Community College of Denver

Denver, Colorado

Multi-Location Visit Report

October 11, 2019

Submitted by:
Dean of Instruction, Kaylah Zelig
Kaylah.zelig@ccd.edu

Multi-Location Visit Institutional Report

Overview Statement

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

   Please see Appendix A.

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

   Please see Appendix B.

Institutional Planning

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

   Please see Appendix C.

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

Please see Appendix D.

Facilities

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

This is answered above, please see Appendix C.

Instructional Oversight

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

Please see Appendix E.

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

Please see Appendix F.

Institutional Staffing and Faculty Support

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

Please see Appendix G.

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

Please see Appendix H.

Student Support

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

   Please see Appendix J.

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

   Please see Appendix K.

3. What evidence demonstrates that student concerns are addressed?

   Please see Appendix L.

Evaluation and Assessment

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

   Appendix M.

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

   Please see Appendix N.

Continuous Improvement

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

   Please see Appendix P.

Marketing and Recruiting Information

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

   Please see Appendix Q.

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Table of Responses

Appendix A

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

Evidence Attached:

- Additional Location Part I Submission to CCD - Abraham Lincoln high school

Community College of Denver (CCD) provides programming and courses in three additional locations:

The Advanced Manufacturing Center (AMC)	Fabrication Welding, Machine Technologies	2570 31st Street Denver, CO 80216
The CEC Early College (CEC)	Nurse Aide certificate, Food, Nutrition, and Wellness certificate, and Early Childhood Education teacher level I certificate can all be achieved at this location. Additionally, this location offers courses related to the general associate degree as well as courses related to the certificates and degrees in architectural technologies and criminal justice.	2650 Eliot St, Denver, CO 80211
The Lowry Campus	Dental Hygiene, Medical Assistant certificate, Licensed Practical Nursing certificate, Nurse Aide certificate, Phlebotomy certificate, Radiologic Technology, Surgical Technology, Veterinary Technology	1070 Alton Way Denver, CO 80230

These locations exist because physical limitations caused by an urban land-locked campus occasionally challenge us to house or expand courses and programs that cannot be accommodated at our primary Campus (the Auraria Campus). In those instances, we rely on our philosophy for off-site instruction to guide our decision-making.

- Course Offerings. When there is an established need in our community, we first determine if the Auraria Campus can accommodate that need for course offerings. If that is not possible, then we search for a location that:

- o can house the specialized equipment and space for the course offerings, and/or
- o can be modified to meet the equipment and space needs, and/or
- o is better situated in the community to meet its needs.

We offer courses at several area high schools, at the Warren Village Women's Shelter, and on-site in City and County of Denver Department of Human Services training facilities. The work at these sites occurs based on demonstrated community need, in part as a result of direct requests to the college. For example, this summer the City and County of Denver determined the need for a training partner to upskill its human services employees. The college quickly responded and classes in paralegal and human services started this fall.

We require additional assurances if we determine that it is best for an entire program, or a substantial part of a program, to be housed away from our main campus.

- Additional Locations Review Process. When CCD decides to consider an additional location, the executive leadership team first assures that there is:
  - o an understanding of the partnership between CCD and the additional location,
  - o a five-year plan for CCD courses at the location,
  - o a demonstration of how the courses will be offered and how they intentionally map to our programs of study,
  - o current capacity for qualified faculty,
  - o and a plan for hiring additional qualified faculty.

Where a partner wishes to become an additional location, the college uses a two-part application process to ensure clear communication and transparency between CCD and our potential partner locations. Part I asks for site specific information and notifies the site about HLC accreditation requirements for additional locations to the college. Part I also allows for review by executive staff to determine whether to approve or deny allowing the HLC additional location application process to continue. This executive approval process affirmatively indicates when and how the college wants to expand to additional locations. Part II includes an estimated timeline, overview of the process, and evidence that will need to be submitted directly to

HLC. Additionally, we look at historical data to ensure evidence exists that:

- the location is equivalent to our main campus in learning outcomes for students,
- faculty are hired and evaluated using the same process as on our main campus, and
- the location provides sufficient student services to support our students.

CCD Additional Location Campus Application
Part 1 - Narrative
Abraham Lincoln High School
Principal - Larry Irvin
Assistant Principal Responsible for Application - Scott Burke

- How will CCD serve as the primary college provider for your site including a plan for high levels of collaboration and engagement with the college?

ALHS is committed to using CCD as the primary college provider by offering all concurrent enrollment courses through CCD. ALHS will work in collaboration with CCD to create course sequences, ensure consistency in content, and ensure an overarching alignment between those courses offered on the CCD campus and ALHS. Courses will only be offered through an institution other than CCD if that course or program is not available through CCD. This partnership is intended to create clarity, transparency and consistency for students to ensure the best experience possible for students when taking concurrent enrollment.

- What CCD certificates and/or degrees do you currently offer and wish to offer in the future to your students?

As a new satellite campus ALHS would offer students from low socioeconomic status meaningful access to post-secondary options, specifically concurrent enrollment credits resulting in progress towards the degree or post-secondary certification of their choice. The first goal is for ALHS to offer all of the courses necessary to complete both an Associate's or Arts (AA) and an Associate's of Science Degrees (AS). Secondly, for those students who already have a specific degree in mind, ALHS will offer the opportunity to complete two semesters (8 courses) towards strategically chosen associates degrees. Degrees with designation and degrees articulated between CCD and other colleges and universities will be prioritized in order to ensure transferability. Finally, certificate programs would be emphasized for those students with career goals that may not require a full post-secondary degree. These three priorities are in service to the vision of students taking college courses within the context of a CCD degree sequence so that they may matriculate into both 2 and 4 year college programs in order to successfully earn a college degree or post-secondary certificate.

Historically, high schools, including ALHS, have offered concurrent enrollment courses with the goal of complete high school graduation requirements while earning college credit, but these offerings were not always aligned to a post-secondary degree or certificate. Becoming a CCD additional location enables ALHS to shift this approach to offer concurrent enrollment courses in a meaningful way in service to post-secondary college and career plans. In addition to the Associates Degree, students would participate in academic advising at both the high school and college campus in order to take those concurrent enrollment classes that align to a degree aligned to their career interest. Students could complete at least two semesters (8 courses) towards the thirteen following degree paths; Art, Biology, Business Administration, Marketing, Computer Information Systems, Criminal Justice, Early Childhood Teacher Education Designation, English - Literature Emphasis, Human Services, Information Technology, Mathematics, Philosophy and Spanish. ALHS will also explore offering certificates including

Revit, Basic Building Crafts, Customer Service, Computer Technology, Early Childhood Teacher Level 1, Digital Design Media, Inventor, Food-Nutrition-and Wellness, Nursing Aid and Tax Preparation.

Currently ALHS offers a wide array of concurrent enrollment and AP classes that the previously mentioned degree sequences and certificate programs would build upon. Through Career Connect Youth Apprenticeships at ALHS, students currently begin coursework on the ALHS campus towards an AAS in Computer Information Systems, and an AA in Business with the option for a focus in accounting. After year 1 Math and English courses, students continue their coursework towards these degrees on the CCD campus. Other degree series through the Youth Apprenticeship Program include Communication and Health Care. Additionally, ALHS has also offered certificate in Tax Preparation. Each of these programs can be leveraged with the CCD satellite campus designation to increase post-secondary options for all students.

- Please be sure to list all CCD classes, the sequence in which they will be taken at your site and which certificate or degree plans they are part of.

The 29 classes ALHS would prioritize and the degree sequences they serve

Degree Title	Asso Arts	Asso Sci	Art	Bio	Bus Adm	Comp Sci	Crim Just	Early Child. Ed	Eng Lang	Hum Serv	Info Tech	Mkt	Math	Phil	Span
Count	23	19	8	9	12	9	10	9	8	9	10	8	9	9	8
ACC 121	x	x			x	x					x	x			
Art 110		x	x	x			x	x		x	x		x		
Art 111	x		x												
Bio 105	x		x		x		x			x	x		x		x
Bio 111		x		x											
Bus 115	x	x			x						x	x			
Che 111/Che 112		x		x											
CIS 118	x	x				x					x	x		x	
Com 115	x	x			x	x	x	x	x	x	x	x	x		
Crj 110	x						x								
Eco 202	x	x			x	x						x			
Eng 121	x	x	x		x	x	x	x	x	x	x	x	x	x	x
Eng 122	x	x	x	x		x	x	x	x	x	x		x	x	x
His 122	x	x		x			x	x	x	x			x	x	
His 205	x													x	
Lit 115	x		x		x			x	x	x				x	x
Lit 205	x	x		x											
Mat 120	x		x					x	x			x		x	x
Mat 121		x			x										
Mat 123		x				x					x	x			
Mat 135	x						x	x		x					
Mat 201		x		x									x		
Phi 111	x												x	x	
Pos 105	x	x			x	x									
Psy 101	x	x	x		x	x	x	x			x		x		
Soc 101	x	x		x			x		x	x				x	
Soc 102	x														x
Spa 211	x	x			x				x						x
Spa 212	x				x										x

Students would follow a general sequence of courses depending on their ability to complete pre-requisites for courses. This generalized sequence is outlined below into a traditional progression and an advanced progression which would be determined by ability level:

ADVANCE PROGRESSION
STEM Students - 12 CE Courses Completed

Freshman		Sophomore		Junior		Senior	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Traditional HS Classes		CE Social Studies S1	CE Social Studies S2	ENG 121	ENG 122	LIT 115	LIT 205
		Traditional HS Classes		CE Elective	COM 115	MTH 121	MTH 166
				Traditional HS Classes		CE SCI S1 (STEM)	CE SCI S1 (STEM)
						Traditional HS Classes	

ADVANCED PROGRESSION
Non-STEM Students - 12 CE Courses Completed

Freshman		Sophomore		Junior		Senior	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Traditional HS Classes		CE Social Studies S1	CE Social Studies S2	ENG 121	ENG 122	LIT 115	LIT 205
		Traditional HS Classes		CE Elective	COM 115	GT MTH S1	GT MTH S2
				Traditional HS Classes		CE SCI S1 (Non-STEM)	CE SCI S1 (Non-STEM)
						Traditional HS Classes	

TRADITIONAL PROGRESSION
STEM Students - 8 CE Courses Completed

Freshman		Sophomore		Junior		Senior	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Traditional HS Classes		Traditional HS Classes		CE Social Studies S1	CE Social Studies S2	ENG 121	ENG 122
				Traditional HS Classes		MTH 121	MTH 166
						CE SCI S1 (STEM)	CE SCI S1 (STEM)
						Traditional HS Classes	

TRADITIONAL PROGRESSION Non-STEM Students - 8 CE Courses Completed							
Freshman		Sophomore		Junior		Senior	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Traditional HS Classes		Traditional HS Classes		CE Social Studies S1	CE Social Studies S2	ENG 121	ENG 122
				Traditional HS Classes		GT MTH S1	GT MTH S2
						CE SCI S1 (Non-STEM)	CE SCI S1 (Non-STEM)
						Traditional HS Classes	

- Please list the names of instructors who are already serving as CCD adjunct instructors.

The following staff members are currently teaching CCD concurrent enrollment courses at ALHS. Below please find their names and the current sections they teach.

Kimberly Brazie - MTH 120, MTH 121, MTH 166
Angela Kulhem - MTH 120, MTH 135
Gregory Gallegos - English - ENG 121, ENG 122, LIT 115
Karissa Conard - English - ENG 121, ENG 122, LIT 115
Manpreet Sandhu - Math - MTH 108, MTH 120, MTH 121, MTH 135, MTH 166

Due to restrictions on the number of courses a school may offer, the following staff members are certified to be CCD adjunct but cannot currently teach CCD courses, and therefore teach course work through a different university:

Kenneth Levine - Criminal Justice and Political Science
Elena Calvo-Blesa - Spanish Language
Kelly Brady - History
Jocelyn Palomino - English, Pathways to Teaching
Kevin Wyatt - Pathways to Teaching

- Please provide your current or future process for recruiting and hiring instructors who meet the requirements to become CCD adjunct instructors

Increasing ALHS' capacity to offer CCD coursework involves a two-fold approach of recruiting CCD adjunct instructors who are new hires to Lincoln as well as supporting current Lincoln teachers to pursue graduate level work coursework in order to become adjunct instructors.

The first approach for staffing is to hire teachers who are new to Lincoln and have a content master's degree such as math, English, history, etc. which qualifies that teacher to become an adjunct professor. If a teacher does not have a content specific master's degree, then we would explore opportunities to complete the required coursework to teach a CE course. In addition to

District financial support for continued education, Lincoln is able to fund these courses which is a strategy to incentivize potential candidates.

The second approach for staffing is to develop current ALHS teachers by supporting them to complete graduate level work in order to become an adjunct professor. For example, some ALHS teachers are participating in a mini-master's program that builds upon an existing master's degree. This program adds on to an already existing master's by having instructors complete enough credits to be able to teach CE in a specific content area. ALHS provides professional development funds, in conjunction with a total $6000 tuition reimbursement available through the district, to cover the cost of the mini-master's program or graduate coursework in order to build staff capacity to offer CE.

In the future, we would like to develop processes and procedures in partnership with CCD faculty regarding hiring. When hiring specific CE instructors, Lincoln would like to partner with CCD professors and department chairs in order to hire by committee. This will ensure a strong working relationship and consistency between Lincoln CE and CCD. These committees would consider instructional capacity as well as pathway development as the coursework offered is dependent on qualifications and the content. The goal is to maintain and foster a consistent, collaborative working relationship between ALHS and CCD for hiring and pathway development.

Paired with approval as a CCD satellite campus, our current staffing is poised to offer significantly more classes through CCD. Hiring and recruiting will be leveraged to further expand ALHS capacity to offer those CCD courses, certificates and degree pathways mentioned in this application.

*Please see **Appendix A** for an example of a concurrent enrollment job posting

- Please provide enrollment data over the past three years specifically for your CCD students which includes the student's name, S#, courses, and grades.

Please see attached excel file: "ALHS CCD Historical Grades"

Data Summary:

From the fall of 2015 to the fall of 2018, ALHS has increased its CCD fall completer count by 33% increasing from 191 to 236 course completions, an increase of 24%. The overall passing percentage has increased gradually from 72.3% to 80.3%, an increase of 8.0% over three years. At the same time, the failure rate has decreased from 28% to 20%, a decrease of 8% over three years.

In a school like ALHS, that has a total enrollment of 969 students in which 92% of students are on free and reduced lunch, 97% are students of color, 73% are English language learners and 12% are SPED students, the completion rates and CE pass count is an incredible opportunity to change kids lives. Students show dramatically higher rates of success earning college credit and demonstrating college readiness through CE courses as opposed to other methods such as standardized testing or AP testing. In fact, historically only 16% of students (65 out of 404) in AP classes score a 3 or higher on the AP exam. Conversely, ALHS students have a 72% pass rate

(466 out of 650) in all of CE courses offered at ALHS. For this reason, ALHS is shifting our priority away from AP courses and intends to offer as many CE courses as possible through CCD.

For detailed data analysis over the course of three years, please see the attached excel spreadsheet "ALHS CCD Historical Grades".

- Please provide yield rate of graduating students who enroll directly to CCD.

Please see attached excel file: "ALHS CCD % Yield"

Data Summary:

The number of students who have enrolled in college for the first fall after graduation has increased from 39.1% to 51.6% over three years, which is a 32% increase in the number of students enrolling in any college in the fall. Additionally, students enrolling in the Ascent program which allows for a full year of college paid by ALHS has increased over the past four years. In 2015 - 1017 a total of 10 students over this three year span participated in ASCENT. This year the number of students participating in the Ascent program has quadrupled and is now at 17 students.

Specifically for CCD, the number of enrollees has remained consistent at 19 students per year, hovering around 17% of graduates. ALHS would like to increase the number of students and the percentage of students who pursue certificates and stackable degrees through CCD by increasing the number of courses offer that would lead to higher matriculation rates to CCD.

For further statistical analysis, please see the attached spreadsheet "ALHS CCD % Yield".

ABRAHAM LINCOLN HIGH SCHOOL
Southwest
187 work days per year
FTE: 1.0
Salary: See DCTA Teacher Salary Schedule at
http://careers.dpsk12.org/teachercomp/compensation-your-first-year/.

Subjects and Grades:
* Position begins in school year 2019-2020
* Grade 09 - Ninth
* Grade 10 - Tenth
* Grade 11 - Eleventh
* Grade 12 - Twelfth
* Math

Essential Functions and Objectives:
The High School Teacher teaches specific grade level subject matter to a diverse high school student population, following DPS standards-based curriculum. Helps all students develop competence and confidence simultaneously through a balance of acquiring basic skills and developing conceptual understanding. Monitors, supervises, coordinates and enforces rule of conduct and behavior for assigned students, and reinforces positive student behaviors in accordance with school and District policy. Observes, evaluates, reports and records students' performance, behavior, social development, and physical health. Communicates with parents or guardians, teachers, counselors, and administrators to resolve students' behavioral and academic problems.

Knowledge, Experience, & Other Qualifications:
Must possess a current Colorado Department of Education Teachers License with appropriate endorsement.

Qualifications:

Please enter **all** of your education, licensure, and endorsements on your profile before submitting an application for this position. Candidates without a complete profile **will not** be considered. If your teaching license is pending, you are eligible to apply.

* Bachelor's degree in Education or related field.

At least one of the following types of licensure is required:
If your teaching license is pending, you are eligible to apply.

* Teacher: Initial Teacher License
* Teacher: Professional Teacher License
* Teacher: Alternative Teacher License

At least one of the following endorsements or certifications is required in each subject area for this position:

* Mathematics - 36 Hours
* Mathematics - Degree
* Mathematics - Endorsement
* Mathematics - National Board Certification
* Mathematics - Place/Praxis

Additional Information:
Concurrent Enrollment Math Teacher: We are looking for an adjunct Math professor to join a powerful team of educators committed to closing the opportunity gap for our students and who truly sees that college can be for all. This individual must be able to teach both 100 level Math classes, as well as high school Math curriculum. Applicants much have a Masters degree in Math or a related Masters degree +18 hours in graduate Math content.

About Concurrent Enrollment at ALHS:
Lincoln is a district leader in the amount of concurrent enrollment offered and our students have shown tremendous success in these courses. As a CCD Satellite campus we work closely with CCD professors and department chairs to offer rigorous college coursework to all students. All CE staff develop college pathways in conjunction with CCD professors to ensure consistency between courses offered on the college and ALHS campuses. Adjunct staff will be in close contact with department chairs to develop curriculum and coursework as well. All staff work to advise students towards post-secondary goals to ensure college coursework is chosen strategically to align to future goals and degree pathways.

ALHS also prioritizes continual learning for all staff. In conjunction with tuition reimbursement through the district, Lincoln offers financial support for graduate level work and continued education towards a master's degree that is needed to teach additional concurrent enrollment courses. We value teachers' ability to further their education and career while also expanding the number of concurrent enrollment offerings.

About Denver Public Schools:
Denver Public Schools is committed to meeting the educational needs of every student with great schools in every neighborhood. Our goal is to provide every child in Denver with rigorous, enriching educational opportunities from preschool through high school graduation. DPS is comprised of nearly 200 schools including traditional, magnet, charter and alternative pathways schools, with an enrollment of more than 90,000 students.

Under the leadership of Superintendent Susana Cordova and guided by the tenets of The Denver Plan, DPS has become the fastest-growing school district in the country in terms of enrollment and the fastest-growing large school district in the state in terms of student academic growth. Learn more at dpsk12.org.

Denver Public Schools is an Equal Opportunity Employer and does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability, or any other status protected by law or regulation. It is our intention that all qualified applicants be given equal opportunity and that selection decisions be based on job-related factors.

Appendix B

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

Evidence Attached:

- NACEP Accreditation letter

Community College of Denver remains responsive to our industry and community needs, while maintaining oversight and quality control wherever and however our courses and programs are taught. This is exemplified both in our long-range planning, and in our response to Colorado's goal to increase concurrent enrollment.

We are working on a long-range plan to bring our health science programs, now housed at our Lowry campus, to our main Auraria campus, allowing us to better serve our downtown Denver students and community. When that comes to fruition, however, we will retain our Lowry presence for future programming and partnerships.

Our state is expanding its high school enrollment (concurrent enrollment) commitment, and we can foresee that more high schools will want to join CEC Early College in becoming a CCD additional location. As a NACEP accredited institution, that standing allows us to provide high-quality college education to high school students. We are currently writing an application to designate a second high school, Abraham Lincoln, as an additional location. They have completed Part I of the CCD application and are now working with the college on Part II, which we hope to have completed by the end of this calendar year. At that time, we will submit the application to the Higher Learning Commission for review.

Looking further in the future, more Denver high schools may endeavor to achieve additional location status. For each one, we will go through the same rigorous application process developed for CEC Early College and Abraham Lincoln High School.

Brandon Protas
Director, College Pathways
Community College of Denver
P.O. Box 173363
Denver, CO 80217

Dear Dr. Protas:

The NACEP Accreditation Commission approved the review team's recommendation to accredit the **College Pathways Program at Community College of Denver.** The Commission of experienced representatives of NACEP-accredited concurrent enrollment partnerships who reviewed the application had the following to say about the program:

Overall, the Commission appreciated the time the program put into organizing and preparing the application.

The team makes the following recommendations:

Curriculum Standard 3: The Commission agrees with the Review Team's recommendation to create a specific site visit report for the CEP site-visits. This simple addition will only enhance the great work that the CEP is doing.

Assessment Standard 1: The Commission recommends that the program improve the syllabi approval process. The Commission encourages the use of a syllabus review checklist on which the academic chairs provide notes to the instructors and feedback to the CEP.

Evaluation Standards: As the program begins to implement the new standards, the Commission recommends continuing to find ways which will best provide the CEP with useful longitudinal data for overall program improvement.

The program is to be congratulated on its quality, and these recommendations are made with the best of intentions on behalf of the NACEP Commission. The program's commitment to the implementation of concurrent enrollment best practices is to be commended, and I wish you the best as the program moves forward.

Sincerely,

Ms. Victoria Zeppelin
Chair, NACEP Accreditation Commission

Cc: Ms. Ruthanne Orihuela, Dean, Center for Arts and Humanities

Appendix C

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

Evidence Attached:

- Advisory committee meeting minutes for our Radiologic Technology - demonstrating industry input into program facility needs.

- Dental Hygiene - Clinical Site Guidebook - requirements CCD imposes on outside clinical sites to ensure high quality instruction

College deans and faculty, along with facilities and information technology (IT) staff, develop program facility and equipment requirements at all locations within Community College of Denver to support student learning. Strong input from, and collaboration with, our programmatic advisory groups ensures that we maintain facilities that align with industry expectations.

The college funds these locations both through designated budgets within our general funds and through high and medium cost course fees. We also use both general and Perkins funds to ensure that the equipment purchased for our sites remains relevant and contemporaneous. We use our budgeting strategically to anticipate work-force needs five years into the future.

Some examples of recent facility changes are:

- The Surgical Technology program recently purchased a laparoscopic tower and simulation soft belly that is used to produce still and video images in the surgical field during endoscopic surgical cases. This will enable students to excel in their clinical rotations as familiarity with this equipment is now an industry expectation.
- Faculty teaching Fabrication Welding in the air arc room at the AMC recognized that the ventilation system in the room was not working as originally designed. Facilities staff hired an industrial hygienist who completed two separate reports using input from faculty, the dean, and the director of the AMC. Based on the recommendations in that report, the college hired an engineering firm to develop recommended equipment and physical solutions to ensure ventilation within the air arc room will meet the requirements specified by the industrial hygienist.

Additionally, students engage in clinical rotations outside of our additional locations as part of several of our programs. CCD procedures ensure that those sites remain up to date and appropriate for industry needs.
- The college provides the clinical site with guidance on what is expected both from the site and from the student,
- The clinical site instructor evaluates student performance during every clinic day,
- The clinic site instructor ensures that the student is participating for the required time,
- The clinical site coordinator evaluates student performance at the site,

- Students are required to complete self-reporting of their learning done at the site, and
- The site is asked to complete a form on each student's overall professionalism at the end of the clinic experience.

CCD RTE Advisory Board Spring 2019

April 24, 2019	4:00-5:30 pm	Health Sciences at Lowry
Attendees:	Role	Site
Linda Archer	Prior Educator/Industry Partner	Avista
Teri Huggins RT(R)CT	CT Program Coordinator	Community College of Denver
Dan Tkach RT(R)	Lead Technologist	Denver Health Medical Center
Lorraine Yost RT(R)M	Program Director(RTE)	Community College of Denver
Johanna Morrison RT(R)	RTE Clinical Coordinator	Community College of Denver
Renee Brenegen	Modality Manager	North Suburban
Jon Staley	Director	Children's Hospital
Pam Johnson	CI TCH/ PSL	Community College of Denver
Call to order 4:05 pm		
Lori Yost welcomed all of the attendees.		
Review of Minutes		
Minutes were reviewed from prior Advisory Board Meeting held Fall semester on November 28, 2018 Discussion regarding student earned time off and makeup days ensued, no changes to minutes were made. Minutes approved by Dan Tkach, seconded by Johanna Morrison		
Program Updates		

Curriculum changes: Lorraine Yost
The board was thanked for their timely response to the email regarding removing Physics 105 as a required prerequisite. It's recognized that this course is a benefit to students but a barrier to the program, to allow the RTE program a larger pool of applicants to select from as evidenced in 2018.
Students will be advised to take the course, and will receive an additional 10 points to their application scores if they complete the course with a "B" or above.
Magnetic Resonance Imaging Program: The start of the MR program will be summer semester 2019 with the didactic course. Clinical internships will begin for that cohort in fall semester. There will be a minimum of 2 five week internships, with more available as needed. The certificate will be a minimum of 7 credits total. The format will be the same as the CT and mammography programs.
Kaiser Permanente, Health Images, and at this meeting North Suburban agreed to take one MR student in fall and one CT student starting in summer. Other sites will be contacted as the program grows. The first cohort of MR students will be 5-7 students and interviews will be conducted if the response is larger than the maximum.

CCD RTE Advisory Board Spring 2019

CT Program updates: Teri Huggins
A CT clinical instructor has been hired to assist the coordinator with additional support. Alexandria Cochran, a prior CCD graduate will begin to accompany Teri on visits this spring. The CT program has identified a need to place students in a pre-clinical internship (1) credit after the completion of the didactic portion if they indicate no acute care/hospital experience in the prior 2 years. This intensive internship will be for approximately 40 hours, with a CT clinical instructor present to mentor and acclimate the student to patient care, protocols, and workflow in a busy CT department. The student will have a minimum set of competencies to complete in that timeframe. If the student is not successful, they will be advised to obtain additional experience in a trauma and/or hospital setting for 6-12 months (dependent on number of hours gained). The student can return to the program and complete the internship requirements at that time.

RTE applicant: Interviews for forty applicants ended for the Fall 2019 cohort, and decision letters sent at the end of April. Twenty-five applicants will receive invites, with five alternates' positions. The number of alternates increased due to the "in-progress" status of some prerequisite courses of over half of the potential students. The fall 2019 class will be full.

CASper test: Discussion of the implementing the CASper test for applicants for the Fall 2020 cohort ensued. An explanation of the test, its administration, and purpose was explained by Lori. In the first year, it would not be used as an admission criteria, but evaluated for its effectiveness. An assessment of its usefulness will be conducted with the admitted cohort during the 2020 Academic year. The cost to the student would be $40-50.00. Cut scores will be evaluated during the year, with a decision to its implementation for future cohorts. https://takecasper.com/about-casper/ This is the link to the website for more information.

Mammography updates- There was not enough enrollment for a spring cohort of mammography students. The program will open fall 2019 if there are enough requests by students. The fall enrollment will include some in-seat meetings to practice positioning in the lab. This was a change requested by the stakeholders.

RTE Employer surveys were reviewed with no additional changes. They will be sent the first week of May.

Perkins purchases: The radiology program will request Perkins funding for several small projects. First, buying new anthropomorphic skull phantoms "with skin" to increase students learning of skull, mandible, and facial bone positioning. The current skulls in use, are transparent. These do not simulate "real patients". An opaque natural bone hand phantom will be requested as well.

In addition, a full skeleton of natural bone for imaging will requested.

The ASRT offers "Compliance Suite" software as an institutional version. The current affiliation agreements ask for evidence of training. The software offered has 30 separate titles annually updated to stay current with The Joint Commission recommendations. The titles include MR safety, and CT pressure injections, as well as radiology specific contrast media. Students can review these modules and take a short assessment for required compliance. Fluoroscopy safety is also one of the topics.

Lori Yost will apply for Perkins funds for travel to the November 2019 JRCERT conference in Chicago. The focus of the conference is accreditation updates, since they have been updated

CCD RTE Advisory Board Spring 2019

and assessment of student learning outcomes. The next accreditation for CCD's RTE program is 2021. All present agreed with these purchases to enhance the program.

