements, improved graduation rates and increasing student full-time equivalent numbers (FTE’s). See “Performance Goals and Their Measures of Achievement” below.

As stated in Core Component 3d, ACC evaluates its overall ability and effectiveness in providing support services, functions and programs that contribute to student learning and mission accomplishment. Institutional assessment is the systematic and ongoing process of collecting and analyzing data and information to:
• Evaluate and review College services that ensure support of the College’s mission

• Demonstrate that the College is effectively accomplishing its mission

• Promote continuing improvement of College services and functions

Another important tool for the assessment of overall institutional effectiveness is the Student Opinion (or satisfaction) Survey. These surveys are designed to provide a broad overview of student satisfaction with instructional, facility and service components of the College. The College conducted student surveys in 2003 and 2005.

Results from the 2005 survey indicated several strengths associated with instruction:

• Classes provide students with new knowledge and skills.

• Instructors possess a high degree of both general and specific subject knowledge.

• Instructors respect and encourage students.

• Faculty members employ a variety of educational techniques.

In contrast, the survey indicated several weaknesses associated with instruction. These include:

• Extent to which students are recognized for their academic achievements

• Convenience of scheduled class times

• Functionality/obsolescence of lab equipment

The Student Satisfaction/Opinion Survey also assessed satisfaction with services provided by the College to the student. Students indicated high satisfaction with campus maintenance, the computer labs, the staff of Information Central and the responsiveness of the College to the needs of adult learners. Indicated weaknesses included dissatisfaction with online and technology fees, financial aid counseling and services provided to students with disabilities. See discussion of the Student Satisfaction/Opinion Survey in Core Components 3b and 3d.

Performance Goals and Their Measures of Achievement

ACC’s overall performance goals address improving student retention, expanding the marketing of the College and its programs and services, enhancement of the College’s technology base, and increasing student full-time equivalent numbers
(FTE’s) and student graduation rates. CCCS establishes benchmarks for the measurement of success in achieving these goals. Success, in turn, is an indicator of institutional effectiveness.

**Support Provided for Evaluation and Assessment**

Opinions among personnel vary regarding the degree to which assessment efforts are supported. In some arenas, the College has made a concerted effort to support assessment: the Math Department received funding to attend the Supporting Assessment in Undergraduate Mathematics (SAUM) workshop program, enabling the department to develop, refine, collaborate and share its assessment efforts with the mathematics community nationally. However, some departmental budget requests for assessment have been denied or reduced. For FY2005-2006, the assessment budget distribution was $27,000, $8,000 of which went to career/technical assessment and $9,000 to academic program assessment.

**Core Component 2d – All levels of planning align with Arapahoe Community College’s mission, thereby enhancing Arapahoe Community College’s capacity to fulfill that mission.**

**Strategic Planning**

For the past several years the process of strategic planning has involved all levels of the College. Each strategic planning unit (SPU) develops annual goals, objectives and activities needed to support student learning and to achieve the SPU’s unique mission and service role. Each SPU formulates plans based on ACC’s Guiding Principles and any particular strategies and tactics presented by the Colorado Community College System.

Each SPU is required to submit goals, objectives, activities and budget requests via the campus limelight database system utilizing the campus planning timeline. This planning timeline indicates when each SPU will forward budget requests to their respective area or division leader, who then compile and prioritize the requests. The prioritized lists are forwarded to Executive Team for final decisions. This process has been significantly refined and improved over the past few years. The 2005-2006 budget planning process incorporated a more explicit and widely published timeline with greater reporting accountability throughout the process. Nevertheless, further process refinement and adherence to specific dates and schedules remain a challenge. See Core Component 2a.

**Planning Efforts, Budget and Mission**

Planning at ACC is aligned with the College’s budget process and mission as evidenced by the following examples:
• Technology Support Services (TSS) supports student learning through maintenance and upgrading of classroom technologies and by providing broad-based technical support to instructors and students.

• TSS, through proper budgetary planning and grant seeking processes, was able to replace an aged $250,000 voice-mail server. Likewise, TSS also acquired new computer servers and system switches to help carry out its plans to greatly enhance network computer performance.

• Academic Advising’s planning includes the introduction of New Student Academic Advising Sessions to orient groups of students, ten at a time, to the College.

• The Shalom Park partnership with ACC promotes learning through small groups of students who work intensively with faculty and staff at an off-campus site.

• The 21st Century Program reaches low-income, first-generation College students from Sheridan High School in accordance with the College’s mission to embrace diversity, innovation and academic excellence.

• Several years ago, CRJ had no online courses (an identified weakness), but through proper planning obtained Carl D. Perkins funding for course development and was able to add online and hybrid offerings.

• In 2005, Academic Advising, through interdepartmental dialog and planning, established a procedure to place holds on first-time student registration while awaiting the result of assessment testing.

• The Math Department, through proper self-assessment and planning, implemented the College Placement Test refresher course, Spring 2004, and is providing online and hybrid delivery courses.

Strengths

• The SPU process employed annually by ACC ensures participation by all operational divisions of the College, and necessarily requires departments to be strategically goal-oriented and future-focused.

• ACC is proactive in adopting beneficial innovative programs and ideas. Examples include the driving simulator purchased with Carl D. Perkins funds for use in the Police Academy, increasing use of online and hybrid instructional models, the new First Generation and Minority scholarships, and ACC’s strategic efforts to reduce class scheduling conflicts to improve ease of registration for students.
• ACC’s faculty and staff have exhibited a spirit of determination in the face of decreasing fiscal and human resources since 2001. It is this determinism that enables ACC to continue to offer quality programs and services to students and the local community.

• The President used a large part of the $603,527 of Referendum C base-building monies received by ACC at the end of FY2006 to increase adjunct instructor pay by 13%. This increase was long overdue and sorely needed, as ACC’s adjunct instructor remuneration rates were below the Denver metropolitan area CCCS average.

• At the end of FY2006, SBCCOE mandated that all CCCS colleges increase their reserves to 6%. Thanks to the efforts of the College President, ACC already had this amount in reserve.

Challenges

• Though ACC’s instructional assessment process is strong, the College would do well to focus more attention and resources on institutional assessment.

• Though the SPU process is theoretically sound, results from the Executive Team regarding funding request approvals are consistently not issued in a timely manner (per established timeline); this remains a concern within the ACC community and inhibits planning and implementation of new initiatives from occurring prior to the start of each new academic year.

• ACC embraces change and the adoption of new programs and ideas; however, the complexity in obtaining proper approval and signatures for establishing and renewing partnerships is a process in need of simplification.

• Decreased funding from the State of Colorado, increasing operational expenses and decreasing enrollments, combined with a 15.8% reduction in staff since 2001, presents ACC with a challenge as it strives to continue offering quality programs, services and support.

• Professional development opportunities for faculty and staff, such as conference attendance or additional training that support professional development, remain underfunded with few exceptions. Nonetheless, College personnel are resourceful in seeking activities that are provided through the College and/or at no cost or minimal cost to the College.
Future Focus

- The ACC community has confronted many unanticipated challenges successfully. Despite loss of personnel, decreased funding from the State, increasing operational expenses, and shifting mandates and increased centralization from CCCS, existing structures and plans endure; for example: technologies such as office computing and classroom laboratories remain operational, though not uniformly state-of-the-art. ACC remains committed to succeeding in its instructional and community endeavors in the face of these challenges.

- ACC continues to remain strategic and future focused regarding the development of new programs. Corporate and grant funding opportunities are being sought to fund the development of new programs.

- The Executive Vice President and the Dean of College Advancement are working collaboratively with the College community to improve the strategic planning process.

Arapahoe Community College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a – Arapahoe Community College’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

ACC’s goals for student learning are described in the “Arapahoe Community College Guiding Principles for Strategic Planning and Decision Making.” Strategic goal #4, Engage in Activities That Are Innovative and Learning Centered, specifically states: “To continually check our progress, we are committed to creating programmatic and operational assessments across the institution. We will evaluate assessment results to institute quality improvements.”

Entry-Level Assessment

Recent high school graduates, first-time college students enrolling in a degree or certificate program, and students planning to enroll in college-level English or mathematics must complete CPT (Computerized Placement Test) assessment, with passing scores, in English, reading and mathematics. Test results assist advisors and guide students to enroll in appropriate classes and plan for success in College.

Students whose test scores indicate they have not yet achieved college-level competencies in reading, writing or mathematics may be required to take one or more developmental courses designed to raise their skills to the level necessary for academic success. Examples of such courses include: ENG 060 Language Fundamentals, ENG 090 Basic Composition, REA 060 Foundations of Reading, REA 090 College Preparatory Reading, MAT 030 Fundamentals of Mathematics, MAT 060 Pre-Algebra and MAT 090 Introductory Algebra.

The College offers AAA 101, College 101: The Freshman Experience, a one-credit course to orient new students and help them learn study and time management skills and master an online class.

Programs and Courses for Credit

The current Course Schedule outlines ACC’s courses for credit offered at the main campus (including the Art & Design Center), at UCC and at the Corporate Learning Division. In addition to traditional lecture venues, ACC offers other delivery methods: online, delivered directly by ACC or hosted by CCCOnline; telecourses; independent study; hybrid courses; accelerated courses; and classes completed by arrangement.
The majority of face-to-face classes (and sections) offered for academic credit are conducted at the main campus. UCC offers courses in Anatomy and Physiology (for Nursing students), General Education transfer, Computer Technology, Business transfer, Elementary Education, and Early Childhood Education. Corporate Learning Division offers courses in General Education transfer, Business and Business Administration transfer, Real Estate, Marketing, etc.

The CCCS requires that course syllabi, content, length and credit be structured within the context of the Colorado Common Course Numbering System (CCCNS). (See Core Component 3c.) Within each course, a competency-based syllabus that addresses course objectives and assessment methods is provided to each enrolled student. To help facilitate ready reference, division offices, department chairs and their designees maintain electronic and/or hard-copy files of syllabi. Departments develop competency-based syllabi from a standard template, with necessary individualized modifications.

**Assessment of Instructional Programs**

A comprehensive description of ACC’s program assessment philosophies, policies, methods and responsibilities, including individual program assessment goals, outcomes, use of results and future plans, may be viewed at the assessment Web site.

Each individual academic and CTE program provides its own mission statement, annual assessment summary, and annual assessment plan. All are indexed and presented on the assessment Web site.

Each program also describes how the assessment outcomes and results analysis will impact plans and strategies for the coming year. Program assessment is faculty developed and implemented; however, it is monitored by the instructional deans and the Vice President for Instruction. Successful program assessments, results analysis and strategic plans inherently support ACC’s mission and strategic goals. All are carefully reviewed by program staff and the Program Assessment Committee.

The Program Assessment Committee, comprised of an appointed faculty chair, two faculty representatives from each of the academic divisions and a representative from Institutional Research, provides objective oversight under the direction of the Vice President for Instruction. The chair of the Program Assessment Committee and the Vice President for Instruction meet regularly to discuss how the various programs are progressing on their assessment plans, noting any concerns or deficiencies. The Vice President for Instruction follows up with any deficient or noncompliant programs by sending an e-mail message to the dean and department chairperson to ensure compliance. The deans are responsible for ensuring that programs within their respective divisions are compliant.
Faculty members’ annual performance reviews include, among other criteria, their individual contributions to their respective departments’ established program assessment plans. The association of program assessment with performance appraisals was made to signify their importance to the mission of the College and faculty’s role. As noted previously, a complete set of program assessments may be found on the ACC Web site or Intranet, via the Assessment/Assessment of Student Learning at the Program Level links.

Individual instructors assess student learning outcomes within each course through traditional means: written and oral examinations, project and assignment outcomes and classroom and online dialogue. For example, in a chemistry class the instructor will give students a problem to solve. The students will collaborate, conduct research and exercise their critical thinking skills, thus providing the instructor another avenue to assess student learning (inquiry-based learning). Furthermore, individual instructors, while continually gaining experience, objectively recognize who is learning and what is being learned, and make learning-style and other instructional adjustments accordingly.

Classroom level assessment is the foundation for comprehensive program assessment. Program assessment at ACC, designed to further academic excellence, diversity and innovation within the overall context of institutional effectiveness, provides a more holistic assessment of each academic/vocational program. The goal of program assessment is to use the results to make strategic instructional and curricular changes to enhance program quality. For a detailed review of all program assessments and documented program changes, see the above referenced assessment Web site.

ACC’s two-year transfer degree program presents unique program assessment challenges. Fall 2003, the Transfer Degree Committee was formed. The committee produced a mission statement and student learning outcomes for ACC’s transfer degrees. Assessment of these learning outcomes over a three-year cycle began in AY2006. The objective was to utilize and potentially extend results from existing program-level assessments and provide an alternative and more holistic perspective to the program-level assessments. See Core Component 4b and Chapter 2, Suggestion 6.

All CTE programs, including the A.A.S. degree, are reviewed once every five years. The A.A., A.S. and A.G.S. degrees are reviewed once every seven years. ACC prepares an annual program review summary report for submission to the CCCS and the SBCCOE. The CCCS office prepares a program review report which focuses on SBCCOE decisions and timelines resulting from the review recommendations.
Program assessment also takes place through outside agency oversight, accreditations and certification examinations, as depicted in the following chart:

<table>
<thead>
<tr>
<th>Program</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity Professionals Training (Basic and Advanced Certificates)</td>
<td>National Certification Council of Activity Professionals; National Association of Activity Professionals</td>
</tr>
<tr>
<td>Automotive Service Technology (A.A.S.; Certificate)</td>
<td>The National Automotive Technicians Education Foundation</td>
</tr>
<tr>
<td>Early Childhood Professions (Group Leader Certificate; Director Certificate)</td>
<td>Colorado Department of Human Services</td>
</tr>
<tr>
<td>Emergency Medical Services (Certificate)</td>
<td>Colorado Department of Health, Emergency Medical Services Division</td>
</tr>
<tr>
<td>Health Information Technology (A.A.S.; Certificate)</td>
<td>American Health Information Management Association</td>
</tr>
<tr>
<td>Interior Design (A.A.S.)</td>
<td>National Kitchen and Bath Association</td>
</tr>
<tr>
<td>Law Enforcement Academy (Certificate)</td>
<td>Colorado Peace Officer Standards and Training Board</td>
</tr>
<tr>
<td>Medical Laboratory Technology (A.A.S.)</td>
<td>National Accrediting Agency for Clinical Laboratory Sciences; American Medical Association</td>
</tr>
<tr>
<td>Medical Office Technology (A.A.S.; Certificate Options)</td>
<td>Commission on Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>Medical Assistant Option (only) (A.A.S.)</td>
<td>American Association of Medical Assistants Endowment</td>
</tr>
<tr>
<td>Mortuary Science (A.A.S.)</td>
<td>American Board of Funeral Service Education</td>
</tr>
<tr>
<td>Nursing (A.A.S.); Nurse Aide (Certificate) and Practical Nursing (Certificate)</td>
<td>Colorado State Board of Nursing</td>
</tr>
<tr>
<td>Paralegal (A.A.S.; Certificate)</td>
<td>American Bar Association</td>
</tr>
<tr>
<td>Pharmacy Technician (Certificate)</td>
<td>American Society of Health-System Pharmacists</td>
</tr>
<tr>
<td>Physical Therapist Assistant (A.A.S.)</td>
<td>American Physical Therapy Association, Commission on Accreditation in Physical Therapy Education</td>
</tr>
</tbody>
</table>

**Non-credit Programs and Courses**

**Workforce Development/Corporate Learning Division**

In addition to its limited number of course offerings for credit, the Corporate Learning Division (as described in Chapter 1) also offers non-credit workforce development classes and programs. Classes are offered at the request of, and in partnership with, Denver area businesses seeking specific technical and soft skill training for employees.

Workforce Development personnel work with subject matter experts and the requesting business’s leadership to determine the technical and soft skills being sought and develop relevant learning outcomes. Each program is customized to fit each business’s goals for employee/student learning.

Assessment of workforce development classes and programs is handled differently and apart from ACC’s academic program assessments. The mission, role, services,
methods and outcomes associated with Workforce Development pre- and post-assessment are detailed in a two-page document titled Assessment Services.

**Community Education**

Community Education offers non-credit courses throughout the year on a variety of subjects: crafts, health, careers, home and garden, foreign languages, computer skills, leisure, self-development, etc. Additional discussion may be found in Core Component 5d.

ACC’s Community Education Program uses a “Feedback Form of Courses and Instructors.” An additional form is used to measure student satisfaction with online courses. See Ed2go evaluation results. The program uses this information and information from e-mails, telephone calls and in-person contacts to make corrections and improvements to course content and instruction. Feedback received by the Director of Community Education is shared with instructors. Instructors also use informal direct feedback from students for similar purposes.

**Core Component 3b – Arapahoe Community College values and supports effective teaching.**

ACC demonstrates that it values and supports effective teaching through its faculty-developed program assessment process (as discussed in Core Component 3a), qualified faculty, faculty performance evaluation (AP 3-40), faculty pay for performance plan (AP 3-55), faculty professional development, student faculty evaluations, annual Student Satisfaction/Opinion Survey, Faculty of the Year and Distinguished Faculty awards (AP 3-40) and the ACC Foundation. All are described below and may be found at Arapahoe Policies and Procedures website.

**Qualified Faculty**

Qualified instructors determine curricular content and strategies of instruction within the parameters of CCCNS. In the Fall 2005, ACC employed 97 regular faculty (89.2 full-time equivalent) with impressive academic qualifications, as depicted in the chart below:

Note: Despite the reference to "regular" (as compared to adjunct instructors), the total regular faculty positions budgeted in 2005-2006 actually equals 89.2; some "regular part-time" faculty work .8 or .6 contracts.
ACC employs over 400 adjunct instructors to teach academic and CTE courses. ACC’s adjunct cadre is also well qualified, as depicted in the pie chart below:

Note: Adjunct instructors not depicted in the chart above have earned, at a minimum, a state-issued career/technical teaching certificate to teach in vocational programs.

Not all adjunct instructors teach in any given semester. Some may share in the teaching of a class or topic, such as a few hours of self-defense or firearms instruction in the Law Enforcement Academy. Combined adjunct instructor FTE (full time equivalent) is based on a 15-hour adjunct teaching load (i.e., 15 credit hours = one FTE)

In AY2006, ACC employed adjunct instructors to teach a total of 690 classes (equivalent to 129.1 FTE). This breakdown of adjunct use is depicted in the bar graph below:
Regular Faculty Ethnicity

Faculty racial and ethnic makeup reasonably in balance with that of the surrounding larger community helps to promote and encourage effective teaching and positive student learning. The following chart depicts the current racial and ethnic makeup of ACC’s regular faculty, which mirrors the local community.

![Regular Faculty Ethnicity Chart]

Faculty Performance Evaluation and Pay for Performance

Contractual (full-time) faculty members are evaluated annually pursuant to the Faculty Evaluation Procedure (AP 3-40). The procedure requires faculty to submit performance objectives and assessment methods to their supervisor at the beginning of each academic year; at the end of each academic year, the supervisor evaluates faculty based upon faculty’s accomplishment of the objectives. Teaching effectiveness is one of several criteria upon which the faculty must provide objectives and upon which faculty members are evaluated. Assessment of teaching effectiveness may be based upon a variety of factors, including input from faculty, student evaluations, classroom observation, input from knowledgeable college personnel and any additional assessment measures established in the objectives.

Faculty evaluations are a crucial element to the annual salary increase a faculty member receives pursuant to the Faculty Salary Plan (AP 3-55), which is a merit-based plan (pay for performance plan) that encourages effective teaching. The percentage increase directly corresponds to the evaluation ratings of outstanding, exceeds expectations, meets expectations and fails to meet expectations. The percentage increase is highest for those faculty with an outstanding rating and the percentage decreases accordingly with no increase afforded to those who fail to meet expectations. Although this is an incentive-driven plan, it must be acknowledged that annual increases for faculty and other College employees have averaged about 3% in the past two years. Thus, faculty with the highest evaluation ratings in FY2005-2006 received approximately 3.2%; faculty with lower ratings received less than 3%.

Student Faculty Evaluations

Evaluation forms are provided to students for completion in a sampling of instructors’ classes. Students evaluate at least one class per academic year for
each non-provisional faculty member and at least three classes per year for each provisional faculty member. Student evaluations are conducted in every class for first semester adjunct instructors. Subsequently, adjunct instructors are evaluated by students a minimum of once a year. In addition, students complete the same evaluation form, provided online for every online and hybrid class taught at ACC every semester. The results of these evaluations are tabulated by Institutional Research personnel, reviewed by the deans/supervisors and provided to faculty. Student evaluations are used not only for faculty evaluation, but to assist faculty to improve teaching quality in subsequent semesters.

Student Satisfaction/Opinion Survey

In Fall 2003 and again in Fall 2005, ACC conducted a Student Satisfaction/Opinion Survey. The purpose of the student survey is to give a broad overview of student satisfaction with instructional and service components of the College. The broad overview provides an opportunity for the College to strategically focus resources on potential areas of weakness that merit attention or further assessment. A cut-off score of 4.0 (“Somewhat Satisfied”; equivalent to a grade of “B”) was established as the minimum acceptable satisfaction level for any component. Any component earning a score lower than 4.0 was identified as a weakness. Several trends related to the quality of instruction at ACC are identified in the bulleted items and in the chart below:

- In 2005, the overall instructional satisfaction rate increased to 4.25 (from 4.17 in 2003), indicating that on average, students were generally satisfied with Instruction at ACC.