Student Technologist positions- We are very excited that our students are given the opportunity to be employed in the field as student technologists. As a reminder, these students have not completed all of their courses or competencies, thus are students. They are not under the liability of the school while in their employee role. The same policies and criteria for supervision of students applies to the hired student tech. Hired students are under direct supervision for surgical procedures, repeated exams, children under the age of 6, and portable exams. The directive from the Colorado Department of Public Health and Environment, the ARRT, as stated in the ASRT ethics and standards require that for indirect supervision, the supervising tech needs to be "line of sight", not a phone call away. Direct supervision means that the technologist is overseeing the student during the exam.

The best use of student techs is to keep them in the department, and not send them to do portables or surgical cases without a supervising technologist. This understanding will keep patients safe, the student from performing exams they are not familiar or comfortable performing. It was agreed that students who are hired may allow themselves to be in the above unethical positions due to their wanting to please supervisors and technologists, and to be hired as a tech in the future by being agreeable.

Graduate students can be hired and unsupervised for 90 days after completion of a program. They need to pass the ARRT exam within that timeframe to continue in that role.

Executive staff changes at CCD- CCD's Provost, Rhonda Epper has accepted the position to be the college president for a different CCCS community college, Trinidad State Junior College. She leaves in June. Provost interviews/forums will start in May.

Stephanie Harrison, Dean of Health Sciences, will be retiring from her position in June. No timeline for her replacement as of now. All health Sciences will work together to be sure of smooth transition until a new Dean is hired.

Questions and Discussions
• Dan asked about the schedules for students, he was not aware when students are coming for fluoroscopy rotations or specific shifts. It was discussed and agreed upon, that CI's should send schedules for seniors to the site supervisor or preceptors. This will be discussed at the May CI/faculty meeting. This pertains to MR, CT, and mammography as well.
• Dan expressed concern about students being at the site or not showing up (seniors). Johanna will discuss with CI and remind all CI's about attendance sheets.
• Renee asked about venipuncture training for students. CT does not "teach" this skill, it is learned at the clinical site. Due to course competencies for MR didactic, venipuncture will be taught in-seat at the end of the didactic course.
• North Suburban asked about teaching radiology students venipuncture, since all of their technologists are required to perform this. Students are taught this skill and practice on "simulation" arms in their first semester during Junior Bootcamp. It was suggested to teach this in the last semester. Johanna and other faculty will discuss this at the next faculty/CI meeting.

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- Jon talked about the study that came out from a UCH physicist regarding patient shielding during exams. Children's hospital may follow the recommendation to not shield, due to repeated exams, or other inefficiencies mentioned in the study. At this point, until further notice, students and technologists will still shield until more investigation is completed. Discussion ensued about appropriateness of shielding and anxiety from the public/ parents/family members if this occurs. It was agreed that an educational campaign would need to be implemented if this policy is mandated.
- 2021, any personnel operating fluoroscopy equipment must go through annual training, this includes students. This will be part of the affiliation agreements.

Clinical Site Updates
North Suburban and Denver Health comments as above.
Student Progress
CCD competed in the CSRT Student Bowl in Estes Park in spring and won! It is noted that the CCD students competed between themselves, as there were no other programs represented. This was great collaborative effort between the junior and senior class.
Curriculum Updates
No new curriculum updates, The RTE 141 equipment and imaging course will update it's textbook this fall to a revised edition of Carlton Adler, that was in use previously. The current book requires much supplementation. A separate digital radiography book will be used for the Spring semester. The RTE 101, "Introduction to Radiology" and RTE 111, "Patient Care in Radiology" will use a new book that will be shared for both courses starting in fall 2020.
Assessment Process
Data acquisition is in process, it will be complied and reviewed over the summer semester. Updates will be made for Fall semester. MR will follow similar assessment plan as the CT and Mammography program to evaluate its effectiveness.
Additional Comments
No additional comments were made.
Adjournment
5:10 pm meeting adjourned. The next Advisory Board meeting is scheduled for November 20, 2019 4:00-5:30 in the Lowry conference room. A phone number will be available to call –in.

COMMUNITY COLLEGE OF DENVER
DENTAL HYGIENE PROGRAM

External Rotation Program Handbook

2018-2019

Thank you for agreeing to be involved in Community College of Denver Dental Hygiene External Rotation Program. This handbook is intended to assist you in your role as the site preceptor. Many of the experiences relating to patient needs in extramural clinics are not routinely found in the clinical program at the school, so this is an enriching experience for our students. The External Rotation Program is designed to enhance the students' educational journey and supports their didactic courses in oral health. The CCD Dental Hygiene Faculty are confident that a student's participation in the External Rotation Program will facilitate his/her entry into the workforce as a competent and ethical professional.

I. Educational Objectives:

At the end of the course, students will have:

- Provided dental hygiene services and treatment in a variety of public health settings. Treatment modalities will consist of patient/client assessments, radiographs, nutritional counseling, smoking cessation and other oral health educational materials as needed.
- Synthesized patient/client assessment information and formulate a dental hygiene diagnosis and treatment plan for the individuals under their care.
- Utilized the various dental software programs, digital radiology programs, and other diagnostic tools (i.e. intra-oral cameras, caries detection devices and oral cancer detection systems) to support the individual treatment plans.
- Provided oral health education to their patients/clients in a variety of public health settings, diverse cultural setting and community venues.
- Demonstrated good communication skills and interaction with the professional staffs at the various External Rotation Organizations.
- Delivered oral health care and education across the cultural boundaries as an integral part of this experience.

II. Assisting the Students to Learn from Experiences:

Experiential learning, or "learning by doing", provides students with the opportunity to become actively involved in their own learning process. You can assist the students to learn from experience in the following ways:

- At the commencement of the placement discuss with the student his/her goals for the placement e.g. what does the student expect to learn during the clinical experience.
- Having identified the student's expectations, discuss with the student how he/she intends to satisfy those expectations.
- Participate in feedback, discussion, and critique of the student's performance. For example, if the student has been assigned a task, discuss with the student the task-specific objective and the choices available to achieve those objectives. At the completion of the task, assist the student in the evaluation of the process and outcome of the task.

III.   Promoting the Development of Professional Responsibility and Ethical Practice:

An external placement provides an ideal context within which to discuss issues pertaining to professional responsibility and ethics. Prior to patient treatment, you should discuss with the students the rules of profession conduct applicable to your specific clinical site.

Patient confidentiality is absolute. All students will observe the Health Information Privacy and Accountability Act (HIPAA) in regards to the patients' medical and dental history, procedures, medications, etc. Discussion of patient experiences will be strictly anonymous and only provided by the site preceptors.

IV.   Orientation:

At the commencement of the external rotation site placement, please take the time to orientate the student to the clinical site. Matters that should be considered during the course of this orientation include:

- The function of your agency, practice, or organization.
- The role of the student in the daily functions of the clinical site.
- The nature of the students' work/clinical performance.
- Relevant office policies and the chain of command.
- The student's expectations for the placement.
- Layout of the clinic and introduction to staff members.
- Explanations related to clinical assignments.

V.   Clinical Expectations:

Medical History/Risk Assessment:
- Further questions positive findings on initial health history and updates history at all recare appointments
- Notates allergies and medical alerts in red
- Documents medications and contraindications on health history and treatment notes
- Takes vital signs and records in treatment notes at initial and all recare appointments:
  - Blood pressure
  - Pulse and Respirations
- Basic knowledge to discuss concerns with DDS and/or RDH for potential medical consult if necessary

Extraoral/Intraoral Examination:
- ID variants of normal conditions, documents in treatment notes, communicates with DDS and/or RDH, and educates patient on condition
- ID abnormal conditions: measures, describes and documents in treatment notes; communicates with DDS and/or RDH for referrals and educates patient on condition

Occlusion:
- Angle's or skeletal classification I, II, III identified
- Overjet and overbite measured and documented
- Crossbite ID and record teeth numbers of specific areas affected
- Deviations identified and recorded as facial, lingual, midline, torso
- Parafunctional habits ID and documented

Periodontal Assessment:
- Gingival description: concise statement documenting color, size, shape margin/papillae, consistency and texture
- Periodontal pocket measurement and ID bleeding and exudate points
- Recession measurement
- Measures attached gingival and notes clinical attachment levels
- Mobility and fremetus
- Furcation involvement
- Records a concise statement of periodontal status and etiology behind findings

Hard Tissues:
- Abnormal loss of tooth structure: attrition, erosion and abfraction
- Missing teeth ID
- Restorations ID
- Caries ID: clinical, radiographical, and Diagnodent used
- Abnormality ID: fractures, hypocalcification, mottled enamel, imperfections, etc.

Radiography:
- Discusses and explains necessity for radiographs with patient prior to exposure
- Traditional and digital radiography are utilized in the CCD Clinic
- Interpretation/correlation of radiographs exam with the EO/IO, hard tissue and periodontal assessment to help create a treatment plan for the patient

Treatment Planning:
- Formulates and presents dental hygiene diagnosis to DDS and/or RDH and informs patient
- Accurately assesses and records periodontal risk assessment
- Accurately assesses and records caries risk assessment by using the Caries management by Risk Assessment (CAMBRA)
- Develops realistic goals for the process of care and lists expected outcomes
- Has patient sign treatment consent form and treatment plans with correct number and sequence of appointments outlined

Preventive and Supportive Treatment:
- Selects correct oral hygiene techniques for patient's needs
- Educates patient on correct oral hygiene technique with the tell, show and do theory
- Tobacco Cessation utilizing current methodology
- Topical fluoride application: varnish and foam

- Fluoride self care instructions if patient treatment indicates
- Care of oral appliances and dentures
- Pit and Fissure sealant placement
- Antibacterial placement agents (Arestin, etc.)
- Chemotherapeutic agents (Chlorhexidine, etc,)
- Desensitizing products, techniques (varnishes, MI paste, etc.)

Pain Control:
- Local anesthesia: PSA, MSA, ASA, IA, Lingual, Long Buccal, Mental, GP, NP and Infiltration/Papillary injections—**CCD Dental Hygiene Program requires a DDS or RDH to observe the students while giving injections at the rotation sites.**
- The Wand system
- Explains the need for anesthesia, the procedure and post operative procedures and precautions to patient
- Nitrous Oxide sedation
- Documents, noting analgesia, anesthesia: type, amount, effectiveness, reactions and mpd

Instrumentation:
- Correct instrument selection and usage
- Instrument sharpening
- Appropriate indications for ultrasonics, deposits, health status and risks
- Selective coronal polishing and stain removal

Quality Assurance:
- Appropriate referrals documented, signed and given to patient
- Status of previous referrals addressed and documented
- Time Management
- Equipment preparation, organization and sequence
- Infection control and patient safety assured
- HIPAA observed during all interaction with patient including documentation and record control
- Discretion and privacy of patient protected
- Treatment plan followed to completion as planned and results documented

Professionalism:
- Punctuality
- Appearance, demeanor, attitude, composure and judgment. **Students are required to wear CCD issued name badges at all external rotation sites.**
- Has good patient rapport, management and compassion
- Teamplayer, initiative, helps, self-directed work ethic
- Ergonomics

VI. General Information:

- Attendance and prompt arrival of students are critical to the success of the extramural program at the as the site schedules patients based on the presence of the student. Excused absences include a critical emergency, illness, and inclement weather as determined by the Community College of Denver. If a student must be absent from a site, he/she will contact the CCD Dental Hygiene Program, External Clinical Coordinator, Michelle Thornton, as soon as possible. The student **must** contact the External Rotation site point person and follow the sites specific Absence Protocol. Students will not switch assignments with classmates without prior approval.
- CCD issues name badges must be worn at all times during the clinical rotation.
- Protective eyewear must be worn during patient treatment (either loops or safety glasses).
- The rotation site will provide disposables, masks and gloves.
- It is preferred that students spend as much time as possible on the rotation in direct patient contact. Limited observations of surgery or unusual procedures are also encouraged.
- Students have completed curriculum and clinical practice in local anesthesia as per the requirements of the Colorado State Board of Dental Examiners. Students may provide local anesthesia **under the direct supervision of the site RDH and/or DDS.**

VII. Student Feedback:

Constructive feedback is a critical component of the student's learning process. It consists of giving specific information about the effectiveness of what the student did and, when necessary, suggesting alternatives to enhance future performance. When giving constructive feedback, consider the following:

- Feedback that acknowledges effective behavior before commenting on ineffective behavior tends to have the greatest impact. Please include both types of information during all feedback sessions.
- Feedback should be specific. Please provide a couple of examples on how the student could improve their performance and become more effective during the patient treatment appointment.

VIII. Evaluation of the Student by the Site Preceptor:

The site preceptor will be given an electronic copy of the evaluation form to be completed for each student at the end of each clinical session. Please send the evaluations via email, fax or by mail to Michelle Thornton. These evaluations will be used to keep track of student's attendance at the External Rotation Sites and will be used as a percentage of the student's grade for the course.

IX.   CCD Exposure Protocol and Concentra Locations:

The Community College of Denver Dental Hygiene Program "Exposure Protocol" outlines the chain of communication at CCD in case of an exposure during patient care. The student needs to follow this protocol to ensure the incident is covered by the institution's workman's compensation insurance plan. The protocol is as follows:

- **CCD Needle Stick Incident Report**

Fill out all bulleted items and include with compensation reporting form. Send completed forms to Patty Davies (303-352-3310) program chair, and clinic coordinator. Student also needs to contact Michelle Thornton, 303-573-5533 and Mary Catherine Dean, Interim Director, 303-365-8334.

- Route of Exposure
- Circumstances of exposure
- Relevant employee/student medical records attached
- Vaccination status
- Engineering controls in use at time of incident
- Work practices followed
- Description of devise being used
- PPE used at time of exposure incident
- Location of incident

Procedure being performed when incident occurred (include employee/student training)

- Please inform student of External Site Rotation Exposure Protocol.

In case of an exposure incident, the student must report to the nearest Concentra Medical Center listed below:

Students/Faculty

3434 47th Street ste.100	Boulder, CO	303-541-9090
10355 E Iliff Ave	Denver, CO	303-755-4955
5320 Mark Dabling Blvd Bldg 7 ste 100	Colorado Springs, CO	719-592-1584
2322 S Academy Blvd	Colorado Springs, CO	719-390-1727
1730 Blake Street ste 100	Denver, CO	303-296-2273
420 E 58th Ave ste 111	Denver, CO	303-292-2273
5855 Stapleton Dr. N. unit A-130	Denver, CO	303-371-7444
1212 S Broadway ste 150	Denver, CO	303-777-2777
7150 S Fulton street Bldg 200C	Englewood, CO	303-792-7368
2620 E Prospect Road ste 160	Ft. Collins, CO	970-221-5811

770 Simms Street ste 100	Golden, CO	303-239-6060
20 W Dry Creek Cir ste 100	Littleton, CO	303-798-1009
500 E 84th Ave ste B14	West Adams, CO	303-287-7070
3350 Peoria St #190	Aurora, Co	303-340-3053
After Hours phone #		303-370-0454

Concentra Locations After Hours:

St Anthony Central 4231 W 16th Ave	Denver, CO	303-629-3721
St Anthony North 2551 W. 84th Ave	Denver, CO	303-426-2020
Littleton Adventist Hosp 7700 S Broadway	Littleton, CO	303-730-5800
Avista Adventist Hosp 100 Healthpark Dr	Louisville, CO	303-673-1111

X.   Contact Information:

Please contact Michelle Thornton, External Rotations Clinical Coordinator, if you have questions or concerns.

- Cell phone: 303-619-6446
- Office phone: T-W-Th 303-573-5533
- Email: michelle.thornton@ccd.edu

Appendix D

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

Evidence Attached:

- Strategic Budget Committee vision and cross-college membership listing

- Strategic Budget Committee communication to the College about the budget process and zero based budgeting

- Organizational charts for Lowry and the Advanced Manufacturing Center demonstrating both faculty and administrative presence

Funding

The college uses an identical financial and budget setting process regardless of where a department is physically located. A collaborative group, the Strategic Budget Committee (SBC), manages the process along with the college deputy chief financial officer (CFO). The SBC membership includes colleagues from all across the college.

The college uses a modified zero-based budget (ZBB) process, starting with historical budget and expenditure data, for each budget category. Each year, SBC members meet with each budget owner to assess wants and needs in operating, travel, and hourly staff expenses. The final budget developed by the SBC is presented to the Strategic Planning/Collaborative Decision-Making Group for their approval or requested revision.

To address the possible need for unplanned, unbudgeted expenses, the SBC developed an additional funding request and approval form. Budget owners who find they did not budget sufficiently through the ZBB process may complete the form and the SBC will evaluate the request.

Programs also have the ability to set program fees needed for specific items required for student learning. Fee setting is an iterative process between the faculty in each program, the dean, and the deputy CFO. Final fees must be approved by the provost and president and subsequently by the State Board for Community Colleges and Occupational Education, which is the governing board of thirteen community colleges within the state.

Staffing

Human resources works closely with the executive team to determine the right classification of staff using our job analysis process and compensation plan. The human resources director designed the questions in the analysis to measure the scope and complexity of the work assignments as well as the level of responsibility and accountability for each position.

The staffing at Lowry and AMC is appropriate to support the students and programming at those locations. When we open additional locations, we commit to have in place an administrator and administrative staff to provide leadership, oversight, and operational support. These are based on the needs of the location and include dedicated leadership, staff, and student support services. For example, the provost, dean of instruction, human resources, and academic advising have a regular presence at Lowry and AMC.

Strategic Budget Committee

Strategic Budget Committee (SBC)

SBC provides budgetary impact analysis and works with POG and SP/CDM to align the budget with strategic priorities.

Committee Charter

This committee serves to establish a transparent and participatory budget process at Community College of Denver. This process will:

- **Fully integrate fiscal planning with evaluation of operations**

- **Be based on data and multidirectional communication**

- **Help to ensure that resource allocation aligns with CCD's mission, vision and values**

- **Support strategic priorities**

- **Meet all governing board requirements**

SBC Committee Members

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Member Name	Title	Positional Seat	
			A
Beth Collins	SWFI Grant Manager	At-Large	
Dawn Cummings	Biology & Environmental Science Assistant Professor	At-Large	
Michelle Marin-Cox	Senior Operations & Data Manager	At-Large	
Patty Davies	Human Resources Director	At-LarQe	
Erin Farb	World Languages Chair & Professor	At-Large, Faculty representative	
Tina Garcia	Dean of Student Development & Retention	Dean for Student Development and Retention	
Fida Obeidi	Dean, Center for Health and Natural Sciences	Dean, Center for Health and Natural Sciences	
Peter Lindstrom	Dean, Center for Math, English & First Year Experience	Dean, Center for Math, English & First Year Experience	
Jim Kynor	Dean, Center for Business, Industry, Technoloav and Public Service	Dean, Center for Business, Industry, Technoloav and Public Service	
Theresa Clapham Lavin	Director of Financial Aid	(Representing) Executive Dean of Enrollment Management	
Kathryn Mahoney	Director of Student Life	Director of Student Life	
Stacey Maillet	Contract & Budget Coordinator	Budget Analyst	
Mike Miller	Deputy Chief Financial Officer	Deputy CFO (Convener)	
Bill Parsley	Assistant Controller	Administrative Services	
Christa Saracco	Director of Marketing & Communications	Office of the President & (Representing) Executive Director of CCD Foundation	
			V
Bob Studinger			

	Dean, Center for Arts, Behavioral and Social Sciences	Dean, Center for Arts, Behavioral and Social Sciences	

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Click Here to see SBC Documents such as Agendas, Meeting Minutes and more

Strategic Budget Committee (SBC) Communications Plan – 2019 Budget Process

Actionable: By January 19th, please share the following with all supervisors in the manner they have indicated best meets their information needs. Ask that they share the same information with all staff in their areas of responsibility. (If applicable)

Here's What's Happening
CCD's SBC is currently modifying the college's FY 2019 budget process. The SBC will be instituting a new modified zero-based budgeting process. *Zero-based budgeting generally starts from a "zero base" and then analyzes every function within an organization to determine its needs and costs.*

CCD will be establishing a modified zero-based budgeting process by starting with CCD's current 2017-2018 actual expense numbers and then sitting down with all of the org owners within the college to establish each area's needs. Only non-personnel expenses will be reviewed as part of this process and no salaries or benefits will be evaluated, except for hourly expenses. All reviewed budget items are for needed expenses, additional budget expenses will be reviewed by POG as a "new activity requiring funding".

Position Analysis (PA)
Achieving Strategic Balance (ASB) suggested PA as part of any new budget process the college implemented. PA would be used to address the job vacancies within the college. *Position analysis evaluates whether or not a positon should be realigned or redefined and helps address workload needs.*

It was decided by the SBC to push out Position Analysis to FY20 (or beyond) due to time and effort required to implement other initiatives (EAB Navigate and American Association of Community Colleges (AACC) Accreditation).

Here's Why
These initiatives are not intended to cut budgets, but to adequately fund activities required to operate the units effectively. The SBC provides budgetary impact analysis, so we are seeking the best results for the entire College that align with our Strategic Priorities.

Talking Points

- Position Analysis (PA) - ASB recommended PA as part of any new budget process implemented. SBC believes some PA will result from EAB Navigate and AACC. Since many of the same people working on EAB Navigate and AACC would be the same key people for PA and it is currently being pursued, this project will be pushed out to FY20 or beyond.

- Zero-based Budgeting – Only non-personnel expenses will be reviewed since personnel will be reviewed during PA at a later date. Committee members will breakout into teams of two and sit down with org owners in "one on one" meetings. Teams will consist of two SBC members – one from the area being reviewed (subject matter expert) and one not from that area (outsider view). Meetings will review operating, hourly and travel budget necessary for each org. In some cases, capital and student aid will be reviewed as well. Personnel will be calculated as it has been in the past using CCD's current approved "Position Control" document and associated benefit expenses for approved staff. Final approved expenses and estimated revenue will be reported to the Prioritization and Operations Group (POG) to make cuts or initiative recommendations to Strategic Planning/Collaborative Decision-Making (SP/CDM) for final decision-making. Final approved decision will be submitted as the final balanced budget for FY19 and will be sent to all CCD departments, faculty and staff and posted to the website.

If you have questions contact:
- Mike Miller, Deputy CFO, 303-352-3315 or mike.miller@ccd.edu
- Stacey Maillet, Contract and Budget Coordinator, 303-352-6886 or stacey.maillet@ccd.edu
- Your SBC representative

Visit us on Office 365:
https://ccd0.sharepoint.com/SP_CDM/SitePages/Strategic-Budget.aspx

AMC & Lowry Org Charts

COMMUNITY COLLEGE OF DENVER

Center for Business, Industry, Technology, and Public Service

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Ruthanne Orihuela
Provost / Vice President for
Academic Affairs
100690
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Jim Kynor
Dean Center for Business,
Industry, Technology,
& Public Service
100700
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Stacey Beckman
Paralegal
Faculty Chair
301960
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Mohammad Alsaffar
IT
Faculty Chair
301720
```

```
Jesse Brannen
CIS Faculty Chair
300430
```

```
Janet Colvin
Manufacturing
Programs Navigator
415700
```

```
Jacob Webb
Accounting
Faculty Chair
311220
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John Wenner
Welding
Faculty Chair
311390
```

```
Eric Miller
Machining
Faculty Chair
312080
```

```
Matthew Sweeney
AMC
Director
101360
```

```
Karey James
Paralegal Faculty
311170
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```
Mary Murphy
IT Faculty
311540
```

```
Vacant
BTE/CIS Faculty
310540
```

```
Nirali Patel
Accounting Faculty
311690
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Brian Gilsdorf
Accounting Faculty
300620
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Jason Marra
Accounting Faculty
312150
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Donald Wood
Welding Faculty
311990
```

```
Spring Johnson
Administrative
Assistant II
000618
```

```
Kevin Dowell
Senior Welding
Trainer
415980
```

```
Gilbert Rodarte
Welding Trainer
415960
```

```
William Horn
Welding Trainer
415970
```

Ruthanne Orihuela
Provost / Vice President for Academic Affairs
100690

Fida Obeidi
Dean Center for Health & Natural Sciences
101590

Vacant
Director of Nursing
416280

Lee Helldoerfer
Practical Nursing Faculty
312190

Lorraine (Lori) Yost
Radiologic Technology Faculty Chair / Director, Mammography Program Coordinator
311670

Johanna Morrison
RTE Faculty
300600

Teri Huggins
Radiologic Sciences Faculty
301920

Corey Dennis
Nurse Aide Faculty Chair
311950

Kathryn Welsch
INP Program Coordinator
0.75 FTE
415420

Raquel Almendarez
Administrative Assistant II
000517

Douglas (Hayes) Colburn
Administrative Assistant III
000591

Karey Covington
Surgical Tech Faculty Chair
312070

Walter (Spence) Evans
Surgical Technology Faculty
312200

Michelle Hoffer
Health & Wellness Faculty Chair
310950

Mary Catherine Dean
Dental Hygiene Faculty Chair / Director
301170

Anah Panico
Clinical Operations Manager
412220

Paige McEvoy
DEH Faculty
301450

Elvia Ramos
Administrative Assistant III
000615

Julia Martin
Dental Hygiene Faculty
311980

Shannon Burkhalter
Veterinary Technology Faculty Chair / Director
301930

Keith Semerod
Vet Tech Faculty
311600

Kelly Miller
Vet Tech Faculty
311290

Wendy Economou
Vet Tech Faculty
310720

Jennifer Gunther
Vet Tech Clinical Coordinator
311610

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Appendix E

How does CCD ensure that promotion, marketing, and enrollment of our additional locations stay in balane with our resource capacity at those sites?

Evidence Attached:

- Clinical sites currently available for Health Science programs

- Welding booths schematic used to determine where students can be placed

- All CCD Health Sciences Programs
  - https://www.ccd.edu/program/bnsf-certification-program
  - https://www.ccd.edu/program/certified-dietary-manager
  - https://www.ccd.edu/program/degree-completion-licensed-dental-hygienists
  - https://www.ccd.edu/program/dental-hygiene
  - https://www.ccd.edu/program/food-nutrition-wellness
  - https://www.ccd.edu/program/integrated-nursing-pathway
  - https://www.ccd.edu/program/magnetic-resonance-imaging
  - https://www.ccd.edu/program/mammography
  - https://www.ccd.edu/program/medical-assistant
  - https://www.ccd.edu/program/nurse-aide
  - https://www.ccd.edu/program/radiologic-technology
  - https://www.ccd.edu/program/surgical-technology
  - https://www.ccd.edu/program/veterinary-technology
  - https://www.ccd.edu/program/veterinary-technology-assistant

- All CCD Advanced Manufacturing Programs
  - https://www.ccd.edu/program/fabrication-welding
  - https://www.ccd.edu/program/machine-technologies

Enrollment management at our additional locations are dependent on capacity and accreditation.

- In some cases, an outside accrediting or regulating body dictates the ratio of students to faculty at a clinical site, limiting enrollment to the number of sites we can manage effectively.
- In other cases, the capacity of the learning space such as welding booths, machines, lab seats, or physical space to house classes dictates the enrollment cap.

The number of manual mills and lathes available for the entry level machining technology class limits the Machine Technologies program to a cohort enrollment of ten (10) students. The number of welding booths and associated machines limits Fabrication Welding program enrollment to twelve (12) students. The welding booth schematic is used to determine which combination of booths and equipment can used to accommodate demand.

All programs at CCD have websites that are meant to be the main point of initial information for interested students and the community, and are used as a primary means of marketing and promotion for our programs. Each program provides information specific to their program on the site. Even though those sites do not explicitly indicate the number of seats available to our students every year, they do give guidance on the admissions process that does result in enrollment limitations.

Clinical/Internship Sites by Program

Dental Hygiene

Denver Health Medical Center
    <u>Clinic Addresses:</u>

    Webb Dental Clinic
    301 W. 6th Ave.
    Denver CO 80204

    Westside Clinic
    1100 Federal Blvd.
    Denver, CO 80204

    Eastside Clinic
    501 28th St.
    Denve, CO 80205

    Pena (Southwest) Clinic
    1339 S. Federal Blvd.
    Denver, CO 80219

    Lowry Clinic
    1001 Yosemite St.
    Denver, CO 80230
    Evie Dennis Campus
    4800 Telluride St.
    Denver, CO 80249
    BLDG 1 – Student Union

    Manual High School
    1700E. 28th Ave.
    Denver, CO 80205

    Place Bridge Academy
    7125 Cherry Creek N. Dr.
    Denver, CO 80224

    Florence Crittenton High School
    55 S. Zuni St.
    Denver, CO 80223

Health & Wellness

Briarwood Healthcare Center
1440 Vine Street,
Denver CO 80206
303-399-0350

Nurse Aide

Western Hills Healthcare Center
1625 Carr St.
Lakewood, CO 80214
(303) 232-6881

Briarwood Healthcare Center
1440 Vine St
Denver, CO 80206
(303) 399- 0350

Life Care Centers of Aurora
14101 E Evans Ave
Aurora, CO 80014
(303) 751-2000

Highline Rehabilitation and Care Center
6060 E Iliff Ave
Denver, CO 80222
(303) 759-4221

The Center at Lowry
8550 E Lowry Blvd
Denver, CO 80203
(303) 676-4000

Christian Living Communities
9570 S Kingston Ct Ste 300
Englewodd, CO 80112
(720) 974-3555

Phlebotomy

UC Health Anschutz
1635 Aurora Ct
Aurora, CO 80045

DaVita Dialysis
Held at various locations in the Denver area

Medical Center of Aurora
1501 S Potomac St.
Aurora CO 80012

9 Health Fairs
Held at various locations in the Denver area

Radiologic Technology Program (RTE)

Avista Adventist Hospital (Centura)
100 Health Park Circle
Louisville, 80027
303-673-1135

Children's Hospital Colorado
13123 East 16th Ave.
Aurora, CO 80204
720-777-8623

Denver Health Medical Center
777 Bannock Street
Denver, CO 80204
303-436-7661

Kaiser Permanente various locations
Lone Tree
Smokey Hill
Southwest
Wheat Ridge
The Medical Center of Aurora
1501 S. Potomac Street
Aurora, CO 80012
303-695-2652

North Suburban Medical Center
9191 Grant Street
Thornton, CO 80229
303-451-7800

Porter Adventist Hospital
2525 South Downing Street
Denver, CO 80210
303-778-5238

Presbyterian St. Luke's Hospital
1719 East 19th Ave.
Denver, CO 80218
303-869-2439

Sky Ridge Medical Center
10101 RidgeGate Parkway
Lone Tree, CO 80124
720-225-1707

CT Certificate Program

Castle Rock Adventist (Centura)
720-455-1110

Littleton Adventist (Centura)
720-992-6907

Porter Adventist (Centura)
303 738 2637

Swedish Medical Center (HealthOne)

The Medical Center of Aurora (HealthOne)

North Suburban Medical Center (HealthOne)

Presbyterian St. Luke's
303-839-6589
Rose Medical Center (HealthOne)
303-320-7035

Kaiser Permanente; various locations
Lakewood
Lone Tree
Franklin
303-764-4533

St. Mary Corwin (Centura)
719-557-5067

Mammography Certificate Program
Kaiser Permanente; various sites
Southwest
Lone Tree
Franklin
Smokey Hill
Lakewood

The Medical Center of Aurora

North Suburban Medical Center

St. Joseph Hospital (spring 2020)

MR Certificate Program
Kaiser Permanente; various Locations
Franklin
Lone Tree
Lakewood
303-764-4533

Porter Adventist (HealthOne)
303 738 2637

Littleton Adventist (Centura)
720-992-6907

North Suburban Medical Center (HealthOne)
720-992-6907

Health Images Southland

Presbyterian St. Luke's (HealthOne)
303-839-6407

Surgical Technology

Littleton Adventist Hospital
770 South Broadway St
Littleton, Co 80122
303-730-8900

Porter Adventist Hospital
2525 South Downing St
Denver, Co. 80210
303-778-1955

Castle Rock Adventist Hospital
2350 Meadows Blvd.
 Castle Rock, Co. 80109
720-455-5000

St. Anthony Adventist Hospital
11600 W. 2nd Pl.
Lakewood, Co. 80228
720-321-0000

The Medical Center of Aurora
1501 South Potomac St.
Aurora, Co. 80012
303-695-2600

North Suburban Medical Center
9191 Grant St.
Thornton, Co. 800229
303-451-7800

Good Samaritan Medical Center
200 Exempla Cir.
Lafayette, Co. 80026
303-689-4000

Lutheran Medical Center
8300 W. 38th Ave
Wheat Ridge, Co. 80033
303-425-4500

Colorado Children's Hospital
13123 East 16th Ave
Aurora, Co. 80045

720-777-1234

UC health Hospital
12605 E. 16th Ave
Aurora, Co. 80045
720-848-0000

Harvard Park Surgery Center
1000 E Harvard Ave.
Denver, Co. 80210
303-778-5773

Veterinary Technology and Veterinary Technology Assistant

Animal Emergency & Specialty Center
17701 Cottonwood Drive
Parker, CO 80134
720-842-5050

Aurora Animal Shelter
15750 E. 32nd Ave.
Aurora, CO 80011
303-326-8280

Clear Creek Animal Hospital
4980 Kipling Street
Wheat Ridge, CO   80033
303-424-1314

Community Pet Hospital
12311 Washington Street
Thornton, CO   80241
303-451-1333

Denver Animal Shelter
1241 W. Bayaud Ave.
Denver, CO   80223
720- 913-1311

Hampden Family Pet Hospital
3540 S. Logan Street
Englewood, CO   80113
303. 761.7063

Homestead Animal Hospital
6900 S. Holly Circle
Englewood, CO 80112
303-771-7350

Northside Emergency Pet Clinic, PC
945 W. 124th Ave.
Westminster, CO 80234
303-252-7722

Parkside Animal Health Center
5001 South Parker Road Suite 101
Aurora, CO 80015
303-699-3344

Tender Touch Animal Hospital
350 Kalamath Street
Denver, CO   80223
303-733-2728

University of Colorado Denver
Mail Stop 8312, 12800 East 19th Ave., Room 0302
Aurora, CO 80045
303-724-3017

Urban Veterinary Care
2815 Clay Street
Denver, CO 80211
303-477-1984

VCA Alameda East Veterinary Hospital
9770 E. Alameda Ave.
Denver, CO 80231
720-975-2831

VCA Anderson Animal Clinic
1285 S. Sheridan Blvd.
Lakewood, CO 80232
303-922-1127

VCA Highlands Ranch Animal Specialty and ER Center
5640 County Line Place, Suite 1
Highlands Ranch, CO   80126
303-740-9595

Welding Booth Layout

NO Power No Duct

NO Power No Duct

GTAW GMAW

GTAW GMAW

Miller 8 pack

Miller 8 pack

GMAW GTAW

1phase480

1phase480

GMAW GTAW

SMAW

1phase480

1phase480

1phase480

SMAW

GMAW

SMAW

1phase480

GMAW GTAW

1phase480

SMAW

SMAW

3phase480

GMAW GTAW

SMAW

SMAW

GMAW

GMAW GTAW

SMAW

3phase480

1phase480

SMAW

SMAW

3phase480

3phase480

SMAW

SMAW

GMAW

GMAW

NO Power No Duct

NO Power No Duct

NO Power No Duct

SMAW

SMAW

NO Power No Duct

NO Power No Duct

101 Cutting Booths

102 Oxy welding Booths

103 SMAW Booths vent

104 SMAW Booths vent

106 Classroom area

110 SMAW Booths vent

111 SMAW Booths vent

124 GTAW Booths

125 GMAW Booths vent

202 GMAW Booths vent

224 GTAW Booths

230 GTAW or SMAW Booths vent
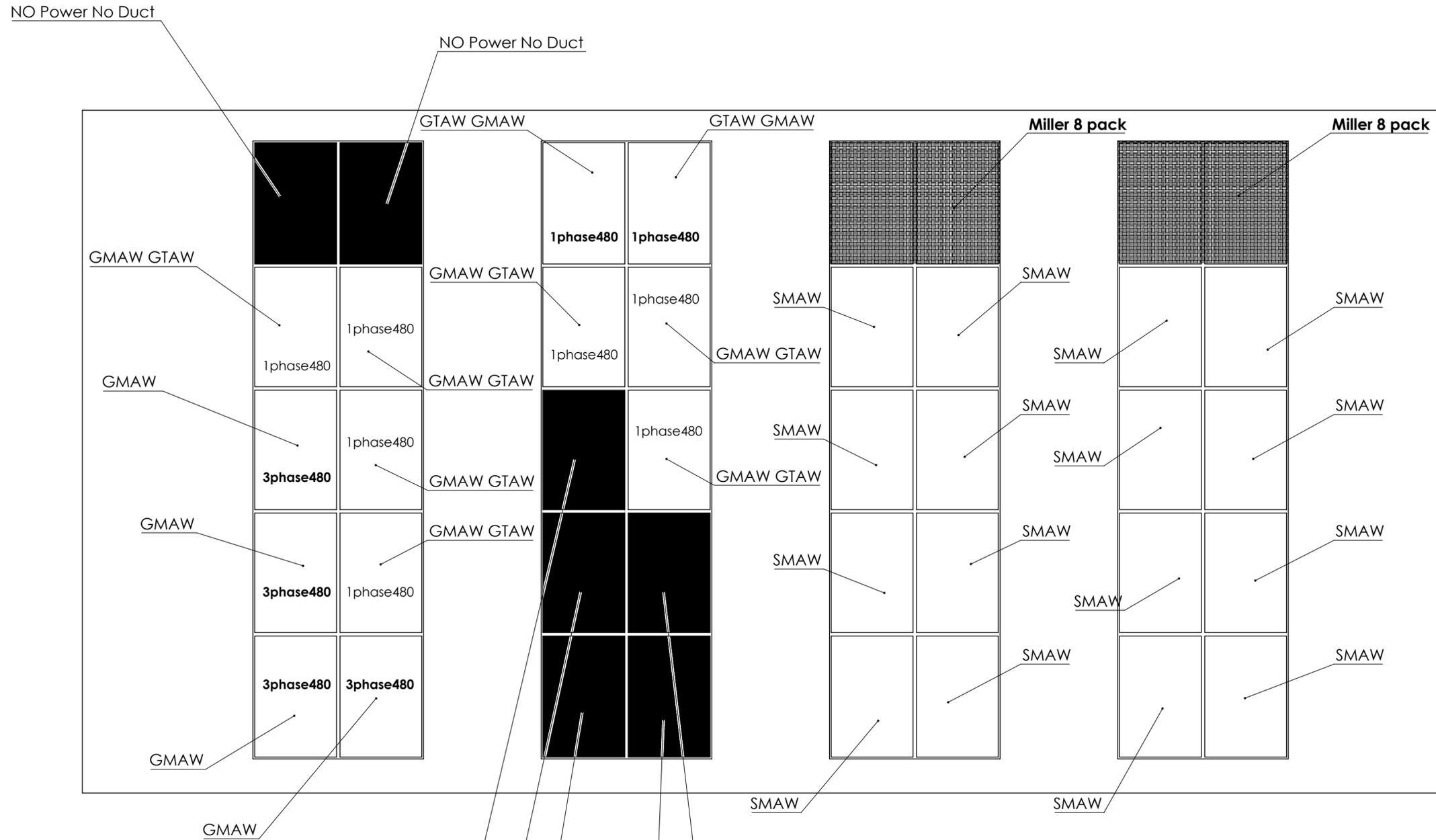
MIG 4pcs Millermatic 3 phase 480 MIG GMAW machines
MIG 3pcs Miller 252 1 phase MIG GMAW machines
MIG 5pcs Lincoln Power Mig 350 MiG GMAW machines
TIG 8pcs Miller Syncrowave TIG GTAW machines

9   1phase booths GMAW or GTAW
4   3phase booths GMAWonly
16   SMAW Booths
7   Empty booths no power no vents

Community College of Denver

Appendix F

How does the institution effectively oversee instruction at the additional locations?

Evidence Attached:

- Certified Dietary Manager – sample new program proposal that went to Academic Standards

- Sample Classroom Observation used for faculty evaluation

- Sample Student Evaluation used for faculty evaluation

Curriculum Design

The college uses the identical curriculum design and evaluation process for all of Community College of Denver's programs of study, irrespective of where taught. All new programs must go through our faculty-led curriculum committee (called Academic Standards) for approval. This proposal requires a five-year plan to address enrollment management, need for the program, and assessment plans. All revisions to programs also must go through the curriculum committee for approval, and that is consistent regardless of where the program is taught. When programs are deleted, they must also go through the curriculum committee in the same manner, both for the main campus and for our additional locations.

The faculty-led Student Learning Committee (SLC) manages assessment of all of our programs of study. Each program of study must submit an assessment plan including program student learning outcomes, a curriculum map, and an overview of the program. Each program chair also submits an annual report of the assessment done for the past year. Both the plan and the report are consistent in design regardless of where the program is taught.

Faculty Evaluation

At least once per year, deans, department chairs, or the chair's designee observe all faculty members to provide feedback on effective teaching and learning. Students use an online system to evaluate their courses and instructors. Both of these processes form part of a faculty member's end-of-year performance evaluation. This process is the same for all faculty regardless of where they teach, modality of teaching, or whether they are full-time or part-time.

COMMUNITY COLLEGE OF DENVER

Form: PRO – 43: New Program Proposal Form

References: <u>Academic Standards</u>

Purpose of Form:

1. Propose a new program (degree, certificate) to CCD's Catalog.
   a. CTE programs must gain CCCS approval through the CCCS Career and Technical Program process (CTEP) after it has been approved by Academic Standards.

Requirements for Submission

1. All signed proposals and attachments must be uploaded to the Academic Standards D2L site no later than the second Thursday of the month during the academic year.
2. Academic Standards meets every third Thursday of the academic year from 3:30-5:00pm in Cherry Creek 102. You must bring original hard copies of the documents you uploaded to D2L for submission.

Program to Add:

Type (Degree or Certificate): Certificate

Program Name: Certified Dietary Manager

Total Credit Hours of Program: 16   Total Contact Hours of Program: 390

Six digit CIP (IPEDS) code: 51.0001

Program offered at: ☑ Auraria ☑ Lowry ☐ ACC

Rationale:
1. Will this program be financial aid eligible? ☑ Yes ☐ No
   (If yes, speak with the Dean of Instruction to ensure the Department of Education has been contacted about this change.)

What is the reason for this program addition? (Some things to consider here: How does this addition benefit students at CCD? Will this program have a capped enrollment level and if so why? Does this program have any intended articulation agreements?)

Reasoning:

Need for the program:

The Centers for Medicare & Medicaid Services (CMS) is the federal agency responsible for administering requirements governing long-term care facilities. In October 2016, CMS released a comprehensive update of the regulations to reflect advances in theory and practice of service, delivery, and safety for LTC residents, including a section newly defined as Food and Nutrition Services

https://www.cbdmonline.org/cdm-resources/new-regulations-for-cdms

Phase 1 started in November, 2016 with phase III of this process identified for November, 2019. Phase II is happening now and identifying an immediate need for the credentialed CDM.

Phase II - What's Here and Now

How do the New Requirements Impact Staffing?

As of November 28, 2017, newly-hired Food Service Directors must meet the qualifications specified in the regulations and are no longer within the one-year window for obtaining certification. The Certified Dietary Manager, Certified Food Protection Professional (CDM, CFPP) credential is now listed as the primary qualification for the Director of Food and Nutrition Services in the absence of a full-time dietitian.

Employer needs are now. LCCA and Vivage long term care centers have specifically reached out to our institution identifying the employer need in our area and these employers are in need of qualified employees that meet this credential now. This legislation change affects all long term care facilities in Colorado with many other states already requiring the CDM credential for any facility that employs a dietary manager.

Vivage has only had partial success when sending their current employees through the noncredit online certificate offered by the University of North Dakota (one of the only options available at this time). Vivage would like to see a local Denver Metro based option for the education of the CDM. This can include sending their established employees through our educational program or providing qualified students with these job opportunities post-graduation.

Wages and Trends:

ONet: https://www.onetonline.org/link/summary/11-9051.00

Food service managers

Median wage (2017) $25.02 hour, $52,030 annual with the ANFP in 2018 reporting an average of $58,000 in CO.

Projected growth 2016-2026 5-9% average

Projected job openings (2016-2026) 36,000

BLS: Food Service Managers https://www.bls.gov/ooh/management/food-service-managers.htm

Credentialing exam statistics

This is listed on the CBDM website, www.CBDMonline.org, under Exam Prep, Credentialing Exam FAQ's.

Please see the attached Map of the US, which notes the number of CDM, CFPP and the number of long-term care facilities per state. This was updated in October 2018.

Colorado statistics: 113 CDM's/229 long term care facilities

Enrollment will be capped. Reasoning includes number of students allowed at each internship site.

No articulation agreement.

*Larger font version attached to this form.

I have reviewed this proposal and attachments.

Academic Standards Center Representative (print): _Lorraine Yost_

Signature: _Lorraine Yost_ Date: _1·24·2019_

I have proposed this new program as the program chair.

Program Chair (print): _Michelle L. Hoffer_

Signature: _Michelle_ Date: _1-29-19_

I have read this proposal and approve the new program requested and rationale given.

Dean (print): _Stephanie Nareim_

Signature: _Now_ Date: _1/25/19_

This proposal has been approved by the Academic Standards Committee.

Academic Standards Chair (print): _____

Signature: _____ Date: _____

I approve this new program for inclusion in the upcoming academic year catalog.

Provost (print): _____

Signature: _____ Date: _____

I approve this new program for including in the addendum to the current year catalog.

Provost (print): _____

Signature: _____ Date: _____

Certified Dietary Manager (CDM)

Certificate pathway (16 credits) – Catalog Year Fall 2019

SAMPLE ACADEMIC PLAN OF STUDY

The following academic plan is a *sample* pathway to completing certificate requirements for this major. Students should tailor this plan based on previously completed college coursework (e.g., AP, IB, CLEP, dual/concurrent enrollment, PLA, and transfer credit), course availability, and individual preferences related to course load, schedules, or add-on programs such as minors or double-majors.

Meeting with your CCD advisor is essential to ensure you are on the correct path.

Students must enroll in the certificate program prior to taking classes.

CDM certificate pathway at Community College of Denver

Semester 1 (Fall or Spring start)

Course Name and #	Cr Hrs
DIT 121 Nutrition for Dietary Managers	4
DIT 123 Management for Dietary Managers	4
HWE 100 Human Nutrition OR HWE 143 Appl. Nutrition to Whole Food Cooking	3
DIT 180-Field Experience: Nutrition	1
DIT 181-Field Experience: Human Resources Management	2
DIT 182-Field Experience: Sanitation and Food Systems Management	2
Total	16

Upon successful completion of the program, individuals will be eligible to take the Certified Dietary Manager/Certified Food Protection Professional national examination from the Certifying Board of Dietary Managers (CBDM) and the Association of Nutrition and Foodservice Professionals (ANFP).

Students who hold a two-year or four-year college degree in foodservice management, nutrition, culinary arts, or hotel-restaurant management are eligible to take only specific DIT or HWE course(s) that meet exam eligibility requirements based on pathway options provided by the CBDM (Fast-Track pathway). You must meet with the program chair for course approval prior to registering for classes. Transcripts must be submitted to program chair prior to enrollment; transcript requirements must include a minimum of one course in nutrition and two courses in foodservice management to be eligible to take the CDM exam. http://www.cbdmonline.org/get-certified/eligibility https://www.bls.gov/ooh/Management/Food-service-managers.htm

	Milestones
Year one CCD	• Enroll at CCD and fill out Financial Aid FASFA and COF • Enroll online in the CDM program through our health science page • Meet with CCD advisor to ensure you are on the correct pathway. • Meet with program chair to sign matriculation form which will allow you to enroll in classes and determine your schedule. • Meet with program chair to ensure you are on the correct pathway and are meeting CDM exam eligibility requirements • Meet with program chair regarding the steps to complete the CDM required courses at CCD and receive the information to prepare to take the CDM exam. • Upon successful completion of program requirements, sign up for the CDM exam online • Pass all required courses with a C or better

Academic Standards CDM Certificate Pathway Information

1. Program description

The Certified Dietary Manager Certificate prepares you to perform the responsibilities of a dietary manager and upon completion of the program you are eligible to take the national certification exam offered by the Certifying Board for Dietary Managers (CBDM®). Defined by the Association of Nutrition and Food Service Professionals, "a Certified Dietary Manager, Certified Food Protection Professional (CDM®, CFPP®) has the education and experience to competently perform the responsibilities of a dietary manager and has proven this by passing a nationally recognized credentialing exam and fulfilling the requirements needed to maintain certified status." CDM, CFPPs work together with registered dietitians to provide quality nutritional care for clients in a variety of non-commercial settings and long term-care facilities. Students will study concepts such as nutrition, nutrition support services, meal planning, budgeting and purchasing, food safety, sanitation, and food service management.

Program admission requirements:

High school diploma or GED

Note: Background check and drug test will be required for internship sites and employment

Submit the CDM Program Application form (link to be added here)

Note:

- If you have a two-year or four-year college degree in foodservice management, nutrition, culinary arts, or hotel-restaurant management you may be eligible for a fast track pathway to meet the transcript requirements providing eligibility to take the certifying exam for the CDM. Contact the program chair prior to enrolling.
- The AAS in nutrition CDM elective pathway is an additional option for students seeking to complete a degreed path that will provide edibility for the certifying CDM examination and also has a transfer option to MSU Denver BS in nutrition degree. Contact the program chair for more information.

2. Semester by semester plan (attached)

3. 5-year plan attached (CDM_NewProgramFiveYearPlan_12_2018.docx)

4. Email from dean of instruction regarding Financial Aid (to do)

5. CTE program advisory meeting minutes

Advisory meeting minutes from Fall 2018-email communications below:
Community College of Denver
Advisory Committee Minutes

September, 2018

Email communication between members

Advisory board members

     a. Kristin Wallace RD, MS Kristin.wallace@ccd.edu
     b. Deborah Kupecz, RN, PhD deb.kupecz@ccd.edu
     c. Dr. Tara Mashburn D.C, M.B.A, M.S.N tara.mashburn@ccd.edu
     d. David LaRocca, MS dave.larocca@gmail.com david.larocca@ccd.edu
     e. Sophie Mabry, MS sophie.mabry@ccd.edu
     f. Karin Akerfelds, MS RD Karin_akerfelds@lcca.com

Old business:

    1. Update on the Developed AAS degree in Nutrition with transfer agreement to MSU Denver
       17 students have identified the program path with another added in September

       Students are excited

       7 out of 8 CEC students who completed the certificate have transferred to CCD. This Fall enrollment when from 8 to 22 in HWE 143 at CEC.

New Business:

Approached by LCCA regarding employment options for the certificate and also a certified dietary manager program. Currently LCCA trains their dietary managers in house. Could/should we offer this pathway?

Need to set up a "live" advisory board meeting in spring 2019. Please email available best times and days so we can schedule.

Email sent to Advisory Board Members:

We are growing and I am seeking additional members to our advisory board. Since we started growing this program all of you have served as my advisory board for HWE. I would first like to thank you for taking on this additional role as we grow and now am seeking additional members. If you know of anyone that may be willing to serve on our advisory board please pass me their names. I have reached out to a member who works for LCCA as the nutrition director but would love to seek another community member.

Second I have a question for you all and would value your feedback. I have been contacted by long term care partners seeking nutrition service workers (our certificate seems to help with this need and pathway) but there is also a need for

certified dietary managers. If you can all give me feedback related to industry and employer needs for this pathway and if the advisory board would support the department looking at adding this pathway.

To make students eligible to take the certification exam offered by CBDM/ANFP http://www.anfponline.org/ we would initially seek eligibility through pathway II.

☐ Pathway II: for candidates who hold a two-year for four-year college degree in food service management, nutrition, culinary arts, or hotel-restaurant management. Transcript requirements must include a minimum of one course in nutrition and two courses in food service management.

The AAS in nutrition provides the base for this pathway and also offers an alternative to transferring directly to MSU Denver to finish the BS in nutrition (alternate employment pathway) which I always think is valuable for students.

The two courses I need to add include DIT 121 Nutrition for Dietary Managers and DIT 123 Management for Dietary managers, both which are already developed in our common course numbering system so I need to only add them to CCD and our catalog.

I would also like to talk about offering a pathway as a certified dietary manager for a student without the AAS in nutrition degree (pathway I ANFP).

http://www.anfponline.org/education

My questions to all of you?

Do you support this idea as a growth area to look at for our department?

What feedback or suggestions do you have for the department to consider?

Feedback

My answers are in red (Michelle Hoffer)

(Tara Mashburn)

Yes, I think we should expand the dept. and offer these classes.

Things to consider, most importantly will students see value in this pathway. Can we find employers that could send their employees through the certificate? Do employers find this cert. to be valuable? What HR people/companies are looking for a cert. like this on resumes. Can we offer this to high school students?

We are investigating potential employer bases and looking at offering the courses as CE (non-credit) vs. credit baring pathways.

We would look at the connection with the concurrent enrollment partners and explore potential pathways.

I have been contacting employers to assess who uses and employs a certified dietary manager (CDM).

Then of course do we have the teachers and facilities to teach the classes, do we need a lab? How does MSU Denver view this cert., how does it get transferred in.

We would not transfer this degree but would carry the conversation to the restaurant and hospitality departments at MSU Denver to assess what their students needs are and if they would have interest in developing a pathway partnership.

(Sophie Mabry)

"Yes and Yes to both of your questions. I would consider faculty qualifications, will these classes be difficult to fill at an adjunct rate? Also, looking at the big picture, how do RD's feel about this position? There could be some resistance from the DIT program. You may want to consider adding HWE classes to keep it in "your hands: if the program is predominately DIT prefixes, there would be a strong case to assign it under the DIT folks and not HWE. I hope that makes sense. Something as simple as adding a HWE elective would strengthen the pathway so that you can run with it. Using courses already developed is strategically wise."

A RD is required to teach the medical nutrition therapy course. We would need to use the DIT prefix for the courses and not HWE. The HWE certificate is built into the AAS in nutrition so that strengthens the prefix. If we build a pathway for the entry level student (pathway 1 ANFP) we would add HWE 100 to the degree/certificate pathway.

With the new/proposed program in diet management with managers, if you were to include a health coaching component (HWE 256) and include a behavioral change component to the degree/certificate that aligns with ACLM (American College of Lifestyle Medicine) and Wellcoaches, that could put the program and CCD on the map with national recognition and possible enrollment. I noticed that Metro and FRCC are already there!! See below in yellow. This may also give you some additional credibility to move forward with the approval process."

We have been actively working with MSU Denver Integrative Wellness program to try and work out a pathway that takes students from CCD and transfers them to MSU Denver with a wellness/health coaching certificate.

Additional ideas have stemmed around working a stackable certificate for the CNA.

(Kristin Wallace)

I do support the idea! I would say that my only questions are the type of class it will be - online, hybrid, etc?

Most likely we will offer it online but would consider all modalities that work for our students.

(Karen Akerfelds)

Yes, I think much needed within the community. NOTE: you will still need students to pair up with a preceptor (CDM, DTR, RD). Also, you may want to look at Pikes Peak Community College (colo springs) program/website as a reference as they have a CDM pathway.

I am meeting with the program chair of Pikes Peak in a few weeks and have been actively in contact with ANFP educational directors talking about how we can become an approved program.

Next meeting needs to be live (TBD). Can everyone send me some days or times that work in spring for a live advisory board meeting?

Please send me any ideas or other comments related to this discussion as needed.

- 10/11/2018 summary of meeting notes.
- Next meeting scheduled 2/6/2019 4pm Lowry Conference Room

6. No articulation agreements with this certificate