- Scheduling of classes, online and technology fees, the quality of lab equipment, student recognition for academic achievement and the contributions of external groups to the learning environment emerged as instructional trends with which ACC students express some degree of dissatisfaction.

- Students believe their classes provide them with new knowledge and skills; similarly they appreciate instructors’ knowledge and instructor respect shown toward students.

- Female students at ACC appear to be slightly more satisfied with Instructional and Service components than their male peers.

- Results indicate the widely-held student belief that instructors have challenging, but not unreasonable, expectations of students.

Students in each of the four academic divisions report overall satisfaction with Instructional components.

The table below depicts student satisfaction with instructional components, listed in order of importance as reported by students. For example: “My classes have
provided me with new knowledge and skills,” ranked first with an average importance rating of 4.94.

Overall ACC’s students indicated an increased, impressive level of satisfaction with instructional quality at ACC. Nonetheless, the College continues to seriously consider student feedback in its continuous efforts toward the improvement of instruction.

### Employee Professional Development

Faculty members are encouraged to engage in professional development; however, funds for additional training are limited in these times of uncertain or declining College revenues. In academic years 2005-2006 and 2006-2007, Carl D. Perkins money was allocated, where allowed, toward CTE faculty professional development. Requests for professional development funds for non-CTE faculty have also been submitted and approved through recent SPU requests.

The College also provides a variety of Center for the Enhancement of Learning and Teaching (CELT) workshops at no cost to faculty, administration and support personnel. For example, during the 2005-06 school year, CELT workshop topics

<table>
<thead>
<tr>
<th>Satisfaction with Instructional Components by Importance</th>
<th>Neutral 3</th>
<th>Somewhat Satisfied 4</th>
<th>Satisfied 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>My classes have provided me with new knowledge and skills</td>
<td>4.61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes are scheduled at times that are convenient for me</td>
<td>4.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors are encouraging and respectful toward students</td>
<td>4.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall quality of instruction at ACC is excellent</td>
<td>4.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructors have a high degree of both general and specific subject knowledge</td>
<td>4.55</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty are fair and unbiased in their treatment of individual students</td>
<td>4.39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program requirements are clear and reasonable</td>
<td>4.38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab equipment (e.g., science, health, automotive) is up to date and in working order</td>
<td>4.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom facilities (i.e., comfort, audio-visual equipment) are adequate</td>
<td>4.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open/walk-in computer labs are well equipped and functional</td>
<td>4.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are encouraged to express their viewpoints</td>
<td>4.27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC faculty employ a variety of educational techniques (lecture, groupwork, etc.)</td>
<td>4.46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library resources meet my academic needs</td>
<td>4.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty are interested in my academic goals</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The curriculum at ACC is aligned with the demands of the contemporary workplace</td>
<td>4.24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External groups contribute positively to my experience at ACC (service learning, internships, advisory boards, etc.)</td>
<td>3.64</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students are recognized for their academic achievements</td>
<td>3.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty members preparing to teach online and hybrid classes are required to successfully complete EDU 263, Teaching and Learning Online, to become proficient in the differing online pedagogies. Effective Fall 2006, no faculty member may teach online unless he or she has successfully completed or tested out of EDU 263. As of Summer 2005, approximately 70% of all ACC faculty and adjunct instructors had completed this course.

For new full-time faculty members, CELT also conducts a required course, EDU 260, Adult Learning and Teaching. This five-week intensive, required course offers new faculty information regarding grade submission, resources, developing effective syllabi and lesson plans, learning styles and teaching strategies, developmental and learning theories and student learning assessment. During their first semester, new faculty members are also paired with experienced faculty mentors. The pairs meet to discuss issues that may arise for the new faculty member; they also observe one another’s classrooms for feedback purposes. This program ensures a successful start for new faculty and keeps long-time faculty engaged in the preparation of new ACC faculty members.

A faculty member (or other employee) may receive tuition reimbursement for up to five credit hours per year for courses related to their job duties. The employee must enroll in and pay for the course, submit the ACC Employee/Instructor Reimbursement Scholarship form, and complete the course with a grade of “C” or better.

ACC’s Faculty Senate brings faculty together to talk about issues of direct and indirect importance to the achievement of instructional goals. In addition, Faculty Senate elects a representative to the State Faculty Advisory Council (SFAC). This council deals with issues of mutual and statewide interest. For example, in November 2005, through SFAC liaison with the State Board chairperson, faculty members at ACC (and the other System colleges) were given an opportunity to provide feedback, regarding where to “put more money back in the classroom,” by prioritizing and commenting upon “instructional support,” “increase number of faculty,” “faculty salary increase,” “professional development,” “benefits” and “other.” As a result, SFAC submitted a report to the State Board: A Faculty Perspective on the Meaning of “More Money in the Classroom,” from CCCS Faculty Feedback Gathered by SFAC.

Distinguished Faculty and Faculty of the Year

Faculty members deemed to be a “Distinguished Faculty Member” by the Distinguished Faculty Committee are formally recognized and eligible to receive a $1200 stipend if the financial condition of the College permits (AP 3-40 (II) (E).
Several faculty members have been designated as Distinguished Faculty in recent years, and they have been noted in the College catalog, as required by procedure. However, no stipends have been paid since 2003.

An award is also presented by the Colorado Community College System for Faculty of the Year. CCCS annually initiates this process by notifying the colleges. Each college designs its own selection process. Following a call by ACC’s Faculty Senate President for nominations from the entire ACC community, the President of the Faculty Senate reviews all nominations with accompanying rationales.

The names of each faculty member nominated and the text supporting the nomination are sent to the ACC community. The ACC community votes to select an award winner from those nominees. The President of the Faculty Senate supervises the election and compiles the votes. The nominee who receives the greatest number of votes wins. In the case of a tie, a second vote is conducted. The System colleges’ respective award winners are gathered together at a recognition luncheon, where each is honored with a certificate, plaque and ceremonial photograph. Christine Gaudinski (Chemistry faculty and Natural and Physical Science Department Chair) was honored as Faculty of the Year in February 2006. See the 2-21-06 Bert’s Alerts.

Arapahoe Community College Foundation Grants

From Spring 1998 until Spring 2002, the Foundation funded mini-grants for faculty. A faculty committee awarded the grants. Over $56,000 was awarded to nearly 140 grantees. While that specific mini-grant program is no longer in place, the Foundation is enhancing its efforts to obtain donations directed toward faculty and curriculum development and research. For example, a Fall 2005 $2500 donation was specified and awarded as a grant to a faculty member to foster research focused on curricular efforts and achievement of ACC’s institutional goals.

Core Component 3c – Arapahoe Community College creates effective learning environments.

Learning Environments

ACC subscribes to the principles of academic freedom for the College, its faculty, students and guest speakers. Academic Freedom (AP 1-40) and support for innovation [e.g., see AP 3-40 (VI) (c) (1) and AP 3-43 (III) (6) (7) and (8)] reinforce unique approaches, while emphasizing learning outcomes.

Teaching methods at ACC are regularly evaluated and improved to create effective learning environments that meet the needs of a diverse student body: full and part-time students; students who learn best in the traditional classroom; students who adapt well to online instruction; and those who benefit from a mix of the traditional and online learning environments. When faculty members see gaps in teaching and learning through the assessment process or by other means, this information is
analyzed and options are explored to enhance teaching in the classroom and other learning environments to meet the needs of a diverse student body. The following exemplify a desire to adapt to changing student learning needs:

- Mortuary Science changed the way in which it operates its labs based upon an updated accreditation requirement from the American Board of Funeral Service Education in 2002.

- The Mortuary Science program also incorporates a local mortuary as a course location for its embalming lab-based coursework, creating an extraordinary hands-on learning environment at significant savings to the College.

- The Paralegal program offers a hands-on opportunity for students to learn specific legal software applications in a new elective course, Computers in the Law Office.

- In addition, the Paralegal Program will be offering an elective each semester in a three or four-weekend format that will meet the 45-hour semester face-to-face requirement.

- To help students overcome their fear of public speaking, Speech instructors employ, among other techniques, individual video review with self-evaluation, presentation software (such as PowerPoint) and the smart classroom technologies.

Classroom instruction, presentation, interaction and learning opportunities are varied and include: whole group instruction and interaction; small group activities and projects; textbook and other print materials; film and PowerPoint presentations; Web-based explorations; computer software-based interactive learning; case studies; clinical simulations; hands-on laboratory work; directed community interaction; internships; clinical supervision; and face-to-face workplace interactions.

ACC’s learning environments include the traditional classroom setting, fully online courses, and hybrid courses that combine, to varying degrees, online and face-to-face formats. In addition, the College has established various “hands-on” learning environments: the automotive repair shop for automotive service technology classes; the Fitness Center for physical education classes; the roof-mounted telescope for Astronomy classes; studios for painting, drawing, ceramics and jewelry classes; the Houstoun Waring Theatre for theatre arts instruction, preparation and performance; the mock hospital room (laboratory) for nursing instruction; the cadaver lab for Human Anatomy and Physiology classes; computer-based classrooms for computer information systems, computer networking, computer science, and computer aided design and drafting courses; studios for music performance instruction and practice; and photography laboratories.
The following learning environments combine with a variety of ACC institutional resources to provide an inclusive and accessible campus: Weber Learning Resource Center (library) and associated inter-library loan program; a dedicated Automotive Library; computer labs and classrooms; automotive, nursing, allied health, physical science and biological science laboratories; job placement; Information Central); Disability Services; the Writing Center; the Math Support Room; Tutorial Services; Academic Advising and the Testing Center.

**Internships and Other Work-Related Experiences**

Many ACC programs provide students with specific skill-oriented and often unique learning environments. The following are a sample of such student experiences:

- A summer 2005 business class partnered with a local concert venue to assist with the development of a customer service plan.

- “Studio ACC” began in Fall 2004 as an internship program for advanced students in Multimedia and Graphic Design (MGD). Students gain experience working at ACC on real projects brought in from local small businesses and from within the College. Another MGD internship is more traditional; students work on-site with a supervisor from a participating company.

- The Medical Laboratory Technology program requires student internships in four areas: Blood Banking, Hematology, Clinical Chemistry and Microbiology. These internships take place in blood banking facilities or laboratories, hematology laboratories, chemistry laboratories and microbiology laboratories. Students seeking a Phlebotomy certificate attend classes and fulfill 120 hours of clinical internship through Porter Adventist Hospital.

- Introduction to Early Childhood Lab Techniques, a three-credit course, is required for each Early Childhood Education program certificate. The course includes a classroom seminar and supervised placement in a child care setting at ACC’s Child Development Center.

- The Pharmacy Technician certificate program requires a four-credit hospital clinical course (PHT 170) and a four-credit community clinical course (PHT 171). Each is designed to provide students with hands-on experience, under the supervision of a licensed pharmacist, at an inpatient hospital pharmacy and a community pharmacy setting.

- The Human Performance program requires its students to participate in highly-interactive internships at the College gymnasium and pool. Interns work hands-on with other students, College employees and community members to develop their analytical and instructional skills, their self confidence, mutual respect and strong customer working relationships.
• Students in the Ceramics program are occasionally placed into paid apprenticeships with studio artists, galleries or arts programs. See “Partnerships” within Core Component 5b.

• Advanced French students participate in internships with the French American Business Association in Denver.

Other examples of programs with course internships:

• Interior Design

• Physical Therapist Assistant program

• The Nursing Program and the other allied health programs

• Several Business Division programs in accounting, automotive, finance, paralegal, real estate and travel

Common Course Numbering

The Colorado Common Course Numbering System (CCCNS), which ensures common objectives and course competencies for each course in the database, helps to ensure consistent approaches to course curriculum while allowing for unique approaches to instruction and learning.

CCCS tends to emphasize transferability and commonality (indicative of the current shift toward standardization and centralization of curriculum). ACC instructional strategies are determined by faculty; however, each instructor uses his or her own teaching methods to meet students’ needs and allow for instructor experience, personality and teaching strengths. Because all courses, including newly-developed or modified courses, must meet at least 80% of the competencies established for any given common course, per CCCS guidelines, there is still room for flexibility and innovative practices that enhance teaching and student learning.

New courses outside the CCCNS may be piloted at ACC for as much as one year. ACC’s Curriculum Committee (AP 9-12) reviews all proposed new courses and course changes and submits them to the state-wide Discipline Committee for review. Approved changes are forwarded to the System Office for final approval.

ACC’s Academic Standards Committee (AP 4-10), a standing committee, is comprised of four faculty members, two students, one administrator and one classified employee. Additional membership criteria are detailed in AP 4-10 (H). The committee makes decisions regarding such issues as: petitions for course waiver substitutions; waiver of graduation requirements; catalog petition beyond six years; breaks in attendance; and petitions for late withdrawal.
Articulation Agreements

Articulation agreements and course transfer policies between ACC, other Colorado community and four-year colleges, and some private institutions of higher learning help to ensure that ACC graduates and transfer students have options for pursuing further education and advanced degrees. These policies and agreements are described on pages 30-31 of the 2005-2006 Catalog and within individual program descriptions throughout the catalog.

A statewide program, gtPATHWAYS, guarantees that students who complete an A.A. or A.S. degree at a Colorado community college may transfer 60 credit hours of course work (with a C grade or better in every course) to Colorado’s public four-year colleges and universities. Students who complete the appropriate courses for their major are likely to earn a baccalaureate degree after completing an additional 60 credits at a Colorado public four-year institution. Also, four specific ACC programs participate in statewide articulation agreements: Nursing, Business, Early Childhood and Elementary Teacher Education, and Engineering.

In May 2006, ACC entered into a Partnership Program for Degree Completion with the University of Denver (DU) “… to foster and facilitate the completion of the Bachelor of Arts degree at DU by students who have studied at ACC.” The partnership provides students, especially working adults, with a well-coordinated and articulated pathway from the Associate of Arts through the bachelor’s degree to appropriate certificate or master’s level study. See the Memorandum of Understanding between DU and ACC.

An Environment of Diversity and Non-Discrimination

The College’s admission policies and procedures do not unlawfully discriminate against prospective students based on gender, race, ethnicity, age, national origin or individual disability (e.g., see page 13 of the 2005-2006 Catalog). ACC encourages and supports diversity in a learning environment conducive to mutual respect and understanding:

- Students with disabilities may utilize Disability Services to arrange appropriate accommodations for learning.

- A CELT workshop, Serving Students with Disabilities, is offered at least once each year, and all employees are urged to attend.

- Beginning Fall 2005, all full-time ACC employees are required to attend a non-discrimination training session and a sexual harassment prevention training session during Quality Days.

- ACC supports and complies with its legal obligations under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act of 1990 (ADA).
ACC displays diverse art, representing many cultures, upon its main campus. Feedback from students indicates that seeing art representing their own cultural background helps them feel more at home at ACC.

The College employs an International Student Advisor to assist and advise foreign students wishing to attend ACC.

To increase diversity, ACC provided 33 First Generation Scholarships (each $1600 per year, to provide financial support for qualified first generation college students) and 36 Diversity Grants (each $1000 per year) beginning AY2007.

A Peer Mentoring and Tutoring Center was created Summer 2006 to serve as a welcoming and gathering place for students of all backgrounds seeking learning opportunities.

Fall 2005, ACC implemented a minority student mentoring program to assist students in completing their academic goals. Faculty and staff volunteers serve as mentors to underserved, underrepresented student populations, including diversity in race, ethnicity, lifestyle and disability, with a goal of increasing minority student retention and graduation rates. Ten students participated in Spring 2006.

ACC’s Department of Foreign Languages offers courses in Arabic, Chinese, Farsi, Greek, French, Japanese, Latin, Spanish, and American Sign Language. These courses are offered in this spirit: “The world has many voices. Knowing other languages brings opportunities”; and “The sum of human wisdom is not contained in any one language.”

In General Psychology II (PSY 102), the students discuss social psychology, racism, prejudice and other aspects of a multi-cultural society. Issues surrounding cultural diversity and cultural differences are also often discussed in Human Growth and Development (PSY 235) and Social Psychology (PSY 226).

Various Education program courses deal specifically with diversity issues. EDU 234, Multicultural Education, helps students to recognize and understand the similarities and differences among people and develop a respect for all individuals and groups. Also see EDU 233, EDU 221 and ECE 101, all education courses with cultural components.

Fall 2006, the Music Department will be offering a World Music course, which will encourage students to explore diverse music from unfamiliar lands. In Music History II (MUS 122), students are encouraged to research minority composers, influential popular musicians, or the history of such non-western musical instruments as the sitar, koto or didjeridoo. The Music Appreciation class (MUS 120) spends a class period listening to and discussing musical instruments and groups from around the world.
The Mortuary Science program offers several courses in which cultural diversity is explored. In Funeral Directing and Counseling (MOR 235), students are exposed to many world religions and their current funeral practices. In Restorative Arts (MOR 230) and Embalming I and II (MOR 210 and MOR 225), students learn to embalm and apply cosmetics to people of different races and ethnicities. In the Funeral Service Internship (MOR 290), students work directly with people from many backgrounds while making funeral arrangements: rich and poor, educated and uneducated, and various religions and cultures. In Death and Dying (HPR 240), students explore the afterlife beliefs of several different religions. In Introduction to Funeral Service (MOR 100), students explore funeral practices around the world in a cultural and belief-system context.

During the students’ final semester project in Interior Design Fundamentals (IND 100), they are encouraged to select a non-Western culture as inspiration. Students research the culture and select materials and interior finishes appropriate for a design project inspired by that culture.

The Cultural Diversity in Business (BUS 241) course requires students to conduct a research project on a foreign country. Students focus on how customs, values, intercultural communication, negotiation practices and ethics impact the way business is conducted in that country. Another assignment asks each student to interview an ACC international student regarding that student’s cultural values, norms, attitudes, communication, roles and rules.

World Regional Geography (GEO 105) covers cultural diversity issues in the text, lectures and discussions. In addition, the instructor requires students to research world regional ramifications of ecotourism and the strategies and tensions surrounding economic development and environmental preservation.

Several other courses incorporate readings, assignments, research projects or directed discussions designed to encourage student exploration and learning of cultural diversity: PTA 205 deals with the psychological, sociological, educational, cultural, economic and political concerns associated with health care services delivery; BUS 217 includes a chapter on diversity related to business communication; ART 275, World Ceramics, discusses the history, processes and technologies of ceramics across five continents and 14,000 years of world history; sections of BIO 112 designated as “Great Books” classes utilize Charles Darwin’s “Voyage of the Beagle” to explore cultural diversity along Darwin’s 19th Century travel stops; and some mathematics classes are structured to encourage exploration into the lives of minority mathematicians.
In April 2005, Phi Theta Kappa honor students hosted an event commemorating the Armenian and Jewish genocides during the first half of the 20th Century. Keynote speakers provided information and a forum for discussion regarding those issues, perspectives and prejudices which may lead to the deliberate and systematic destruction of disfavored religious, racial, political or cultural groups.

International Club luncheons each Tuesday include cultural presentations and directed discussions.

In Summer 2005, Administrative Assembly held an interactive diversity-related professional development session based on Bafá Bafá.

ACC’s Diversity Council meets monthly to discuss diversity-based issues and plan diversity-oriented events, such as the annual Martin Luther King, Jr. Breakfast.

ACC has, for 26 years, maintained a strong relationship with the Spring International Language Center.

See “Regular Faculty Ethnicity” in Core Component 3b.

Spring International Language Center

Spring International Language Center (SILC) was invited to the ACC campus in 1979, and now maintains offices and classrooms in the Main Building through a formal rental agreement with the College. The ongoing purpose of this relationship remains three-fold: to upgrade the English language skills of international students already enrolled in College classes; to offer intensive English as a Second Language (ESL) program that would encourage students from around the world to study at ACC; and to develop international understanding and knowledge among ACC faculty, staff and students.

SILC offers an intensive nine-week English language program designed to teach grammar, reading, writing, listening and speaking skills. The program also offers an array of classes including: Test of English as a Foreign Language (TOEFL) preparation, accent reduction, conversation, and current events issues.

A report of the two academic years from 2003-2005, reflected that 229 international students from more than 40 countries were enrolled in ACC classes. Thirty-six percent were SILC students. Master SILC teachers, with advanced degrees in Linguistics or English as a Second Language, teach the ACC ESL classes.

SILC has encouraged an international atmosphere at ACC by hosting International Days and dinners; participating in Diversity Council; organizing an active International Student Organization; hosting a weekly Taste of Cultures; and by
participating in joint projects with various ACC departments. For example, one project brings Japanese students to ACC for intensive English and nursing classes. The presence of the SILC, its students, and the other international students at ACC enhances and broadens cultural understanding and diversity.

**The Writing Center Learning Environment**

The Writing Center, established in 2004, provides dedicated personnel and a focused tutorial environment conducive to individual student learning and growth. The Writing Center offers free one-on-one tutoring sessions, workshops, a walk-in computer lab, computer software programs for improving writing, helpful handouts and reference books. The Writing Center also provides access to writing-related learning materials, reference books, handouts and computer programs; presents workshops to individual classes; and provides individual faculty consultation to help design writing assignments, rubrics, and syllabi. The Writing Center produces a [Writing Center Handbook](#) to guide students through one-on-one instruction in developing their writing skills.