7. New program-see 5 year plan

Appendix A: 5 Year plan Certified Dietary Manager

1. Assessment plan

How does the program goals compatible with the mission of the college?

The Certified Dietary Manager program offers high-quality, educational opportunities through a ANFP approved occupational program in a career and technical field.

Program Assessment using national exam

A. PSLOs to focus on: program goals or outcomes

- Successfully pass the Certified Dietary Manager, Certified Food Protection Professional (CDM, CFPP) national examination.
- Understand and adhere to local, state, and federal regulations that apply to the profession.
- Apply knowledge and skills required for employment in the profession.
- Communicate effectively and manage budgets
- Collaborate with the inter-disciplinary team to provide quality nutrition and foodservice management.

B. What will you assess?

- Successful completion of national CDM/CFPP examination by all certificate completers.

C. Assessment methods

- Analysis of overall CDM/CFPP exam scores in comparison with national and state scores
- Analysis of CDM/CFPP exam scores from previous 5 years

D. Type of feedback:

- Review of test data by program chair or faculty teaching the certificate courses to determine percentages of students passing/failing the exam.
- Evaluate curricula and course content in relation to the areas of the exam where students receive lower scores.
- Evaluate preceptor and internship site feedback forms in relation to areas of the exam where students receive lower scores.

E. Closing the loop:

- Data will be used to update curricula and course content to address identified problem area.

2. Analysis of Need

Need for the program:

Industry changes and new federal requirements:

The Centers for Medicare & Medicaid Services (CMS) is the federal agency responsible for administering requirements governing long-term care facilities. In October 2016, CMS released a comprehensive update of the regulations to reflect advances in theory and practice of service, delivery, and safety for LTC residents, including a section newly defined as Food and Nutrition Services https://www.cbdmonline.org/cdm-resources/new-regulations-for-cdms

Phase 1 started in November, 2016 with phase III of this process identified for November, 2019. Phase II is happening now and identifying an immediate need for the credentialed CDM.

Phase II - What's Here and Now

How do the New Requirements Impact Staffing?

As of November 28, 2017, newly-hired Food Service Directors **must meet the qualifications specified** in the regulations and are no longer within the one-year window for obtaining certification. The Certified Dietary Manager, Certified Food Protection Professional (CDM, CFPP) credential is now listed as the **primary qualification** for the Director of Food and Nutrition Services in the absence of a full-time dietitian.

Employer needs are now. LCCA and Vivage long term care centers have specifically reached out to our institution identifying the employer need in our area and these employers are in need of qualified employees that meet this credential now. This legislation change affects all long term care facilities in Colorado with many other states already requiring the CDM credential for any facility that employs a dietary manager.

Vivage has only had partial success when sending their current employees through the noncredit online certificate offered by the University of North Dakota (one of the only options available at this time). Vivage would like to see a local Denver Metro based option for the education of the CDM. This can include sending their established employees through our educational program or providing qualified students with these job opportunities post-graduation.

Program availability: PPCC is the only other college in the state of Colorado offering a similar pathway.

There are only 8 colleges total offering the approved pathway I program in the west coast region, 5 of those are in California.

Wages and Trends:

ONet: https://www.onetonline.org/link/summary/11-9051.00

Food service managers

- Median wage (2017) $25.02 hour, $52,030 annual with the ANFP in 2018 reporting an average of $58,000 in CO and a national average salary of $50,766 .
- Projected growth 2016-2026 5-9% average
- Projected job openings (2016-2026) 36,000
- BLS: Food Service Managers https://www.bls.gov/ooh/management/food-service-managers.htm
- Foodservice Manager Salary Info (http://www.anfponline.org/become-a-cdm/cdm-cfp-career-info/cdm-cfpp-career-guide)

ANFP conducts salary surveys on behalf of its members, to arm you with important facts in your career advancement. Results of ANFP's 2015 Salary and Benefits Survey are in and the news is good!

Over 4,150 dietary managers participated. About 58 percent indicated they had completed a dietary manager training program. Roughly 17 percent reported having a Bachelor's degree. Another 17 percent stated they had an Associate's degree. The most commonly reported job titles were: dietary manager (488); certified dietary manager (379); and food services director (324). Of those polled, 30 participants listed their job title as executive chef.

Analysis of the survey's findings also revealed:

- The average full-time salary is $50,766.
- Those with CDM, CFPP credentials continue to earn more than those without them.
- Participants with a Master's degree or a Bachelor's degree earn the highest salaries.
- Participants employed in hospitals or continuing care retirement communities earn higher salaries
- About 45 percent of participants work in long-term care and 24 percent in hospitals.
- Over 27 percent of participants manage an annual budget of $200,000 - $500,000.
- The greater the number of employees a nutrition and foodservice manager supervises, the larger the paycheck.
- Benefits most commonly reported by nutrition and foodservice professionals include paid holidays, medical insurance, life insurance, dental insurance, and pension plan or 401(k) plan.

Credentialing exam statistics

This is listed on the CBDM website, www.CBDMonline.org, under Exam Prep, Credentialing Exam FAQ's.

Q: What are the exam statistics?

A: Beginning March 5, 2014, the CDM Credentialing Exam became available continuously. Pass/fail statistics will be reported twice per year.

DATES OF TESTING	NUMBER OF CANDIDATES	PASSING RATE FOR FIRST TIME TEST TAKERS
1/1/15 - 6/30/15	527	76.2
7/1/15 - 12/31/15	604	79.5
1/1/16 - 6/30/16	595	76.0
7/1/16 - 12/31/16	636	77.7
1/1/17 - 6/30/17	695	78.1
7/1/17 - 12/31/17	834	76.9
1/1/18 - 6/30/18	949	75.7

Please see the attached Map of the US, which notes the number of CDM, CFPP and the number of long-term care facilities per state. This was updated in October 2018.

Colorado statistics: 113 CDM's/229 long term care facilities

3. Enrollment Strategy for sustainability

The program has contact with the following groups that will serve as recruitment areas.

- Students taking HWE 100 or any HWE prefix course will be directly told and then emailed information regarding the pathway 1-2 times each semester.
- Students enrolled in the AAS in nutrition pathway will be directly told and then emailed information regarding the pathway 1-2 times each semester.
- Students who do not get accepted into competitive health care programs at CCD.
- Long term care partners
- Advisory board members
- Concurrent enrollment students who are enrolled in the Food, Nutrition, and Wellness Certificate at CEC.
- Partnership with PPCC program chair of nutrition.
- Partnership with MSU Denver nutrition department
- Certificate can be done in 1 semester
- Financial Aid eligible
- Competency based education

- PLA can be utilized

The following strategies for marketing will be utilized.

- Program rack cards
- Health Science tours that occur 1X month
- Direct marketing to Denver metro long term care facilities. Current statistics demonstrating need of the CDM pathway, Colorado statistics: 113 CDM's/229 long term care facilities
- Digital signs
- Meeting with advisor groups
- Update website and provide links to different pathway options (certificate, AAS in nutrition with CDM elective, 5 years of industry work experience). These links will take students to the website discussing multiple ways they can obtain the CDM credential.

Sustainability

- With the new rules imposed by CMS and as of April 2018 States recognizing the CDM credential or the completion of a ANFP approved course as one of the qualifications necessary to be a director of foodservices either in long term care or a hospital setting. The trend is moving forward according to educational contacts at the ANFP.
- We have not set up a direct hire agreement at this time but that will be discussed with long term care partners moving forward.
- With almost 16,000 long term care centers in the US the demand for the CDM is large. See growth and projections above.
- With the US average salary reported as $50,766 the availability to make a living wage makes this pathway desirable.
- See bullets above under recruitment areas

Office of the Provost
Cherry Creek – Room 301
Campus Box 200
P.O. Box 173363
Denver, CO 80217
Fax: 303-556-4602

COMMUNITY COLLEGE OF DENVER

Classroom Observation Report Form

Faculty Name: _____   **Observer:** _____

Course/Section: _____   **# of Students Present:** _____

Date/Time: _____   ☐ **Scheduled Observation** ☐ **Unscheduled Observation (Check One)**

TYPE OF TEACHING OBSERVED (CHECK ALL THAT APPLY):	**COMMENTS:**
☐ Lecture	
☐ Discussion	
☐ Demonstration	
☐ Collaborative Learning	
☐ Individual Instruction	
☐ Other (Describe):	

ORGANIZATION:	**COMMENTS:**
☐ States the purpose of this session.	
☐ Makes explicit the relationship between current and previous sessions.	
☐ Uses class time well to progress toward learning objectives.	
☐ Concludes the session with summary, review of learning objectives, assignments.	
☐ Other (Describe):	

FACILITATION OF TEACHING/LEARNING:	**COMMENTS:**
☐ Uses appropriate pedagogy.	
☐ Corrects, clarifies, coaches.	
☐ Shows enthusiasm for the subject.	
☐ Assesses understanding and adjusts teaching to meet learning needs.	
☐ Uses techniques that actively engage learners.	
☐ Uses teaching materials, tools, technology appropriately.	
☐ Other (Describe):	

Classroom Observation Report Form

MANAGEMENT OF CONTENT:	COMMENTS:
☐ Shows mastery of subject matter.	
☐ Conveys high, but realistic learning expectations.	
☐ Gives clear expectations, with examples to clarify difficult ideas.	
☐ Other (Describe):	

PRESENTATION/TEACHING STYLE:	COMMENTS:
☐ Speaks clearly, with appropriate volume and speed. -	
☐ Makes eye contact with students throughout the room.	
☐ Uses gestures and body movements effectively.	
☐ Varies teaching styles and methods. Primary teaching style used: _____	
☐ Demonstrates professional appearance and behavior.	
☐ Other (Describe):	

Other Comments:

Strengths:

Areas for Improvement:

Specific Recommendations to Improve Teaching Effectiveness:

Observer: _____ _____ _____ _____
                 Print Name   Signature   Date

Faculty: _____ _____ _____ _____
               Print Name   Signature   Date
Signature does not signify agreement with the comments of the observer, but only that the faculty understands the comments.

Community College of Denver
Spring 2019 Course Evaluation

Course: S_CCD_VET23230H_201930: VET23230H Veterinary Dentistry (Wendy Economou) SP19
Instructor: Wendy Economou *
Response Rate: 12/17 (70.59 %)

1 - Please let us know how your instructor did in the following areas:
The instructor is enthusiastic about the subject.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	7	58.33%		3.25
Exceeds Expectations	(3)	1	8.33%		
Meets Expectations	(2)	4	33.33%		
Does Not Meet Expectations	(1)	0	0.00%		

Response Rate	Mean	STD	Median
12/1 7 (759%)	3.25	0.97	4.00

1 - Please let us know how your instructor did in the following areas:
The instructor returns graded materials.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	5	41.67%		3.00
Exceeds Expectations	(3)	2	16 67%		
Meets Expectations	(2)	5	41.67%		
Does Not Meet Expectations	(1)	0	0.00%		

Respon Rate	Mean	STD	Median
12/ 17 (759%)	3.00	0.95	3.00

1 - Please let us know how your instructor did in the following areas:
The instructor explains course requirements (exams, papers, grading) as stated on the syllabus.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	6	50.00%		3.08
Exceeds Expectations	(3)	2	16.67%		
Meets Expectations	(2)	3	25.00%		
Does Not Meet Expectations	(1)	1	8.33%		

Response Rate	Mean	STD	Median
12/17 (70.59%)	3.08	1 08	3 50

1 - Please let us know how your instructor did in the following areas:
The instructor gives me useful feedback.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	6	54.55%		3.18
Exceeds Expectations	(3)	2	18.18%		
Meets Expectations	(2)	2	18.18%		
Does Not Meet Expectations	(1)	1	9.09%		

Response Rate	Mean	STD	Median
11/17 (64 71%)	3 18	1 08	4.00

Community College of Denver
Spring 2019 Course Evaluation

Course: S_CCD_VET23230H_201930: VET23230H Veterinary Dentistry (Wendy Economou) SP19

Instructor:

Response Rate: 12/17 (70.59 %)

1 - Please let us know how your instructor did in the following areas:

The instructor knows the subject matter.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	8	66.67%		3.42
Exceeds Expectations	(3)	1	8.33%		
Meets Expectations	(2)	3	25.00%		
Does Not Meet Expectations	(1)	0	0.00%		

Response Rate	Mean	STD	Median
12/17 (70.59%)	3.42	0.90	4.00

1 - Please let us know how your instructor did in the following areas:

The instructor helps me understand the concepts that are presented in this course.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	4	36.36%		2.91
Exceeds Expectations	(3)	3	27.27%		
Meets Expectations	(2)	3	27.27%		
Does Not Meet Expectations	(1)	1	9.09%		

Response Rate	Mean	STD	Median
11/17 (64.71%)	2.91	1.04	3.00

1 - Please let us know how your instructor did in the following areas:

The instructor creates a comfortable learning environment through courtesy and respect.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	4	36.36%		2.91
Exceeds Expectations	(3)	3	27.27%		
Meets Expectations	(2)	3	27.27%		
Does Not Meet Expectations	(1)	1	9.09%		

Response Rate	Mean	STD	Median
11/17 (64.71%)	2.91	1.04	3.00

1 - Please let us know how your instructor did in the following areas:

The instructor is available to me when I need assistance.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	6	54.55%		3.09
Exceeds Expectations	(3)	1	9.09%		
Meets Expectations	(2)	3	27.27%		
Does Not Meet Expectations	(1)	1	9.09%		

Response Rate	Mean	STD	Median
11/17 (64.71%)	3.09	1.14	4.00

Community College of Denver
Spring 2019 Course Evaluation

Course: S_CCD_VET23230H_201930: VET23230H Veterinary Dentistry (Wendy Economou) SP19

Instructor: Wendy Economou *

Response Rate: 12/17 (70.59 %)

1 - Please let us know how your instructor did in the following areas:

The instructor responds effectively to student's questions and comments.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	5	50.00%		3.00
Exceeds Expectations	(3)	1	10.00%		
Meets Expectations	(2)	3	30.00%		
Does Not Meet Expectations	(1)	1	10.00%		

Response Rate	Mean	STD	Median
10/17 (58.82%)	3.00	1.15	3.50

1 - Please let us know how your instructor did in the following areas:

The instructor encourages me to think critically.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	8	72.73%		3.45
Exceeds Expectations	(3)	1	9.09%		
Meets Expectations	(2)	1	9.09%		
Does Not Meet Expectations	(1)	1	9.09%		

Response Rate	Mean	STD	Median
11/17 (64.71%)	3.45	1.04	4.00

1 - Please let us know how your instructor did in the following areas:

The instructor connects the subject matter to the real world.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	6	54.55%		3.36
Exceeds Expectations	(3)	3	27.27%		
Meets Expectations	(2)	2	18.18%		
Does Not Meet Expectations	(1)	0	0.00%		

Response Rate	Mean	STD	Median
11/17 (64.71%)	3.36	0.81	4.00

1 - Please let us know how your instructor did in the following areas:

The instructor helps me become an independent learner.

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Outstanding	(4)	7	70.00%		3.60
Exceeds Expectations	(3)	2	20.00%		
Meets Expectations	(2)	1	10.00%		
Does Not Meet Expectations	(1)	0	0.00%		

Response Rate	Mean	STD	Median
10/17 (58.82%)	3.60	0.70	4.00

Community College of Denver
Spring 2019 Course Evaluation

Course: S_CCD_VET23230H_201930: VET23230H Veterinary Dentistry (Wendy Economou) SP19
Instructor: Wendy Economou *
Response Rate: 12/17 (70.59 %)

2 - Please let us know the following about the course:

I received a syllabus within my first week of class.

Response Option	Weight	Frequency	Percent
Yes	(2)	12	100.00%
No	(1)	0	0.00%
N/A	(0)	0	0.00%

Response Rate	Mean	STD	Median
12/17 (70.59%)	2.00	0.00	2.00

2 - Please let us know the following about the course:

The instructor used a variety of tools/methods to help me learn.

Response Option	Weight	Frequency	Percent
Yes	(2)	11	91.67%
No	(1)	1	8.33%
N/A	(0)	0	0.00%

Response Rate	Mean	STD	Median
12/17 (70.59%)	1.92	0.29	2.00

2 - Please let us know the following about the course:

The instructor provides opportunities for me to interact with other students.

Response Option	Weight	Frequency	Percent
Yes	(2)	10	90.91%
No	(1)	0	0.00%
N/A	(0)	1	9.09%

Response Rate	Mean	STD	Median
11/17 (64.71%)	2.00	0.00	2.00

2 - Please let us know the following about the course:

The textbook/materials are helpful for this course.

Response Option	Weight	Frequency	Percent
Yes	(2)	3	25.00%
No	(1)	3	25.00%
N/A	(0)	6	50.00%

Response Rate	Mean	STD	Median
12/17 (70.59%)	1.50	0.55	1.50

2 - Please let us know the following about the course:

The course increased my knowledge of the subject.

Response Option	Weight	Frequency	Percent
Yes	(2)	12	100.00%
No	(1)	0	0.00%
N/A	(0)	0	0.00%

Response Rate	Mean	STD	Median
12/17 (70.59%)	2.00	0.00	2.00

Community College of Denver
Spring 2019 Course Evaluation

Course: S_CCD_VET23230H_201930: VET23230H Veterinary Dentistry (Wendy Economou) SP19

Instructor: Wendy Economou *

Response Rate: 12/17 (70.59 %)

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2 - Please let us know the following about the course:
The instructor is on time for class.

Response Option	Weight	Frequency	Percent
Yes	(2)	12	100.00%
No	(1)	0	0.00%
N/A	(0)	0	0.00%

Response Rate	Mean	STD	Median
12/17 (70.59%)	2.00	0.00	2.00

---

2 - Please let us know the following about the course:
The instructor meets the class for the entire period.

Response Option	Weight	Frequency	Percent
Yes	(2)	12	100.00%
No	(1)	0	0.00%
N/A	(0)	0	0.00%

Response Rate	Mean	STD	Median
12/17 (70.59%)	2.00	0.00	2.00

---

2 - Please let us know the following about the course:
The instructor uses class time effectively.

Response Option	Weight	Frequency	Percent
Yes	(2)	11	100.00%
No	(1)	0	0.00%
N/A	(0)	0	0.00%

Response Rate	Mean	STD	Median
11/17 (64.71%)	2.00	0.00	2.00

---

3 - The things I like most about the course are:

Response Rate	8/17 (47.06%)

- The content of this class is very interesting I am learning significantly more than I intended to.

- N/A

- Enthusiasm for material.

- I liked the COHAT lab. I feel like I had a better understanding of how to do a COHAT on a patient.

- Having homework assignments that make me think critically and give me a better idea of what I should be focusing on for the class.

- I like the online modules for this course. I feel like the online video lectures are very organized and thorough, which helps me take useful notes. Posted handouts and diagrams are also very useful.

- I enjoyed learning about a subject that was new to me: Animal Dentistry. The required discussions and responses gave us the opportunity to research a subject that had "Not just one right answer" and to come up with our own opinions about the topic.

- I like the concept of the videos and going over material on your own with the learning objectives.

Community College of Denver
Spring 2019 Course Evaluation

Course:	S_CCD_VET23230H_201930: VET23230H Veterinary Dentistry (Wendy Economou) SP19
Instructor:	Wendy Economou *
Response Rate:	12/17 (70.59 %)

4 - The things about the course that could be improved are:	
Response Rate	10/17 (58.82%)

- This needs to be a 3 credit course. There is a lot of work for a single credit and needs to either become a 3 credit class or remain a one credit and some information be cut from the curriculum.

- She expects too much for a 1 credit class, especially when considering that we are studying to become vet techs not actual veterinarians. She also is kinda rude when it comes to feedback and responds with a general "why don't you understand my perfect teaching" attitude. How well the students do in her class is completely dependent on her attitude, not on coursework, exams, or by applying practical knowledge in the course. I've asked her a few questions about the class or the material and she has completely shot me down without any helpful feedback.

- I felt like this class could have been introduced much sooner. Also, for one credit it was incredibly time consuming. I feel like discussions were a complete timesuck and did not contribute to my learning at all. Outside of the dental lab, I think the entire course should be online.

- The discussion posts and responses are a complete waste of time. Making the final a "must-pass" puts enormous pressure on students who already have stress through the roof. It's possible a student can understand the material well and do well throughout the semester only to "bonk" on the final due to the impossibility of managing 5 other finals immediately before and after it. For this class, and for the others that are essentially a must-pass, I can assure you that I will NOT be back next spring if I fail the course. Why would I come back to a school that so blatantly set me up to fail and shrugged it's shoulders when students pleaded for help?

- The assignments. Some of the discussions, I thought were pointless and wasted my time. I spent 2 hours on one discussion when I had three tests to study for.

- I think the workload for the fact that it is a one-credit course is a bit much. I am happy with what I have learned, it is just a ton of information for only meeting for an hour a week and then having assignments that take a long time to complete, mainly the discussions. I don't know if there is a way to change the credit hours without changing the amount of class time, but maybe that is a start? Or possibly only requiring one response instead of two?

- Overall, I feel like this course was too much work outside of class time for a one-credit-hour course. Although the online video lectures are great, they take at least double the time as the allotted class time. In addition, I do not feel like the assigned discussion posts aided in my learning in any way. I think that the homework assignments and soft-chalks were much more useful.

- This class has a lot of time consuming homework for a 1 credit class. I feel that the work load of the entire semester has not been taken into account when it comes to how much time and information is in this class.

- The only text we could refer to was a large, general Vet Tech book with a few pertinent pages on Dentistry. I don't know whether there is an appropriate textbook, but I would have liked to have one to refer to, since so much of the course is Do It Yourself at Home. (Hybrid)

- Too much information for a 1 credit class

Appendix G

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

Evidence Attached:

- Faculty Professional Qualification Form

- Staff job posting for assistant controller

- Prioritization and Operations Group (POG) – position request for allocation of open and new faculty lines

How CCD ensures that there are Qualified Faculty at Additional Locations

We hold the same minimum qualifications for all faculty members regardless of their full-time or part-time status or whether they are teaching on-ground, online, in concurrent enrollment environments, or at any of our locations – Auraria, Lowry, the Advanced Manufacturing Center (AMC), or CEC Early College High School. Community College of Denver's faculty hiring process guarantees all faculty members are appropriately qualified. General education faculty hold a master's degree in the discipline in which they teach or have 18 graduate credit hours in the subject area in which they teach with a non-related master's degree. Faculty members teaching in career and technical education (CTE) hold a combination of tested work experience and a degree or coursework appropriate for their field of study. Faculty teaching developmental education classes (zero level) hold a minimum of a bachelor's degree in their teaching discipline. There are a few rare cases where tested professional experience along with education is considered to meet minimum hiring qualifications.

How CCD ensures that there are Qualified Staff at Additional Locations

CCD's staff meet or exceed the minimum requirements for the jobs they hold. CCD's Human Resource Department (HR) works closely with the supervisors at the Lowry and the Advanced Manufacturing Center (AMC) additional locations to develop job descriptions for full and part-time positions and support them through the hiring processes. HR works with the hiring supervisor to identify the key aspects of the job description to ensure that the duties and qualifications are well articulated.

How CCD ensures Sufficient Faculty at Additional Locations

The college determines the need for full-time faculty resources across all programs, regardless of location, through the same guidelines and annual process. As full-time faculty lines become available, the provost, deans, and faculty review program data trends to determine whether to fill those lines in the same departments, or whether moving those lines to other departments would better serve our students and the college. The college first considers program accreditation requirements regarding the minimum number of faculty to student ratio per course offering. Data considerations include student FTE, faculty: student ratios, percent of sections taught by full-time vs. part-

time faculty, program review data, and whether a program has at least one full-time faculty member.

The college determines the need for part-time instructor resources at its additional locations in the same manner as for programs at the main campus. CCD hires part-time instructors to provide instruction for additional course sections due to student enrollment. Academic affairs builds course schedules based on year-over-year enrollment actuals and forecasted changes, and part-time instructors are assigned to remaining classes once full-time faculty have been assigned.

How CCD ensures Sufficient Staff at Additional Locations

Please see to Appendix D.

Approved. B Z. 5/28/15

Office of the Provost
Cherry Creek – Suite 301
Campus Box 200
P. O. Box 173363
Denver, CO 80217
Fax: 303-556-4602

COMMUNITY COLLEGE OF
DENVER

PROFESSIONAL QUALIFICATION FOR FACULTY/ADJUNCT FACULTY

First Name: Alexandria   MI: G   Last Name: Cochran

S#: ▓▓▓▓▓▓▓▓▓▓   Phone#: ▓▓▓▓▓▓▓▓▓▓

Date: 3-10-19   Email: alexandria.cochran@ccd.edu

Name of discipline(s): Radiologic Technology, Computed Tomography

DEGREE/CREDITS
Please attach all transcripts. (Degree, Program Area, Name of Institution)

#1 Degree Level: AAS   Program Area: Radiologic Technology
Name of Institution: Community College of Denver

#2 Degree Level: _____   Program Area: _____
Name of Institution: _____

#3 Degree Level: _____   Program Area: _____
Name of Institution: _____

#4 Degree Level: _____   Program Area: _____
Name of Institution: _____

Other Relevant Education: In progress. Bachelors degree / Colorado Mesa University

DISCIPLINES/PROGRAMS
Please check all that apply:

_____ **General Transfer:** Meets standards for teaching courses designed for transfer to a Baccalaureate degree (masters or 18 graduate credit hours in the Discipline or subfield being taught) (See INST – 17)

_____ Qualified to teach all courses in the discipline (please refer to §3.1 of the faculty handbook).

_____ Limited to the following courses in the discipline (Provide prefix, course number and course title): _____

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Professional Qualification for Faculty/Adjunct Faculty

_____ **Career and Technical Education:** Meets the standards for CTE faculty—See INST - 10 (please have your C.V. approved by the CTE credentialing officer).
   _X_ Has passed any required industry certification and/or licensure exams.
   _X_ Holds appropriate and current licensure for the field.
   _____ Qualified to teach all courses in the discipline. *upon completion of Bachelors*
   _X_ Limited to the following courses in the discipline (provide prefix, course number and course title): RE 181, 182, 183, 281, 282, 280

_____ **Development Courses Only:** Meets standards for teaching courses designed for development education only (bachelor's, see INST - 17).
   _____ Qualified to teach all coursed in math
   _____ Qualified to teach all coursed in CCR
   _____ Qualified to teach all coursed in ESL
   _____ Limited to the following courses in the discipline (provide prefix, course number and course title): _____

_____ **Exception** (attach relevant documentation and Presidential Approval or provisional form).

If this faculty/instructor has changed their name please list previous names below and attach a statement that the chair or dean has verified the name change:
Russell - email attached

Faculty/Instructor Member (print): Alexandria Cochran
Faculty/Instructor Signature: _____   Date: 3-11-19

Department Chair (print): Lorraine Yost
Department Chair Signature: Lorraine Yost   Date: 3-28-19

Center Dean (print): Stephanie Harrison
Center Dean Signature: _____   Date: 3/30/19

Provost (print): RUTHANNE ORIHUELA
Provost Signature: _____   Date: 5/29/19

Title: **Assistant Controller**

Department: **Fiscal**

SELECTION PROCESS

Community College of Denver is seeking individuals with demonstrated commitment to creating an inclusive learning and work environment. CCD values the ability to work effectively with students, families, faculty, instructors and staff of diverse backgrounds.

Preliminary screening will be made on the basis of completed application packet submitted by candidate. Completed application packet includes: **a letter of interest of no more than five pages, addressing in general the items under "Primary Duties" and specifically each item under "Minimum Qualifications"; an online application; resume; and transcripts.** All candidates, including current Community College of Denver employees must submit a complete application packet which includes all material listed above.