Any ACC student may access the Writing Center to obtain guidance for his or her writing skills, brainstorm ideas, develop and support a thesis, outline and organize a project, understand grammar and punctuation, learn proofreading and editing strategies and utilize resources. Appointments are recommended for individual tutoring sessions.

The Writing Center is staffed by a work-study receptionist responsible for administrative support, a number of adjunct instructors and members of the community, all with the requisite education and expertise to provide students proper tutoring. The Writing Center Coordinator is a full-time ACC faculty member.

A nominal instructional fee is charged in association with enrollment in all English courses. This fee provides a revenue stream in support of technology in all ACC writing labs, including the Writing Center, helping to sustain Writing Center services to students of all academic disciplines.

The Writing Center Coordinator observes tutoring sessions, critiques and rates the effectiveness of the tutors and discusses strengths and weaknesses with individual tutors. The Writing Center employs various 360-degree surveys of students, faculty and tutors to assess how well it is meeting the needs of students and faculty.

As a result of such surveys, the Writing Center Coordinator changed the hours of the Center to better meet students’ needs, increased the number of tutors, expanded the Center’s reference resources, and provided various additional training to the tutors. Information regarding the [Writing Center Evaluation Report](#) provides a comprehensive evaluation by students of the Center and workshops.
The Math Support Room

The Math Support Room is a student-centered learning environment that provides these resources: professional and peer tutoring; mathematics and tutorial software; online tutorial resources; videotapes; and training guides for each resource. Students may also work with text-specific CD-ROM tutorials, and they can receive instructional support for the TI-83, TI-86 and TI-89 calculators. The statistics course, Math 135, has a lab component that allows students to study statistical applications on the MiniTab software program.

The Math Support Room is only open to ACC mathematics students. With limited exceptions, students must enroll in a one-credit course, MAT 101 (Enhanced Mathematics Support), to access tutorial services. These tuition costs help to support the room’s operations. The room is staffed by full-time and adjunct mathematics faculty. Although participating students do complete a written summary of activities, a more formal student survey is planned to enable future assessment.

Great Books

ACC is one of six community colleges selected to participate in the Great Books Consortium funded by the National Endowment for the Humanities (NEH) and the Fund for the Improvement of Postsecondary Education (FIPSE) as part of a national program to increase reading comprehension among college students. Select sections of various transfer core courses are designated as Great Books sections. Involving the departments of biology, economics, English, geography, history, humanities, mathematics, philosophy, and psychology, Great Books courses contain significant historical and modern supplemental readings from author-contributors within each field of study. Enrolled students further the depth of their understanding from these sources and write papers summarizing the impacts made by the author-contributor.

A student’s success (grade B or better) in a Great Books class will be noted on the student’s transcript. Successful completion of at least twelve credit-hours in such classes will enable the student to earn a Great Books Achievement Certificate.

The Great Books program provides students with an opportunity for personal enrichment and to expand their understanding of various fields and the authors often closely associated with those fields. Successful “Great Books” students may distinguish themselves when applying for transfer to a four-year College or when pursuing scholarship opportunities. This program enters the third year of a three-year grant during 2006-2007.
Examples of Program-Specific Learning Resources

F.A.T.S. and Drive-Sim in the Law Enforcement Academy

The Law Enforcement Academy utilizes firearms training simulator (F.A.T.S.) and driving simulator (Drive-Sim) technologies to replicate shoot/don’t shoot and high speed/defensive driving scenarios to enhance student awareness, critical thinking and appropriate situational response, while maintaining safety.

Criminal Justice Program and Knowledge Factor

Through various course assignments, the Criminal Justice program encourages students to witness and learn from the human drama by participating in ride-alongs, courtroom case observations, jail tours, neighborhood meetings.

Also, the College has formed a partnership with Knowledge Factor to provide a unique online learning resource to enhance student learning in Colorado Law and Constitutional Law; this resource is beneficial not only to regularly-enrolled Law Enforcement Academy students, but for out-of-state students wishing to prepare for Colorado’s Peace Officer Standards and Training (P.O.S.T.) examination.

Automotive Service Technology

The Automotive Service Technology program provides students with a state-of-the-art, fully functional automobile mechanics facility with diagnostic and repair equipment designed for the vehicles manufactured by the College’s corporate sponsors. The program also houses its own dedicated automotive service and repair library.

Art & Design Center Experiential Learning

The Art & Design Center houses ACC’s Art Department and Multimedia, Interior Design Department, Graphic Design and Illustration Department, fine art programs, art history and art appreciation classes, the Jantzen Gallery (hosting exhibitions of student and faculty artwork) and Studio ACC.

The Center’s studio, laboratory and classroom environments are designed and equipped to enable teachers to present their students with opportunities for highly interactive hands-on learning experiences:

- The ceramics studio contains 20 wheels and various kilns: six electric kilns of varying sizes; a Cone 10 reduction, fiber car kiln; low fire salt/saggar kiln; raku kiln; wood kiln; sift brick kiln; salt kiln; and a glass-fusing kiln.

- The photography facility contains three color darkrooms, a “community” black-and-white darkroom, a film processing area, and a classroom with display and photo composition conversion capabilities.
• The jewelry and metalsmithing studio complements the largest jewelry and metalwork program in the Denver metropolitan area. Each student has his or her own workbench with flexshaft machine. The studio also contains: soldering stations; forming tools; casting, raising, and buffing tools; and titanium and aluminum anodizing equipment.

• Three Macintosh computer labs, with new computers and a server, and a hand-skill design classroom support multimedia, graphic design and illustration courses.

• “Studio ACC” provides students with opportunities for “in-house internships” to work on multimedia projects generated by the College and other community clients.

• In addition to campus classes, workshops in art fundamentals and specialized drawing, printing and painting are offered in Colorado, New Mexico, Italy and France.

• A key component of the art appreciation and art history program is the Art Department’s professionally archived and maintained slide library, which contains over 14,000 images representing art and architecture from prehistory to the latest contemporary art.

Colorado Gallery of the Arts

ACC’s Colorado Gallery of the Arts, open to the public at no charge, hosts local and regional art exhibitions each year, primarily showing the works of artists/instructors affiliated with Colorado’s community colleges. Each spring the gallery hosts the ACC Art and Graphic Design and Illustration students’ exhibitions. This gallery resource and its exhibition opportunities support student learning and achievement and encourage effective teaching.

Music Performance

In addition to offering a variety of courses in music fundamentals, theory, history and appreciation, the Music Department provides students with opportunities for private music instruction and individual performance, as well as opportunities for performance within a chorus, orchestra, jazz band or ensemble.

Other Instructional Resources

Physical Science facilities include biology, chemistry, physics, astronomy and geology laboratories. Laboratory equipment is updated regularly to provide a consistently modern lab experience. The physics lab incorporates computer-based measurement into the students’ lab experiments. This reduces the difficulties often associated with traditional measurement and allows students to focus on the underlying concepts.
The astronomy classes provide three motorized eight-inch telescopes, 50 sets of binoculars, a planetary computer program and extensive Internet access for student use and enhanced learning.

The nursing program makes extensive use of computer hardware and software to assist student learning in the new and updated nursing laboratory. Other student labs include specialized facilities for Mortuary Science, Physical Therapist Assistant, Pharmacy Technician and Medical Laboratory Technology.

**Instructional Technology**

The ACC Media Center maintains 56 smart classrooms in the Main Building, Annex, North Building, Church Street Building and the Art & Design Center. These classrooms provide a data projector permanently mounted in the ceiling, a computer connected to the data projector, a teaching station and a document camera. For similar use in other classrooms, the College also maintains eight smart carts, similarly equipped for delivery and setup upon request. Faculty orientation to smart carts and smart classrooms is available via individual instruction through the Media Center or by video.

In addition to the state-of-the-art smart classrooms, students may also opt to complete courses through online or hybrid learning environments. Electronically-offered classes are an additional tool to reach learners beyond the physical confines of the main campus. These classes have expanded ACC’s service area, providing educational opportunities to rural and military populations. Also, students whose personal and work schedules make it difficult to attend traditional classes enjoy the flexibility afforded by electronically-offered degree and certificate programs. See Chapter Eight for a more extensive discussion of this topic.

The increasing presence of laptop computers and other new technologies prompted the College to establish wireless access in many prominent locations on campus. ACC’s first wireless access point was installed in the Library lab (M2550) during the capital construction project of 2000. This installation was less expensive than wiring the room. All of the computers in the lab accessed the network wirelessly. At that time not many students had laptops and public access was not the intention of our wireless installation. Subsequent expansion of the wireless network to allow student access has been an informal collaboration between Technology Support Services Department (TSS) and Computer Information Systems program (CIS).

In the spring of 2002, CIS faculty requested that TSS place wireless access points in the Annex for their labs and students, mainly for instructional purposes. Because of favorable pricing, TSS and CIS were able to purchase seven Cisco wireless access points. Initial coverage was based on CIS department needs in the Annex. Student Affairs, Open Lab, and Biology Lab areas were added soon thereafter. In 2004, coverage was extended to portions of the Church Street Building and, in 2005, to the cafeteria.
The wireless system employed since 2000 was simply an extension of the wired network. Security, while always an issue, became even more of an issue as additional students brought laptops on campus. On the wired network, ACC can administratively control the computers that are attached and can keep them up-to-date on software security patches and anti-virus versions. Because ACC does not have that level of control over student-owned laptops seeking wireless access, ACC blocked all wireless access until individual students brought their laptops to Tech Support for examination to ensure that the laptops had updated security patches and anti-virus software. This was possible early on, but as more laptops came online the logistics became onerous. Also, since it cost money, some students would not renew their anti-virus software when it expired, potentially leaving the network vulnerable.

ACC personnel recognized that the solution to public wireless access was a separate circuit, but CCCS did not approve any new data circuits during the initial stages of the ERP project because of contractual arrangements with SCT Banner. ACC received approval to proceed in Fall 2005. The wireless network was removed from the wired network and placed on a separate DSL circuit. This new wireless network is completely open and unsecured except for a built-in firewall. Anyone with a laptop or PDA with wireless capability can come on campus and get Internet connectivity where available. There is no direct access to ACC’s wired network from the wireless network. This open Internet access has enabled students to extend the learning environment beyond the classroom and has generally been well received by the campus community.

Other Learning Environment Enhancements

Other learning environment enhancements include such co-curricular opportunities as: Constitution Day, where speakers, displays and activities enable students, faculty and others to understand, appreciate and celebrate the United States Constitution; Writers’ Studio events; Phi Theta Kappa-sponsored events and an honors class open to all students; summer-study in France, Ecuador and Costa Rica; and the CPT Math Refresher Workshop.

Core Component 3d – Arapahoe Community College’s learning resources support student learning and effective teaching.

Effective teaching and student learning are supported by an array of important student services designed to provide a foundation and/or extension of learning environments.

Academic Advising

The Academic Advising Department at ACC offers registration and degree planning assistance to ACC students. Academic advisors offer semester-by-semester advice about course scheduling to ensure that students fulfill basic
requirements and are able to reach their academic goals in a timely manner. Advisors also assist students in course selection regarding transfers to four-year colleges. In addition to on-site academic advising at the main campus, advisors are also available by phone for online students and students studying at satellite campuses. Academic advisors also provide special intervention, academic advising and mentoring programs for first generation college students and minority students.

Faculty members also hold regular office hours and schedule one-on-one meetings to advise students on program, course and career issues. Faculty members also communicate regularly with Academic Advising personnel to help ensure that advice is consistent and conducive to effective teaching and student learning. Academic Advising sheets are currently being developed to promote advising consistency between programs/departments and advisors.

An example of specialized Academic Advising services involves the international student advisor, who is responsible for ensuring that ACC and its international students comply with various immigration and homeland security requirements. The Department of Homeland Security, through Student and Exchange Visitor Information System (SEVIS), requires that administrators at state-supported institutions of higher education “… cooperate with and implement all anti-terrorism measures requested or promulgated by federal agencies.” Enrollment is tracked, employment is authorized and travel monitored each semester for each student on an F-1 visa. Currently each semester at ACC, an average of 60 students attend on F-1 or J-1 visas or other immigrant and non-immigrant visas, such as R-1 and H-4. ACC complied with the school reporting requirements and subsequent approval occurred in January 2003.

Financial Aid

Financial Aid staff members inform students about the College Opportunity Fund and the Financial Aid Handbook. This office processes student loans, handles scholarships, financial aid, Title IV repayment, and provides a Veteran’s Affairs Liaison.

Testing Center

The Testing Center offers Instructional Testing, Computerized Placement Testing (CPT), and GED testing in English and Spanish. Additionally, the Testing Center administers the College-Level Examination Program (CLEP), Correspondence Exam, Dantes Exam, Pre-GED Exam and Hobet Exam, telecourse and arrangement class testing. Testing Center services are available nearly 60 hours per week, Monday through Saturday.

Career Center

The Career Center provides up-to-date information to help students decide on clear and deliberate career directions. In addition to full-time and part-time
job opportunities, the Center sponsors career development seminars which teach transferable skills required in today’s marketplace. Skills taught include information managing, design and planning, research and investigation, communication, human relations and interpersonal abilities, critical thinking, and management/administrative skills. In addition, seminars regarding career-related decision making, career assessment tests and a comprehensive career library are available.

The Career Center also offers career assessment testing, resume critiques, job postings and job search handouts. The Career Center’s computerized career guidance programs include additional assessments, career descriptions, salary ranges, job outlook, training requirements, Internet links to schools, career videos, interviews of professionals and a scholarship finder. A career counselor is also available for individual appointments.

Student-customer evaluations provide service-assessment feedback to Career Center staff. Such evaluations have prompted staff to reassess and improve job fair locations, student foot traffic access, seminar handouts and PowerPoint presentations.

Learning Resource Center (Library and Media Center)

ACC’s Learning Resource Center (Library and Media Center) offers a wide range of materials and services conducive to effective teaching and learning: study rooms, quiet and comfortable environments in which to study and learn; online periodical databases, providing access to the archives of more than two dozen newspapers and thousands of journals and magazines; an online “ask a question e-mail service”; audio visual materials; nearly 48,000 books and print periodicals; interlibrary loan services; a service where faculty may reserve books, journals, videos, and anatomy models for students; the Media Center, maintaining smart classrooms and providing smart carts and other equipment and materials delivery services throughout the campus; and Library instructional sessions, one of the library’s most popular programs. The Learning Resource Center is open seven days (72 hours) a week during each semester.

In addition to the primary-research computers inside and nearby its second-floor entrance, the Library also oversees the Open Computer Lab (OCL) outside the Library on the Main Building’s first floor. These computers are available to students and faculty for virtually any legitimate use from research to online classroom access.

At the request of faculty members, and at no cost to them, the ACC Library orders books and other media which may be held in reserve for faculty and student use, or may be placed into general circulation. The Library fulfills approximately 98% of all such requests. The Library maintains 218 print magazines, journals, newspapers and government documents in circulation, many as the result of faculty recommendation. Hundreds more are accessible through ProQuest and
EBSCOhost, online full-text periodical jobbers with whom the Library contracts. In fact, the Library conducts “Faculty Book-Buying Trips” to a large retail bookstore, enabling interested faculty members the opportunity to purchase instruction-related books off the shelf at library-budget expense.

The Library assesses its services to the campus community through several means:

- A customer may provide insight in the “suggestions book” located on the reference desk. Library staff will respond with comments in the book.

- Library staff responds to customers’ comments on “comment cards.”

- Library staff receives comments and suggestions through the online “reference question for librarian.”

As a result of such ongoing assessment, the Library continually improves its service delivery: hours of service; materials offered; database-access offerings; fine structure changes; and research class offerings.

**Disability Services**

The Office of [Disability Services](#) assists disabled students’ integration into the college environment. This is accomplished by providing appropriate information to instructors, students and other interested persons, as well as determining and implementing the proper accommodation for each student. The following are examples of services provided:

- Information explaining various disabilities and related policies, procedures, laws and accommodations

- Resources related to “Section 504” of the “Rehabilitation Act of 1973” and the “Americans with Disabilities Act of 1990”

- Other books and videos informative of disability-related topics

- Learning disabilities screening workshops

- Specialized support services orientations

- Braille textbooks

- Textbook enlargements

- Textbooks on audio tape and CD Rom

- College publications in alternative print format
• Classroom transcriptionists
• Note takers
• Sign language interpreters

In addition, the Office of Disability Services follows the Independent Living Model, as opposed to the Medical Model, in working with students with disabilities. Using this model, a disability is viewed from a neutral point of view, not a negative point of view. Furthermore, the disability is viewed as deriving from the interaction between the individual and society, not residing in the individual him/herself. The remedy for disability-related problems is a change in the interaction between the individual and society, and the agent of remedy can be the individual, an advocate or anyone who affects this change. The Independent Living Model is intended to empower the disabled person. It naturally prepares students with disabilities for independent learning during college and thereafter. Students with disabilities who come through the office are taught skills that will allow them to advocate for themselves not only at ACC, but at other postsecondary institutions to which they may transfer; such skills will also be useful in the workplace and throughout life in general.

**Tutorial Services**

Tutorial Services provides a student-centered learning environment that will complement instructional offerings at ACC. Tutorial Services is designed to enhance self-directed learning strategies to improve academic performance. Free small group and one-on-one tutoring in occupational and transfer degree program areas is available on an appointment basis to students who have a verifiable need. Services provided by Tutorial Services include collaborative learning, supplemental instruction, in-class workshops, small group sessions and individual tutoring. Students are thoughtfully served by the Tutorial Services staff and are asked to complete an intake form and meet with the coordinator to determine specific needs.

Tutors assess student needs, offer appropriate learning strategies, teach critical thinking skills, communicate progress with instructors, and maintain student records. In addition, summary reports of tutorial sessions are submitted to faculty to provide essential feedback on the effectiveness of tutoring.

In addition to individual and small group tutoring, Tutorial Services also conducts Supplemental Instruction (SI), weekly review sessions for students taking difficult courses, such as Biology 201, a gateway course to ten health science fields. During Fall 2005, SI participants averaged a 2.2 GPA in BIO 201 compared with a 1.4 GPA for those who did not attend. Of the 183 BIO 201 enrollees, 122 took advantage of the SI study sessions (67% participation rate). Of those 122 students, 90 registered for the following semester (74% retention rate).
The Peer Tutoring Center, opened during the Summer 2006, is a student-operated lab supervised by the ACC Tutoring Services Coordinator. Web-based software assesses student deficiencies and creates individual education plans to allow students to progress at their own pace. Web-based tutoring for math, reading and English is conveniently available to students at this student-friendly Center or via any computer with the appropriate login and password.

**ACC Bookstore**

The [Follett Bookstore](#) sells textbooks and a wide array of supporting academic materials for ACC’s and CCCOnline’s courses. The bookstore complements its traditional in-store services with e-commerce, providing students (including online students), faculty, alumni and the public with access to all bookstore products. The bookstore keeps extended hours to accommodate sales rushes at the beginning of each semester. The staff members strive to manage and place used-book adoptions in stock to assist students in receiving the best possible price for their required materials.

Bookstore staff assesses its services to ACC through a Secret Shopper program and via customer comment cards accessible at ACC’s Web site. Follett briefs ACC’s executive staff annually regarding bookstore performance. See the “2005 Annual Program Review of the ACC Bookstore.” In 2001, Follett paid for a much needed remodel of the bookstore. In exchange, the College provided more space to the bookstore and extended its operational agreement with Follett. Follett is a much-appreciated educational partner and has enhanced student service and institutional revenues.

**Institutional Assessment**

Institutional assessment is the systematic and ongoing process of collecting and analyzing data and information to evaluate and review College services that ensure support of the College’s mission, demonstrate that the College is effectively accomplishing its mission and promote continuing improvement. Faculty and administrators, planning and working together, continue to regularly monitor the effectiveness of ACC’s institutional assessment. Factored into this process is the administrative monitoring of graduation rates, transfer rates, licensing examination passage rates and job placement rates, as detailed in the Institutional Effectiveness and Environmental Scan Report, a synthesis of a variety of data in support of strategic decision making and continuous quality improvement.

As a part of the institutional assessment process, the College also conducts a Student Satisfaction/Opinion Survey, further discussed in Core Component 3b. The 2005 survey provided valuable data regarding student opinions pertaining to the general learning environment at ACC. The table below depicts student satisfaction with campus services. Services are listed in order of importance as reported by students, with the most important services listed first. For example: “Students are able to register for classes with few conflicts,” ranked first with an average importance rating of 4.91 (same service ranked first in 2003).
The average Satisfaction for all Services was 3.94, indicating that on average, students were “Somewhat Satisfied” with services at ACC. This is a slight decrease from the overall Services satisfaction rating of 3.97 in 2003.
Strengths

- ACC effectively employs assessment in every aspect of its instructional endeavors: student placement; assessment of student learning; and program assessment.

- ACC’s annual program assessment process is learning-driven and comprehensive in scope.

- Agency/organization oversight and industry-specific accreditations and certification examinations are additional means through which ACC assesses and ensures quality in its academic programs.

- ACC employs a highly qualified cadre of full-time and adjunct instructors.

- ACC’s Student Satisfaction/Opinion Survey, which is conducted every other year, provides insight into student satisfaction with instructional and service components of the College, and therefore enables the College to focus on areas of concern.

- To compensate for the lack of funding for faculty professional development, ACC has developed and implemented a small array of in-house faculty development opportunities. Development for new faculty and those who wish to teach online classes are mandatory, while other workshops and seminars are optional.

- The College provides an array of learning environments: traditional lecture format; online classes; hybrid classes; and hands-on, onsite learning opportunities through internships and clinicals.

- Through student activities, employee training and procedures, ACC encourages and supports diversity in a learning environment conducive to mutual respect and understanding.

- The Spring International Center, housed on ACC’s main campus, brings diversity and an international atmosphere to the campus.

- ACC’s Learning Resource Center is open, inviting, accessible, well staffed with knowledgeable personnel, and equipped with a wide array of books, periodicals, reference materials and electronic information access modes.

- Through learning support services, extracurricular learning opportunities, a variety of learning formats, classroom technology and many programs of study, the College supports student success and continues to promote lifelong learning through its commitments to teaching and learning.
Challenges

- Though ACC employs student course evaluations, not all courses are consistently evaluated, nor are results reported in a timely fashion. These procedures will be re-examined.

- Due to budgetary constraints, the College has not awarded the traditional $1,200 stipend to Distinguished Faculty Members since 2003.

- The Common Course Numbering system mandated by CCCS ensures curricular consistency between Colorado community colleges and facilitates transfer to Colorado’s public four-year institutions; however, it limits curricular flexibility at the program level.

- Though ACC does provide limited in-house faculty development opportunities, funding for external opportunities such as conferences and symposiums is unequally distributed, particularly for liberal arts faculty members. Starting in 2005 the College allocated Perkins funding for career and technical faculty; however, liberal arts faculty remain limited in funding for professional development opportunities.

- ACC’s faculty is predominantly Caucasian. Although ACC’s faculty mirrors the population of its service area, the college needs to improve employee diversity, especially among the faculty ranks.

Future Focus

- As part of its planning and budgeting processes, ACC will continue to provide increased professional development opportunities for liberal arts faculty.

- In an effort to increase the diversity of applicants, ACC conducted national searches for its new Vice President for Instruction and Dean of Business and Professional Services in 2006. The College’s HR department continues to post employment opportunities in Denver’s leading newspapers; national searches, when conducted, are posted in The Chronicle of Higher Education.

- In the fall of 2005, ACC hired a new Dean of Student Services. This professional has re instituted training for student services staff related to customer service and workplace demeanor. The new Dean is committed to customer service and will continue to instill these values in the services within her division.
**CRITERION FOUR: ACQUISITION, DISCOVERY AND APPLICATION OF KNOWLEDGE**

Arapahoe Community College promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**Core Component 4a – Arapahoe Community College demonstrates, through the actions of its board, administrators, students, faculty and staff, that it values a life of learning.**

Through the actions of its board, administrators, students, faculty and staff, ACC demonstrates its commitment to lifelong learning in many ways and offers curricula designed to impart the skills necessary to continue a “life of learning.” The College provides a solid educational foundation of information and community and industry connections necessary for the careers and personal endeavors of its students. To demonstrate the connection between this “life of the mind and the life of work,” examples will be provided to underscore the preparation the College provides to students. The examples that follow are the result of collaboration between administration, faculty and staff, and the provision of adequate financial support to teach and administer these programs at the main campus and the two satellite campuses.

**Curricular Foundations**

CTE programs within the College require classes that provide a general education as part of their degree requirement. The ACC Catalog also lists the general education courses required for each certificate or degree. In the section of the catalog containing Course Descriptions, the English Department makes the following statements: “All of the degree programs at ACC require students to successfully complete English composition courses; different programs require different courses … The faculty believe that students succeed more consistently in all their courses when they develop college-level competencies in reading and writing.”

Specific program goals and course competencies require the acquisition of general skills and a broad knowledge base to prepare students for their “life of work” as listed in the ACC Catalog. Course competencies also address the acquisition of a broad knowledge base and general skills. All of the program listings in the ACC Catalog contain information which includes the job positions for which the student will be prepared.

**Alternative Learning Options**

The College prepares students for their “life of work” by offering varied and convenient Alternative Learning Options. For example, students may take courses
online through ACC or through CCCOnline (Colorado Community College Online) courses. Session dates for these courses are conveniently staggered to accommodate students who are not able to start at the beginning of the traditional semester, while still fulfilling the courses’ learning outcome requirements.

ACC demonstrates a commitment to lifelong learning for learners in all life situations by providing learning opportunities in the following formats:

- **Accelerated Courses:** This format limits the amount of time a student is required to spend in the classroom by augmenting the classroom experience with significant outside application of knowledge, hands-on assignments, and one-on-one mentoring with instructors.

- **Hybrid Courses:** Similar to accelerated courses, hybrid courses offer limited classroom time and provide asynchronous online learning opportunities and interaction with virtual class content.

- **Online Courses:** eLearning takes the hybrid notion a step further by eliminating the necessity of time in a physical classroom altogether. Rather, the virtual learning environment offers a structured, yet often asynchronous approach to learning and knowledge application and enables the College and the student to benefit from learning anywhere, anytime, from any place. ACC’s success in online delivery is evidenced by its impressive student retention and success rates within online classes as described in Chapter Eight.

- **Arrangement Courses:** Courses taken by arrangement enable students and faculty to collaboratively designate when and how supervised learning activities will occur. Courses by arrangement offer a less structured learning environment wherein the student works independently following the goals, objectives and course outlines as established by the faculty member; however, the same learning objectives and exams used in a regular classroom are employed. Examples include musical ensembles and technical theater internships.

- **Independent Study:** Similar to arrangement courses in structure, the independent study option allows for some degree of creativity on the part of student and faculty in designing learning objectives and assigned work. In certain circumstances, independent study learning options allow the learners to pursue special interests under the tutelage of a faculty member.

- **FLEX Courses:** FLEX courses, designed primarily for learning within the applied computer field, are also similar to arrangement courses in structure and offer continuous enrollment options. The key difference between FLEX courses and courses by arrangement is that FLEX courses occur within a structured on-campus laboratory environment in which an instructor is readily available for assistance, if needed. This format allows the learner to test and progress at his/her own pace depending on prior knowledge, comfort level, and need for guidance.
• **Credit For Prior Learning (CPL):** CPL allows the learner to transform life experience into college credit through challenge examinations, evaluation of industry standard training certificates, and formal portfolio submissions that are evaluated by qualified faculty.

• **Telecourses:** Telecourses are the online courses of the past, and as such are being phased out at ACC. The few that remain are delivered via televised lectures available on Channel 6 in the ACC Media Viewing Room and/or through a videotape rental program.

The newest addition to the selection of Alternative Learning Options is Just in Time @ ACC. Just in Time @ ACC is a special format offering three degree options: A.A.S. Business; A.A.S. Criminal Justice; and A.G.S. General Studies. This format is designed for the busy working person who needs scheduling flexibility. The condensed hybrid classes meet on evenings or weekends. Ten-week online classes offer the convenience of a late start and a convenient virtual learning environment.

Additionally, the ACC Community Education Program serves many community members in their pursuit of lifelong learning. The primary mission of the Community Education Program is to provide non-credit creative, innovative programs, courses and services for lifelong learners to meet personal and professional goals. These activities are offered to a range of individuals, from very young children (kindergarten age) to people who have attained the age of 90 or older. Between 8,000 and 10,000 community members enroll in courses each year.

Alternative Learning Options provide variety to both students and faculty, and enable ACC to provide learning opportunities to students of all ages, many of whom study from remote geographic locations. A variety of instructional methods are employed at ACC, which enables the College to provide a lifetime of learning opportunities.

**Summer Study Program**

ACC has been offering a four-week Summer Study Program in France since 1993. It includes four days in Paris and three weeks in Aix-en-Provence. The participants can select a course in art history, French, photography or painting, and earn three semester credit hours with ACC. The students of French attend class at a university-affiliated Language Institute; the students of art history, photography or painting are taught on location by ACC faculty/instructors. This program is open to ACC students and the general public.

The objective of the program is to give students, and members of the community, an opportunity to explore, understand and appreciate another culture while pursuing an academic goal and/or personal interest. This study program is organized by its director and is totally self-funded through the registration of participants. ACC faculty and staff continue to demonstrate creativity, integrity
and flexibility to ensure that such quality programs remain as viable and exciting educational opportunities for ACC students.

**Satellite Campuses**

Two ACC satellite campuses offer learning opportunities to students who find the satellite locations more convenient. Daytime, evening and weekend classes are offered in business and core-course offerings.

ACC’s Corporate Learning Division, as described in Chapter One, has a business focus and offers customized corporate training and facility rentals. General Education transfer courses, Business and Business Administration transfer courses, Management, Supervision, Event Management and Human Resource courses are among the business course offerings.

Located next to Chaparral High School, University Center at Chaparral (UCC) serves college students interested in General Education core transfer courses and co-enrolled high school students from Douglas County Schools. ACC, Douglas County School District, University of Colorado at Denver/Health Sciences Center and the University of Denver work collaboratively by offering courses that are of interest to the residents and businesses of Douglas County. Adams State College and Lesley University use the campus to offer a Bachelor of Elementary Education and a Masters of Technology, respectively. These satellite campuses greatly add to the course offerings of the main campus and provide alternative learning options for the Denver metropolitan area.

**Professional Development**

Faculty members attend professional conferences, when funds are available (or when they personally accept the expense), and are active in professional organizations to obtain current information on effective teaching methods and innovations. Such information is also obtained through the College’s CELT workshops, (see Core Component 3b) and, of course, through professional journals, available at no faculty cost through the Library’s paper-copy and online subscriptions.

It is important to the College that staff and faculty also stay involved in a life of learning. Opportunities to acquire new skills for professional growth are provided. Instructional Support offers training for faculty and staff through professional education workshops and courses under CELT.

Quality Days (Q-Days) are held each fall semester during the week of Thanksgiving. Workshops are offered covering topics that will be useful to the entire College staff and faculty such as: Diversity Appreciation; Preventing Sexual Harassment; Human Resources Procedures; and Serving Students with Disabilities. During All-College Week, the week prior to the start of the fall and spring semesters, the College offers additional training. During All-College Week for spring 2006 the following trainings were offered: Practical Strategies for Dealing with Difficult Students; Web for Faculty; It’s Everybody’s Business: Retention; Student Satisfaction Survey Results; and Cash
Initiatives. These seminars are designed to provide training and updates, as needed on procedures, software and regulations, and are especially valuable when the topics cut across staff populations.

Administrative Assembly, Classified Assembly and Faculty Senate have incorporated staff development activities into their meetings. Each entity has an allocated $2,000 annual budget for staff development activities to offset the costs of providing speakers on professional development topics. For example, Administrative Assembly has provided professional development opportunities in conflict management mode identification and training, business etiquette (also open to other estates) and gender communication differences. Administrative Assembly organized a campus beautification project and a Thanksgiving food basket/holiday toy donation for the Child Development Center.

The College administration has encouraged departments within the College to find cost-effective methods of providing professional development for all employees. Some departments within the College report that they have been able to continue limited professional development opportunities. For example, Student Services and instruction recently made use of in-house talent and Library videos to provide professional development for personnel of both divisions.

The previous information demonstrates the dedication and resourcefulness of the faculty and staff of ACC. In spite of financial difficulties, staff has taken it as a challenge to maintain professional development activities. The pattern of spending for professional development at ACC demonstrates that the spending should be more evenly distributed between the divisions; however, expenditures have increased from $25,058 in 2001-2002 to $31,197 in 2005-2006. A “life of learning” continues to be valued and financially supported. Detailed information may be found in the table, Professional Development Comparisons of Divisions located in Chapter 2, Suggestion 2.

Employee Wellness

The ACC Employee Wellness program provides faculty, administration, staff and retired employees with current fitness and wellness information. This information is presented through seminars, clinics, activity classes, lectures, contests and physical fitness assessments. During the fall and spring semesters, e-mails detail the events of each week. Topics include fitness, wellness, nutrition and promotion of general health. All ACC employees are encouraged to engage in some form of physical fitness activity and wellness-promotion action through the program. Employees are also welcome to become active Fitness Center members, where additional professional instruction and guidance are provided. The program coordinator maintains consistent dialog with participants via e-mail, phone and group or individual contact.

Freedom of Inquiry

Faculty, staff and students are formally governed by the ACC Procedure for Academic Freedom, AP 1-40. The procedure addresses the operations of the
College: “The College must be managed well and remain solvent, but it is not a business or an industry. It must be concerned with the needs of its community and state and country, but as an institution of higher learning, it is not a political party nor a religion nor a church. Those within it have as a first concern evidence and truth rather than particular judgments of institutional benefactors, concerns of churchmen, public opinion, social pressure, or political proscription.” Faculty is given leeway in designing courses that will add to ACC’s curriculum and fit with the mission of the College. Decisions about new courses are not solely guided by FTE. Recent examples of courses newly created by faculty include: Cultural History of Rock and Roll; Jewish-American Literature; Crime Analysis; Women’s History; and Indian Battle Sites.

The ACC faculty has been able to demonstrate freedom of expression and the freedom to explore issues. During the Fall semester of 2005 there was an e-mail discussion by College employees of the “Laramie Project,” a theatrical production by ACC which involved issues of homosexuality. As the documentation of e-mails indicates, not only did faculty feel that they were able to express their opinions, but administration and other staff also made significant comments. The result was a well-informed College staff that understood and was able to cope with the potential issues surrounding this performance.

Students also are entitled to freedom of inquiry and expression. A Student Handbook, published by the Student Affairs Office, outlines the Code of Conduct and the Student Grievance Procedure. The Student Affairs Office is the initial point of contact for student grievance filings or judicial affairs issues.

ACC has not been without its disputes regarding freedom of inquiry and expression; for example, The Arapahoe Free Press, the College student newspaper, was not consistently operational between Fall 2005 and Summer 2006. The College employed a consulting firm to provide analysis and recommendations regarding the newspaper’s operation and explored the following issues: operation of the newspaper as part of a course/program, or as a co-curricular activity; the degree to which student-writers should be allowed to make mistakes in content; and to whom the newspaper’s advisor is responsible and accountable.

Student media are a unique and challenging opportunity for students to learn in a hands-on environment. The focus must allow for the process, in addition to the product, of student endeavors. A high level of tolerance and support is necessary to maximize this unique learning environment. The Arapahoe Free Press is currently fully operational and providing the College community with current news and events.

**Achievements and Recognition**

Student achievements are publicly acknowledged through placement of articles in the local newspapers, the student newspaper, local service organizations, faculty in the
classroom and e-mail blasts. Bert’s Alerts, a comprehensive weekly e-mail newsletter, also provides information to staff and faculty concerning Phi Theta Kappa Honor Society and other student activities. Student accomplishments and testimonials are included in marketing efforts to attract students to the ACC campus.

Seven of the past nine years, ACC has had an outstanding chapter (Sigma Phi) as determined by the Colorado region of Phi Theta Kappa. Each semester the society inducts between thirty-five and ninety-five members. The society recognizes student academic achievement and offers students the opportunity to grow in its hallmarks of scholarship, leadership, fellowship and service. ACC’s chapter, Sigma Phi, has been active on campus, in the community, in the Colorado Region and nationally. For its contributions, Sigma Phi has received numerous regional and national awards and recognitions.

For example, Sigma Phi was designated third runner-up to the Most Outstanding Chapter in the international organization in 1999 for its reading program with second graders in Englewood and Denver and its “What Do You Want to Be?” project involving reading, writing and community speakers at the ACC Child Development Center.

Three chapter Presidents and one member have been recognized internationally. Two members have served as Colorado Regional Presidents (1999, 2000). One member campaigned for International President (2004). Several students and the advisor have been recognized as outstanding participants in Colorado and have won scholarships to the International Honors Institute. Numerous members have won transfer scholarships to four-year institutions. Two students were recognized in USA Today as First Team members of the All-USA Academic Team and won over $5000 in scholarships. ACC is the only Colorado community college that touts two USA Today Academic Scholars (First Team) in the past three years.

Sigma Phi members have raised money to fight cancer, promote literacy, fight AIDS and promote health on campus. Phi Theta Kappa has contributed to the campus and Littleton communities. The chapter raised funds to purchase flags representing the nationalities of all the students on campus in 2000; the flags hang in the common area of the Main Building. A memorial bench for meditation sits in Hudson Gardens, dedicated to Columbine High School. A tree commemorating children with AIDS grows on the East lawn of the campus.

Awards for Excellence in English and Literature are presented to students each spring. The English Department honors students who excel in English and literature. The award is named in honor of Francis LaForge, Founding Chair of the English Department at ACC. Criteria for awards include: nomination by an English instructor at ACC, a grade of A in three 3-credit English courses, academic honesty and unanimous endorsement by the English faculty at ACC.

The ACC Writers Studio is a community for writers of all abilities. Its mission is to provide creative opportunities for Colorado writers through readings, literary contests, workshops and classes. ACC students who participate in The Writers
Studio can earn credentials in different specializations. ACC’s Writers Studio sponsors an Annual Literary Contest. This contest is open to writers in the community as well as ACC students and staff. The top winner in each category receives $250 plus publication in ACC’s art and literary journal, The Progenitor, ACC’s outstanding literary publication (boasting a 30-year tradition of excellence) publishes art, photography, poetry, essays, short fiction, paintings and drawings. Winners are honored at the ACC Writers Studio Rendezvous in the spring.

The Colorado Gallery of the Arts, located on our main campus, has been in operation for over 20 years, presenting exhibitions of national, regional and local artists. The gallery displays seven to eight exhibitions a year and includes shows for faculty and student art. Annual shows include ACC Art Students’ and the Graphic Design and Illustration Students’ exhibitions that take place in the spring. The gallery is located on the 1st floor at the NE end of the Main Building in the Annex.

Faculty achievements are recognized in many of the same ways as student achievements with the addition of internal and external ceremonies. These ceremonies include Faculty of the Year (recognized at a state function) and the Distinguished Awards for Faculty, Staff and Administration through ACC, as further discussed in Core Component 3b.

ACC’s faculty members may also pursue their own avenues toward professional development. Several have had their writings published in books and journals, have presented at conferences, or have been profiled by other writers highlighting their teaching and related work. For example, Kathryn Winograd (English faculty) was featured in a water industry magazine for her work in water education and her book of practical lessons in poetry writing. She also received a Colorado Book Award in 2002 for her book of poetry, “Air into Breath”; and her poems have appeared in a number of literary journals. Chris Ransick (English faculty) wrote a book of short stories, “A Return to Emptiness,” and a book of poetry, “Never Summer.” Chris was also named Denver’s Poet Laureate by the Mayor of Denver in 2006. Jeff Broome (Philosophy faculty) has published fifteen articles in professional journals, including the prestigious HUME Studies, on topics of history and philosophy, and a book on the Indian wars, “Dog Soldier Justice.” Jody Johnson (Biology faculty) presented on the topic, “Building Understanding through a Series of Connected Activities,” at the National Science Teachers Association Conference.

Core Component 4b – Arapahoe Community College demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual integrity are integral to its educational programs.

General Education Requirements

Through its general education requirements, ACC demonstrates that breadth of knowledge and skill and intellectual integrity are key components of its
educational programs. ACC fully integrates the ideals of a general education into all of its undergraduate degree programs through curricular and experiential offerings. ACC’s general education requirements are created to develop the attitudes and skills requisite for a life of learning in a diverse society. The General Education List serves as the backbone of ACC’s commitment to general education.

The A.A. and A.S. degrees have strong components of general education. The core of each degree is structured around the gtPATHWAYS (guaranteed transfer program) Core Curriculum. See Core Component 3c, “Articulation Agreements.”

General Education classes are part of the degree requirements for all career and technical education (CTE) degree programs. These requirements demonstrate the College’s commitment to providing a foundation for lifelong learning.

Specific program goals and course competencies require the acquisition of general skills and a broad knowledge base. For example, the Business Technologies degree specifically requires students to acquire decision-making skills, creativity and judgment. The Mortuary Science degree program includes as its goals “to emphasize high standards of ethical conduct” and “to encourage research in the field of funeral science.” The Interior Design program strives to have its students “develop not only creative abilities and how to express them, but also the methods and processes to practice design responsibly.” Specific course competencies also address the acquisition of a broad knowledge base and general skills.

Many degree and certificate programs at ACC have national or state accreditation or approval standards that also must be met. Some of those accrediting standards require a general education component. For example, Interior Design students must be able to write technical documents and must have a strong knowledge of mathematics, not only to comply with the accreditation standards, but also to perform well at their jobs. See Chapter One and Core Component 3a for details.