Only **completed** application packets will move forward for screening. **Please review the job duties and minimum requirements carefully. It is your responsibility to demonstrate on your application that you meet all of the minimum requirements listed below to be considered. Failure to do so will result in your application being rejected.** Meeting the minimum qualifications for a particular position does not assure the applicant an interview. Selected applicants will be invited by the screening committee for interviews. All application materials become the property of Community College of Denver and cannot be copied.

GENERAL SUMMARY

The Assistant Controller manages the general accounting, non-student accounts receivable, accounts payable, and payroll processes of the college. This position also supervises the Cashier Office Manager and the work of student billing and accounts receivable. This position, in conjunction with the Controller, is responsible for the recording, analyzing and maintenance of all financial records of the institution.

PRIMARY DUTIES

The Assistant Controller supervises, coaches, and trains all Fiscal staff, including Accounting and Cashier Office. This position directly supervises the Cashier Office Manager and Senior Staff Accountant, and indirectly supervises all direct reports for these two positions. This position partners with the Controller to plan and evaluate daily operations of Fiscal Services, including any potential issues.

The Assistant Controller works cross-functionally with all areas of the college on financial matters, including grant and contract activities, to ensure compliance and accuracy. This includes implementing recommendations from external auditors, reviewing and updating fiscal objectives and procedures, developing and maintaining proper accounting controls to meet audit standards, and ensuring that all department reconciliations are completed on a regular basis.

The Assistant Controller ensures transactions are properly recorded in accordance with Generally Accepted Accounting Principles (GAAP), Higher Education Accounting Standards, State Fiscal Rules, CCCS and College policies, and all regulations governing grant funding received by CCD. This position also reviews and approves entries made in CORE and reconciles to Banner as needed, provides review and approval of journal entries in Banner, and assists with month-end and year-end closing processes with accuracy in both Banner and CORE financial systems.

The Assistant Controller completes special projects and other duties as assigned.

MINIMUM QUALIFICATIONS:

Education:
Bachelor's degree in Accounting, Business Administration/Management, Finance, or a related field.

Experience:
- Three (3) years of progressively responsible accounting or auditing experience.
- Three (3) years of supervisory experience.

Knowledge/Skills/Abilities:
- Sound knowledge of generally accepted accounting principles (GAAP) including knowledge of State of Colorado Fiscal Rules, Colorado Financial Reporting System (CORE), Banner Finance and Student systems, Federal Uniform Guidance, CCCS Fiscal Procedures, and Higher Education Accounting Standards.
- Ability to establish and maintain effective working relationships.
- Ability to analyze complex systems and make recommendations.
- Demonstrated ability in problem solving, multitasking, and time management.
- Good working knowledge of Microsoft Excel, Word and Power Point packages, automated accounting systems and related subsystems, and Banner Software.

PREFERRED QUALIFICATIONS:

Education:
Master's degree in Accounting, Business Administration/Management, Finance, or a related field.

Experience:
- Accounting or other experience relating to grants and contracts billing and compliance.
- Accounting experience working in or supervising a college cashiering environment including rate table set up and testing, higher education accounting and/or governmental financial reporting (GASB).
- Experience working as a liaison between fiscal services and other college departments.

Licensure/Certification:
CPA and/or Certified Federal Grants Manager.

OPEN DATE: May 14, 2019

CLOSING DATE: May 28, 2019 4:30PM

SALARY: $70,000 Annually

According to the Community College of Denver Compensation Plan, candidates may be eligible for up to 10% above the posted salary, depending on education and experience above the minimum requirements.

Our campus is located in downtown Denver, adjacent to two light rail stations, and just minutes away from shopping, restaurants, and event venues. When you visit our campus, it will be immediately evident that our faculty, staff, and instructors are passionate about serving our diverse student population. At CCD our passion is to help others, and we offer career pathways that will make a difference in the lives of our students.

If you are interested in sharing our passion for student success, CCD offers generous medical, dental, vision, life, and retirement options. We also offer the opportunity to expand your education, and those of your dependents, through our tuition reimbursement program.

For a complete review of the benefits we offer, please click on the following link: https://www.cccs.edu/employee-resources/employee-benefits/.

APPLICATION PROCEDURES:

Interested applicants must submit a complete application packet at
https://ccdcareers.silkroad.com/ which includes:
1. Electronic Application, Click 'New Resume' at the bottom of this page
2. Cover Letter
3. Resume
4. References - Names, phone numbers, addresses, & email addresses of three professional references
5. Copies of transcripts, unofficial preferred
6. Copies of appropriate credentials, if applicable

**All included attachments should be saved with the following nomenclature: Last name, First name Document; for example Doe, John Resume; Doe, Jane Transcripts

***Your resume should clearly indicate how you meet the minimum qualifications. Those applicants that do not meet the minimum qualifications will not be considered. Part-time experience is ½ the equivalent of full-time experience. Example: Four (4) years applicable part-time experience equals 2 years full-time equivalency.

You will only be able to upload five (5) documents. Please send any document for your application that is over the allotted amount to CCDEmployment@ccd.edu. You will not be able to save your application and resume at another time. The system will time out after 45 minutes.

CCD is a Learning College where policies, programs and practices support learning as the major priority. The Community College of Denver is an Equal Employment Opportunity Educational Employer.

Background checks will be conducted on all finalists for employment consideration.

CCD recognizes that administration, faculty, instructors, and staff reflect the diversity of its students and community and prohibits employment and student discrimination based on race, color, religion, national origin, citizenship, gender, marital status, sexual orientation, age, disability, veteran status, or any other characteristic protected by federal, state, or local law.

For information regarding Community College of Denver Security, including crime statistics for the campus and surrounding area, please see the CCD Campus Security website under "student's right to know": http://www.ccd.edu/ccd.nsf/html/WEBB87SQ2T-Student+Right+to+Know. For a hard copy report please contact 303-352-3042.

I. Preliminary Considerations: To submit an initiative proposal please complete part I and return this document and any supporting documentation you may have, via email, to POG@ccd.edu

Submitted by: Ruthanne K. Orihuela   **Your title**: Executive Dean of Arts & Humanities

Date of submission: 1/11/2018   **Desired initiative implementation date**: July 1, 2018

Is this a resubmission? No

Name of Initiative: Fulltime Faculty Position Requests

Is this initiative a direct result of the ASB prioritization recommendations?
If yes, elaborate: Yes, in large part. ASB provided information on effectiveness and efficiency of CCD's many academic programs. The recommendations for additional fulltime faculty lines that are included in this proposal stem from program data and other indicators of need specific to each individual program.

Background Information related to this initiative proposal:

The college's enrollment and portfolio of programs continues to evolve. Some programs have maintained steady enrollment; others have grown significantly, even as overall college enrollment has declined. Certain programs have fulltime faculty to part-time instructor ratios that exceed the college's average; others offer significantly fewer course sections taught by fulltime faculty than CCD's average. Fulltime faculty provide various advantages, including improved student success in sections taught by fulltime faculty. Some disciplines experience challenges to recruit and retain adjuncts give CCD's pay structure. CCD could benefit from additional fulltime faculty lines in certain programs: This proposal seeks approval for the following:

- A reallocation of a vacant fulltime faculty line in Art to Communication
- A re-categorization of a filled APT line in Chemistry to a fulltime faculty line in Chemistry
- A new fulltime faculty line in Criminal Justice
- A new fulltime faculty line in Political Science
- A new fulltime faculty line in Accounting

Identifying a Problem/Need: (Step 1 of the CCD Decision Making Guide). What is the problem you are trying to solve?

Research shows that fulltime faculty engagement with students both in and outside the classroom leads to improved outcomes for students (Eagan & Jaeger, 2008). New investment in fulltime faculty could improve CCD's ability to improve retention and certificate/degree completion rates. At CCD our 73% of our teachers are adjuncts, while 27% are fulltime faculty. Adjunct instructors teach 70% of our course sections, while fulltime faculty teach 30% and in certain disciplines this disparity is even greater. CCD's retention, completion, and transfer out rates lag behind both our CCCS counterparts and our national comparison colleges. Adjunct instructors experience greater turnover rates and less engagement with the institution (Leslie & Gappa, 2002). They receive less pay and fewer benefits, receive less professional development, spend less time preparing for classes and advising students than their fulltime faculty counterparts (Christenson, 2008). Fulltime faculty provide significant and valuable service to the college by way of curriculum development, assessment and continuous improvement of student learning, student mentoring and advising, and college, system, and community engagement via

committees and boards and outreach. Given CCD's relatively low retention and completion rates, the funding of additional fulltime faculty lines offers a strong strategy to support increased student success in and out of the classroom.

Needs Analysis: What data do you have to support there is a need to solve?

CCD Retention Rate (First-time, Full-time cohort): 52%

CCD Completion Rate (First-time, Full-time cohort within 150% time): 15%

CCD Transfer Out Rate (First-time, Full-time cohort within 150%): 16%

CCD must address our low retention, completion, and transfer out rates. CCD is in the bottom 3% of colleges nationwide for our completion rate.

The following student FTE information is available (from Cognos) for the disciplines in which an additional faculty line is being sought (*2017-18 are moment in time based on enrollment from 1/4/18):

Prefix	2013-14	2014-15	2015-16	2016-17	2017-18*
ACC	121.56	133.97	131.3	128.99	139.11
CHE	150.13	143.87	146.17	146.2	156.76
COM	223	284.17	250.4	253.47	255.2
CRJ	51.8	45.4	48.4	38.5	50.1
POS	51.3	57.2	55.8	61.3	53.5

The following is enrollment count information (from Cognos for 201820) for each of the disciplines in which an additional faculty line is being sought:

Prefix	Degree/Certificate	Number of Declared Students
ACC	AAS Transfer	82
	AAS	78
	Certificates	8
CHE	AS DWD	25
COM	AA DWD	77
CRJ	AA DWD	199
	AAS	96
POS	AA DWD	52

The following is the number of fulltime faculty lines currently allotted to each of the disciplines in which an additional faculty line is being sought:

Prefix	Number of Fulltime Faculty Lines
ACC	3
CHE	2
COM	2
CRJ	1
POS	0

Below, please find specific rationales for additional fulltime faculty lines by discipline.

In Communication, FTE has continued to increase since 2015-16 and the number of sections offered has increased as well. The number/percentage of sections taught by fulltime faculty compared to adjunct instructors over the past six semesters (not including Concurrent Enrollment or CCCOnline sections):

Semester	Sections/Percentage by FT	Sections/Percentage by PT
Spring 2016 Fall 2017	7 of 40; 17.5%	33 of 40; 82.5%
Summer 2016	4 of 19; 21% (as adjuncts)	15 of 19; 79%
Fall 2016	7 of 54; 13%	47 of 54; 87%
Spring 2017	5 of 41; 12%	36 of 41; 88%
Summer 2017	0 of 15; 0%	15 of 15; 100%
Fall 2017	2 of 58; 3.4%	56 of 58; 97.6%

The department lost a faculty member in Fall 2017 which accounts for the reduced percentage of courses taught by fulltime faculty in the last semester of the chart above. This position will post in January 2017, but even with this existing position being filled, Communication is a large department with significant and growing FTE that remains well under the average fulltime to adjunct faculty ratio for the college. All associate's degree students are required to take at least one course in the COM prefix, so high quality instruction and instructor availability in this discipline matters to all of our degree-seeking students. In addition, the Communication Degree with Designation/Statewide Transfer Articulation Agreement launched just over two years ago and there are more than 75 students who have declared this degree path and more than 15 who have graduated CCD with this Communication degree. In order to continue to build on the interest and success of this program, additional fulltime faculty support is needed. In addition, the department chair oversees multiple adjunct instructors, many of whom teach three, four or five sections per semester. While there are several longer term adjunct instructors in COM, turnover is common and the chair has had to hire new adjunct instructors each semester for the past few years. This does not serve students well, nor is it a good use of center staff and department chair time as they are forced to onboard multiple part-time instructors each term. A recent fulltime faculty retirement in the ART discipline, in which FTE is strong but smaller than COM and in which five fulltime faculty lines exist, provides opportunity for us to reevaluate the allocation of our human resources. This proposal seeks to reallocate an existing fulltime faculty line from Art to Communication, improving efficiency and effectiveness with no additional cost to the college.

In Chemistry, the majority of courses are five-credit lecture/lab combinations, which means that each full time faculty member can teach only three sections to comprise a full load of 15 credits. The present staffing of two full-time faculty teach a total of six sections/semester. Chemistry is integral to virtually all STEM degrees as well as many Health Science degrees; thus the department fulfills a critical service to general education at CCD. Because master's degree-trained chemists can earn significantly more in industry than teaching, the department struggles to hire qualified adjuncts. The DWD in Chemistry requires two courses in Organic Chemistry, which are currently under development. These demanding courses will further tax the capacity of the two full time faculty. Chemistry currently employs one APT staff member who teaches one course/semester as part of her job description. Chemistry proposes converting the coordinator position to a faculty position; lab coordination would comprise the 30% service for that faculty member.

In Criminal Justice, at present CRJ has only one fulltime faculty member who serves as department chair. With the addition of the firearms simulator unit into the program, enrollments have dramatically increased, and the chair is confident that the program will grow 50 percent as a result of this technology, not to mention the incorporation of CRJ classes into a two year Cyber Certificate program. Furthermore, the department chair is also a Title IX investigator, which takes up considerable time; thus there is no one to whom important program functions such as marketing and curriculum development can be delegated. In the upcoming academic year, the department chair will take on additional oversight/supervisory duties for the BUS/ECO/MGT program paths. This will necessitate that he carry even more administrative duties such as leading, innovating and growing these program pathways as a function of this "Super Chair" position. Now more than ever an additional fulltime faculty line in CRJ is necessary. There are nearly 300 students with declared AA DWD or AAS in CRJ and no one to provide meaningful faculty mentoring and engagement with these students outside the classroom.

Political Science, there was a fulltime faculty member in charge of the program through 2012. Once vacated, the position was frozen year-over-year and was eliminated in 2017 along with 26 additional frozen positions due to budget constraints. Since 2012, adjunct instructors are the only source of qualified field contact. This means that where before a fulltime faculty member drove program efforts and community involvement essential to teaching in this discipline, there is nothing beyond classroom instruction and no community political partnerships aligned with the courses. This program requires a qualified fulltime faculty member to drive new efforts with the City and County of Denver, political action groups, and for review and development of curriculum and learning outcomes. Despite lack of faculty leadership, this program's enrollment has remained stable and grown slightly. Political Science has a Degree with Designation/Statewide Transfer Articulation Agreement. There are more than 50 students who have declared this degree path and we have no fulltime discipline expert available to reach out to students and provide mentoring and advising outside the classroom. Higher Learning Commission strongly recommends there be at least one fulltime faculty member in every program an institution houses. Though they have not yet made this a full requirement for continued accreditation, our ALO feels the college needs to move in this direction in order to remain compliant and improve program delivery. POS is one of two programs we offer that does not have a fulltime faculty member overseeing the program.

In Accounting, with three full-time faculty members on the team, ACC is one of the largest FTE programs in CCTE. Need for another full-time faculty is supported by several other factors besides FTE growth and sustainability. The department is the largest provider of "service" courses in CTE, supporting the BUS and CIS programs. These programs posted a combined 16% increase in FTE from fall 2016 to fall 2017. This increase places a strain on ACC to staff "service" course sections with qualified adjunct faculty members who are unwilling to accept contracts for pay that is not commensurate with industry rates. ACC currently has a very minimal presence through online and concurrent enrollment offerings. In fact, no online sections were offered and only one concurrent enrollment course was offered for Fall 2017 because current faculty have full loads, and accounting adjuncts historically have not done well in these two teaching environments. The addition of a full-time faculty line will provide the opportunity to expand into these platforms. At present, ACC has one adjunct who has carried a full time course load for the past two years. This had been very helpful in growing the program and meeting student needs, but it also is a strong indicator that an additional faculty member is needed, as we cannot expect to keep an adjunct as a de facto fulltime instructor for much longer.

What are the implications for Strategic Priorities and/or Other CCD Mission Documents? Add links to resources if possible.

The reallocation/re-categorization of two existing positions and three additional fulltime faculty lines will positively impact the following CCD Strategic Priorities:

1. Student Learning & Success: CCD will prioritize student learning and successful completion of educational goals

- Fulltime faculty jobs entail 70% teaching and 30% service to the college. The college needs to actively engage in improving its student retention and completion rates. Fulltime faculty engagement in retention and outreach activities with students outside the classroom can positively impact our students' connectedness, success in their classes, and ability to retain and complete.

2. Organizational Integration & Effectiveness: CCD will re-envision internal relationship to maximize college assets and provide an environment for excellence.

- Academic Affairs has examined opportunities to reallocate human resources within the division in order to more effectively provide instruction and improve student learning outcomes across our many disciplines. By reallocating a fulltime faculty line from the ART discipline where multiple fulltime faculty lines exist to the COM discipline where an additional line is needed, the division can maximize its assets and create opportunities for improved student outcomes.

3. External Engagement & Partnerships: CCD will build bridges into the community to address needs, improve engagement and create opportunities.

- Additional fulltime faculty lines in Chemistry, Communication, Criminal Justice and Political Science will allow for stronger engagement with students working on their Degrees with Designation/Statewide Transfer Articulation Agreements in these four disciplines. These guaranteed transfer degrees require engagement with our four year partners, particularly with MSUD and CU Denver faculty counterparts, to ensure a smooth transition and the honoring of credits earned while at CCD. This is an important service role that fulltime faculty contribute to, and one where additional resources in these four disciplines would allow for.
- Additional faculty lines in Accounting and Criminal Justice allow for deeper and more regular engagement with industry partners who are looking to hire our CCD graduates upon completion of certificates and AAS degrees.

Additional fulltime faculty lines will help the college ensure institutional outcomes are being met. Fulltime faculty leadership in assessment of student learning in order to continuously improve student learning and, consequently, achievement of learning outcomes, is of paramount importance. As stated previously, fulltime faculty play a critical role in student mentoring and advising, helping students better understand the path they are on and the career and transfer opportunities available to them within that path.

Are there other similar initiatives occurring right now: No

Identify all stakeholders including but not limited to fiscal, HR, facilities, security, IT, etc. (Step 2 of the CCD Decision Making Guide)

Stakeholders:
CCD Provost, CCD Academic Deans, CCD faculty and department chairs, CCD students, CCD Director of Institutional Effectiveness, Industry Partners (CTE Advisory Board Members in ACC and CRJ), CCD Administrative Services (Fiscal, Human Resources, Facilities)

References

Christensen, C. (2008). The employment of part-time faculty at community colleges. *New Directions for Higher Education*, *143*, 29-36.

Eagan, K. & Jaeger, A. (2008). Closing the gate: part-time faculty instruction in gate keeper courses and first-year persistence. *New Directions for Teaching and Learning, 115*, pp. 39-53.

Jacoby, D. (2006). Effects of part-time faculty employment on community college graduation rates. *Journal of Higher Education, 77*(6), pp. 1081-1103.

Leslie, D. W. & Gappa, J.W. (2002), Part-Time Faculty: Competent and Committed. *New Directions for Community Colleges, 118*, pp. 59-68.

Research and Identify Options: (Step 3 of the CCD Decision Making Guide)

Proposed Way Forward. What will **implementation** look like? (Step 4 of the CCD Decision Making Guide)

If approved, department chairs from each discipline will work with HR to begin the process of building a job description and announcement. Depending on approval timeline, search may post for a fall 2018 hire or for a spring 2019 hire, depending on department preference. Close work with HR, IT, Facilities, and within the department and center will occur to ensure all impacted college stakeholders are appropriately involved in the implementation process. In addition, effective college wide communication about the new hires and changes to organizational chart will ensure colleagues within Academic Affairs, Enrollment Administration and Student Success, and Administrative Services are aware of these changes.

Ties to the Strategic Priorities and/or Other Mission Documents. Be specific and detailed. It is imperative to create clear relevance between your initiative and the strategic priorities and/or other mission documents of the college.

The reallocation/re-categorization of two existing positions and three additional fulltime faculty lines will positively impact the following CCD Strategic Priorities:

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Implications. It is important to recognize any implications that may need attention as this initiative is implemented and maintained.

Implications for your budget, the college budget (FISCAL) (It is recommended that you consult with the CCD Budget Office:

Below is the budget analysis for this proposal created by Deputy CFO Mike Miller on Wednesday, January 10, 2018:

Requested Amount	**$324,430**

5 new instructors @ $47,000 (salary) + $17,886 (benefits) each
5 x ($47,000 + $17,886) = $324,430

Savings from Other Sources	**$266,798**	
Chemistry Lab Coordinator		
$39,033 (salary) + $13,791 (benefits)		$52,824

Adjunct instructor savings
   150 adjunct hours (5 x 30) @ $820/credit hour
   $123,000 (salary) + $26,088 (benefits) $149,088

Art Instructor (vacant)
   $47,000 (salary) = $17,886 (benefits) $64,886

Net Cost of Request $57,632

Net cost will be an ongoing cost and will increase each year with faculty raises.

Implications for Organizational Structure & Operations (HR):

- Four search committees will need to be formed, job descriptions developed, and position announcements published. If this proposal is approved in time, two COM faculty members could be chosen from the COM search currently underway, saving time and cost.
- Four new faculty will need to complete the HR Onboarding process.
- Five department chairs will each gain an additional direct report.
- The organizational chart will need to be updated.
- Four new fulltime faculty will need to participate in New Employee Orientation.

Implications for IT:

- Four new desktop computers will be needed.
- Four new phone numbers and physical phones will be needed.
- Four new email addresses will need to be created and the Global Distribution List updated.

Implications for FACILITIES management:

- Four office spaces will need to be created or converted.
- Four sets of office furniture will need to be obtained or redeployed.
- Four key requests will need to be processed.
- Four ID cards will need to be properly coded for building and/or office suite access.

Implications for SECURITY:

- None

Implications for Academic Affairs (Academic Centers, College Pathways, TLC, Tutoring):

- Academic centers will work with HR to ensure new hires are appropriately onboarded and supported.
- TLC will enroll new hires in New Faculty Orientation modules and provide training in D2L, Early Alert, and other systems as needed.
- Department chairs will work with new hires to build SMART goals around retention, completion, recruitment, outreach, mentoring and advising.
- Deans will work with department chairs to ensure appropriate supervisory training is provided and that workloads are adjusted as needed.

Implications for Enrollment Administration and Student Success (Enrollment Services, Student Development and Retention, Student Life, Institutional Research):

- EASS employees will review new org charts to ensure contact with new fulltime faculty.
- Pathway advisors will work with departments to understand new work division and job responsibilities.
- Updated faculty distribution lists will be created to ensure all information is sent to all fulltime faculty as needed.

Implications for Administrative Services (Human Resources, Budget, IT, Facilities):

- Please see above.
- In addition to the implications to Admin Services departments listed above, there are no foreseen implications for CCD's Fiscal Office.

Other implications not mentioned:
None

Outcomes and Evaluation. Be clear about your benchmarks for success and how you will utilize assessment, evaluation, and continuous improvement. (Step 5 of the CCD Decision Making Guide) It is recommended that you consult with the Institutional Effectiveness Committee (IEC).

State your outcomes using the SMART (https://www.mindtools.com/pages/article/smart-goals.htm) format.

- Retention and completion—In the five impacted disciplines, increase in the number of sections taught by fulltime faculty coupled with increased faculty service assignments around high impact practices to improve retention and engagement will lead to improved fall-to-fall retention rates and certificate and degree completion rates.
- Outreach, Placement and Transfer—In the five impacted disciplines, improved transfer out rates and successful job placement and/or four-year degree completion rates (as measured via VE-135 and NCS data) can be expected.
- Advising and Mentoring—In the five impacted disciplines, engagement with students to discuss course sequence, transfer options, and job opportunities will increase.
- Greater Equity in Faculty & Department Workload—In the five impacted disciplines, increasing enrollment will be balanced by additional human resources to spread the department workload more evenly between department chair and department faculty.

Evaluation and Assessment Process and Timeline. (Step 5 of the CCD Decision Making Guide)

TIMEFRAME	EVALUATION MEASURE
Fall 2018	Faculty searches completed or underway Faculty SMART goals in teaching and service focused on: • high impact teaching and learning practices • retention and engagement activities • assessment of student learning Greater equity in distribution of department workload among faculty and chair