Industry Requirements

All CTE programs maintain compliance with the needs of industry through guidance provided by program-specific advisory committees, as described in Core Component 4c. Program advisory committees are comprised of representatives from business and industry, and meet twice per year to provide input regarding ACC programs within their realm of expertise. During weekly meetings in the Academic Advising Office, program chairs are invited to update staff on the changes to industry requirements. This aids advisors in helping students better understand the reasons for the general education components. Advisors often present the message of the importance of being a “generally educated person” in order to obtain gainful employment after graduation. Finally, employers and other representatives from business and industry sectors have expressed the need to employ college graduates who demonstrate strong oral and written communication skills and broad-based knowledge. Therefore, general education requirements remain central to all degrees offered at ACC.
Program Assessment

ACC employs rigorous program assessment as detailed on the Assessment of Student Learning at the Program Level website. The assessment process has focused on program and discipline area skills and knowledge. Program assessment does not emphasize general education components. In Fall 2003 the Vice President for Instruction formed the Transfer Degree Committee and AP 9-12 was modified to establish Transfer Degree Committee responsibility to oversee and assess the transfer degrees. Six faculty (two from each instructional division), one representative from Admissions and Records, and one representative from Academic Advising (ex-officio) comprise the committee.

During the 2004-2005 academic year, the committee produced a mission statement and student learning outcomes for ACC transfer degrees based on ideas obtained from a working session of faculty and other interested parties. The mission statement and student learning outcomes were approved by the faculty in May of 2005. The Transfer Committee has formulated a plan to assess the identified student learning outcomes over a three-year cycle beginning in the 2005-2006 academic year. The committee is in the process of assessing three of the six student learning outcomes. The process will utilize and potentially extend results from existing program-level assessments and provide an alternate and more holistic perspective to the program-level assessments.

Requests for transfer degree changes can be addressed to, or initiated within, the Transfer Degree Committee. Change recommendations for transfer degrees are presented to the Curriculum Committee by the Transfer Degree Committee for consideration. The Curriculum Committee approves or disapproves recommendations and forwards them to the Vice President for Instruction, who has authority to recommend or not recommend proposed changes to CCCS for adoption and/or approval.

Recently the committee has been investing time to understand the relationship between the Colorado Commission of Higher Education gtPATHWAYS program, the Colorado Community College System Associates of Arts and Associates of Science Degree Cores, and electives in transfer degrees. The nature of college transfer programs is to facilitate students moving on to pursue a baccalaureate degree and continue the quest for learning.

Other Services

While not an ACC-specific program, the TRIO Talent Search program’s specific goal is that students will complete middle school, graduate from high-school, and enter a postsecondary institution. The staff develops and captures the minds of students and prepares them for lifelong learning by helping them apply for and enter college successfully.

ACC also has an innovative relationship with Shalom Park, a local residential care facility. Employees of the facility enroll in the ACC Nursing program. Shalom
Park pays for the fees, tuition and books for the students who take courses taught by ACC faculty at the Shalom Park site. Most of these students would not have the opportunity to pursue a degree and continue learning without such a unique collaborative venture.

Through its general education requirements, ACC demonstrates that breadth of knowledge and skill, combined with intellectual integrity, are key components of its educational programs. ACC fully integrates the ideals of a general education into all of its undergraduate degree programs through curricular and co-curricular offerings created to develop the skills and intellectual curiosity requisite for a life of learning in a diverse society.

Other College services that promote a lifetime of learning have been discussed within Criterion Three, especially Core Component 3d.

**Core Component 4c – Arapahoe Community College assesses the usefulness of curricula to students who will live and work in a global, diverse, and technological society.**

Programs and disciplines across the board at ACC have a number of program reviews and tools in place to help prepare graduates to function in a global, diverse and technological society. Students can also take advantage of guest speakers, on-campus seminars, hands-on learning activities, internships and off-campus experiences with companies that support learning.

**Program Advisory Committees**

ACC makes deliberate use of program Advisory Committees to keep its CTE aligned with the needs and demands of the contemporary workplace. The advisory committees, which meet once each fall semester and again each spring semester, are comprised of employers and representatives from business and industry. Their charge is to provide curricular guidance to programs so that graduates obtain the skills required by their respective employers. In this way, ACC’s program advisory committees serve to preserve the usefulness of ACC curriculum to students who will serve in an increasingly global, diverse and technology-driven workplace. Each CTE program has an advisory committee which meets regularly to advise regarding curricular and other issues. ACC Procedure AP 2-80 defines the primary purpose of the advisory committees, their membership, organization, functions and responsibilities, meetings, meeting notification and minutes. The procedure requires that a minimum of two meetings per year will be held by each advisory committee.

The Health, Math, Science and Engineering Division currently has 10 program advisory committees; the Business and Professional Service Division has 12 advisory committees; and the Arts, Humanities and Social Science Division has 4 advisory committees. These committees are instrumental in keeping ACC’s CTE programs commensurate with the demands of the contemporary workplace.
Program Evaluations

ACC’s Program Evaluation plan, as specified in AP 9-20, ensures that the health and viability of instructional programs is maintained. Annual program evaluations measure program sustainability. Annual Program Evaluation Plans use data and observations routinely collected to assess accomplishments for Strategic Planning, staff development and budget needs, and/or to meet the requirements of state agencies and accrediting bodies. The division dean is responsible for the annual review of this data. This review uses several indicators to provide a snapshot of the health of the program. The indicators used for the annual review may include:

- Course enrollment data and enrollment trends
- Department-wide evaluations by students
- Program/course completers (numbers, retention, success rates, etc.)
- Student graduate survey information
- Graduate placement data
- Transfer rates and transfer success
- Performance on licensure and certification exams
- Full-time to part-time faculty ratio
- Full-time faculty to student ratio
- Other legitimate information and data that provides objective program information

This informal annual review is conducted to determine specific issues or problems emerging within individual programs or disciplines, so that effective and immediate remedies and modifications can be implemented. If the dean determines that there may be issues of concern, a meeting with the department chair will occur to review the data. This meeting will determine if a program remediation plan needs to be established. All developing programs will have Program Plans established and approved before the end of the spring semester.

Collaborations with industry partners and four-year institutions, program advisory committees and adjunct instructors, who tend to bring real-world experience into their classrooms, are just a few of the ways in which ACC maintains the usefulness of its curriculum for students who will contribute to an increasingly technological, global and diverse workplace. See examples cited in Core Component 3c.
It is common practice for Department Chairs and full-time faculty to review courses for currency on an annual basis. Faculty members continually review texts and materials for relevance. Also, the CCCS hosts an annual fall conference for faculty from all of the colleges; faculty members divide into discipline or program areas, and are charged to review courses for usefulness in today’s society. In addition, as discussed in Core Component 3b, there is a five-year review of CTE programs, including the A.A.S. degree mandated by the CCCS (BP 9-47; SP9-47 is currently under revision). Each A.A./A.S./A.G.S. degree program is reviewed at least once every seven years (BP 9-47).

**Social Responsibility**

The ACC Diversity Council, as referenced in Core Components 1b and 3c, co-sponsors the annual Martin Luther King, Jr. Breakfast Celebration in cooperation with, and funded by, the City of Littleton. Most ACC faculty and staff participate in this event. In addition, the Diversity Council hosts an International Week with Spring International Language Center, Bemis Library and the Littleton Historical Museum. The Diversity Council also co-sponsors diversity-related events with Student Affairs. It also encourages faculty to incorporate a diversity component in their classes, and provides opportunities for staff and students to dialogue and discuss various issues related to diversity through workshops and seminars. Activities and events are publicized to the entire campus community.

The Diversity Council is also involved with the ACC Minority Student Mentoring Program, which was established in fall 2005. The program seeks to provide academic support and encouragement and, when appropriate, involves families and students in academic and social events on campus. In addition, specific objectives of the program include: assisting with College retention of minority students; helping to promote positive relationships with College communities; heightening awareness and understanding of diversity for the entire campus community; and assisting in providing leadership development for aspiring student leaders.

Other groups that foster social responsibility on the ACC campus include: Phi Theta Kappa (PTK) which sponsors a variety of outreach efforts, including a daffodil sale each March benefiting the American Cancer Society. The ACC Child Development Center maintains a clothing/food closet for needy student families; Career Services provides clothing for student interviewees in need of professional attire; the Library holds an annual used book sale, “Only Books Used Books Sale,” with half of the proceeds donated to the GED program. In 2005-2006 the Mortuary Science Club conducted a coat drive for donations to the Denver Rescue Mission.

Programs, activities and disciplines at ACC utilize a number of tools to prepare graduates to function in a global, diverse and technological society. In the spirit of responsible inquiry, ACC is preparing an educated workforce that stands ready to apply knowledge responsibly in post-graduation contexts.
Core Component 4d – Arapahoe Community College provides support to ensure that faculty, students and staff acquires, discovers and applies knowledge responsibly.

ACC’s academic and student support programs contribute to the development of student skills and attitudes fundamental to the responsible use of knowledge. Professionalism, integrity, safety and compliance with the law, as detailed in Core Component 1e, are incorporated into all programs of study at ACC.

At ACC a wide variety of curricular and co-curricular activities are available that provide opportunities for the discovery and responsible application of knowledge. For example, the Student Affairs Office provides opportunities for students to enhance their classroom learning experience by offering complementary activities and events: supplemental instruction and collaborative learning groups; International Week; and workshops on various topics such as crisis intervention, prevention and disability awareness. Due to recent budget cuts, a formal Distinguished Lecture Series no longer exists, but outside speakers are still regularly invited to campus. Also, students are encouraged to augment their classroom learning by assisting in volunteer programs (e.g. blood drives, canned food drives and community service). Twenty student clubs were active during the Fall 2005 semester.

Co-curricular Learning Opportunities

Several departments provide a wide variety of co-curricular activities that expand the breadth of knowledge offered by ACC.

- The Music Department at ACC offers several ensembles which are open to all students, as well as to faculty, staff and community members. They include: ACC orchestra, ACC Jazz Band, ACC Chorus, Guitar Ensemble, Vocal Ensemble, Pop/Rock Ensemble and Opera/Musical Scenes class. Examples of recent activities include a December 2005 ACC Jazz Band “Birdland” concert, and performances by the Arapahoe Philharmonic Chorus, ACC choir and ACC orchestra.

- Recent examples of the Art Department’s co-curricular activities include Clay and Jewelry Club Sale and the hosting of a visiting artist in December 2005. The semi-annual Clay and Jewelry Clubs’ sales feature one-of-a-kind pottery and jewelry items. The sale proceeds are split between the individual student artists and student clubs.

- The Art Department sponsored a lecture in November 2005 by Lawrence Argent, the creator of the “I See What You Mean” blue bear sculpture at the Colorado Convention Center.

- Theatre ACC productions enable ACC students to work with community members who may be middle or high school students or with local
residents who have considerable theatre experience and who may have completed college or even graduate degrees. Tickets to the productions are sold at a modest price to the campus and local community.

• With the Fall 2006 production of the musical *All I Really Need to Know I Learned in Kindergarten*, Theatre ACC plans to conduct oral history research with elderly residents of the Libby Bortz assisted living facility, and bring the production for a special performance to the facility for residents and their families.

• In October 2005, ACC’s Psychology Club presented three informational forums on issues linked to the Fall 2005 theatre production of the *Laramie Project*. Students from ACC psychology courses received points for attending the production and forums. The forums were also advertised and open to the public.

• Other co-curricular activities include a production partnership with South Suburban Parks and Recreation that has, for two years, staged American literary classics. *Trifles* (by Susan Glaspell) and *The Lottery* (adapted from the short story by Shirley Jackson) in 2005, and, in 2006, *Handicapper General* and *Who Am I This Time?* (Adapted from Kurt Vonnegut’s *Harrison Bergeron* and *Welcome to the Monkey House*). An adaptation of James Thurber stories is tentatively slated for spring 2007.

• The Astronomy Department has also sponsored a number of unique events such as “star parties” to observe astronomical objects. Recent events also include viewings of lunar eclipses and nearby Mars apparitions.

• In Spring 2006, the Paralegal Club and the Rocky Mountain Paralegal Association co-sponsored Law and Order 2006, a series of Criminal Law lectures.

• In April 2006, the ACC Psychology club sponsored a series of presentations coinciding with Alcoholism Awareness Month.

• ACC Community Education art students displayed their creative works at the Ninth Annual Community Education Student and Instructor Art Exhibit held in ACC’s Colorado Gallery of the Arts, May 19 through June 15, 2006.

• The Medical Laboratory Technology program encourages students to participate as volunteers in the 9 Health Fair to fulfill a 15-hour community service component of the program.

• The Criminal Justice program encourages students to participate in police ride-alongs and attend court sessions.

• Many programs incorporate internships into their curriculum and encourage students to volunteer in community events.
Co-curricular activities such as those listed above provide ACC students, faculty and staff with opportunities to acquire, discover and apply knowledge responsibly.

**Student Activities and Leadership**

ACC nurtures the “life of the mind” by providing opportunities for students to enhance their classroom learning experiences through leadership and co-curricular activities and student support services as discussed above and in Core Components 3c and 3d.

Student leadership opportunities are made available through participation in Student Leadership Council, the Arapahoe Free Press student newspaper, Progenitor, and PTK – Phi Theta Kappa. The Student Affairs Office provides student leadership opportunities through the Student Leadership Council and student clubs. Student government was reorganized effective Fall 2005. The student government organization is known as the Student Leadership Council. The Student Leadership Council participates in one community service project per semester; mentoring programs (college internships with ACC staff); the student grievance process; student activities budget allocation; bi-monthly meetings with the Executive Staff; bi-weekly business meetings; and College committees, as appropriate. Students receive a scholarship for six credits per semester as remuneration for their participation on the Council (at current tuition rate/in-state/COF-eligible).

**Ethical Conduct for Students and Faculty**

State Board policy, a Code of Ethics (BP 3-70) for faculty and staff, is published on the Colorado Community College System Web site. Students are held to a Code of Conduct (AP 4-30a), which includes discipline and grievance procedures, as outlined in the Student Handbook published by the Student Affairs Office. Student Affairs provides training to staff and faculty on classroom management and judicial affairs. Violations in academic areas are processed through the grievance process outlined in Criterion Two.

The library staff enforces fair use of materials requested by faculty for their classrooms. The Rules of Computer Use (AP 7-01) references ACC’s policy on proper use of computers and the Internet. The Reserve Request Form and the letter sent to instructors each semester requesting they submit items to the reserve collection discuss copyright Fair Use Policy. The Library can also provide an instructor with a form to request use of copyrighted materials. The Library enforces copyright Fair Use for items kept in the reserve collection in the Library.

Professional, ethical, respectful behavior is expected from all ACC employees. Likewise, students are expected to demonstrate their ability to hold a job by arriving on time, completing work assignments independently, solving problems, making decisions and presenting themselves professionally, thereby representing ACC well in the community.
A self-paced learning environment for students presents instructors with a slightly different set of challenges. Each FLEX student attends an orientation that stresses ethical conduct, social responsibility and integrity by explaining each student’s responsibility for completing assignments that are properly labeled by the specified date, working independently and asking questions of the instructor when assistance is needed.

Alternative learning options, such as those discussed under Core Component 4a, create a separate set of ethical challenges. For example, ACC’s Student Code of Conduct identifies misuse or abuse of computer hardware or software, unacceptable use of e-mail, misrepresenting one’s identity or using electronic means to disrupt the learning environment as offenses subject to official sanctions. See the 2006-2007 Student Handbook.

Intellectual Property Rights

There are two Board Policies that relate to the issues of intellectual property rights. The first is Board Policy BP 3-90, Copyrights and Patents, and the second is the BP 3-70, Code of Ethics, both of which are posted on the CCCS Web site. Together these policies clearly outline the procedures that faculty should take regarding copyrightable and patentable materials. These policies also provide information on use of State facilities, ethics and conflict of interest. In its application to online material and the use of College computers and networks, AP 7-01, Use of Computing and Network Resources, focuses on the proper and ethical use of College resources.

ACC employs a wide variety of curricular and co-curricular activities and policies/procedures that provide opportunities for the discovery and responsible application of knowledge. These opportunities are not limited to students, but include faculty, staff and administrative employees, as well. Without question, ACC stands poised to continue to successfully prepare learners of all ages and abilities to contribute to the future of society.

Strengths

- ACC provides a wide variety of alternative learning options which provide higher education opportunities to a wide variety of constituencies in a format conducive to their personal circumstances.

- ACC’s strong Sigma Phi Chapter of Phi Theta Kappa and their two First Team members of the recent All-USA Academic Team provide evidence of academic strength at the College.

- Colorado’s gtPATHWAYS program ensures quality and consistency in degree requirements, ensuring that graduating students have obtained a breadth of knowledge that will prepare them for success in the workplace or in their future studies. Similarly, program advisory committees and
program-specific national and state accreditations and approvals ensure that these programs are commensurate with industry expectations.

- ACC’s Program Evaluation plan, as specified in AP 9-20, evaluates the health and viability of instructional programs.

- The College’s program advisory committees ensure that ACC’s programs are adequately preparing graduates to succeed in a diverse, global and technological society.

- The Diversity Council and other groups on campus, such as the Spring International School and Phi Theta Kappa function to foster social awareness and responsibility.

- Through co-curricular activities, codes of conduct and board policies regarding intellectual property rights, the College ensures that its community is engaged in the responsible discovery and application of knowledge.

### Challenges

- The College’s current transition from Blackboard to WebCT course management system will provide significant challenges for students, faculty and staff during AY2007; however, the Educational Technology team has taken steps to ease the transition for faculty and students.

- In Spring 2006, ACC’s Educational Technology Department implemented a required online training for instructors, and piloted its first WebCT courses during the summer term. Periodic community updates are being provided at All College Weeks and Q-Days, and via e-mail. ACC’s conversion from Blackboard to WebCT is being conducted in stages, and is scheduled to be complete in Spring 2007.

### Future Focus

- ACC’s student population averages 31 years of age. Commuter student populations require fewer co-curricular activities; nonetheless, the College will continue to focus on quality activities rather than quantity.

- An important part of ACC’s service area, Douglas County is one of the fastest growing counties in Colorado and the nation. ACC is pursuing multiple collaborative opportunities to offer courses and programs throughout the Douglas County School District. Academic and occupational programs will include concurrent enrollment courses and community education initiatives. ACC will continue to work closely with the District on grant opportunities that provide alternative funding sources needed for program start-up and continuation.
CITATION FIVE: ENGAGEMENT AND SERVICE

As called for by its mission, Arapahoe Community College identifies its constituencies and serves them in ways both value.

ACC’s constituencies may be classified as:

- Primary Internal Constituencies: students (traditional, nontraditional, career/technical, international and community education)
- Secondary Internal Constituencies: employees (regular faculty, adjunct faculty, administrative staff, classified staff and student workers)
- Primary External Constituencies: Colorado Commission on Higher Education (CCHE), Colorado Community College System (CCCS), Higher Learning Commission (HLC), program accreditation and approval agencies, College Advisory Board (CAB), program advisory committee members, employers, prospective students, high school students and their parents
- Secondary External Constituencies: former students, community members, Foundation Board members, donors and grantors, facility renters, tenants

Core Component 5a – Arapahoe Community College learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The needs and expectations of primary internal constituencies are assessed regularly through efforts such as program assessment, the student opinion survey and student faculty evaluations, as discussed thoroughly in Core Components 3a and 3b. Existing and prospective student constituencies represent the lifeblood of ACC. They are the primary motivation for the College’s existence. Consequently, recruitment and retention of these populations of students is paramount. The College strives to provide not only instruction, but also an environment and sense of community for its students. Through student recruitment, departmental activities and instructional programs, the College seeks to provide service and support in order to meet student expectations.

Student Recruitment and Populations

ACC’s ability to address the needs of prospective students, either post-high school or nontraditional, is of great importance. The College’s primary internal constituency is made up of its currently enrolled students. The ability and capacity of the College to assess the needs of prospective students, is imperative for the survival of the College. Student recruitment (high school and nontraditional) is handled through the office of the High School Relations Manager.
To encourage incoming or prospective students, the College conducts individual visitations at approximately forty area high schools. Individual and group tours are conducted at the College every semester. Group and classroom presentations in the Denver Metro area and at other college fairs, night fairs at local high schools, and recruitment information fairs are also conducted in cooperation with the Denver Public Schools and the school districts within Douglas and Jefferson Counties.

According to anecdotal information supplied by the College’s High School Relations Manager, visit totals for 2004/2005 break down to approximately 25 College Fairs attended per calendar year or roughly 2.5 per month. Printed matter about the College’s programs is distributed to prospective students at these fairs. Evaluation of the needs of prospective students is collected informally at these community events, through prospective student contact cards and by information gathered at information booths.

Outreach to diverse populations of prospective students is conducted through presentations or attendance at Denver Metro area ethnic-based events, such as the National Hispanic Fair, La Raza and Hispanic Youth Conference. Nontraditional outreach is also offered informally by setting up informational booths at the Juneteenth Festival and Denver Metro Community College Fairs. In addition, nontraditional students are also recruited through ACC’s participation in public career fairs. These presentations and outreach events allow recruiters the opportunity to meet with a wide and diverse population of prospective students from different communities within the Denver metropolitan area.

All of these activities contribute to a unique and diverse student population at ACC. The charts below depict trends in student age and ethnicity status over the past several years.
International Constituencies

In December 2005, ACC’s President Glandon and Pambos Polycarpou of the Spring International Language Center (SILC) traveled to Japan to visit Aso School, one of ACC’s sister colleges. In the aftermath of the 9/11 tragedy, international student enrollment at ACC and SILC decreased. This trip allowed President Glandon to re-establish relationships and build cultural bridges. Dr. Glandon and Mr. Polycarpou discussed establishing new agreements for English language programs and increased health career and business/professional/technical exchange opportunities for Japanese students. Japanese students, some of whom were former SILC or ACC students, led the tours of their school programs. This provided Dr. Glandon the opportunity to encourage students from the Aso hospital and business schools to consider attending ACC. Interest was also expressed in encouraging American students to embark on short studies of language and industry in Japan.

As a result of this visit, Dr. Glandon is working to facilitate exchanges between the two schools, with two ACC faculty members having expressed interest. He is also leading development of a collaborative effort among Aso Business College, Castle View High School (an Academy-model high school in Douglas County), ACC and Colorado State University to develop a seamless international business transfer program incorporating Japanese language and distance learning.

External Constituencies

As discussed in Criteria 3 and 4, the CTE programs at ACC rely heavily on external professional associations and program accrediting agencies to help guide curriculum development and student recruitment. These programs also rely on external advisory committees, comprised of industry professionals specific to the department’s curriculum. Also, clinicals and internships provide students with hands-on work-related experience that prepares students for future employment. These relationships can be seen as mutually beneficial and self-sustaining because industry provides much-needed input for curriculum development, while the relationship also establishes an invaluable tie between students, internships and possible future employment.

Employee Evaluations

Performance evaluations are conducted annually for all full-time administrators (AP 3-46), faculty (AP 3-40), and classified/support staff pursuant to ACC Procedures.

Employee Satisfaction

As a result of poor employee morale noted by the Self-Study Steering Committee, the College contracted with an outside agency to conduct an Employee Satisfaction Survey in July 2006. The survey results (Executive Summary and the Questions in Order Asked) are summarized in the table below and were presented
by the Executive Team at the All College Meeting on August 21, 2006. The consulting agency provided the following information to interpret the table and the survey results:

- The scoring was based upon a 1 to 5 scale, with 5 indicating the highest score of “strongly agree”
- A score of 3.75 or above is considered positive
- The “norms” column on the tables was developed by the consulting agency
- A .4 difference from the norm is considered significant

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The seven highlighted items in the table above present the areas of most immediate concern facing the College. As a first step, the Executive Team set forth the following plan to begin addressing these challenges:

- Post the survey results on the Intranet
- Executive team will meet with leaders of the three estates to discuss results
- The three estates will formulate strategies, with specific timelines and outcomes
- Provide accountability reports during Q-Days in November and All College Days in January
- Conduct another employee satisfaction survey in Spring 2007
- Issue a new full report for the August All College Meeting 2007
Prior to these survey results, an Employee Satisfaction Solution Team, comprised of representatives from the various College estates—faculty, classified and administration—was created to improve employee morale. To help instill a greater sense of community on campus, the newly named “Be the Difference Team” initiated several activities to positively impact the College culture:

- Hosting a holiday luncheon
- Creating a monthly picture identification contest
- Hosting a College-wide treasure hunt
- Organizing a Campus Beautification Day and potluck

**Core Component 5b – Arapahoe Community College has the capacity and the commitment to engage with its identified constituencies and communities.**

The College’s relationship with external constituencies is critical in broadening the horizons of students. The benefits of remaining closely connected with external constituencies include an awareness of social responsibility, leadership, participatory democracy, critical thinking about civic responsibility, service learning, developing personal values and codes of ethics.

Educational and community needs are met through the interaction of ACC with its students and external constituencies. This is demonstrated in a variety of ways. Internships mirror the curriculum and bridge student learning with service to the community. Divisions of the College engage with constituencies and the community through internships, community service and volunteer opportunities. ACC’s commitment to continued engagement with program advisory committees ensures important advice and program oversight.

**Partnerships**

ACC maintains strong relationships with external organizations and industry, especially through its CTE programs. Partnerships engage and benefit ACC’s students both directly and indirectly. For example:

**Automotive Technology**

- A grant totaling $9500 was awarded to ACC by DaimlerChrysler in Fall 2004, to invest in updated tools and equipment for the automotive shop. Funds were used to purchase a new A/C refrigerant machine, a new scan tool and associated parts and equipment. Another similar $5000 grant was awarded to ACC by DaimlerChrysler in 2006.

- DaimlerChrysler also donated a 2005 300C automobile.
• General Motors donated three vehicles: a Chevy Malibu, a 2005 Silverado Pickup and a 2005 Impala.

• Two separate $3500 gifts of specialty tools were received from a General Motors’ tool supplier.

• General Motors sponsored four co-op students and DaimlerChrysler sponsored one student.

• In February 2005, General Motors donated several transmissions and engines and over 600 new printed service manuals from the General Motors Training Center.

• Fall 2005, ACC formalized and expanded its relationship with Nissan of Colorado by signing a formal contract with Nissan of America. The contract binds Nissan to the donation of tools and cars to help ACC train students on Nissan technology. In return, ACC provides training in its automotive shop to local Nissan technicians several times per year.

• Nissan donated a new scan tool and has pledged five new vehicles and a cash gift of $15,000.

• The College donates older (running) vehicles to other Colorado community colleges and local high schools.

**Business Administration**

• Spring 2005 brought new internship placements in travel and tourism at the Douglas County Library and American Express.

• ACC’s full-time marketing and business instructor served during AY2006 on the South Metro Small Business Development Center’s Retail Council Committee. The committee developed a series of seminars for small business owners in the community.

• ACC offered a certificate in Project Management onsite at Rocky Flats to provide career options for displaced employees.

**Computer Information Science**

In 2004, ACC was awarded a grant from the Colorado Institute of Technology to create a certificate in cyber security and an emphasis in cyber security for computer information science majors. This field is cutting edge, and employment opportunities in this country for graduates are plentiful and are expected to remain so for the next several years.
Finance

ACC has an agreement with the Mortgage Training Institute and the Center for Financial Training Western States to enable students to complete an A.A.S. degree in Financial Services, by awarding college credit for training classes completed through these organizations. Conversely, learners from these organizations are invited to complete ACC classes for college credit.

Mortuary Science

- ACC’s mortuary science program enjoys a significant industry relationship with Olinger Mortuary. In 2004-05, ACC increased the number of labs conducted at the Olinger facility, which necessitated an increase in Olinger Mortuary’s in-kind donations to the program in the form of personal protective equipment (gowns, gloves, hair bonnets, shoe coverings, face masks, etc.).

- Olinger Mortuary continues to provide internships and post-graduate employment for students of ACC’s mortuary science program.

Nursing

ACC’s nursing program continues its partnership with Littleton and Porter hospitals which provide clinical placements for nursing students.

Architecture

A representative from the Homebuilders Association is working with ACC to establish a post-degree certificate program for construction supervisors.

Fitness Center

- Gobe Divers, a local diving school, rents the ACC swimming pool for their diving classes. In the spring of 2005, when the boiler used to heat ACC’s pool malfunctioned, Gobe Divers made a substantial donation to help fund a new boiler.

- When Denver Seminary’s new campus opened nearby in the summer of 2005, ACC’s Fitness Center offered special student membership rates to those students.

Arapahoe/Douglas Career and Technical School (ACTS)

Based at the Art & Design Center is ACTS, Arapahoe/Douglas Career and Technical School, a division of ACC and a consortium of local school districts that provides career and technical classes for ACC students and students from local high schools. Each year ACTS carpentry students construct a house in partnership with the community.
Post-News Educational Services Summer Teacher Conference

After being invited to serve as keynote speaker in 2003, President Glandon approached the organizers about holding the annual Post-News Educational Services Summer Teacher Conference at ACC. This event, which draws K-12 teachers from around Colorado, has since convened at ACC’s main campus for a full day of seminars and workshops, most recently with over 180 in attendance.

Student Affairs

ACC prides itself on being involved with many external constituencies. In the office of High School Relations, staff are members of various boards and councils:

- Colorado Educational Service and Development Association (CESDA, a non-profit group that provides educational information to under-represented groups)
- Colorado Council on High School and College Relations/Minority Relations Committee
- Jefferson County Schools Key Communicators
- Littleton Public Schools (LPS) “Options Advisory” Board
- Committee for the LPS alternative High School
- Abraham Lincoln Business Advisory Committee

ACC is also a member of two other professional organizations:

- Rocky Mountain Association of College Administrators Council (RMACAC)
- National Association of College Administrative Councils (NACAC)

The benefit of these relationships is that representatives of the College are involved on a system-wide or statewide level with external groups to facilitate effective educational goals at the College. These relationships further serve to make the College more aware of what current and prospective students may expect or need in association with standards established by other educational organizations.

President Glandon’s Task Force and Board Affiliations

President Glandon and his staff also engage a variety of constituencies through task force and board affiliations, such as:

- ERP Steering Committee
- ERP Student Policies Committee
• System Online Steering Committee
• Statewide Benefits Committee
• Statewide Nursing Committee
• Arapahoe/Douglas Works—Board of Directors
• Arapahoe Philharmonic—Chairman of the Board of Directors
• Colorado Center for Nursing Excellence—Board of Directors
• Southeast Business Partnership—Board of Governors
• Jefferson Economic Council—Board of Directors
• Littleton Rotary—Active member
• Highlands Ranch Chamber of Commerce—Active member
• South Metro Denver Chamber of Commerce—Active member
• Littleton Leadership Council—Active member
• Parker Economic Development Council
• Parker Chamber of Commerce
• Castle Rock Chamber of Commerce
• Castle Rock Economic Development Council

**Town & Gown**

Town & Gown is an organization that brings together community members (town) with members of the College faculty, staff and administrators (gown) to exchange ideas and information. Founded in 1976 for the purpose of strengthening ties and supporting educational activities, the society of approximately 50 individuals meets monthly to hear speakers and discuss ways of improving communication between the College and community.
Core Component 5c – Arapahoe Community College demonstrates its responsiveness to those constituencies that depend on it for service.

Instruction

ACC collaborates with other Colorado higher education institutions by developing articulation agreements to accept specific ACC courses toward a bachelor’s degree, described in Core Component 3c. For example ACC has developed articulation agreements with Adams State College to accept courses toward several bachelor’s degrees including, but not limited to Business Administration, Elementary Education and Secondary Teacher Education.

As discussed previously in Core Component 4a, ACC also offers courses through alternative teaching methods in concert with other colleges. Over 57 high schools have participated in concurrent enrollment programs at ACC. Several school districts within Arapahoe, Douglas and Jefferson Counties are involved with “fast track” corresponding high school programs. Articulation agreements exist with ACTS, and statewide credit is awarded for career and technical classes. These programs demonstrate that ACC provides educational opportunities to sufficiently-motivated high school students wishing to pursue higher-level academic credentials.

Operational Communication

In an effort to be responsive to its constituencies, ACC engages in many different communication formats:

• **Bert’s Alerts** (electronic weekly newsletter from the office of the President of the College, Dr. Berton Glandon)

• Press releases

• Feature articles

• Publications

• Grant proposals

• E-mails

• Meetings

• Social events

• Student newspaper

• Comings and Goings with Movers and Shakers (a weekly HR activity report for internal constituencies)
Researching, writing and distribution of press releases and story pitches was centralized six years ago as an administrative function. ACC’s Communications Specialist is the media point of contact for information and feature stories. The centralization of this function enables the College to efficiently publicize its programs, events, staff and faculty accomplishments, grants, student achievements and academic, career and technical trends. This free and consistent dissemination of positive publicity in and beyond ACC’s service area enhances the College’s reputation and provides additional channels for the flow of information with its constituencies.

Operational personnel receive oral, written and electronic communication from constituencies and respond accordingly. Information about the College and its operations is also disseminated via the student newspaper, e-mail, letters, one-on-one, comment cards and meetings. There is a commitment to listen and try to settle problems in a timely manner. The President also meets monthly with the Presidents of the Faculty Senate, Administrative Assembly and Classified Assembly to discuss issues of concern.

Ongoing communication occurs between ACC and community organizations as well. The Campus Police Department works closely with the Arapahoe County Sheriff’s Department and the Littleton Police Department. ACC sponsors career days several times a year, where representatives from business, industry and the public sector are on campus to recruit students. Technical Support Services and Facilities accommodate the needs of community members who rent our computer labs and other rooms on campus.

Human Resources Department

The ACC Human Resources Department (HR) provides the following information to employees, accessible on the ACC Intranet: job openings, HR Procedures and forms, employee health and dental insurance benefits, flexible benefit spending plans (health and dependent care), retirement plan information and information specific to classified employees. In addition, HR representatives are available to employees by appointment and during normal business hours at the HR front desk located in the lobby of the Church Street Building.

At the onset of the self-study process, a review of campus systems and procedures indicated that some HR information and services needed improvement. Many of these issues have been or are currently being rectified by HR, in conjunction with other campus departments:

- Updating current employee lists
- Updating campus directories to include title, phone number, campus location and mailbox number
- Establishing a recruitment plan for minority faculty and students
- Ensuring that ACC job descriptions are current
• Developing an employee handbook for faculty, classified and administrative personnel

• Ensuring that personnel files for all employee groups are centralized under one accountable authority

• Ensuring that accurate faculty credentials, including vocational credentials, are maintained and centralized in HR

HR continues to take steps to improve its service delivery to college constituencies.

**Accounting Department**

The ACC Accounting Department Intranet Web site lists personnel responsible for information about the following ACC financial activities: fiscal responsibility, cash initiatives, General Ledger/COF, payroll, accounts payable, accounts receivable, cashier office, fixed asset accounting, grant accounting and student petitions for tuition credit.

The ACC campus community depends upon Accounting Department personnel for their financial expertise; however, a high rate of accounting personnel turnover has created instability and lack of continuity in the services it provides to its constituencies. This is evidenced by slow response to requests for budget and other financial information.

**Physical Plant**

The ACC Physical Plant Department provides Intranet Web site information regarding its responsibilities and contact information: facilities maintenance; housekeeping; facility rental; grounds maintenance; and facilities planning. Physical Plant personnel support College constituencies by providing clean, safe and an aesthetically-pleasing academic environment. Physical Plant employees are accommodating, easy to work with and respond to requests in a timely manner; and these employees received the highest service rating from students on the 2005-2006 Student Satisfaction/Opinion Survey.

**Core Component 5d – Internal and External constituencies value the services Arapahoe Community College provides.**

As an educational institution, ACC is established to provide support and assistance to a variety of groups of people that can be characterized as college constituencies or communities. The ability to examine and address the evolving needs of these constituencies is important to the existence of the College. Please refer to the definitions of primary and secondary internal and external constituencies at the beginning of this chapter.
**Students: the Primary Internal Constituency**

ACC conducts student opinion surveys to help ensure that the needs of its students are being met. These surveys are conducted bi-annually. According to the most recent survey compiled during the fall semester of the 2005-2006 academic year, the number of students currently attending ACC who plan to pursue a two-year academic degree has increased 10.8% since 2003; however, there has been a drop in the number of students attending in order to accumulate transfer credit (-5.3%), as well as a drop in the number of students who are attending to gain a certificate (-4.1%) or who attend to improve job skills (-1.5%). The numbers related to students enrolled because of personal interests and in preparation for job entry has remained stable or unchanged. This information is based on having students identify one of six options as to their primary educational goal.

The increase in the pursuit of a two-year degree or certificate completion, versus the acquisition of classes for transfer, signals a trend that should be assessed and re-evaluated to determine if there has been a shift in student attitudes and perceptions of the College and its programs.

![Student Opinion Survey Results Comparison](image)

**Academic Programs**

ACC’s responsiveness to the community through its interaction with various constituencies is demonstrated by the examples below:

The English Department monitors the effectiveness of its classes through course evaluations, and three assessment measures: a pre- and post-writing sample, a self-assessment form, and a departmental review of final out-of-class essays. Course changes are based on feedback gathered from these assessments. For instance, when it was determined that students lacked “summarizing skills,” additional assignments in this area were built into courses to address the deficiency. Computer Placement Test (CPT) exams are also conducted for entering students to assess their abilities for placement within appropriate course levels.

The English Department also conducts periodic environmental scanning through the information collected during administration of the department’s Writing Center. In order to gain feedback about how well the ACC Writing Center is meeting the needs of students, the Writing Center’s coordinator provides feedback.
forms to students so they may provide evaluative information after each tutoring session has been completed. In addition, a formal student survey has been administered to Writing Center students, and a formal faculty survey is being developed. The ACC Writing Center coordinator responds to student and faculty feedback during each semester. Operational changes have occurred in the Writing Center in response to student feedback. These changes have increased the number of tutoring hours and tutors available to students.

The ACC Writers Studio has grown its own roots in the local community by offering a series of Colorado author/actor readings, book signings, open mic events and a literary contest that is publicized widely throughout Colorado. Each of the events has been well attended, attracting a minimum of 30 audience members.

The Theatre Department is perhaps the most widely known entity on campus that interacts directly and regularly with the local community. The theatre draws actors from the local community for its productions. It also draws from the local high schools for students to participate in one-act showcases, either as actors or as audience members. The theatre has presented productions for local grade schools that were so well received the schools are clamoring for more productions. The theatre also offered community classes for non-credit students to learn about playwriting and invited a well-known playwright, Steven Deitz, originally from Colorado, to conduct those classes. In the past few years, the theatre has attracted a stable audience, especially for its educational “Talk Backs” after select performances that allow community members and students a chance to learn about playwrights and the historical context of plays.

The Music Department continues to develop its own community programs and following. The chair of the Music Department has established partnerships with the Arapahoe Philharmonic and offers many programs open to community members to enjoy and appreciate a broad range of musical styles.

The Anthropology Department engages in activities with a non-profit archeological research organization in South Park, Colorado. Students and faculty members work with community volunteers on various kinds of research in South Park. At times, the Archeology Department has invited qualified community members to teach as adjunct instructors in specific courses.

**Career and Technical Education Programs**

The Architectural Department (ARC) communicates with its students throughout the instruction phases of its courses via content provided in course materials, during course delivery and also through informal interaction or student/instructor one-on-one meetings. These forms of information gathering have motivated changes in how course content is delivered, i.e. more hands-on projects, less lecturing, and revisions in exam content and format.

The Computer Aided Design (CAD) Department has also learned from its students, especially in relation to the focus of the CAD industry. Prospective
students come to the College to learn specific “skill sets” that are important for current and future job placement opportunities. Student needs, driven by evolving industry standards and trends, encourage new CAD course development.

Students enrolled in the Interior Design Department (IND) are asked to complete formal evaluations of instructors and courses each semester. Feedback is used to improve content delivery, sequencing and assessment, as well as to develop more effective teaching strategies. The department also convenes at least one faculty meeting per semester with adjunct instructors to discuss such topics as: program assessment outcomes and desired improvements; curriculum changes and course content modifications under consideration; the IND strategic plan; System policy and ACC Procedure changes; and teaching strategies. During these formal meetings, and through daily contact between classes, adjunct instructors provide valuable news and insights into the evolving job market trends and expectations that help prioritize departmental goals, plans and expenditures.

Every graduate of the College’s Paralegal program is required to complete an exit survey upon completion of their program. The information gathered is used to focus on both the strengths and weaknesses of their coursework and instruction. Modifications and updates in the program have been implemented based on the results of this survey.

**Community Education Programs**

ACC’s [Community Education](#) programs fulfill an important role at the College and within the larger community, by providing alternatives to the more traditional forms of education offered elsewhere within the College. Community Education complements other similar programs throughout the Denver Metro area, such as programs offered at Colorado Free University and Littleton’s Donald H. Buck Community Recreation Center. Community Education provides instruction to students who wish to complete GED testing. Community Education also offers English as a Second Language (ESL) programs to community members.

The Community Education program is self-sustaining. Revenues not only cover all instructional and administrative costs, but also pay for rent, utilities and marketing, with funds remaining to help support other College initiatives. The program employs 175 to 200 part-time instructors responsible for teaching about 400 Community Education classes per year. These classes provide instruction for 8,000 to 10,000 nontraditional students per year.

Communication with Community Education’s constituencies is accomplished through mailings of promotional flyers and course schedules four times a year. Program content and information about classes is also listed on a separate Web site linked to ACC’s homepage.

Motivation for establishing Community Education curriculum comes from a number of different sources. In order to meet student needs and expectations, course information is derived from emerging trends, ideas or items of popular
interest. It could be said that Community Education programs are culturally motivated. For example, if an individual called the Community Education Department and wanted to attend a class on collecting antique dolls, this request would be considered for future class development and offering, especially if other factors or information indicated increased interest in this topic as an emerging trend. See Community Education information within Core Component 3a.

The Fitness Center

The Fitness Center is a unique asset to the College and its internal and external constituencies. In an even broader sense, the Fitness Center serves as a meeting place by providing physical education for senior citizens, community education students and ACC students, staff and faculty.

Assessment of member needs is compiled through the use of daily comment cards, informal one-on-one staff to student/member interaction, and anonymous surveys. The ability of the Fitness Center students/members to implement changes to existing school decisions and policies should not be underestimated. During the 2004/2005 school year, the Executive Team considered closing the Center’s swimming pool and adapting the space for other uses. One motivation for the proposed closing was the age of the equipment used to heat the pool. A committee, comprised primarily of members of the SilverSneakers aerobics program, spearheaded a campaign to keep the pool open and was able to generate sufficient funds to complete urgent repairs to the facility. Also, during the 2005 Holiday Season, members of the SilverSneakers aerobics classes organized a silent auction to gather additional financial support for Fitness Center operations. SilverSneakers is part of the Health Care Dimensions Program for senior citizens sponsored by various health insurance companies. Approximately 300 Health Care Dimension participants actively utilize the Fitness Center each month. Additional information regarding the Fitness Center is located in Core Components 2b and 5d.