Spring 2019	Faculty searches completed

	Evaluation of faculty SMART goals in teaching and service
	• IMPACT of teaching and learning on student success
	    ○ Success Rates
	    ○ Student Evaluation of Instruction
	• IMPACT of retention and engagement activities on fall-to-spring retention and program enrollment counts
	• IMPACT of assessment practice on student learning outcomes
	Evaluation of quality of work as department workload is redistributed
	Program Review

Fall 2019	Program FTE Program Enrollments Fall-to-Fall Retention Rates Certificate/Degree Completion Numbers & Rates Transfer Out Rates Faculty SMART goals in teaching and service focused on: • high impact teaching and learning practices • retention and engagement activities • assessment of student learning Equity in distribution of department workload among faculty and chair and opportunities for department chair succession planning Assessment of Student Learning Report

Spring 2020	Comparison of Graduate Outcomes from 2017-18, 2018-19, and 2019-20 (VE-135 and NCS)
	Evaluation of faculty SMART goals in teaching and service
	• IMPACT of teaching and learning on student success
	    ○ Success Rates
	    ○ Student Evaluation of Instruction
	• IMPACT of retention and engagement activities on fall-to-spring retention and program enrollment counts
	• IMPACT of assessment practice on student learning outcomes
	Program Review

Fall 2020	Program FTE Program Enrollments Fall-to-Fall Retention Rates Certificate/Degree Completion Numbers & Rates Transfer Out Rates Faculty SMART goals in teaching and service focused on: • high impact teaching and learning practices • retention and engagement activities • assessment of student learning Equity in distribution of department workload among faculty and chair and opportunities for department chair succession planning Assessment of Student Learning Report
Spring 2021	Comparison of Graduate Outcomes from 2018-19, 2019-20, and 2020-21 (VE-135 and NCS) Evaluation of faculty SMART goals in teaching and service • IMPACT of teaching and learning on student success

Appendix H

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

Evidence Attached:

- New faculty orientation course syllabus shows how we consistently onboard all faculty to CCD

- New employee orientation agenda shows how we consistently onboard full-time staff to CCD

Please refer to Appendix G for how we select faculty.

Faculty Onboarding

The Community College of Denver onboards all faculty in the same manner, regardless of location. Chairs review an onboarding checklist with all new hires to ensure that that it is done in a consistent manner across the college. All new faculty members (full-time and adjunct) must complete the New Faculty Orientation, an equivalent to the course EDU 222: Effective Teaching. This orientation covers classroom management, instructional planning, andragogy, and teaching best practices. Faculty must successfully complete this orientation to continue teaching for CCD after their first semester.

Faculty Training and Professional Development

All faculty participate in the annual human resources trainings identified below. The college's Teaching and Learning Center engages faculty in andragogical professional development and online instructional training through the year. Faculty may apply for professional development grants to attend andragogical or discipline specific professional development opportunities external to the college. A faculty-led committee evaluates and approves funding for these grants.

Please refer to Appendix G for how we evaluate faculty.

Please refer to Appendix G for how we select staff.

Staff Onboarding

All new full-time employees are required to attend New Employee Orientation. In January 2018, HR developed and implemented an online on-boarding to improve access for those at our additional locations who cannot attend in person and to provide more timely service. HR also developed an online Employee Handbook to allow all employees access to procedures and policies that apply to their work at the college. This includes contact information for various services that they may need throughout their career. Specific sections are written for Lowry and AMC regarding safety practices.

Training and Professional Development of Staff

Over the past several years, the college has mandated Customer Service trainings for all full-time employees. This past year, training was offered online in our learning management system. Online delivery allows our employees to access professional development from any location.

Additional annual training is provided on Title IX, VAWA, Customer Service, IT protocols, Campus Security/Clery and implicit bias and diversity.

Human resources staff schedule time with AMC and Lowry to provide supervisor coaching and employee relations support.

Evaluation of Staff

All full-time employees, including at AMC and Lowry locations, are evaluated based on the standardized performance management system for Classified, Faculty and Technical Professional staff. HR provides training on performance management several times each year. HR includes online tutorials related to performance planning and evaluation.

When a performance concern exists, the human resources director works directly with the employee and supervisor at all locations, including Lowry and AMC, to ensure that they receive support and professional development.

COMMUNITY COLLEGE OF
DENVER

Class Syllabus for: Effective Teaching

CONTENTS

COURSE INFORMATION

Course Title: Effective Teaching

Course Prefix, Number & Section: Replacing EDU 222 (by permission of CCCS)

Credits: NA

Course Description:

This course focuses on strategies for becoming an effective teacher. Topics include course goals and objectives, the first day, planning a lesson, higher levels of thought, test design and grading, assessment, and teaching and learning styles. In addition, this course will familiarize you with the culture and processes of the Community College of Denver.

Semester and Year: Spring 2019

Meeting Location, Times and Days: Online

Start Date: Monday, January 28, 2019

End Date: Monday, February 18, 2019

INSTRUCTOR INFORMATION

Name: Jennifer Ferguson

Voicemail: 303-352-3164

E-mail: jennifer.ferguson@ccd.edu

Office Location: CHR 224 C

Office Hours: By appointment

COURSE OUTCOMES/COMPETENCIES

I.   Identify and write general goals for a course.

II.   Identify and write specific instructional objectives which support each of the general goals which have been identified.

III.   Create a course syllabus.

IV.   Create an efficient and effective lesson plan.

V.   Identify levels of thought (Bloom`s Taxonomy) and plan instruction to achieve each level of thought or cognition in the classroom.

VI.   Identify basic terminology used in educational measurement.

VII.   Identify traditional methods of assessment.

VIII.   Identify different grading systems.

IX.   Identify non-traditional assessment methods.

X.   Recognize varying styles of learning and design teaching styles to address each style of learning.

TOPICAL OUTLINE
I.   Course goals and objectives
II.   The first day
III.   Planning a lesson
IV.   Planning instruction for higher levels of thought
V.   Test design and grading
VI.   Assessment
VII.   Teaching and learning styles

COURSE POLICIES AND PROCEDURES

ATTENDANCE

Regular class attendance is required. **Attendance online means that you have signed on at least THREE days a week and completed required discussions and assignments.** Regular communication is the best way both the instructor and student can insure that important information is being relayed, and that problems are being addressed early. You can always communicate with me via D2L email.

CHEATING/PLAGIARISM

Plagiarism is grounds for failing an assignment or course and/or disciplinary action from CCD. DO NOT PLAGIARIZE. Plagiarism means copying passages directly from the text of study guide or any other source, without quotation marks and citations. Summarize or paraphrase the information. If you paraphrase by rearranging the order of a sentence or words, then give credit for the source. No credit will be given for plagiarized papers.

GRADING SCALE

A   90-100%   Superior mastery or achievement.

B   80-89%   Better than average mastery or achievement.

C   70-79%   Acceptable mastery or achievement.

D   60-69%   Less than acceptable mastery or achievement.

F   Below 60%   Fails to demonstrate achievement of course objectives.

You must get a C or above to receive credit for completing this portion of the orientation.

OTHER INFORMATION

COURSE STRUCTURE

For three weeks, there will be a series of modules, starting with **Classroom Management** and **Learner-Centered Overview and Learning Outcomes** modules. There will be a weekly discussion thread. In addition to the discussion threads, there is one assignment. This assignment is to construct a lesson plan that you can use for your class. Throughout the course, there will be modules to help you complete the lesson plan. You may submit the lesson plan at any point during the training. Please see the course calendar for due dates.

WORK FLOW

By Tuesday at 5:00 a.m. a module will open for the week. It is important that you check the module as soon as possible to ensure timely completion of assignments. You will be expected to post in the discussion threads throughout the week, so you must log into the course at least three times a week.

ASSIGNMENTS

As indicated earlier, you have one assignment (the lesson plan) due in the Assignments folder of D2L. This lesson plan will be graded using the EDU 222 Lesson Plan Rubric.

DISCUSSION THREADS

It is important to post regularly to discussion threads. All initial posts must be done by Thursday, 11:59 p.m. You must have at least one response to a classmate by Friday, 11:59 p.m. All other responses must be completed by Monday, 11:59 p.m. All discussion threads are worth 5 points and will be graded using the EDU 222 Discussion Rubric.

LATE WORK

No late work will be accepted.

CTE CREDENTIALING

This course is accepted as an EDU 222: Effective Teaching Equivalent for those needing to renew a CTE credential.

SUCCESSFUL COMPLETION

To complete this course, you must receive a C or higher (32 points out of 45). You must complete the lesson plan assignment.

CALENDAR/ASSIGNMENTS

Date/Week	Modules and Assignments
Jan. 28 – Feb. 4	**Modules to view:** 1. Classroom Management and Student Behavior; 2. Learner-Centered Overview and Learning Outcomes **Assignments Due:** 1. Classroom Management Discussion, initial post due Thursday, January 31, 11:59 p.m., at least one response due Friday, February 1, 11:59 p.m., all other responses due Monday, February 4, 11:59 p.m.
Feb. 5 – Feb. 11	**Modules to view:** 1. Learning Theories and Authentic Learning Experiences **Assignments Due:** 1. Authentic Learning Experiences Discussion, initial post due Thursday, February 7, 11:59 p.m., at least one response due Friday, February 8, 11:59 p.m., all other responses due Monday, February 11, 11:59 p.m.
Feb. 12 – Feb. 18	**Modules to view:** 1. Assessment **Assignments Due:** 1. Assessment Overview Discussion, initial post due Thursday, February 14, 11:59 p.m., at least one response due Friday, February 15, 11:59 p.m., all other responses due Monday, February 18, 11:59 p.m. 2. Final Assignment – Lesson Plan due in Assignments by Monday, February 18, 11:59 p.m.

Presentation	Start Time	End Time
Introductions (Bryan)	8:30 AM	8:45 AM
Welcome from the President or VP	8:45 AM	9:00 AM
Diversity Training (Carol Miller)	9:00 AM	9:45 AM
Serving CCD's Student Populations (Nicole Taylor)	9:45AM	10:00AM
Break	10:00AM	10:15AM
One CCD (Nancy Tomb)	10:15AM	10:22AM
CCD'S Communication Plan (Sue Samuelson)	10:22AM	10:30AM
IR (Kevin Brown)	10:30AM	10:45AM
IT General Q&A (Chris Arcarese)	10:45 AM	11:00 AM
Student Conduct / Care General Q&A (Kim Myers & Sean Creedon)	11:00 AM	11:15 AM
Title IX Refresher - Quiz, examples, general Q&A (Rhonda Pylican)	11:15 AM	11:45 AM
FERPA Refresher / General Q&A (Nu Tran)	11:45 AM	12:00 PM
Orientation Concludes/Evaluations (Bryan)	12:00 PM	12:15 PM
Employment Overview & Benefits		
Title IX		
Student Conduct & Care Reports		
Emergency Preparedness Video & Materials		
Finance		
IT		
FERPA		
Policies & Procedures		
Parking		

All items in purple are covered in detail in theonline orientation module.

Appendix J

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

Evidence Attached:

- Online tutoring (Brainfuse) data on student use

- Online course link to the Auraria Library from our learning management system

- Radiography Technology program competency form to demonstrate oversight of of student outcomes at clinical sites

- AMC specific Student Life event - "Food with Freeman" Student Sign-in Sheet

- Lowry specific Student Life event - Welcome Back BBQ Sign-in Sheets

Tutoring

All students may access our online tutoring service (Brainfuse) 24/7 regardless of location. Face-to-face tutoring is done at the EXCEL! Zone tutoring centers which is housed at the main Auraria campus. A computer lab and tutoring space exist at Lowry, however, clinicals in our Lowry campus health programs result in student schedules which vary program to program, creating challenges in the delivery of in-person tutoring at Lowry. Currently, no identified space for tutoring exists at the AMC.

This fall, the EXCEL! director conducted student surveys at Lowry to refine the need for tutoring to specific disciplines. This data is being used to refine in-person tutoring services.

The college manages tutoring services with a director of student support as well as faculty-qualified coordinators for math, English, and ESL tutoring.

Library

Library services for Community College of Denver are managed by the University of Colorado Denver and housed within the [Auraria Library](). A CCD faculty member serves on the Auraria Library Faculty Advisory Board and seeks input/shares information with faculty and staff. Centralized library services are delivered to students and faculty via multiple platforms that are easily accessible to all, including students and faculty at our additional locations. The Auraria Library:
- readily markets its services via chat, text, email, calls, and in person;
- maintains a robust and growing online database and journal list; and
- encourages faculty to link directly to its services from CCD's learning management system (D2L).

Clinical Placements

Although Appendix C addressed management of our clinical sites, clinical placements are an important student service which we want to highlight here. Clinical experiences are provided to students based on the program requirements and vary by semester. Every clinical

experience must follow the same guidelines as all other learning experiences at Community College of Denver including:

- following the required contact minutes and break schedules,
- ensuring that qualified faculty and instructors are given assignment time to appropriately oversee the experience, and
- verifying that the student learning outcomes have been met.

Chairs assign clinic coordination duties to either a full-time or part-time faculty member charged with ensuring that each student is placed at an appropriate site and gains the required experiences.

Counseling Services

Counseling services at our main Auraria Campus became available to all registered CCD students starting August 2017. Even though our additional locations do not have on-site counseling services, all students may use this service regardless of the location of their coursework.

Student Life Activities

CCD actively works to provide programming at the Lowry Campus and the Advanced Manufacturing Center. This programming ranges from events where students have the opportunity to engage with CCD administration one-on-one to events that build community and expose students to resources.

The Student Government Association (SGA) includes designated representatives on both the Lowry Campus and at the Advanced Manufacturing Center. SGA represents the voice of CCD students, encourages and supports their interests, and provides opportunities within our diverse community. SGA activities include regular meetings, participation and development of events, leadership activities, and participation in SGA and campus-wide committees. The AMC and Lowry representatives speak for the students on their respective campuses. All of SGA's internal processes are laid out in their bylaws and Operational Procedures Manual.

There are over 30 student organizations started and designed by students and faculty to promote educational enrichment at CCD. All CCD students are able to participate in these student organizations. There are two organizations that are specific to the Lowry campus: the Vet Tech Club and the Radiological Technician Club.

Brainfuse Survey Data

	Fall 2013	Spring 2014	Summer 2014	Fall 2014	Spring 2015	Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018
Student Visit by Total Count	32,558	27,053	6,254	28,935	26,640	4,326	26,243	22,715	3,660	25,160		2,711	16,400	12,217		
Student Visit by Undup Count	4,200	4,648	1,269	3,248	3,204	856	3,068	2,750	756	3,212		534	2,350	1,783		
Hours Tutoring by Total Count			8,130	31,093	35,275	5,333	27,228	24,125		22,578						
Student Online Visit by Total Count	*795	*998	*160	1,334	2,751	575	3,393	2,782			16,167	682	3,590	1,062	1,648	
Student Visit Online by Undup Count	573	640	95	456	550	116	752	658			2,497	263	316		403	
Hours Online Tutoring by Total Count	507 hrs	658 hrs	103 hrs	528 hrs	897 hrs	240 hrs	1,391 hrs	1,153 hrs					148	725		
CCD Enrollment	10,432	10,062	3,155	10,296	9,741	2,904	9,130	9,114	2,746	9,013	8,410	2.886	8,558	8,033	2,715	7,933
Undup Student Count by Total	4,200	4,648	1,364	3,704	3,754	972	3,820	3,408								
Student use of EXCEL! by %	40%	46%	40%	32%	33%	29%	34%	31%								
Student use of Online by %	5%	6%	3%	4%	6%	4%	8%	7%								
Student Undup Total by %	45%	52%	43%	36%	39%	33%	42%	38%								

*SmarThinking
**Data derived at census

Welcome to WEL101 Allied Cutting Processes

Calendar ⌄

Thursday, September 26, 2019 ▷

Upcoming events ▼

There are no events to display. Create an event.

Posted Aug 18, 2015 6:15 AM

Welding and cutting require the operator to not only posses the physical skill to perform the desired operation, but also posses knowledge on how to apply and adjust techniques to obtain the desired results. WEL101 will use on line resources to develop the knowledge a skilled operator must posses. Utilizing the on line resources prior to the class period will allow the student to maximize welding lab time. Practice makes perfect. Skills will be tested with activities in the lab, knowledge will be tested using on line tests.

Auraria Library Gateway ⌄

Welcome to your D2L **Gateway to the Auraria Library**, serving the Community College of Denver. Click the link (above) to find articles, books, and more.

To begin the course, open the **Content Tab**. Each module is listed in the table of contents. Click on **Begin Here** to locate the **Course syllabus** and **Daily Topic Calendar**. The calendar lists the topics and activities covered each day as well as homework, assignment due dates, project due dates and test dates. **Check the Daily Topic** Calendar EVERY DAY.

After locating the **Syllabus** and **Daily Topic Calendar**

Name: _____

Community College of Denver
Radiography Program
Barium Enema Competency

Purpose: Due to the reduction in the number of Barium Enemas performed in the hospital setting, and the need to prove competency in this procedure, this form will be used to document the student's level of competence in performing this exam.

Scoring:
    0 points = Student makes no effort to participate, learn, or retain information.
    1 point = Observation only; cannot perform procedure without direct supervision and direction.
    2 points = Student is able to independently complete 20% of procedure under direct supervision and direction.
    3 points = Student is able to independently complete 40% of procedure. Student requires direct supervision and direction to complete majority of procedure.
    4 points = Student is able to independently complete 75% of procedure. Student requires only minimal supervision and direction to complete procedure.
    5 points = Student is able to complete 100% of procedure independently, without assistance.

	Exam #1	Exam #2	Exam #3
Control Console			
Turn machine on and off.			
Warm up radiographic and fluoroscopic tubes.			
Re-set fluoro timer			
Knowledge of how to change control panel from Radiographic to Fluoroscopic mode			
Select the appropriate kVp/mAs			
Set up other, department specific aspects of control console			
Pull patient name from work list			
Knows how to send fluoro images to PACS			

Name: _____

Performing Procedure

Student knows how to have patient dress for exam.			
Obtain relevant patient history without violating HIPAA.			
Student can explain exam with appropriate level of detail for patient to understand procedure.			
Demonstrates knowledge and ability to insert enema tip and instill air in enema balloon.			
Maintain patient safety by assisting patient to roll onto sides, stomach and back during procedure.			
Maintain enema tubing during procedure—tubing does not get wrapped around patient legs, fall to floor, or become kinked.			
Assess patient status for duration of exam—is patient tolerating exam, light headed, having cramps, etc?			
Assist Radiologist by obtaining any additional equipment or supplies he/she needs.			

Post Procedure Images

Student can change control panel to radiographic mode for overhead images.			
Student knows what images to take post procedure.			
Student has a time saving, efficient method for obtaining images, i.e. in which order to take images.			
Knowledge of techniques to use for each image obtained.			
Gives proper instructions to patient—breathing, positioning, provides reassurance.			
Safely remove enema tip from patient rectum.			

3

Name: _____

Knows how to close exam after images have gone to PACS.			
Can re-open study, if necessary.			

Room Set Up

Know how to move table from supine to upright position.			
Attach and remove foot board, hand holds, or other accessory equipment.			
Manipulate table top and bucky tray.			
Prepare room and bathroom with clean table, fresh linens, etc			
Prepare enema bag with appropriate barium or gastrografin.			
Know how to connect all tubing, enema tips, and air installation devices to enema bag.			
Know what accessory equipment is needed, and where it is stored. Grids, sponges, enema rings, tape, linens, etc. Have equipment available for use.			
Select the correct number and size of cassettes, having them readily available.			
Knowledge of how to detent tube to table			

Knowledge of Fluoroscopy Tower

Able to unlock and move tower across patient			
Can manipulate tower—moving head to foot, etc.			
Know location of collimator, cone, grid buttons			
Knows how to activate live fluoro			
Can make an exposure from fluoro tower			

Name: _____

Room Clean Up

Disposes of enema bag and linens in appropriate containers, per department policy.			
Disinfects room and all equipment using appropriate cleansers.			
Readies room for next patient.			
Assist patient in any way necessary, conscientious of patient status and needs.			
Walk patient to waiting room, and release patient when told to by Radiologist.			
TOTAL SCORE (215 points)			
Initials of Registered Technologist supervising student::			

Comments:

Student Signature_____Date _____

Clinical Instructor Signature _____Date _____

4

Food with Freeman: AMC February 20th 2019

	Name	Faculty, Staff, or Student Circle options that apply	How did you hear about this event? Circle options that apply	Did you know that your student fees paid for this event?
1	Joseph Uchihinee	Faculty, Staff, or (Student)	Social media - word of mouth – poster –faculty – (school calendar)	(Yes) No
2	Greg Thues	Faculty, Staff, or (Student)	Social media - (word of mouth) – poster –faculty – school calendar	(Yes) No
3.	Elijah Stark	Faculty, Staff, or (Student)	Social media - (word of mouth) – poster –faculty – school calendar	(Yes) No
4.	WILLIAM LANCE	Faculty, Staff, or (Student)	Social media - (word of mouth) – poster –faculty – school calendar	(Yes) No
5.	David Stark	Faculty, Staff, or (Student)	(Social media) – word of mouth – poster –faculty – school calendar	(Yes) No
6.	Nathan Mortimer	Faculty, Staff, or (Student)	Social media - word of mouth – poster –(faculty) – school calendar	(Yes) No
7.	Nick Nowak	Faculty, Staff, or (Student)	Social media word of mouth – poster –(faculty) – school calendar	(Yes) No
8.	Haisal Gail	Faculty Staff, or (Student)	Social media - word of mouth – poster –(faculty) – school calendar	Yes (No)
9.	Dozsove sabantini	Faculty, Staff, or (Student)	Social media - word of mouth – poster –faculty – (school calendar)	Yes (No)
10.	Joseph Vestbrook	Faculty, Staff, or (Student)	Social media - word of mouth – poster –faculty – (school calendar)	Yes (No)

O | Loung Welcome Back BBQ 9/11/2019

Name	(Staff #) S#	Did you know that your student fees pay for this Event?
Pamela J Johnson		:) ?
Jose Piedras		
Kendra Hill		No (Awesome)
Grabe Padrón		No (Thanks)
Shannon Burkhalter		~~no~~ yes
KEVIN APODACA		no?
Donald Sisneros		no
Ilya Mamoyan		no
Brooke Cisneros		NO
Gina JARAMILLO		NO
Karey Covington		NO
Kyle Ledling		NO
Lorie Cox		no
Gina Kawamoto		NO yes
Reno Tremblay		
James Dumsing		no
Edgar Anguek		No
Kaylah Zelg		No
Joseph Duras		no
Jeff Mooney		No
Ben Storli		indeed
Keith Semerall		
Judith Sarr		no
Jackie Manriquez		Nope :)
Wendy Economou		yes

Name	(Staff #) S#	Did you know that your Student fee's pay for this Event?
Daniela Higgins		Staff
Raquel Alvarez		Staff
Hayes Colburn		Staff
Lee	3	~~Staff~~ Faculty
Corey Dennis		Yes
Kelly miller		yes
Kelly Shanley		YES!
Lori Cyst		~~Sta.~~ Faculty
Ty Washington		~~yes~~ yes
Linda Ajoue		NOPE
Katie Libero		NO ☺
Nayeit Hernandez		NO
Heather Press		NO.
Lizbeth horna		NO
Karla Gonzalez		No, but thanks!
Ajut Nkson		No, thank you
Keana		NO, thank you
Teagun		Yeah...
Kirleen		
Chris Nelson		
mindy Schmidt		no
Kate Thompson		NO
Bin Efio		No
Kan Fairchin		NO
Denise Davis Nels		No

Name	(Staff #) S#	Did you know your student fees pay for this event?
Nicole Raynolds		
KT Fisk		No! cool!
Calista Hill		No
Brittany Ungeona		
Lynne Sprague		No
Laura Maybee		No
Johann Morrison		yes
Marissa Pagano		yes
Kris Lucero		no
Talia Savage		yes
Lisa Miller		NO
Eileen Gonzalez	S	no
Pavan Ukya	S	yes
Lisa Rupp	S	Nope
Samantha Volesky		No

48
52 - Dental Hygiene
5 - fac, 6 adj/ref

Appendix K

What evidence demonstrates that the institution provides students with sufficient access to admissions, registration/student records, financial aid, and job placement services?

Evidence Attached:

- CCD Health Sciences programs web pages
  - https://www.ccd.edu/program/bnsf-certification-program
  - https://www.ccd.edu/program/certified-dietary-manager
  - https://www.ccd.edu/program/degree-completion-licensed-dental-hygienists
  - https://www.ccd.edu/program/dental-hygiene
  - https://www.ccd.edu/program/dental-hygiene-center-continuing-education-excellence
  - https://www.ccd.edu/program/food-nutrition-wellness
  - https://www.ccd.edu/program/integrated-nursing-pathway
  - https://www.ccd.edu/program/magnetic-resonance-imaging
  - https://www.ccd.edu/program/mammography
  - https://www.ccd.edu/program/medical-assistant
  - https://www.ccd.edu/program/nurse-aide
  - https://www.ccd.edu/program/radiologic-technology
  - https://www.ccd.edu/program/surgical-technology
  - https://www.ccd.edu/program/veterinary-technology
  - https://www.ccd.edu/program/veterinary-technology-assistant

- CCD Connect portal - the student's primary access point to information about registration

- Career & Transfer Center - One-on-One Career Sessions

- AMC Manufacturing Mixer – Sample employer listing by date of when they will attend a mixer

- AMC Manufacturing Mixer - Sample sign in for a specific mixer event

Admissions

The Colorado Community College System maintains a centralized application that all thirteen system community colleges use. On CCD's [website](#), applicants complete the free online application for general admission into the college. Once an applicant completes the electronic application, they are accepted for enrollment into CCD. Admission to the college does not guarantee enrollment into a particular course or program. Some health science programs maintain a second selective application process designed to facilitate successful completion which is explained on their program web page.

Financial Aid

The college encourages students to access and complete the [FAFSA](#). Once processed, the financial aid office emails aid applicants either their award notification or a list of missing documents. Email communications provide students with contact information for questions. All students can also access additional financial information [online](#) including institutional scholarships, CCD Foundation scholarships, state aid, and other financial resources.

Registration

Registration and student records are all accessed through the CCDConnect portal. Students can register for classes on their own online or come to our main campus, or to any additional location, to meet with an advisor for assistance.

Career Placement

CCD provides career placement services to our students; however, the manner of delivery has evolved at AMC specific to their career placement needs.

CCD's Career and Transfer Center coaches are available at the main Auraria Campus to meet with students one-on-one to work on cover letter, résumé writing, and interviewing skills. In these sessions, the coaches focus students on intentionally translating their program learning outcomes to self-management skills, transferrable skills, and job content and/or technical skills.

At AMC, the primary means of career placement is the Manufacturing Mixer Program. Students come to these mixers with résumés on hand,

and walk out with a job offer. Companies in attendance range from aerospace to fabrication to oil/gas companies, from small startups to multi-billion dollar enterprises.

CCD Connect

(/WEB/HOME-COMMUNITY)

▦ **Dashboard (https://myportal.cccs.edu /web/community-college- of-denver/dashboard)**

☆ **Classes & Registration (https://myportal.cccs.edu /web/community-college- of-denver/classes- registration)**

▤ **Financial Aid & Payments (https://myportal.cccs.edu /web/community-college- of-denver/financial-aid- payments)**

✉ **Student Success (https://myportal.cccs.edu /web/community-college- of-denver/student- success)**

⚗ **Campus Life (https://myportal.cccs.edu /web/community-college- of-denver/campus-life)**

✎ **Teaching & Course Resources (https://myportal.cccs.edu /web/community-college- of-denver/teaching-course- resources)**

🖵 **Employee Resources (https://myportal.cccs.edu /web/community-college- of-denver/employee-**

Dashboard

Community College of Denver

DASHBOARD

STUDENT TOOLS

Navigate   My Schedule

Course   Add/Drop
Access

Look Up   Final Grades
Classes/Class

Office 365   Financial Aid

Powered by Luminis

EMERGENCY CONTACT ...

Not Getting the Emergency Alerts on Your Phone?

Update Your Emergency Notification Information () and make sure the box titled "mobile" next to your phone number is select.

Announcements

All

You currently have no announcements.

☐ Show Hidden

General Questions

Chat with Us

Campus Main Line | 303.556.2600

Campus Weather Hotline | 877.556.3637

IT Related

resources)

InsideCCD (https://myportal.cccs.edu /web/community-college- of-denver/insideccd)

Academic Calendar (https://myportal.cccs.edu /web/community-college- of-denver/academic- calendar)

From the President's Desk (https://myportal.cccs.edu /web/community-college- of-denver/everette- newsletter)

Weekly Update (https://myportal.cccs.edu /web/community-college- of-denver/weekly-update)

Financial Aid Award

Pay My Bill ()

COF ()

Update Personal

Transcripts

Degree

Student Email

Questions

CCD HelpDesk | 303.352.3030 | Submit a Ticket (https://helpdesk.ccd.edu/trackit/self- service)

Parking & Safety Information

Get Links & Details

CCD on Social Media

(https://www.face- book.com/CCDEdu)

(https://twit- ter.com/CCDedu)

(https://www.youtube.com/user/CCDEdu)

(https://www.linkedin.com/edu/school?id=20180& tle)

Career & Transfer Center | Career Sessions | One-on-One Hour Long Appointments

Sahar Livingston*
Isaiah Pointon
Amanda Murphy
Jose Martinez
Amahirini A. Sanchez
Eernestina Medina*
Lainie Meek*
Lily Sambula*
Khalda A. Mahmoud
Khawren Silva
Annastasia Santisrevan
Oscar Bautisa
Rawaa Almajidi
Nikki Ngo*
Sean Sorensen
Imanuel Walker*
Zahara Payvandi*
Yamileksy Maquez
Desiree A. Blanne
Jennifer Erace
Ernesto Solis
Jereme Boyamba
Westhoff Long
Sergio Vevesov
Mykiel Lowe*
Soraya Rivera
Chase Bell
Sonia Williams
Antony Mburu
Doug Johnson
Shuiqiong Lu
Douglas Jackson
Joyce Duncan
Maxim Guzarevich
Namarey Musban
Suzanne Cornelius*
Yahya Mahamud
Khawren Lane

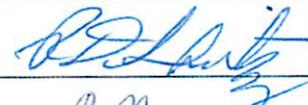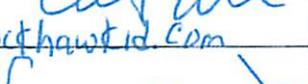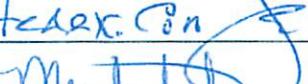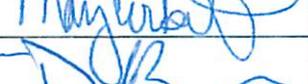# Manufacturing Mixer: A Student-Employer Networking Event

Submitted Time	Modified Time	First Name	Last Name	Company Name	Phone Number
9/19/2018 18:56	9/19/2018 18:56	janet	colvin	ccd	
10/3/2018 9:03	10/3/2018 9:03	Bryce	Shaffer	Air Squared	5132389778
10/3/2018 9:25	10/3/2018 9:25	Andrew	Palmer	CareerWise Colorado	4088578537
10/3/2018 9:47	10/3/2018 9:47	Becki	Abeyta	PrideStaff	720.279.0960
10/3/2018 10:14	10/3/2018 10:14	William	Horihan	Alfred MFG.	303-726-7149
10/3/2018 10:22	10/3/2018 10:22	Molly	Hubbard	MTech Mechanical	
10/3/2018 10:30	10/3/2018 10:30	Chris	Bosacker	MTech Mechanical	
10/3/2018 10:31	10/3/2018 10:31	Mark	Nigon	MTech Mechanical	
10/3/2018 10:34	10/3/2018 10:34	Lisa	Murphy	MTech Mechanical	
10/3/2018 11:13	10/3/2018 11:13	Ali	Recek	Manufacturer's Edge	7203537101
10/10/2018 10:19	10/10/2018 10:19	Rich	Marr	CWI	303-352-6026
10/12/2018 14:30	10/12/2018 14:30	Valerie	Frerichs	Birdon America Inc	303-373-4203
10/12/2018 15:42	10/12/2018 15:42	Gracie	Hansen	Lockheed Martin	303-971-8287
10/15/2018 10:06	10/15/2018 10:06	Robin	Bathurst	Action Industries	7202263879
10/15/2018 13:22	10/15/2018 13:22	Tamara	Evans	Special Aerospace Services & Special Aerospace Services	7204698065
10/15/2018 13:36	10/15/2018 13:36	Bill	Bathurst	Action Industries	
10/17/2018 14:45	10/17/2018 14:45	Alison	Jeske	Colorado Custom Stone	720-990-6809
10/18/2018 15:15	10/18/2018 15:15	Billy	Hall	Ball Corportation	303-460-2197
10/19/2018 14:50	10/19/2018 14:50	David	Tiensvold	CoorsTek Inc	720-366-2252
10/19/2018 15:59	10/19/2018 15:59	Nancy	Tomb	CCD Foundation	303-947-1461
10/25/2018 14:01	10/25/2018 14:01	vanessa	montoya	3DSYSTEMS	803-322-9801
10/29/2018 9:49	10/29/2018 9:49	Nicholas	Krenning	Ulteig Engineering	3039616656
10/30/2018 12:33	10/30/2018 12:33	Crystal	Cooper	Rocky Mountain Orthodontics	303-592-8201
10/31/2018 10:56	10/31/2018 10:56	Chris	DeWall	Ulteig	720-873-5719

Submitted Time	Modified Time	First Name	Last Name	Company Name	Phone Number
11/5/2018 7:58	11/5/2018 7:58	Valerie	Frerichs	Birdon America	303-373-4203
11/5/2018 13:54	11/5/2018 13:54	Jeff	Isaacs	Special Aerospace Services & SAS	7204698065
11/5/2018 13:54	11/5/2018 13:54	Lourens	Pretorius	Special Aerospace Services & SAS	7204698065
11/6/2018 10:59	11/6/2018 10:59	Mohammed	Noufal		7206765672
11/6/2018 10:59	11/6/2018 10:59	Mohammed	Noufal		7206765672
11/7/2018 8:14	11/7/2018 8:14	ERICK	GOMEZ	GEOTECH	3033204764
11/7/2018 12:42	11/7/2018 12:42	Stacy	Feeney	Manufacturer's Edge	303-345-5633
11/7/2018 14:45	11/7/2018 14:45	Bryce	Shaffer	Air Squared	5132389778
2/1/2019 15:11	2/1/2019 15:11	Spring	Johnson	TESTING	303-477-0146
2/25/2019 16:20	2/25/2019 16:20	Kim	Moore	Sundyne	
3/11/2019 14:34	3/11/2019 14:34	Andrew	Palmer	CareerWise Colorado	4088578537
3/11/2019 16:21	3/11/2019 16:21	John	Espinosa	FedEx Ground	303.328.9541
3/11/2019 16:26	3/11/2019 16:26	Brooks	Whitlock	Employment Solutions	303-455-4414
3/11/2019 16:33	3/11/2019 16:33	Sarah	Ash	Employment Solutions	
3/11/2019 19:11	3/11/2019 19:11	Curt	Arnold	Blackhawk	3035940228
3/11/2019 20:06	3/11/2019 20:06	Ross	Jenkins	New Grad/CCD Manufacturing	720-300-7426
3/12/2019 12:36	3/12/2019 12:36	Brittany	Evans	Clear Intentions	285-212-4019
3/12/2019 13:05	3/12/2019 13:05	Erica	Easter	Easter-Owens	303-431-0111
3/12/2019 13:05	3/12/2019 13:05	Jared	Sanchez	Easter-Owens	303-431-0111
3/13/2019 7:26	3/13/2019 7:26	Chris	Bosacker	MTech Mechanical	
3/14/2019 11:45	3/14/2019 11:45	Alison	Jeske	Colorado Custom Stone	7209906809
3/27/2019 12:23	3/27/2019 12:23	Joshua	Warren	Koala Kare Products	303-539-8363
3/27/2019 12:42	3/27/2019 12:42	Valerie	Frerichs	Birdon America	3033734203

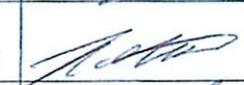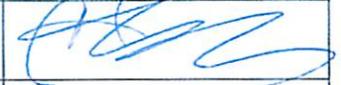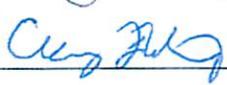| Submitted Time	Modified Time	First Name	Last Name	Company Name	Phone Number
3/28/2019 15:06	3/28/2019 15:06	Bill	Sterback	Blender Products Inc.	720-257-7865
4/4/2019 16:22	4/4/2019 16:22	DEB	YAMAGUCHI	MERRITT TRAILERS	303-289-2286 ext152
4/8/2019 15:54	4/8/2019 15:54	Courtney	Matsumoto	Metropolitan State University of Denver - Advanced Manufacturing Sciences Institute	303-615-0822
4/16/2019 8:08	4/16/2019 8:08	Craig	Freking	TRIPOINT	cell: 330-635-0846
4/16/2019 8:13	4/16/2019 8:13	Mark	Yoss	Lockheed Martin	303-977-7386
4/19/2019 9:46	4/19/2019 9:46	Gracie	Hansen	Lockheed Martin	303-971-8287
4/22/2019 9:54	4/22/2019 9:54	Douglas	Bontrager	Lockheed Martin	303-977-2317
4/22/2019 13:06	4/22/2019 13:06	Chris	Jones	Wells Concrete	303.968.8098
4/23/2019 10:49	4/23/2019 10:49	Harley	Leho	Lockheed Martin	303-971-1192
4/23/2019 13:53	4/23/2019 13:53	Chris	Ewy	Easter-Owens	

SPRING 2019 AMC MANUFACTURING MIXER SIGN IN SHEET

Project:	AMC Manufacturing Mixer – spring 2019 semester	Meeting Date:	04/24/19, 4pm – 6pm
Facilitator:	Matthew Sweeney, AMC Director & Janet Colvin, CCD Manufacturing Pathways Navigator	Place/Room:	Advanced Manufacturing Center

Name	Title	Company	E-Mail	Signature
Ex: Spring Johnson	Admin. Assist.	CCD/AMC	Spring.Johnson @ccd.edu	*Spring Johnson*
DANNY SHEETZ	FABRICATION SUPER	WELLS CONCRETE	DAN.SHEETZ@WELLS CONCRETE.com	
Chris Jones	Field Manager	Wells Concrete	Chris.Jones@wells concrete	
Curt Arnold	Acct mgr	Blackhawk	Curt.arnold@blackhawkid.com	
John Espinosa	MAINT-MANAGER	FEDEX	JOHN.Espinoca@fedex.com	
Mary Corbett	ER Mgr	Koala Kare Products	mcorbett@Koalabear.com	
Douglas Bentley	Manager	Lockheed Martin	douglas.m.bentley @lmco.com	
RICK High	MFG Engr	LockHeed	rhigh@lmco.com	
Chris Ewy	PM Foreman	Easter-Owens	cewy@easter-owens.com	
Leah Healy	TAC	Fedex	Leah.Healy@fedex	
Liam.m	STUDENT	STUDENT	williamMckenna @gmail.com	
Aaron Hanley		Birdon		
Deb Yamaguchi	HR	Merritt Trailers		
Ashlee Reynolds	Student			
GRACIE HANSEN	MGR CAD LOCKHEED MARTIN	LOCKHEED MARTIN	GRACIE.A.HANSEN @LMCO com	
Josh Warren	Production Super	Koala Kare	jwarren@koala bear.com	
Drew Garland	Machining Student			
Jesus M Gonzalez	student	CCD		
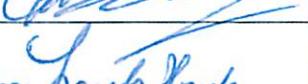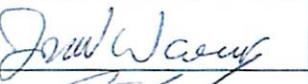
SPRING 2019 AMC MANUFACTURING MIXER SIGN IN SHEET

Project:	AMC Manufacturing Mixer – spring 2019 semester	Meeting Date:	04/24/19, 4pm – 6pm
Facilitator:	Matthew Sweeney, AMC Director & Janet Colvin, CCD Manufacturing Pathways Navigator	Place/Room:	Advanced Manufacturing Center

Name	Title	Company	E-Mail	Signature
Ex: Spring Johnson	Admin. Assist.	CCD/AMC	Spring.Johnson@ccd.edu	*Spring Johnson*
Kojo Effiah	Student	AMC		
Dozjove Sabasti	Student	AMC		
Jason Hetta		MTECH	jhatter@mtechq.com	
WILL LANCE	STUDENT	-	-	
Casey Bosliegh	Student	CCD		
Reuben Shnaider	student	CCD		
Bensoleraull	Studena	CCD	B.azsoleGa@gmail.com	
Bill Sterr	Buster	Blensder	-	
Craig Frekin		Tri.Point		
Mike Lyons		Tri.Point		
David Rach	student	CCD		
MARK YOSS	employer	LM		
Ron Horn	Employer	COLORADO CUSTOM STONE	Ron.H@COLORADO CUSTOMSTONE.com	
Nancy Tomb	Fdn	CCD Fdn		
BRANDON WILLIAMS	Student	CCD	bwilliams274 bwillaRK@gmail.com	

SPRING 2019 AMC MANUFACTURING MIXER SIGN IN SHEET

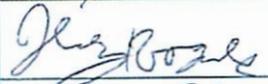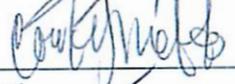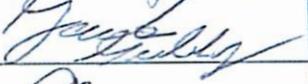| Project:	AMC Manufacturing Mixer – spring 2019 semester		Meeting Date:	04/24/19, 4pm – 6pm
Facilitator:	Matthew Sweeney, AMC Director & Janet Colvin, CCD Manufacturing Pathways Navigator		Place/Room:	Advanced Manufacturing Center

Name	Title	Company	E-Mail	Signature
Ex: Spring Johnson	Admin. Assist.	CCD/AMC	Spring.Johnson @ccd.edu	*Spring Johnson*
COLIN REED			COLINJREED@PM.ME	
Vanessa Laing	Student	CCD/AMC	nessa524-vero @mail.com	
Cerra Reichel-Hodges	Student	CCD/AMC	cerra.reichel@ hodges@ gmail.com	
David Matousell	Student	CCD/AMC	dmatoseks@ gmail.com	
Gavin Tarr	Student	CCD/Amc	Gtarr@live.com	
Brad Brines	Student	CCD/AMC	Welder Bradley Allen @GMAIL.com	
ISAIAH Coleman	Student	CCD	ICOLEMAN770@ GMAIL.COM	
JASON Butler	LAB Coordinator	MSU	jbutle49@msu denver.edu	
Jeremy Rognlie	Student	CCD		
Jess Roe	Manager	Ball	JRoe@Ball.com	
courtney Matsumoto	program Admin	MSUD	cmatsumo@ msudenver.edu	
JACOB KELLY	STUDENT	CCD	JACOB.9.4. KELLY@gmail	
Cesar Rodriguez	Student	CCD/Amc	Crock7p80@ CCc.DAL.org	
Harley Leho	Lockheed Martin	—	harley.r.leho @lmco.con	
Ian Searle	Student	CCD/AMC	isearle96@Gmail.com	
Kim Moore Sundyne			kim.moore @sundyne.com	
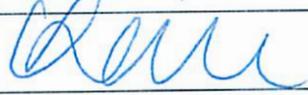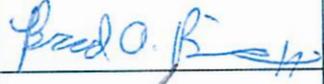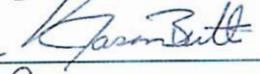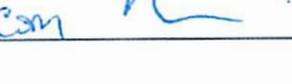
Appendix L

What evidence demonstrates that student concerns are addressed?

Evidence Attached:

- Student Complaint Tracking

What evidence demonstrates that student concerns are addressed?

Whenever possible, we attempt to resolve student concerns informally. Students are instructed, for example, to take up issues directly with their faculty member. But they are encouraged to speak to the chair if no resolution is found. However, as outlined in our [student compliant guideline](#), students have several channels through which to file a complaint or concern if they choose to make their complaint more formal. These processes are the same irrespective of location. We have created a [website](#) to assist students in resolving their concerns around discrimination, sexual misconduct, grade appeals, grievance, concerning behavior of other individuals, extenuating circumstances, or appeals. We also have a [Complaint Filing Process](#) for students outside of Colorado taking online courses. We track complaints through an internal system to ensure that they are resolved in a timely manner. When a complaint cannot be closed within sixty days, an email is sent to the student explaining the reason for delay and offering an opportunity to speak to the investigating officer.

Student Complaint Tracking

Reported Date	Resolution	Issue Category
2/12/2016	2/25/2016	Grievance
2/12/2016	2/25/2016	Grievance
2/18/2016	unknown	Grievance
3/4/2016	3/7/2016	Incident Report
3/8/2016	unknown	Grievance
4/27/2016	5/11/2016	Grievance
4/30/2016	unknown	Grievance
5/6/2016	5/26/2016	Grievance
8/24/2016	unknown	Grievance
10/12/2016	unknown	Grievance
11/3/2016	unknown	Grievance
11/9/2016	unknown	Grievance
11/17/2016	11/18/2016	Incident Report
12/2/2016	unknown	Grievance
12/14/2016	12/15/2016	Incident Report
12/19/2016	2/10/2017	Incident Report
1/29/2017	6/1/2017	Discrimination
2/7/2017	unknown	Grievance
2/20/2017	6/13/2017	Discrimination
2/22/2017	7/20/2017	Discrimination
3/7/2017	3/10/2017	Grievance
3/8/2017	6/19/2017	Grievance
3/28/2017	4/10/2017	Appeal of a Conduct Case
4/17/2017	unknown	Grievance
4/19/2017	5/18/2019	Incident Report
4/27/2017	5/17/2017	Appeal of a Conduct Case
5/2/2017	5/22/2017	Appeal of a Conduct Case
5/8/2017	5/17/2017	Appeal of a Conduct Case
5/9/2017	unknown	Grievance
5/12/2017	5/17/2017	Grievance
6/5/2017	6/19/2017	Grievance
6/16/2017	8/31/2017	Discrimination
6/21/2017	7/11/2017	Grievance
8/6/2017	8/31/2017	Grievance
8/7/2017	8/14/2017	Incident Report
8/9/2017	8/31/2017	Grievance
9/12/2017	unknown	Grievance
9/18/2017	10/13/2017	Grievance
9/19/2017	4/30/2019	Grievance
10/9/2017	10/12/2017	Grievance

Reported Date	Resolution	Issue Category
10/25/2017	4/4/2018	Discrimination
10/26/2017	10/26/2017	Grievance
10/26/2017	1/23/2018	Discrimination
11/8/2017	11/17/2017	Incident Report
11/14/2017	4/13/2018	Discrimination
4/18/2018	5/3/2018	Incident Report
5/2/2018	6/1/2018	Incident Report
6/1/2018	6/19/2018	Incident Report
6/1/2018	6/19/2018	Incident Report
7/7/2018	9/13/2018	Appeal of a Conduct Case
7/27/2018	8/14/2018	Grievance
8/2/2018	10/8/2018	Discrimination
8/6/2018	unknown	Grievance
8/22/2018	8/23/2018	Formal Grade Appeal to Dean
8/26/2018	9/13/2018	Appeal of a Conduct Case
9/25/2018	12/21/2018	Discrimination
10/3/2018	10/3/2018	Grievance
10/30/2018	10/31/2018	Grievance
11/8/2018	11/22/2018	Incident Report
11/8/2018	11/26/2018	Incident Report
12/1/2018	3/5/2019	Discrimination
12/21/2018	12/21/2018	Grievance
2/5/2019	4/4/2019	Incident Report
2/25/2019	2/26/2019	Incident Report
3/19/2019	unknown	Grievance
4/17/2019	5/1/2019	Incident Report
4/17/2019	5/1/2019	Incident Report
4/17/2019	5/1/2019	Incident Report
4/17/2019	4/26/2019	Incident Report
4/18/2019	4/26/2019	Grievance
5/13/2019	5/15/2019	Grievance
6/4/2019	6/4/2019	Incident Report
6/11/2019	8/26/2019	Discrimination
6/17/2019	6/17/2019	Grievance
6/17/2019	6/24/2019	Appeal of a Conduct Case
6/19/2019	6/26/2019	Formal Grade Appeal to Dean

Appendix M

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

Evidence Attached:

- Completion rates by program of study

- Retention rates comparison by grade and withdrawal

- American Welding Society – Welder Qualification certification

- Dental Hygiene Licensure

CCD tracks the retention, completion, and placement rates of all of our students, including at our additional locations. We look at year over year completion rates by program to identify trends and look for improvement opportunities. We track persistence by grade and withdrawal to help guide our advising and just-in-time alert practices.

Completion rates by program are also used by CTE programs in discussions with their advisory councils, to ensure our programs require mastery of relevant technical and academic skills. For example, when students leave our programs prior to completion, we discuss if alignment of our course of study may not be in keeping with industry needs.

Many of our programs at our additional locations are cohort-based, allowing students to hold each other accountable for performance and setting common expectations for retention, and progression through to credential.

We also recognize that high quality student performance is dependent on high-quality faculty. Our faculty hold current licensure in all fields where that is a requirement of practice, and our welding faculty are required to hold AWS certification.

Additionally, many of our health science programs have been accredited programmatically by nationally recognized accrediting bodies.

Degree	Specialized Accrediting Body
Dental Hygiene (DEH)	American Dental Association Commission on Dental Accreditation (CODA)
Radiologic Technology (RTE)	Joint Review Committee on Education in Radiologic Technology (JCert)
Surgical Technology (STE)	CAAHEP - Commission on Accreditation of Allied Health Education.
Veterinary Technology (VET)	American Veterinary Medical Association
Certified Nurse Aid (NUA)	the Colorado State Board of Nursing (SBON)

Community College of Denver is also the only college in Colorado that is accredited through NACEP, providing assurance of the quality of our offerings in our partner high schools.

Degrees Awarded - Three Year Trend

Number of Degrees Awarded by Program
If more than one certificate/degree is awarded, each is counted.
Source: ODS data, will not match frozen SURDS and IPEDS data
Includes Auto Confer and Reverse Transfer Awards

# Awarded					2014 - 2015				2015 - 2016				2016 - 2017		
					201510	201520	201530	Total	201610	201620	201630	Total	201710	201720	Total
					Su 2014	Fall 2014	Spr 2015		Su 2015	Fall 2015	Spr 2016		Su 2016	Fall 2016	
Certificate	040901	Basic Architectural Tech					2	2	1	1	1	3	1		1
		Intermediate Architecturl Tech					2	2	1		2	3	1		1
	090401	Journalism/Mass Media			2	2	2	6			5	5		3	3
	110101	Computer Support Technician					1	1		2	2	4			
		CIS Networking Security					1	1			4	4	2	1	3
		Network Security				1		1							
		Computer Service & Support				2		2							
	131210	Early Childhood Teacher Level			7	12	53	72	14	24	21	59	12	17	29
		Early Childhood Teacher Lvl II			2	2	8	12	4	5	9	18	1	5	6
		Early Childhood Group Leader			1	4	1	6	1			1			
		Early Childhood Infant/Toddler			5	3	1	9							
		Early Childhood Director			3	5	9	17	2	6	4	12	2	1	3
	151301	Basic Architectural Designer			1			1							
		Industry Up-Grade Inventor					3	3	1			1			
		Intermediate Mechanical Design					5	5						2	2
		Basic Mechanical Designer			1		7	8			3	3		2	2
		Industry Upgrade Rev'it			2			2							
	151302	Revit Skills				1	1	2		2	2	4	1		1
	220302	Paralegal			6	11	12	29	1	11	9	21	2	7	9
	480503	Intermediate Machining Cert					6	6		1		1	1	4	5
		Basic Machining Certificate					6	6		9		9		8	8
		CNC Machine Tool Operator					2	2		2		2		2	2
		Machine Tool Technology					1	1							
	480508	Welding				10	9	19	2	13	1	16	5	30	35
		Arc Welder				2	3	5		2		2		9	9
		Fabrication Welder				1	1	2		4		4		3	3
	500409	Graphic Design			1	1	3	5		7	6	13	1	6	7
	510808	Veterinary Technology			2			2		4	2	6	1	7	8

	Code	Program												
	510904	EMT Basic		41	20	20	**81**	20	24	24	**68**			
	510907	Radiologic Technology			4		**4**	4			**4**	7		**7**
	510911	Mammography			4	1	**5**		2	4	**6**	2		**2**
		Computed Tomography			2	4	**6**	1			**1**			
		Computed Tomography Distance											2	**2**
	511508	Human Services		1	3		**4**		1		**1**	4	6	**10**
	513902	Nurse Aide		29	38	34	**101**	42	72	87	**201**	48	51	**99**
	520201	Entrepreneurial		1	2	1	**4**						1	**1**
	520302	Acct-Bookkeeping/Payroll Tech			3	2	**5**		1	1	**2**			
		Tax Preparation				1	**1**	1	2	3	**6**		4	**4**
		Bookkeeping/Payroll				3	**3**			8	**8**	1	5	**6**
		Accounting Technician			2	2	**4**							
	520401	General Office Assistant I		1	1	1	**3**		3	5	**8**	1	4	**5**
		Administrative Assistant		1	2	2	**5**		1	1	**2**			
		Medical Administrative Assist		1	2	3	**6**		1	6	**7**		2	**2**
	521201	Computer Information Tech		1	6	12	**19**	4	12	13	**29**	5	5	**10**
	Total			**109**	**146**	**225**	**480**	**98**	**213**	**223**	**534**	**98**	**187**	**285**
Associate of Applied Science	040901	Architectural Technologies				3	**3**	1		2	**3**	1		**1**
	110101	IT - Information Technology				3	**3**	2	3	4	**9**	1		**1**
	131210	Early Childhood Education			4	6	**10**	3	2	3	**8**		3	**3**
	151301	Eng Graphics - Mech Drafter				5	**5**	3	1	5	**9**			
	220302	Paralegal Transfer Degree		1	9	2	**12**	1	3	4	**8**	2	3	**5**
		Paralegal		2	1	5	**8**		1	2	**3**	1		**1**
	419999	Applied Technology			4	3	**7**		1	2	**3**		3	**3**
	480503	CNC Manufacturing Emphasis								3	**3**			
	480508	Fabrication Welder				3	**3**		4	3	**7**	1	3	**4**
	500409	Graphic Design			2	3	**5**		4	5	**9**	1	1	**2**
	510602	Dental Hygiene				26	**26**			23	**23**			
	510808	Veterinary Technology		1	6	12	**19**		7	18	**25**		12	**12**
	510903	Electroneurodiagonstic Tech								5	**5**			
	510911	Radiology Technology				26	**26**			22	**22**			
	511508	Human Services		5	14	9	**28**	3	5	5	**13**		2	**2**
		Human Services Pre-Social Work								3	**3**	3		**3**
	520201	Business Administration		1	1		**2**							
		Business Management				1	**1**			1	**1**		2	**2**
	520302	Accounting			2	6	**8**	2	4	9	**15**		7	**7**

	520401	Administrative Assistant				1	**1**		2	2	**4**		
		Medical Administrative Assist		1	1	1	**3**			2	**2**		2	**2**
		Office Manager			2		**2**							
		Legal Administrative Assistant			1		**1**			1	**1**			
	521201	Computer Information Systems		2	2	3	**7**	6	7	6	**19**	4	10	**14**
	Total			**13**	**49**	**118**	**180**	**21**	**50**	**124**	**195**	**14**	**48**	**62**
Associate of Science	240199	Associate of Science	Mathematics DwD	1	1	1	**3**	1	2		**3**			
			Psychology DwD	1		1	**2**	1		1	**2**	1	1	**2**
				21	40	58	**119**	26	55	65	**146**	16	62	**78**
			Biology DwD						1	1	**2**			
	Total			**23**	**41**	**60**	**124**	**28**	**58**	**67**	**153**	**17**	**63**	**80**
Associate of Arts	240101	Associate of Arts	Criminal Justice DwD		4	2	**6**	1	2	8	**11**	5	10	**15**
			Economics DwD	1			**1**		1		**1**		2	**2**
			Political Science DwD	1	1	3	**5**	2			**2**	1		**1**
			Early Childhood Ed Agreement		1	2	**3**		2	3	**5**	2	1	**3**
				18	36	51	**105**	28	54	64	**146**	27	53	**80**
			History DwD	3	1	3	**7**		4	1	**5**		1	**1**
			Studio Art DwD							1	**1**			
			Psychology DwD	1	7	3	**11**	4	6	7	**17**	2	6	**8**
			Spanish DwD					1	2	1	**4**			
			Theater DwD							1	**1**			
			Elementary Education Agreement		1		**1**		3	2	**5**	1	3	**4**
			Philosophy DwD										1	**1**
			Business DwD	11	29	21	**61**	14	31	27	**72**	5	27	**32**
			Communication DwD							1	**1**	1	6	**7**
			Sociology DwD			1	**1**	1	2	2	**5**		1	**1**
			English DwD									1		**1**
	Total			**35**	**80**	**86**	**201**	**51**	**109**	**116**	**276**	**45**	**111**	**156**
Associate of General Studies	240102	Associate of General Studies		26	45	46	**117**	29	34	49	**112**	13	35	**48**
	Total			**26**	**45**	**46**	**117**	**29**	**34**	**49**	**112**	**13**	**35**	**48**
Total				**206**	**361**	**535**	**1,102**	**227**	**464**	**579**	**1,270**	**187**	**444**	**631**

Retention Comparison by Grade

Fall to Spring and Fall to Fall Retention 2013-2016
Data represents all students enrolled in a fall semester, not a first-time cohort.

Fall to Spring Retention

Number of students who return the subsequent spring

COURSE OUTCOME	Fall 2013	Fall 2014	Fall 2015	Fall 2016
	Return Sp 2014	Return Sp 2015	Return Sp 2016	Return Sp 2017
No withdrawals	5,150	5,276	4,703	4,627
Percent no withdrawals	*60%*	*62%*	*63%*	*62%*
Withdraw from a class	902	853	753	702
Percent withdraw from a class	*71%*	*68%*	*64%*	*65%*
Withdraw from all classes	146	113	105	106
Percent withdraw from all classes	*29%*	*21%*	*22%*	*22%*

COURSE OUTCOME	Fall 2013	Return Sp 2014	% Return Sp 2014
No withdrawals	8,646	5,150	60%
Withdraw from a class	1,274	902	71%
Withdraw from all classes	512	146	29%
Total	10,432	6,198	59%

COURSE OUTCOME	Fall 2013	Return Sp 2014	% Return Sp 2014
Grade A-B-C-S	5,880	3,892	66%
Pass and fail*	1,251	863	69%
Grade D-F-U	1,515	395	26%

* Student passed some classes (grade A-B-C-S) and failed some classes (grade D-F-U) in the term

COURSE OUTCOME	Fall 2014	Return Sp 2015	% Return Sp 2015
No withdrawals	8,507	5,276	62%
Withdraw from a class	1,258	853	68%
Withdraw from all classes	531	113	21%
Total	10,296	6,242	61%

COURSE OUTCOME	Fall 2014	Return Sp 2015	% Return Sp 2015
Grade A-B-C-S	5,892	4,119	70%
Pass and fail*	1,170	845	72%
Grade D-F-U	1,445	312	22%

COURSE OUTCOME	Fall 2015	Return Sp 2016	% Return Sp 2016
No withdrawals	7,467	4,703	63%
Withdraw from a class	1,183	753	64%
Withdraw from all classes	480	105	22%
Total	9,130	5,561	61%

COURSE OUTCOME	Fall 2015	Return Sp 2016	% Return Sp 2016
Grade A-B-C-S	5,059	3,442	68%
Pass and fail*	1,447	1,076	74%
Grade D-F-U	961	185	19%

Retention Fall 2013 to Spring 2014
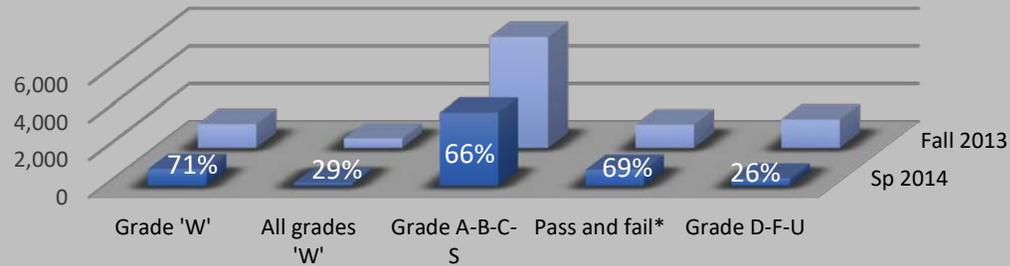
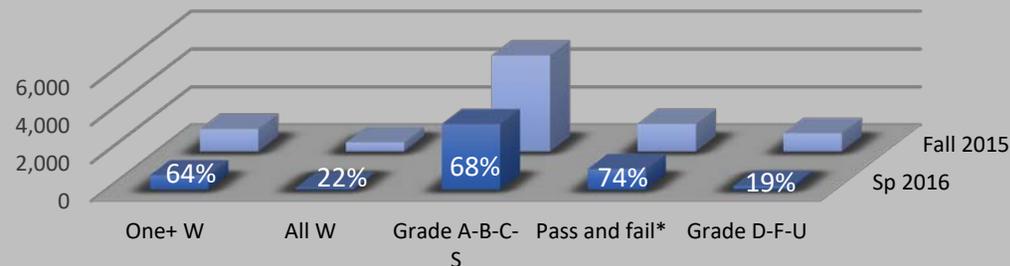| COURSE OUTCOME	Return	
	Sp 2014	Fall 2013
Grade 'W'	902	1,274
All grades 'W'	146	512
Grade A-B-C-S	3,892	5,880
Pass and fail*	863	1,251
Grade D-F-U	395	1,515

Students who withdraw from a class or earn a grade D or F in the fall are as likely to return in the spring as are students who are successful.

Retention Fall 2014 to Spring 2015
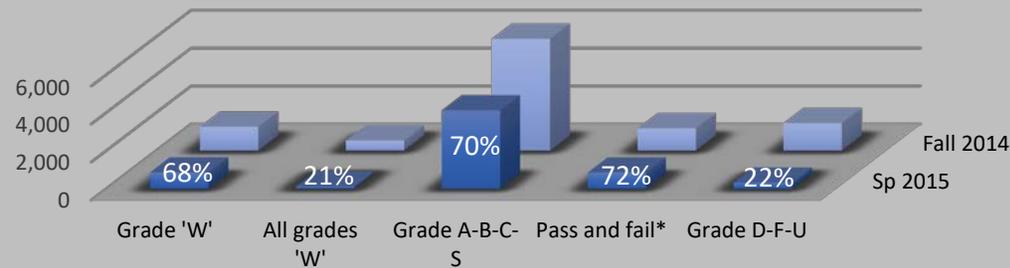
COURSE OUTCOME	Return	
	Sp 2015	Fall 2014
Grade 'W'	853	1,258
All grades 'W'	113	531
Grade A-B-C-S	4,119	5,892
Pass and fail*	845	1,170
Grade D-F-U	312	1,445

Retention Fall 2015 to Spring 2016

COURSE OUTCOME	Return	
	Sp 2016	Fall 2015
One+ W	753	1,183
All W	105	480
Grade A-B-C-S	3,442	5,059
Pass and fail*	1,076	1,447
Grade D-F-U	185	961

* Student passed some classes (grade A-B-C-S) and failed some classes (grade D-F-U) in the term

Fall to Fall Retention 2013-2016
Data represents all students enrolled in a fall semester, not a first-time cohort.

Fall to Fall Retention

Number of students who return the subsequent fall

COURSE OUTCOME	Fall 2013	Fall 2014	Fall 2015
	Return Fall 2014	Return Fall 2015	Return Fall 2016
No withdrawals	3,179	2,944	2,805
Percent no withdrawals	*37%*	*35%*	*38%*
Withdraw from a class	564	517	448
Percent withdraw from a class	*44%*	*41%*	*38%*
Withdraw from all classes	90	72	62
Percent withdraw from all classes	*18%*	*14%*	*13%*

COURSE OUTCOME	Fall 2013	Return Fall 2014	% Retain Fall-Fall
No withdrawals	8,646	3,179	37%
Withdraw from a class	1,274	564	44%
Withdraw from all classes	512	90	18%
Total	10,432	3,833	37%

COURSE OUTCOME	Fall 2013	Return Fall 2014	% Return Fall 2014
Grade A-B-C-S	5,880	2,467	42%
Pass and fail*	1,251	512	41%
Grade D-F-U	1,515	200	13%

* Student passed some classes (grade A-B-C-S) and failed some classes (grade D-F-U) in the term

COURSE OUTCOME	Fall 2014	Return Fall 2015	% Return Fall 2015
No withdrawals	8,507	2,944	35%
Withdraw from a class	1,258	517	41%
Withdraw from all classes	531	72	14%
Total	10,296	3,533	34%

COURSE OUTCOME	Fall 2014	Return Fall 2015	% Return Fall 2015
Grade A-B-C-S	5,892	2,364	40%
Pass and fail*	1,170	438	37%
Grade D-F-U	1,445	142	10%

COURSE OUTCOME	Fall 2015	Return Fall 2016	% Return Fall 2016
No withdrawals	7,467	2,805	38%
Withdraw from a class	1,183	448	38%
Withdraw from all classes	480	62	13%
Total	9,130	3,315	36%

COURSE OUTCOME	Fall 2015	Return Fall 2016	% Return Fall 2016
Grade A-B-C-S	5,059	1,890	37%
Pass and fail*	1,447	867	60%
Grade D-F-U	961	48	5%

COMMUNITY COLLEGE OF DENVER

AWS D1.1/D1.1M:2015 Structural Steel Welding Code
WELDER QUALIFICATION TEST RECORD

MACHINE TYPE: Miller Mark-VIII-2   S NUMBER: N/A

NAME: Vitalii Zamanov

WELDING PROCEDURE SPECIFICATION: AMC-AWS-1-1-SM.01   DATE: 06/25/2019

VARIABLES	RECORD QUALIFICATION VALUES	QUALIFICATION RANGE
PROCESS/TYPE	SMAW	SMAW
ELECTRODE SINGLE OR DOUBLE	SINGLE	SINGLE
CURRENT/POLARITY	DCEP	DCEP
POSITION	6G	ALL
VERTICAL WELD PROGRESSION	UPHILL	UPHILL
BACKING	NO	WITHOUT

MATERIAL SPECIFICATION

BASE METAL	6" SCH 40	

THICKNESS:PLATE

GROOVE	0.432	.125" TO .864"
FILLET	N/A	.125" TO .864"

THICKNESS:PIPE

GROOVE	N/A	.125" TO .864"
FILLET	N/A	.125" TO .864"

DIAMETER PIPE/TUBE

GROOVE	N/A	4" TO UNLIMITED
FILLET	N/A	ALL DIAMETER

FILLER METAL

SPECIFICATION NUMBER	A5.1	A5.1
CLASSIFICATION NUMBER	E7018	E7018
F NUMBER	F3	F3

GAS/FLUX TYPE

OTHER

VISUAL INSPECTION
ACCEPTABLE YES ☑ NO ☐

TYPE	RESULT	TYPE	RESULT
SIDE	PASS	SIDE	PASS
SIDE	PASS	SIDE	PASS

FILLET TEST RESULTS

APPEARANCE:	N/A	FILLET SIZE:	N/A
FRACTURE TEST ROOT PENETRATION:	N/A	MACRO ETCH:	N/A

Describe location, nature, and size of cracks or tears of the specimen:

INSPECTED BY: WILLIAM L. HORN
AWS CWI 160822251

ORGANIZATION INTERPRETED BY: COMMUNITY COLLEGE OF DENVER

William L Horn
CWI 16082251
QC1 EXP. 8/1/2019
AWS CWI STAMP

We the undersigned, certify that the statements in this record are correct and the test welds were prepared, welded, and tested in conformance with the requirements of Section 4 of AWS D1.1/D1.1M:2015 Structural Welding Code. This document has been prepared for educational purposes only.

Manufacturer or Contractor: Community College of Denver

Authorized By:

Date: 6/25/2019

COLORADO
DORA | CO

Department of
Regulatory Agencies
Division of Professions and Occupations

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Congratulations! Below are your electronic wallet cards to use as proof of your license.
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Colorado Dental Board	Colorado Dental Board
Mary Catherine Dean	**Mary Catherine Dean**
Dental Hygienist Registered Dental Hygienist	Dental Hygienist Registered Dental Hygienist
DH.002024030 11/25/2014	DH.002024030 11/25/2014
Number **Issue Date**	**Number** **Issue Date**
Active 02/29/2016	Active 02/29/2016
Credential Status **Expire Date**	**Credential Status** **Expire Date**
Verify this credential at: www.dora.colorado.gov/professions	Verify this credential at: www.dora.colorado.gov/professions
Division Director: Lauren Larson Credential Holder Signature	Division Director: Lauren Larson Credential Holder Signature

1560 Broadway, Suite 1350, Denver, CO 80202   P 303.894.7800   F 303.894.7693 www.dora.colorado.gov/professions

Appendix N

How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations?

Evidence Attached:

- Sample assessment plan - Machine Technology

- Sample assessment report - Computed Tomography

- Institutional Student Learning Outcomes Committee Report

- Program Reflection for Instructional Program Review Template

Assessment of Instruction