Secondary Internal Constituencies

Over the past five years, the College’s secondary internal constituencies have been affected by financial changes and organizational restructuring, specifically, personnel and financial structures.

Overall the changes in funding and staffing have contributed to a sense of uncertainty. Anecdotal information gathered through interviews suggests that many ACC employees feel they are being asked to accomplish more work on behalf of more students than ever before. Employees associated their work load increases with ACC’s financial and personnel changes, influenced by the economy and mandates from the state government. See Criterion 2 and Employee Survey discussion in Core Component 5a.

Nevertheless, the College strives to provide support and opportunity for its employees. Faculty and other ACC staff are able to receive tuition reimbursement
for up to five credit hours per year. The coursework must be relevant to the employee’s current job responsibilities and be completed with a “C” or better. The College also provides opportunities for its employees through the Center for the Enhancement of Learning and Teaching (CELT), as detailed in Core Component 3b.

Primary and Secondary External Constituencies

ACC and the community mutually benefit from working together to build relationships. From ACC’s perspective, these endeavors are primarily accomplished through the Office of College Advancement, which includes the ACC Foundation. Such endeavors have been previously discussed in Chapter 2, regarding ACC’s Foundation, and in Core Component 3c regarding diversity.

Strengths

- The College’s recruitment personnel are actively involved in recruiting events aimed at high school students, nontraditional students and minority populations.

- The College is also involved in overseas efforts to attract international students, a rare endeavor for a community college.

- ACC has worked diligently to establish mutually beneficial partnerships with external companies and nonprofit organizations. The success that ACC has experienced with its partnerships is one of the College’s greatest strengths. In addition, the College President and his executive staff are very active in local and state organizations, which further contributes to the visibility of ACC.

- Results from ACC’s Student Satisfaction/Opinion Survey suggest that students are satisfied with instruction and services at ACC.

- More than 8,000 lifelong learners are served annually through the College’s Community Education offerings.

- Local senior citizens and other constituencies are served by ACC’s Fitness Center.

Challenges

- Internal communication and low morale have been cited as weaknesses by faculty and staff, as noted by the Self-Study Steering Committee and evidenced by the recent Employee Survey.

- Some Human Resources information and services were noted as needing improvement.
• Personnel turnover in the Accounting division, well beyond the norm, has created instability and lack of continuity in the services it provides to its constituencies.

• During the self-study process, interviewees stated that they were being required to do more work with fewer resources. This was validated by the recent employee survey.

Future Focus

• In 2005, ACC implemented an Employee Satisfaction Solution Team, comprised of employees from the three estates (faculty, classified and administrative). The team made positive contributions in 2005-06 and will continue to function as a source of positive energy and motivation on campus.

• ACC’s President has made intentional efforts to increase internal communication. These efforts include the newly expanded Executive Team and weekly Bert’s Alerts e-mails. These efforts have met with some success, and will be continued.

• The College President and Executive Vice President have worked diligently to address areas of concern noted by the Self-Study Team. Though some initiatives are ongoing, many have been completed, such as the new Employee Handbook.

• Executive Team has distributed the results of the recent employee survey to the campus community and has pledged to begin discussions to initiate actions warranted by the report’s findings.
Electronically-offered classes are an important method by which ACC’s mission is supported. Online learning opportunities have expanded ACC’s service area, provided educational opportunities to rural and military populations and opened doors for students whose personal and work schedules make it difficult to attend traditional classes. A growing number of full-time and part-time ACC students enjoy the flexibility afforded by electronically-offered degree and certificate programs.

With the added accessibility and flexibility afforded by electronically-offered courses, some programs that had previously been in danger of cancellation found higher demand when offered electronically. Electronically-offered programs not only expand access to educational opportunities within ACC’s geographical service area, but across Colorado and the nation, and even around the world. Students have taken ACC courses from as far away as Europe.

As ACC has grown and adapted to the needs of students, distance education projects have reflected the College’s mission to provide a flexible and responsive learning environment. ACC has employed Blackboard as its online Course Management System (CMS) for several years; however, with the recent merger between WebCT and Blackboard, ACC will gradually begin employing WebCT Vista as part of a standardization effort headed by CCCS.

During Summer 2006, seven faculty members and a course developer piloted ACC’s first online and hybrid courses in WebCT Vista. These faculty members will mentor other faculty who are transitioning their online and/or hybrid classes from Blackboard to WebCT Vista in Fall 2006. ACC’s goal is to complete a 50% course conversion to WebCT Vista for the Fall 2006 term.

Orientation instruction in both platforms will be available to students at the beginning of the Fall 2006 and Spring 2007 semesters. By the beginning of the Spring 2007 semester, ACC’s goal is 75% conversion; by May 2007, ACC will achieve its final goal of 100% conversion to WebCT Vista.

The annual cost of the CMS is expected to increase; nevertheless, the Educational Technology Team continues to be committed to providing students with a consistent and stable online environment for completing courses and programs. Electronically-offered courses and their fixed costs are funded through a “high cost course fee” per credit hour.

ACC Online courses, faculty and curriculum are supervised by the respective department chairs. Online courses are also reviewed for quality by the Online Standards Committee, which upholds online standards and serves as a resource and policy-making body. Online courses, though they may differ in delivery mode and cost, require students to successfully complete the same objectives and
demonstrate the same competencies as traditional courses. ACC’s online courses meet all program requirements for degree and certificate completion.

Online/hybrid courses are proposed and approved in the same manner as any other new course. New course proposals are initiated by faculty, administrators or department chairs. After review by the respective dean, proposals are then sent to the Curriculum Committee for formal internal approval. The Curriculum Committee forwards its recommendations to the Vice President for Instruction, who in turn forwards them to CCCS for final approval.

Technical and physical facilities are regularly reassessed to ensure adequate support for ongoing online and hybrid program needs. ACC’s contractual agreement with its CMS allows for regular technology updates coupled with optimum maintenance, which the College could not achieve on its own. Performance expectations between the College and its CMS, such as “up time,” reliability, emergency backup and customer responsiveness are specified in the contract.

ACC’s e-learning manager, with backup from CMS help desk personnel when required, is available to students for software and content management issues. Solutions to hardware problems related to machines on campus are provided by ACC. If a student is on campus and has difficulty with software related to a course, support is available in the open computer lab. Students needing help with any of these problems can also find assistance during normal business hours by e-mail or telephone.

The ACC Web site provides a step-by-step orientation to online courses and the course management system. Each semester, the Schedule of Classes includes instructions to access this information. The College also provides free orientations in a classroom setting at the beginning of each semester to all interested students.

ACC’s online and hybrid course offerings are grouped with the traditional course offerings in each semester’s Schedule of Classes, available online or in hard copy. All instructors teaching fully online or hybrid courses must successfully complete the three-credit course, “Teaching and Learning Online.” Instructors are responsible for developing course content, creating and maintaining course archives, orienting students to individual course intricacies and helping to ensure appropriate levels of student information confidentiality in compliance with FERPA regulations.

The security of personal information is largely assured through the CMS. Each student can view only his or her own scores, personal information and course work. The instructor can access each student’s personal information. The College provides frequent reminders and training sessions about protecting student privacy within FERPA regulations. Additional support is available from the Department of Educational Technology.
Online courses are reviewed for content and delivery standards by the Online Standards Committee. Because the need for instructor-student and student-student interaction is of special importance in an electronically-offered course, online course standards require that instructors provide explicit contact information and interaction expectations within the course syllabus. Instructors provide students with specific parameters for anticipated response time to all assignments and interactions. Media employed for creating an interactive environment include e-mail, chat rooms and threaded discussions formatted within the CMS. Instructors are also encouraged to personalize their courses through the use of photographs, brief biographical sketches and informal chats.

The Online Standards Committee encourages fully online course instructors to conduct all course examinations and document transfers online. CMS capabilities provide methods which help ensure examination integrity and time limits. While students must log in to establish identity and enter the examination module, it would still be possible for a dishonest student to substitute an unknown examination surrogate to take an examination. When circumstances warrant, proctored examinations may be established at ACC’s Testing Center.

The Department of Educational Technology is responsible for providing support for faculty preparing courses to be offered electronically. While instructors are primarily responsible for the content of each course, The Department of Educational Technology is available for advice, insight and assistance, and for maintenance of a faculty Web site with helpful hints, system status, and further documentation.

Through the Department of Educational Technology and CELT, additional training and orientation is available, such as classes in PowerPoint, Developing Hybrid Courses, Online Document Design, HTML, Photoshop and Flash. Such training supplements the required Teaching and Learning Online course previously mentioned.

Student responses to the 2005 ACC Student Satisfaction/Opinion Survey confirmed that ACC is doing well in terms of quality of online programs. Representative student comments include:

- “Love the Online program!!!”
- “I really enjoy taking the online courses at ACC because it allows me to work full-time as well as take full-time hours at school. It is hard to understand why there is an extra charge for these courses though.”
- “I take the majority of my classes online; I am so happy that this is an available option!! I plan to transfer to a four year to complete a BS in Chemistry.”
• “The classes I have taken on campus and Departments I have dealt with at ACC have been great. CCCOnline has not been as worthwhile or responsive. I would not take anymore classes with CCCOnline but have heard good things about ACC online and will check [it] out…”

• “The Blackboard platform for distance learning is comprehensible and reliably available. Provisions for distance learning are very good.”

• “The on-line learning options are fantastic! This is my first on-line class (BIO111) and I am very happy with the quality of instruction and the amount of material covered.”

• “This was the first time doing an online class and I enjoyed it.”

ACC students may also take articulated courses through CCCOnline. As of Spring 2006, CCCOnline conducted its courses through the WebCT platform; however, as previously indicated, CCCOnline and all CCCS colleges will transition their online, hybrid and web-enhanced course platforms to WebCT Vista by May 2007.

CCCOnline began in 1999 as a legislatively-mandated e-learning consortium, comprised of the 13 colleges in the Colorado Community College System. CCCOnline, though not accredited in and of itself, functions as a separate provider of online courses. Courses completed through CCCOnline are then transcripted by each student’s home institution.

ACC faculty members have expressed the following concerns regarding CCCOnline’s operations:

• There appears to be no clearly defined avenue for student complaint resolution for CCCOnline classes. In many circumstances, students with complaints call their “home” institutions for help. Those institutions have no resolution authority with CCCOnline classes, and must redirect the student to contact officials at CCCOnline.

• CCCOnline has become competitive with the 13 community colleges, functioning in many ways as a 14th college, despite its lack of accreditation. This represents loss of revenue to the colleges with each student who enrolls in a CCCOnline class, and fuels faculty concerns related to loss of control of the curriculum.

• CCCOnline classes are standardized courses with prescribed textbooks built and taught by course developers and adjunct instructors who are hired and trained by CCCOnline. Individual community colleges have no voice regarding the qualifications or evaluation of adjunct instructors who teach classes for which the colleges are mandated to grant credit, nor do colleges have a voice in quality control issues regarding CCCOnline classes.
• CCCOnline has lower class retention rates and lower student success rates than ACC online classes. This leads to concerns about academic quality and instructor and student support availability. The chart below depicts ACC Online and CCCOnline success rates during AY2005.

ACC continues to enjoy increasing success with its own online and hybrid courses, averaging 430 courses per semester that employ either online or hybrid technology. This is evidenced by student comments from the 2005 Student Satisfaction/Opinion Survey and ACC’s student retention and success rates for its online classes.
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ACC offers courses of instruction designed around the semester credit hour system. One semester hour of credit presumes 5 hours of “seat time” in the classroom, or its reasonable equivalent. To graduate with an associate degree, a student will typically complete 60 semester credit hours encompassing a variety of courses befitting the student’s chosen degree plan, within parameters defined by the College and CCCS. Information regarding course and graduation requirements is clearly outlined in the ACC Catalog.

Most spring and fall semester courses last fifteen weeks; summer courses are typically ten weeks in length. Variations in course length are available. One example is “Just in Time @ ACC,” first initiated Spring 2006, for the working student who needs scheduling flexibility in the A.A. degree. Just in Time @ ACC classes are short-term, and are either hybrid (partially in seat and partially online) or completely online. Also, classes may have late start or rolling start dates so students can begin degree programs nearly anytime. Students enrolled in other programs may enroll in Just in Time @ ACC classes.

Other scheduling options include: accelerated classes, which provide additional hours of instructional activity by arrangement, with significant outside classroom coursework; flex classes, providing flexibility of learning at the student’s own pace; hybrid classes, which combine traditional classroom structure with online activities and content; online classes delivered via the Internet; and telecourses, utilizing lectures available through television programming and videotape rental. See Core Component 4a.

ACC’s courses and syllabi are consistent in designation, curricula and competencies to similar courses offered by all other Colorado public community colleges and four-year colleges and universities. Course equivalencies are designated and monitored through CCCS’s Common Course Numbering System. See Core Component 3b.

In accordance with Colorado law, designated ACC general education credits are guaranteed to transfer among all Colorado public higher-education institutions. Those courses and credits are also listed in the College Catalog and online. See Core Component 3c.

The College has also established customized articulation agreements that allow students to transfer directly into four-year degree programs. Students are encouraged to meet with an advisor to ensure correct course selection to meet transfer agreement requirements. ACC’s system for tracking and updating articulation agreements is inadequate; updating the system is a project in progress.
Online and hybrid courses are assessed for content consistency, teaching effectiveness and student learning equivalency to traditional courses. The foundations for ongoing assessment are established and reviewed by the Online Standards Committee and are detailed in Chapter 8.

The College provides students the means to earn college credit for non-college or experience-based learning obtained outside the sponsorship of accredited postsecondary educational institutions through Credit for Prior Learning (CPL). Students may demonstrate requisite levels of prior learning through standardized tests (such as CLEP and DANTES), institutional challenge examinations, industry certifications and portfolios. Detailed information about credit for prior learning is found in the College Catalog. Applications and instructions may be obtained in the ACC Academic Advising Center or via e-mail.

Tuition at ACC is consistent with the tuition charged by other Colorado community colleges. Tuition and fees are established by the SBCCOE through legislative enactment (C.R.S. § 23-60-202(1)(c)). Information regarding tuition rates and additional fees is clearly described in the College catalog and each semester’s course schedule.

For example, tuition for hybrid and online courses is higher than for all-classroom courses. Also, a high cost course fee of $5.70 per credit hour is charged to defray the cost of materials, supplies and equipment associated with selected courses. A list of such selected courses is included in each semester’s Schedule of Classes and online at ACC’s Web site. Other fees may include parking, student activity, registration, building, etc.

“Charges,” which differ from “fees” (described above), include, for example, transcript charges, credit for prior learning charges, pass-through charges to pay for the services of an outside vendor in support of instruction and graduation charges. These charges are established by the College. Also see Special Course Fees for Rate Table.

Beginning with the Fall 2005 semester, the State of Colorado enacted sweeping reforms establishing the College Opportunity Fund (COF). Rather than subsidizing higher education for in-state students by giving a block of money directly to each College, the state, via the System office, now sends this money, as a stipend, to the institution each student designates. The stipend money appears as a credit on each student’s tuition bill. ACC achieved a 100% COF registration rate in the Fall 2005 semester. Information about COF is readily available online, in the Catalog and Schedule of Classes, and in brochures available throughout the College. Information is also available on the Web site of the Colorado Commission on Higher Education. See Core Component 2b.
Compliance with the Higher Education Reauthorization Act

ACC complies with the Title IV requirements of the Higher Education Reauthorization Act as amended in 1998. ACC’s Federal Student Financial Aid Programs loan default rates for the past three years fall beneath the Title IV default rate threshold of 10%: FY2001= 7.3%; FY2002= 8.8%; FY2003= 3.2%. Official default rates for FY2004 will not be available until October 2006. Default rates tend to fluctuate with similar patterns in the local economy.

The College holds all documents relevant to Title IV compliance: a program participation agreement (PPA); Eligibility and Certification Renewal (ECAR); information about compliance with financial responsibility standards; limitation, suspension or termination (LST) actions; audits by the Inspector General of the United States Department of Education (USDE); and the default rates for the most recent three years as established by the USDE. All information regarding audit findings and program reviews for the Financial Aid Office is housed in the office of the Director of Financial Aid.

Effective July 1, 2006, ACC was designated by the USDE as an eligible institution under Title III, Part A, and Title V of the Higher Education Act (HEA) of 1965, as amended. As a result of this designation, ACC is eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study program, the Federal Supplemental Education Opportunity Grant Program and the TRIO Student Support Services Program for a period of five years.

The ACC Campus Police Department compiles and releases an annual report (Jeanne Clery Act Informational Report) of ACC campus crime. This report may be found on the ACC home page via the Student Services/Campus Police/Crime Statistics links.

ACC’s graduation and completion rates are compiled each semester and posted on its Web site within the Quality Indicator System Report (QIS). However, QIS was discontinued by CCCS in 2004-2005. Similar statistical information is also available in the annual hard-copy Institutional Effectiveness and Environmental Scan, and may be viewed online.

Federal Compliance Visits to Off-Campus Locations

The main campus of ACC includes the Main Building, the Annex (directly attached to the Main Building), the North Building, the Church Street Building and the Art & Design Center. Classes are taught in these five buildings. See ACC Building Maps.

In partnership with the University of Denver, the University of Colorado at Denver and the Douglas County School District, the College maintains an extended campus facility at University Center at Chaparral (UCC) in Parker, CO. This facility offers courses in Early Childhood Education, General Education Transfer,
Technology and Community Education (non-credit), and is considered an “off-campus site” by Higher Learning Commission definition. Students may complete all courses necessary for an A.A. or A.S. degree, with the exception of physical education.

As detailed in Chapter 1, the College also maintains an extended campus facility at the Denver Tech Center (Corporate Learning Center). This facility offers courses in Business Transfer, General Education Transfer, Technology, Real Estate, Activity Professionals’ Training and Community Education (non-credit), and is considered an off-campus site by NCA/HLC definition. This facility also houses the Colorado Computer Center and the Colorado Center for Professional Development.

Another significant off-campus site involves ACC’s partnership with HealthONE at the Swedish Medical Center in Englewood, CO. Emergency Medical Technician (EMT) Certificate courses and programs have been offered through ACC at this site for many years. The College received NCA site approval through a focused visit conducted December 5-6, 2005. The NCA’s findings may be found in the team report arising from that evaluation. ACC will offer an Associate of Applied Science degree in Paramedicine through this site beginning Fall 2006. See Chapter Ten for information about ACC’s request for approval for this degree program.

Through a strategic partnership with National Cable Television Institute (NCTI), ACC offers two degree programs and nine certificate programs by online and correspondence course delivery methods. This partnership enables cable television employees across the United States to complete individual classes or certificate and degree programs at their place of employment through a regionally-accredited community College (ACC) while using the employer’s established tuition reimbursement plan. Due to the scope and significance of this unique educational initiative, the College sought and received NCA approval through the focused visit conducted December 5-6, 2005. Again, the NCA’s findings may be found in the team report arising from that evaluation.

The colleges of the CCCS, including ACC, formed a consortium (CCCOnline), sharing resources to deliver a variety of degrees and certificates via the Internet. All correspondence, application, registration and coursework are accomplished via the Internet. A student registered at ACC may take any number of CCCOnline courses intermingled with the traditional courses offered in the classroom on campus. (Also see Chapter Eight.)

Advertising and Recruitment Materials

When ACC makes reference to its affiliation with The Higher Learning Commission of the North Central Association of Colleges and Schools, it includes the Commission’s address and telephone number.
Records of Student Complaints

Formal student complaints and grievances are received, logged and investigated through the Student Affairs Office. Such complaints tend toward more serious matters. Both the formal and informal procedures for grievance resolution are detailed in the Student Handbook, in CCCS Board Policy BP 4-30 and BP 4-31, and in ACC Procedures AP 4-30 and AP 4-30a. Copies of formal complaints and their subsequent resolution, for the past 25 years, are maintained in the Student Affairs Office.

Less serious concerns, compliments and suggestions are more apt to be received via cards or papers placed in comment card boxes located throughout the campus, or through communications received at the College Web site link established for that purpose. The comment card communications are received through the office of the President and are distributed to employees in the best position to respond. The electronic communications are received by the Dean of Student Services, who similarly distributes them.
ACC seeks approval from the Higher Learning Commission of the North Central Association of Colleges and Schools to offer the Associate of Applied Science (A.A.S.) degree in Paramedicine in conjunction with HCA-HealthONE LLC (dba Swedish Medical Center; hereafter HealthONE) on site at HeathONE’s Swedish Medical Center facility.

The Emergency Medical Services (EMS) department at ACC was originated in 1978, and currently offers four certificate programs: the Emergency Medical Technician (EMT) Basic certificate, EMT Basic-Enhanced certificate, EMT Intermediate certificate, and EMT Paramedic (EMT-P) certificate and now an A.A.S. in Paramedicine.

HealthONE is affiliated with Swedish Medical Center, a Level 1 Adult and Pediatric Trauma Center serving the Rocky Mountain area. Swedish’s centers of excellence include Trauma Services, Neurosciences, Cardiology Services, Cancer Treatment Services, Advanced Radiology Capabilities, and Women’s and Children’s Services. HealthONE provides a variety of services to prehospital and health care providers. Medical direction is a primary component of the program. Swedish Medical Center serves as a base station and resource hospital for basic and advanced life support agencies in the Denver metropolitan and rural areas. The service area includes Douglas, Arapahoe, Elbert, and Jefferson counties.

The most common educational track for emergency medical services professionals in Colorado is successful completion of EMT-B and a year of service, before applying to an EMT-P degree program. The Paramedic Program is approved by the Emergency Medical and Trauma Services (EMTS) Section Health Facilities and Emergency Medical Services Division Colorado Department of Public Health and Environment and accredited by the Commission on Accreditation of Allied Health Education Programs.

The purpose of offering an A.A.S. in Paramedicine at HealthONE is to provide students with a more intensive practical, hands-on experience in the emergency services environment through HealthONE’s many facility resources and clinical affiliates. While ACC’s EMT program is well staffed and supplied, the advanced life support curriculum requirements and demands of the EMT-P program is better suited for the HealthONE education facility. As a hospital-based program, the EMS students have access to patient care areas during their classroom and skill sessions. This allows the students to become familiar with the clinical area prior to their hospital rotations. HealthONE EMS has 3 classrooms, 8 skills rooms, a simulated ambulance and a fully-equipped ambulance dedicated to EMS education. Other local community colleges (Pikes Peak, Pueblo, Red Rocks, and Community College of Aurora) offer A.A.S. degrees in Paramedicine without the added benefit of a hospital site or partnership.
At ACC, general education courses for the A.A.S. in Paramedicine are offered on campus and/or online, whereas lectures and skills labs are conducted at HealthONE located just 4.5 miles from ACC’s main campus. Additionally, supervised internships are held at local clinical affiliates and contracted EMS agencies. The various types of clinical experiences include: Ambulatory Care Unit; Emergency Department; Intensive Care Unit; Newborn Nursery, Labor and Delivery; Operating Room; Respiratory Therapy; The Children’s Hospital Emergency Department and Long Term Care. These unique partnerships provide students with hands-on emergency and medical experience.

The following is a list of all the courses required for the A.A.S. in Paramedicine:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EMS 125</td>
<td>EMT Basic</td>
</tr>
<tr>
<td>EMS 170</td>
<td>EMT Basic Clinical</td>
</tr>
<tr>
<td>BIO 201</td>
<td>Human Anatomy and Physiology I</td>
</tr>
<tr>
<td>BIO 202</td>
<td>Human Anatomy and Physiology II</td>
</tr>
<tr>
<td>ENG 121</td>
<td>English Composition I</td>
</tr>
<tr>
<td>CCN 230</td>
<td>Basic ECG Interpretation</td>
</tr>
<tr>
<td>EMS 130</td>
<td>EMT Intravenous Therapy</td>
</tr>
<tr>
<td>EMS 134</td>
<td>The Geriatric Patient</td>
</tr>
<tr>
<td>EMS 136</td>
<td>EMT/Paramedic Safety Issues in the Field</td>
</tr>
<tr>
<td>EMS 150</td>
<td>Pediatric Education for Prehospital Professionals</td>
</tr>
<tr>
<td>EMS 213</td>
<td>Prehospital Trauma Life Support</td>
</tr>
<tr>
<td>EMS 214</td>
<td>Basic Trauma Life Support</td>
</tr>
<tr>
<td>HPR 178</td>
<td>Seminar: Medical Terminology</td>
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<tr>
<td>EMS 225</td>
<td>Fundamentals of Paramedic Practice</td>
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<tr>
<td>EMS 226</td>
<td>Fundamentals of Paramedic Practice Lab</td>
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<tr>
<td>EMS 227</td>
<td>Paramedic Special Considerations</td>
</tr>
<tr>
<td>EMS 228</td>
<td>Paramedic Special Considerations Lab</td>
</tr>
<tr>
<td>EMS 229</td>
<td>Paramedic Pharmacology</td>
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<tr>
<td>EMS 230</td>
<td>Paramedic Pharmacology Lab</td>
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<tr>
<td>EMS 231</td>
<td>Paramedic Cardiology</td>
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<tr>
<td>EMS 232</td>
<td>Paramedic Cardiology Lab</td>
</tr>
<tr>
<td>EMS 233</td>
<td>Paramedic Medical Emergencies</td>
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<tr>
<td>EMS 234</td>
<td>Paramedic Medical Emergencies Lab</td>
</tr>
<tr>
<td>EMS 235</td>
<td>Paramedic Trauma Emergencies</td>
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<tr>
<td>EMS 236</td>
<td>Paramedic Trauma Emergencies Lab</td>
</tr>
<tr>
<td>EMS 237</td>
<td>Paramedic Internship Preparatory</td>
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<tr>
<td>EMS 280</td>
<td>Paramedic Internship I</td>
</tr>
<tr>
<td>EMS 281</td>
<td>Paramedic Internship II</td>
</tr>
<tr>
<td>SPE 125</td>
<td>Interpersonal Communication OR</td>
</tr>
<tr>
<td>COM 126</td>
<td>Communication in Healthcare</td>
</tr>
<tr>
<td>MAT 107</td>
<td>Career Math OR</td>
</tr>
<tr>
<td>MAT 108</td>
<td>Technical Mathematics</td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology I</td>
</tr>
</tbody>
</table>

HealthONE offers one of the largest and most comprehensive Emergency Medical Services education centers in Colorado. HealthONE EMS has been in existence
for more than 30 years, and the HealthONE staff represents a cross-section of rural and urban experience levels. HealthONE offers a wide variety of EMS courses through its partnership with ACC.

The EMT-P certificate program boasts an impressive 100% student pass rate on the National Registry examination for the past three years, a success the College would aim to replicate through an on-site A.A.S. in Paramedicine. All student learning support, student activities and administrative services provided to other ACC students are also available for students completing their educational programs at the HealthONE site. An on-site program manager provides advising services for students in EMT programs at the HealthONE site; other services are just four miles away at ACC’s main campus, or by phone, in many cases.

Annually, ACC enters into a contractual agreement that commits both institutions to the delivery of college courses at Swedish Medical Center in Englewood, Colorado. The current contract will expire in June 30, 2007. ACC will begin offering an Associate Degree of Applied Science in Paramedicine in partnership with ACC and HealthONE EMS beginning Fall 2006.

**Commission Policies Relevant to the Change**

The Commission policy relevant to this change is policy I.C.2.c, “change in educational site.” Per section 7.2-2 of The Higher Learning Commission Handbook of Accreditation, Commission approval is required to extend accreditation to include:

Section 7.2-1 of the Higher Learning Commission Handbook Accreditation states that Commission approval is required for, “…an instructional site at which the organization provides one or more degree programs” (Policy I.C.2.c).

**Expected Outcomes of the Proposed Change and Mission-Related Implications**

ACC will be offering an Associate of Applied Science Degree in Paramedicine beginning in Fall 2006. Offering this program at the HealthONE site is preferred, and is contingent upon NCA approval. This associate degree option is not a new program; rather, it is an extension of the current successful EMS certificate programs already offered through ACC in partnership with HealthONE.

As a result of the HealthONE/ACC partnership, EMS students can obtain college credit and will now be able to achieve an Associate of Applied Science degree in Paramedicine. These EMS students now have the opportunity to combine general education classes with their industry-specific classes, placing them at the top of the education ladder in paramedic training.

The table below indicates an increasing and healthy enrollment and graduation rate from the current EMT-P certificate program.
The vision of ACC is to be an innovative, learning-centered community college recognized as a crucial link in the economic vitality of the community and as a leader in education. This vision and the corresponding mission 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 are recognized through the College’s commitment to three key values: learning, collegiality, and integrity.

Well aligned with the ACC vision and mission, the ability to provide the Associate of Applied Science Degree in Paramedicine onsite at HealthONE provides an “accessible, responsive learning environment” geared toward meeting the need for qualified emergency services personnel in the local community. The industry standard, particularly in Fire Services, is also increasing, demonstrating an increase in educational requirements of at least 60 college credits and soon an A.A.S. degree for career advancement.

The HealthONE site affords ACC the opportunity to expand its mission in a specialized environment that is superbly staffed and well equipped. ACC finds the HealthONE site a worthy location for providing EMS-related educational opportunities.

Curricula for the Associate of Applied Science Degree in Paramedicine is well established; administrative structure and instructional resources for the program is already in existence; and ACC has demonstrated proficiency in academic quality and student service for students in these programs, as indicated by its 100% pass rate on the National Registry Examination.

Factors That Led the Institution to Undertake the Proposed Change

Relationship Between the Proposed Change and Ongoing Planning

In 1978, ACC launched its Emergency Medical Services department, designed to meet industry demand for trained emergency services personnel in Colorado. At
that time, the industry educational entry level standard was a basic EMT, EMT-I or EMT-P state certification. ACC’s existing curriculum complemented the skills training offered at HealthONE Swedish Medical Center, and the resulting collaboration between ACC and HealthONE has resulted in a partnership that continues to meet the need in Colorado for qualified emergency medical services personnel.

For the past 23 years ACC has seen tremendous success in its EMS certificate programs on campus and at the HealthONE site, boasting over 1,000 completers in the past ten years. ACC’s current and planned future growth in the EMS certificate programs is indicative of the institution’s commitment to continue course offerings at the site and to successfully implement the Associate of Applied Science Degree in Paramedicine.

Completion of a two-year degree is now encouraged because industry standards have shifted, and it is often a necessity for advancement once employed. Of the sixteen EMS programs throughout the Colorado Community College System, nine offer the A.A.S. in Paramedicine and most are experiencing healthy enrollments with half a dozen or more graduates per program per year.

The committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) states that programs should be designed to provide maximum opportunity for students to obtain formal academic credit and continue their formal education with a minimum loss of time and duplication of learning experiences. Programs not offering Associate’s or Bachelor’s degrees are encouraged by the committee to establish articulation agreements that provide for maximum transfer of clinical and clinically related coursework. The committee further recommends that coursework in general education, social sciences, and health sciences should parallel coursework offered in colleges and universities.

**Needs Analysis**

Continued growth, particularly in Douglas County, has necessitated the expansion of local medical services. Colorado’s rapid development resulted in a shortage of emergency medical service (EMS) providers, particularly paramedics. HealthONE provides EMS education for local fire departments and rural volunteers, thereby ensuring a qualified cadre of local emergency services personnel. The [2005 Colorado Occupational Employment Outlook Summary](http://example.com), published by the Colorado Department of Labor, states that between 2002 and 2012 EMT and paramedic industry will experience a 4.9% growth rate with average annual openings of 268 statewide. High attrition in the paramedic industry due to occupational stress, low income, irregular hours, and physical stress necessitates that men and women of ability be attracted to the EMT and paramedical professions and be adequately trained to meet the needs of Colorado’s ever-expanding population.
Involvement of Various Constituencies in Developing the Proposed Change

When considering whether to implement an A.A.S. degree in Paramedicine, ACC consulted with Advisory Committees, employers, other academic institutions and studied the changes taking place country-wide. Implementation of the A.A.S. in Paramedicine was also the recommendation of the executive director of CoAEMSP after submission of the ACC/HealthONE EMS self-study in the summer of 2004.

What Necessary Internal and External Approvals Are Needed?

Internal Approvals

ACC’s formal internal approval process for curriculum issues is detailed in the flowchart. The ACC Curriculum Committee approved the Associate of Applied Science Degree in Paramedicine, which is partly offered at the HealthONE site and at ACC. The curriculum has been approved by the academic department chair, the division dean, and the College faculty (by virtue of the Curriculum Committee approval); thus, the program is considered approved from an internal, institutional perspective.

The EMT-B and the EMT-P Advisory Committee, both of which were involved in establishing this curriculum and relationship with HealthONE, meet twice per year to discuss and review the current programs. The goal of the committee is to ensure that the programs meet industry standards, graduate and employee needs, and to re-establish the Associate of Applied Science in Paramedicine.

The Paramedic accreditation agency, CoAEMSP (described in previous section), requires the existence of a program regulating body or consortium. The Consortium, comprised of members from ACC and HealthONE, oversees the academic and administrative operations of the Program (see Bylaws) and establishes administrative policies that facilitate coordination of activities to ensure achievement of Program goals and objectives.

External Approvals

Subsequent to the ACC Curriculum Committee’s approval of the degree program, the Colorado Community College System also granted its approval and incorporated all course numbers into the Colorado Community College Common Course Numbering System. Curricular modifications are not implemented without the approval of the ACC Curriculum Committee and the System Office. On June 28, 2006, the Colorado Commission on Higher Education (CCHE) approved the A.A.S. program request.

Currently, the EMS programs are in good standing with the Commission on Accreditation for EMS Programs (CoAEMSP), the Commission on Accreditation
of Allied Health Educational Programs (CAAHEP) and the Colorado Department of Public Health, and Environment, EMTS Section. This request for site approval from NCA represents the only additional external approval that is required.

**How This Proposal Relates to the Most Recent NCA Visit**

After ACC’s last accreditation visit in 1996, serving the needs of students at satellite centers was a noted deficiency for ACC. The HealthONE Swedish Medical Center site is just 4.5 miles from the College, necessitating a short trip to ACC for student services, including tutoring and library access. Lori Burns, on-site coordinator, serves as the HealthONE academic advisor for students at that facility. The ACC EMS Department Chair, Jonathan Greenwald, serves as academic advisor for EMS students on the main campus. The EMT program is VA benefit approved, and all EMS students qualify for the College Opportunity Fund of Colorado.

Lastly, the lack of a student learning assessment plan across all programs was cited as a concern by the 1996 visiting NCA team. Since that time, ACC has established a reputation as a leader among Colorado’s community colleges in the area of student learning assessment and has been used as a benchmark by other Colorado community colleges. All ACC programs, including the EMT certificate programs, are now part of a highly structured College-wide student learning assessment plan, which is aimed at maintaining quality programs. The EMS department has participated in the College-wide assessment program since AY2002.

**What are ACC’s Plans to Implement and Sustain the Proposed Change?**

**Faculty and Staff Involvement/Administrative Structure**

Mr. Jonathan Greenwald, ACC EMS Department Chairperson, provides academic oversight of the A.A.S. degree in Paramedicine and reports to the Dean of Health, Math, Science and Engineering. HealthONE Onsite Program Director, Lori Burns, supervises classes and serves as academic advisor to students at the HealthONE site.

As Department Chair, Mr. Greenwald oversees curricular modifications to the academic programs and certificates as part of his current job assignments. As a part of these responsibilities, he collaborates with academic deans and the ACC Curriculum Committee on all appropriate internal and external approvals, as described earlier in this report.

Classes offered through the HealthONE/ACC partnership are taught by a team of qualified, full-time and adjunct instructors. Each faculty member teaching in the EMS programs is qualified by virtue of education and/or training and possesses a current Colorado State Vocational Educational Credential. Assignment of instructional faculty...
to classes is, and will continue to be, made by Mr. Greenwald and Ms. Burns to ensure that appropriately credentialed instructors are teaching in the programs. In addition, Mr. Greenwald will monitor course evaluations for the programs, as academic department chairs do for all other academic programs at ACC, in order to ensure student service and satisfaction with the educational product.

**Resources and Services**

There are many academic resources already in place which will serve students in the degree and certificate programs offered at the HealthONE site. Because the location is a short distance from the main campus, students have access to the full range of campus-based resources. The only department the students must access on campus is the Testing Center for their precourse exam.

For HealthONE students a trip to the ACC campus is not necessary. Electronic library databases already in place will serve the research and library resource needs of the students. Through ACC’s integrated student information system students can access their grades, access unofficial transcripts, make address and e-mail changes, and monitor academic progress via the Internet. For students needing help with written assignments, the Writing Lab offers online writing-related assistance and tutorial services. Academic advisors and Student Financial Services representatives are a mere phone call or an e-mail away. Students in the EMS programs have already experienced ACC’s commitment to service through these avenues.

**Fiscal Management**

HealthONE and ACC are fortunate to be offering programs that are in high demand. Career fairs and high school events are commonly attended by program representatives. The tuition charged for students in the EMS programs is the same, regardless of whether the program is attended at the main campus or at the HealthONE facility. Fees for liability insurance, criminal background checks and/or clinical fees may vary. Students pay their tuition to ACC, and the College returns a specified amount to HealthONE to cover the costs associated with operating the EMT programs at that facility. The ACC partnership has proven mutually beneficial from financial and community service standpoints, and from all indications will continue to be for years to come.

Students enrolled in paramedicine courses pay a high cost course fee of $5.70 per credit hour, as well as an additional fee of $125 per class. The latter fee offsets ACC’s cost of offering the program at HealthONE’s facility and the use of medical equipment and supplies. The budget will continue to be managed through the Dean of Health, Math, Science and Engineering.

**Timeline for Implementation**

The certificate programs have been operating at the HealthONE location for more than twenty-five years, and are part of an annual contractual agreement. The
A.A.S. program will begin in Fall 2006. Advising services have been arranged for these students. Graduates of the EMT-P certificate with 53 credit hours and all of their BIO and EMS courses completed may opt to complete the additional required credits to obtain their A.A.S. degree.

**Organizational Strategies to Evaluate the Proposed Change**

**Measures**

Several measures will be monitored by designated ACC officials to document the achievement of success with the Associate of Applied Science degree in Paramedicine program:

- National Registry Certification Examination (EMT-P) pass rates
- Graduation rates
- Graduate surveys
- Employer surveys
- Post-completion employment statistics
- Faculty evaluations
- Advisory Committee feedback

The persons responsible for evaluation, adjustments and accountability in each of the aforementioned measures are the EMS Department Chair, the HealthONE Onsite Program Director and the Dean of Health, Math, Science and Engineering.

**Student Learning Assessment**

The program evaluates learning, attrition and job placement for each paramedic class. This information is collected and reported to CoAEMSP annually. The tools used to evaluate the cognitive and psychomotor domains are the program comprehensive final examination, the national registry examination, and graduate and employer surveys. The affective domain is evaluated by faculty, graduate and employer surveys. The EMS program has consistently met its goals by achieving 100% success on the National Registry exam and has obtained a cut score of 3 or greater on a 5 point Likert scale on all employer and graduate surveys returned. Graduates continue to have a reputation for competency that exceeds other metro area programs. ACC and HealthONE are proud of their current 100% job placement rate for graduates of the certificate programs.

The ACC student learning assessment plan was implemented as a result of the recommendations from NCA during ACC’s accreditation visit in 1996. ACC’s
Student Learning Assessment Committee holds all academic programs, including the EMS certificate programs, accountable to meeting the standards of its college-wide student learning assessment plan. The national registry practical examination is used to assess student learning. The next student learning assessment report is due to the ACC Student Learning Assessment Committee at the end of October, 2006. In 2004, an analysis of the strengths and limitations of the EMS offerings at HealthONE was conducted.

ACC finds the existing partnership with HealthONE well-aligned with the College’s mission statement. In addition, this partnership benefits students seeking a degree, a certificate, and/or employment in the field of paramedicine.
Request for Accreditation

As ACC’s self-study progressed, as processes and documents were examined and individuals were interviewed, the NCA Steering Committee identified various institutional trends, strengths and weaknesses. Consistent with the goals of this self-study, ACC’s strengths were noted as a foundation for the future, and challenges were tackled through a number of avenues.

The Steering Committee presented to Executive Team a list of issues and challenges facing ACC. In response, Executive Team established an action list of proposed solutions for each challenge, with responsibilities and timelines assigned to specific individuals. Work commenced on each item, with progress and completion dates noted on weekly updates.

The ACC community has realized considerable value from the self-study process that clearly has led to several positive results: it reestablished old lines of communication and opened new lines; it revealed a number of functions, processes and procedures in need of improvement; it reinforced the need for ongoing data gathering and analysis through the institutional research processes to guide informed decision making; and provided impetus for accomplishing needed improvements.

The self-study process also confirmed the many positive aspects of learning and instruction taking place within ACC’s classrooms and alternative learning environments. It confirmed that ACC takes its mission seriously and fulfills the values and accomplishes the goals associated with that mission. The faculty and staff of ACC believe that its primary constituencies – its students – receive a quality education in preparation for living and working in a global community.

For the past 40 years, ACC has sustained meaningful relationships with the communities and constituencies it serves. The College, recognizing its strengths and the challenges it faces, seeks to continually improve and build upon its history and positive reputation, thereby remaining an integral part of the larger community.
The faculty and staff of ACC respectfully request that the Higher Learning Commission of the North Central Association of Colleges and Schools grant full reaccreditation status to ACC.

Respectfully Submitted,
The Arapahoe Community College NCA Steering Committee

Robert Moore, Project Manager
Diane Hegeman, Vice President for Instruction
Janna Oakes, Dean of Business and Professional Services
Linda Whitehouse, Director of University Center at Chaparral
Barbara Borow-Stephens, Faculty Paralegal Department
Ruth Hidalgo, Faculty Language Department
Don Melton, Faculty Political Science Department
Buz Newman, Interim Director of Technology Support Services

The ACC NCA Steering Committee wishes to acknowledge the staff, faculty, deans, President Bert Glandon and the Executive Team for their contributions to the Self-Study Report.

The committee also extends special thanks to Donna Chrislip, Judy Ganschaw and Tom Gonzales for their comments, assistance and guidance throughout the self-study process.