Student learning assessment at CCD is standardized throughout the college, irrespective of where courses are taught. Assessment at all levels is designed to provide feedback to faculty to improve student learning. All courses taught for credit at Community College of Denver have goals for student learning from the [Common Course Numbering System](#) (CCNS). Course level assessment at CCD is done by faculty through analysis of student demonstration of mastery of course outcomes. In turn, assessment of course level outcomes informs the development of program level student learning outcomes. At the program level, each instructional program has a [program assessment plan](#) that includes the program student learning outcomes (PSLO), a curriculum map, a plan articulating which PSLO(s) will be assessed, by what means, and when. An annual report of progress on the assessment plan is due in October. In November of each year, the Student Learning Committee (SLC) conducts peer reviews of the academic program assessment reports and provides feedback.

Our institutional goals for student learning are consistent for the main campus and all additional locations and are clearly defined in our six [Institutional Student Learning Outcomes](#) (ISLOs). Two of these are assessed every year.

Evaluation of All Areas

One important measure and technique that CCD has developed for evaluation is program review. Career and Technical Education (CTE) instructional programs, including at AMC and Lowry, have been engaging in program review through a system office mandated five-year cycle. We have improved and expanded the practice for all of CCD, including both instructional and non-instructional programs, and are now bringing it to scale. Program review will provide the program owner and college leadership a baseline for continuous improvement and enhanced student outcomes. For all programs, a self-reflection will be completed once every five years in which they discuss their past efforts and plans for the future.

Five Year Assessment Plan

MACHINE TECHNOLOGIES

Community College of Denver

Eric Miller, Chair

June 2018

Mission and Goals

The machine technologies program will produce CNC machinists who are well prepared for current industry needs and will be recognized as attending the premiere training facility in Colorado for CNC machining.

This mission ensures that students who desire to be CNC machinists can achieve that goal in alignment with our college mission.

Program Student Learning Outcomes

1. Students will know and explain the material removal process for product creation.
2. Students will create accurate products through the usage of machine tool equipment.
3. Students will inspect the accuracy of products created through a material removal process.

These PSLOs are verbally explained in each class and will be incorporated into every class D2L shell ensuring that all faculty, instructors, and students are well versed.

Curriculum Map

Associate of Applied Science Degree:

PSL0	MAC 100	MAC 101	MAC 102	MAC 110	MAC 120	MAC 201	MAC 205	CAD 101	MAC 145	MAC 111 OR 202	MAC 121 OR 206	MAC 240	MAC 245	MAC 250	MAC 252
1	SR	I		E	E	E	E			U	U	U	U		I
2	SR	I	I	E	E	E	E		I	U	U	U	U	E	I
3	SR	I	I	E	E	E	E			E	E	E	E	U	U

Key
SR = Special topic requirement
I = Introduced
E = Emphasized
U = Utilized
A = Currently Formally Assessed

Assessment Methods

1. *Students will know and explain the material removal process for product creation*
   o Students will have the knowledge and theory of how the products are produced using machine technology equipment which will be assessed through written assignments and exams.

2. *Students will create accurate products through the usage of machine tool equipment*
   o Each product has a tolerance level for each dimension, and the rubric is designed to subtract points for each failure to meet the acceptable tolerance level.

3. *Students inspect the accuracy of products created through a material removal process*
   o Specialized inspection equipment is used to ensure the quality of the products they produce.

   Here is a sample rubric that may be used.

Criteria	Unacceptable	Acceptable	Exceeds
Knowledge of Process (PSLO 1)	Student is unable to explain the theory of material removal.	Student can explain the basic theory of material removal through the machining process.	Student is able to communicate in written form exceptional knowledge of the material removal process.

Machine Tool Use (PSLO 2)	Unable to produce an accurate part with the use of the machine tools.	Creation of a part within requested tolerance of project.	Creation of part within requested tolerance of project swiftly and without any assistance at all.
Support Equipment (PSLO 3)	Unable to appropriately use support equipment in the process of creating or evaluating a product.	Able to demonstrate accurate use of support equipment in the process of creating or evaluating a product.	Able to teach other students the accurate use of support equipment in the process of creation and evaluation of a product.

Time Table

FY19 - PSLO 2 has the easiest direct measurement as it involves the assessment of a produced object. The machining program will begin with this PSLO as it trains all faculty and instructors in assessment.

FY20 – PSLO 3 will be evaluated after our quality lab is in place and running for at least one year.

FY21 – PSLO 1 will be evaluate in year three as the program anticipates a greater number of adjunct instructors who quality of instruction will need to be evaluated.

The program will then evaluate the next cycle.

Both faculty and instructors will be involved in artifact collection and assessment, and will together create an improvement plan based on the data. Students will be aware of the philosophy of program assessment and how their artifacts may be used.

Assessment Results

Assessment results will be used to improve teaching methods and curriculum development to ensure that students meet the program student learning outcomes and are able to gain employment in their chosen field of study.

Continuous Improvement

The Chair will maintain responsibility of the assessment process with appropriate input of the dean and director. At the end of each semester, the assessment plan will be reviewed to ensure its continuing effectiveness for machine technologies.

Computed Tomography (CT) Program Assessment Report AY 2017-2018

Lorraine Yost Radiologic Technology Program Chair

October 17, 2018

Computed Tomography Certificate Program Assessment AY 2016-2017

The Program and Student Learning Outcomes (PSLO) for the CT certificate program were newly developed for the 2017-2018 academic year, since fall 2017 was the first cohort of students to enroll in the new competency – based program. The data was obtained from the students who began the program in either fall 2017 or spring 2018. The areas chosen to assess were the elements that would provide data regarding the basic, introductory content moving to the more complex program facets that demonstrate the student's competency and autonomy with regards to computed tomography.

Adjustments to the learning outcomes of the CT program have been made in real time throughout the first academic year as feedback and data was received from the students enrolled, clinical site feedback, and the program coordinators' observations. The fluidity of the first year required some changes that were not directly assessed, but required a change to increase student's success. The Radiologic Technology Advisory Board has discussed the proposed changes to provide feedback and additional insight as well.

CT Program Assessment AY 2017-2018

> **PSLO 1:** CT Students will exhibit technical literacy of computed tomography equipment in the didactic and clinical setting. (Effective and Ethical User of Technology)

This assessment occurred in two different formats in the didactic RTE 257 CT Basics, an online course that the student could progress through at their own pace. One format was an equipment labeling activity, the other was a thirty question quiz.

During the RTE 280 Internships, the application of the students learning was assessed using a Professional Development Assessment Tool (PDA).

Benchmarks were not set in 2017-18 since this was the first year assessment was applied.

Computed Tomography (CT) Program Assessment Report AY 2017-2018

Results of Data collection PSLO 1

PSLO 1 Technical literacy	Average # of attempts	Time to complete activity	
RTE 257 Equipment labeling +80% to progress	3.4 attempts (range 1-11)	14.5 minutes (range 2 minutes-72 minutes)	
RTE 257 Equipment quiz + 80% to progress	3 attempts (range 1-7)	**Average score first attempt**	**Average score last attempt**
		70/100	96/100
RTE 280 Application (PDA) 15 points	**Average score**		
	14.7/15 (range 13-15)		

The data indicates that for the **equipment labeling** assessment, the 23 students in the course averaged 3.4 attempts to reach a score of 80% or above. The time that it took the students to achieve a passing score was an average of 14.5 minutes. This range of time and the number of attempts suggests that the interactive nature of the assessment allowed the students who grasped the material faster to move on with the lowest number of attempts and ensured that the students who needed more time to complete this activity would be re-directed to the material to be successful. Fourteen of the 23 students (60%) completed the activity in 3 attempts or less with an average time of 7.43 minutes.

The benchmark for this activity during the 2018-19 AY will be set at 3 attempts in eight minutes.

The **equipment quiz** was the second assessment to measure a student's technical literacy of CT equipment. An 80% or higher grade was needed to progress. The data indicates that the student averaged three attempts to reach the minimum score. The average first score was 70%, with students gaining a average of 96% on their last attempt. Seventy-eight percent of the students completed the quiz within three attempts with an average final score of 95%.

The benchmark for this assessment will be 80% of the students will complete this quiz within three attempts with an average score of 95%.

Additional equipment content will be added to the course to support these benchmarks. This starts with the fall 7-week course.

Computed Tomography (CT) Program Assessment Report AY 2017-2018

The scores on the professional development tool (PDA) that assesses the students' application of their knowledge at the clinical site indicate that the students were well prepared for the live patient experience. The internship begins after successful completion of the didactic course. The average PDA score was 14.7/15 points. **The benchmark will be set that 100% of the students will average 14/15 points or 93%.** This will continue to be measured to identify trends since additional content will be added to the didactic course in the 18-19 AY.

>   **PSLO 2:** CT Students will demonstrate critical thinking and problem solving skills in through image analysis, construction of protocols and processes, and image acquisition based on patient variables. (Complex thinker)

This learning outcome was assessed using various modes throughout the program. The RTE 257 didactic course used two assessments to measure this student learning outcome. A short answer quiz with a value of 30 points requiring a score of 80% or above to proceed was administered. Also, in the didactic course, two other quizzes were used that assessed the students' knowledge of protocols and data acquisition to produce images. Image evaluation was assessed during the internships. An 80% or higher was required for each of these assessments.

The final RTE 280 Internship course required a case study (essay) from the students to demonstrate their 80% or higher to complete the certificate program.

Results of Data collection PSLO 2

Assessment activity type	Average score / 23 students		
RTE 257 Short answer Module 3 image acquisition 30 points	28.8/30 or 96%		
RTE 257 Quiz 3 & 4 image acquisition/evaluation 80% to proceed	**Average Initial score**	**Average Final score**	**Average # of attempts**
	67%	91%	2.87 attempts
RTE 280 PDA Protocol 15 points	14.3/15		
Assessment activity type	**Average score / 23 students**		
RTE 280 Image Evaluation 100 points	96.7/100		
Final Essay Case Study 100 points	98/100		

Computed Tomography (CT) Program Assessment Report AY 2017-2018

RTE 257 Short answer Module 3 image acquisition 30 points

The data indicates that the image acquisition short answer scores with averages of 96% demonstrated that the students learned the required content, as they needed 80% or above to proceed to the next module. The number of attempts was not measured in this assessment and may be of value in the next academic year to evaluate if any additional content should be added. **The benchmark for this assessment in the next academic year is that students will obtain a score of 80% or above within three attempts**. Three attempts will be used as the benchmark since that was the average for the attempts measured for other assessments in the didactic course.

RTE 257 Quiz 3 & 4 Image acquisition/evaluation criteria/components: 80% to proceed

The data indicates that the quizzes about image acquisition/components and evaluation criteria required 2.7 attempts to obtain scores above 80% to proceed to the next module. It should be noted that even though some students scored higher than 80%, they attempted the quiz a second time to gain a higher score. **The benchmark for these will be within three attempts the students will score 80% or higher.**

RTE 280 PDA Protocol 15 points

This assessment occurred during the internship and the data indicates that students were able to successfully apply their knowledge of protocols used in patient examinations to the clinical environment. The supervising site technologists, along with the clinical instructor, were the evaluators for this activity during clinical site visits. **The benchmark for this activity will be 100% of students will score 90% or higher on this assessment.**

RTE 280 Image Evaluation 100 points

This assessment occurs at the clinical site and is evaluated by the clinical instructor. The data indicates that students were able to successfully identify pathology and image critique to their images with an average score of almost 98%. **The benchmark will be set at 100% of the students will obtain scores of 90% or higher**.

RTE 280 Case Study Essay 100 points

This assessment requires the student to explain a CT examination process from patient scheduling and prep to the final diagnostic report. This assessment is applied in the final internship to ensure students have acquired all of the skills and competencies to be immediately employable. The data indicates that all students were able to successfully complete this assessment in their final internship with an average score of 98%. The benchmark for this will be that **100% of the students will receive an 80% or above to complete the CT certificate.**

Computed Tomography (CT) Program Assessment Report AY 2017-2018

Other data and program changes in AY 2017-18:

The CT program has tracked other information not included in the formal assessment plan. First, data was collected regarding the length of time that it took students to progress through the 15 week RTE 257 didactic course, which was designed to allow students to complete at their own pace. This data is listed below.

Average length of time to complete 15 week course	Average length of time to complete 7 week course	Average time students spent online to complete course
9.6 weeks range (3-15 weeks) 7/11 students (64%) completed the course within 8 weeks or less.	All students in the 7 week course completed within 7 weeks, no students finished earlier.	29 hours, with a range of 12-65 hours. It should be noted that some students were contacted when they showed low "online" hours and the CT program coordinator discovered that those students had "downloaded" the material and studied from the download and used the online course to complete the required interactive activities that needed to be successfully completed with an 80% or above to proceed to the next module.

Due to feedback from students, a winterim internship was added so there would not be a time gap to their application of the material. This change allowed several of the students to complete their certificate in 18 weeks, with seven weeks of the fall didactic course, seven weeks for the first internship, and four weeks of the second internship during the winterim. The ability for a student to complete the American Registry of Radiologic Technologist (ARRT) post-primary competencies and required assignments within 11 weeks led to the decision to change the parts of term for the two required internships to five weeks each rather than the original seven weeks. The CT program Coordinator, RTE Program Chair, and Health Sciences Dean discussed this observation and concluded that 14 weeks of internship was not necessary for the average student.

Computed Tomography (CT) Program Assessment Report AY 2017-2018

The available **program effectiveness data analysis** from the included chart is as follows:

The data collected indicates that of 27 students (includes summer) 20 of them (74%) complete the competencies within two internships. Combine this with the data collected for average completion time of the RTE 257 online course and an informal conclusion can be made that it takes an average of **18 weeks to complete the CT certificate program**, with most students completing it in 17 weeks with the seven week didactic course and two five week internships. This data will be collected, compiled, and analyzed each year to make future decisions regarding the competency based education model for other programs.

The VE135 survey cannot be used for 2018 graduates until December 2019-March 2020 to collect program completion data and employment information. Therefore, phone calls and surveys will be used to contact the program graduates in Spring 2019 specifically for the ARRT post primary certification pass rate and employment data for the winterim and spring 2018 graduates.

CT Certificate Program Effectiveness Data Fall 2017-Summer 2018

Program Start RTE 257 CT Basics	Number of Initial Students	RTE 257 average completion in weeks	Program Completion graduation date	Student/# of internships to complete competencies				ARRT post primary certification Passing *	Employed in the field*
Fall 2017 15 week	9	9	This varies depending on internships. Find grad apps or determine total # of weeks to complete?	**RTE 280 I** I student completed within one	**RTE 280 II** 4 students completed within two internships	**RTE 280 III** 3 students completed within three internships	**RTE 280 VI** 1 student completed within six internships		
Fall 2017 7 week	7	7		**RTE 280 I** 1 student completed with one internship	**RTE 280 II** 4 students completed with two internships	**RTE 280 III** 1 student completed with three internships	**RTE 280 IV** 1 completed with four internships		

Computed Tomography (CT) Program Assessment Report AY 2017-2018

Spring 2018 15 week	3	8		RTE 280 II 3 completed with two internships				
Program Start RTE 257 CT Basics	**Number of Initial Students**	**RTE 257 average completion in weeks**	**Program Completion graduation date**	**Student/# of internships to complete competencies (continued)**			**ARRT post primary certification Passing ***	**Employed in the field***
Spring 2018 7 week	4	7		RTE 280 II 3 students completed in two internships 1-dropped out				
Summer 2018 10 week	5	8		RTE 280 I 1 student completed in one internship	RTE 280 II 3 completed with two internships	RTE 280 III 1 completed with three internships		
				Average number of internships to complete comps				
				One (3)	**Two (17)**	**Three (5)**	**Four (1)**	**Six (1)**

*The ARRT does not make its post-primary certification information available to program directors.

**Institutional Student Learning Outcomes Assessment Report 2017-18:
Inaugural Assessment of Effective Communicator and Numeric Thinker
Spring 2018
Prepared by CCD's Institutional Effectiveness Committee**

Background

In 2012, the Community College of Denver (CCD) adopted six institutional student learning outcomes (ISLOs) expected of all students regardless of their program of study (see Appendix A). During the self-study prompted by CCD's reaccreditation process with the Higher Learning Commission (HLC), the college realized that though the six ISLOs are prominently displayed (e.g., in classrooms, electronic and paper publications, and throughout campus facilities) and the college engaged in conversations led by its Student Learning Committee (SLC) to explore the meaning of the ISLOs, it had not developed an ISLO assessment plan or process for assessing them.

When the Institutional Effectiveness Committee (IEC) was formed in fall 2017, it was charged with (among other tasks) developing an ISLO assessment plan and facilitating its implementation. A subcommittee, comprised of two faculty and two assessment process experts, took the lead to develop the draft plan and facilitate its review with the full IEC and other stakeholders throughout campus (i.e., Faculty Council, Adjunct Council, Chair Council, the Provost, the Vice President for Enrollment Administration and Student Services). The ISLO Assessment Plan provided the template for the IEC's ISLO subcommittee to facilitate the assessment process for two of the ISLOs in spring 2018.

Selection of ISLOs for assessment in FY18 & Development of the Rubrics

The ISLO Assessment Plan has a three-year assessment timeline for the six ISLOs, which calls for assessing two ISLOs per year. The ISLO Subcommittee recommended assessing Effective Communicator and Numeric Thinker in the first year of the plan. Given that this would be CCD's first time assessing any of its ISLOs, there were several considerations that led to selecting these two outcomes for the first year.

Communication is a curricular domain that is well-understood at the college and would be found in a variety of academic disciplines. This would make the identification of artifacts easier than for any of the other ISLOs. Also, it was reasoned that there would be a large population of artifacts from which to select a sample, and This would maximize the number of full-time and adjunct faculty what could be involved in CCD's first ISLO assessment effort.

Numeric Thinker was also selected for assessment during this initial effort because of its clear connection to mathematics and science. This was also consistent with CCD's more recent focus on STEM success. Additionally, the rubric for this ISLO was the most well-developed at the time the subcommittee began its planning.

Rubrics for the two outcomes were based on the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics for Written Communication and Quantitative Literacy from the Association of American Colleges and Universities (AAC&U). CCD full-time and adjunct faculty subject matter experts then adapted the rubrics to CCD's two-year degree mission as appropriate for its students. The mathematics chair and faculty took the lead in revising the Numeric Thinker rubric (see Appendix B), and the Writing and Reading Across the Disciplines (WRAD) faculty learning community led the revision of the rubric for the written portion of the Effective Communicator ISLO (see Appendix C). Both rubrics were pilot-tested with sample artifacts by full-time and adjunct faculty from mathematics and science (for Numeric Thinker) and the WRAD faculty members (for Effective Communicator).

Identification and Selection of Artifacts for Direct Assessment

The artifacts pool for the ISLOs was identified based on programs' assessment plan curriculum maps. For each program student learning outcome (PSLO) mapped to Effective Communicator and Numeric Thinker, the courses for those PSLOs was considered a potential source for an artifact.

After the courses were identified, the subcommittee looked for capstone courses, where available, and 200-level courses. Upon gaining permission of program chairs, the subcommittee members accessed the courses in Desire 2 Learn (D2L) from spring, summer, and fall 2017 to identify appropriate artifacts for assessing the two ISLOs. One challenge the subcommittee members encountered was that there is not consistent use of the drop box in D2L as the means of having student submit their assignments. Despite this, the subcommittee was able to identify artifacts from courses across the disciplines, not just English and communications. Additionally, an effort was made for collecting samples of Effective Communicator artifacts from alternative modes of delivery (i.e., concurrent enrollment, online, evening, summer), but the sample was not robust.

Access to and use of the Pearson management platform adopted by math and science faculty was limited. However, working with the Dean for the Center for Math and Science some math sections from one faculty member who did have some assignments collected through D2L, a few science projects, and some physical science project posters were collected. The effort to select artifacts for Numeric Thinker from all modalities was more unbalanced; the math artifacts were from online sections, while the sciences artifacts were all from traditional face-to-face sections.

Setting Direct Assessment Benchmarks

Benchmarking sessions were held with the chairs from each of the five academic centers. Though the five centers met individually, there was nearly unanimous agreement on the benchmark levels on the rubrics: 100% of the artifacts of student learning assessed should be performing at least at a level of three on the

four-point rubrics. The subcommittee brought this recommendation to the IEC, and the IEC officially set this level of performance as the benchmarks for the two ISLOs.

Selecting Indirect Assessment Measures and Setting Benchmarks

The IEC membership represents each of the three divisions of the college, each of the academic centers, faculty, staff and classified personnel, and deans with oversight of both general education and career and technical education programs, it was the appropriate body to select the indirect measures and set the benchmarks for the two ISLOs. The IEC selected the Community College Survey of Student Engagement (CCSSE) from 2005, 2008, and 2010. The CCSSE results include a comparison cohort composed of other colleges that administered the CCSSE in the same year. This allowed for a norm-referenced benchmarking process; it was important to the IEC members that CCD be able to make comparisons to like-institutions. After reviewing the items on this questionnaire, the IEC selected the items which mapped to the two ISLOs and set the benchmarks (see Appendix D).

Artifact Review Day

On March 30, 2018, the IEC convened a group of full-time and adjunct faculty subject matter experts to norm the rubrics, score the artifacts, and review and discuss the preliminary results. The facilitators were the co-chairs of the IEC: Chris Holcom, Associate Professor of History, and Katy Hill, Director of Institutional Effectiveness. The group was introduced to the purpose and agenda for the day as a large group and then was broken into two groups to norm the rubrics using sample artifacts. After norming, participants used the rubrics to evaluate the artifacts assigned to them. The assessment phase lasted two hours.

While the group took a break for lunch, an Institutional Research Associate and the Director of Institutional Effectiveness completed a preliminary summary analysis. The Provost joined the group, which was brought back together as one large group, to discuss the preliminary results and the assessment process. Some early observations from this conversation included the following: both rubrics need further refinement; students were not adequately "showing their work," which hindered insight into their demonstration of Numeric Thinking; it was difficult to assess "write after reflection" for Effective Communicator; there are differing beliefs held as to which aspects of written communication show greater mastery of the outcome, conveying meaning or good mechanics; and the assessment process, though in need of some refinement, was useful.

Direct Assessment Results

A complete analysis was conducted in preparation for a series of open forums held at the college in the weeks after the artifact review day (see Appendix E). This analysis verified the inadequate availability of artifacts from which to sample non-standard modalities compared to standard modalities identified during the artifact selection process. However, results were examined both combined and separated into standard/non-standard modalities to at least gain some insight into

equivalency of learning and to reinforce the importance of examining assessment results in this manner.

Table 1 shows the results for all modalities for Effective Communicator.

Table 1: Effective Communicator Results Table

128 artifacts	1 - Initial	2 - Emerging	3 - Developed	4 - Exemplary	3 + 4
Convey Meaning	5%	23%	33%	39%	72%
Write After Reflection	2%	22%	28%	49%	77%
Influence Others	2%	27%	38%	34%	72%
Syntax and Grammar	11%	27%	38%	24%	62%
Apply Conventions	11%	23%	40%	26%	66%

The benchmark of 100% of the sample at least at a three for each component of the rubric was not met. Students generally demonstrated better mastery of the three aspects of Effective Communicator that were related to communicating meaning to an audience than the two aspects that were more about the mechanics of communication. The post-review discussions at the open forums, with Faculty Council, and with the IEC, focused on our tendency to privilege mechanics and grammar over meaningful discourse and "thinking on the page." We are not discussing how to double-down with an increased focus on improving poor mechanics in students' writing.

We are discussing the roles Writing and Reading Across the Disciplines (WRAD) faculty learning community, the Writing Center, and the Center for Arts and Humanities can play in fostering an increased focus on meaning-making in student writing. For instance, WRAD is focused on getting the word out, in workshops and professional development meetings, regarding how assignment handouts can be crafted to more effectively guide students toward the kinds of meaning that content-area instructors need to see in their students' writing. In another instance, the Writing Center must play an important role in "educating" students and instructors on how the writing process fosters effective meaning-making (and therefore, more effective communication, including increased grammatical clarity) in student writing.

Table 2 shows the results for all modalities for Numeric Thinker.

Table 2: Numeric Thinker Results Table

43 artifacts	1 - Initial	2 - Emerging	3 - Developed	4 - Exemplary	3 + 4
Interpret Information	12%	21%	58%	9%	67%
Represent Information	24%	50%	21%	5%	26%
Perform Calculations	10%	49%	34%	7%	41%
Analyze Information	13%	37%	40%	10%	50%

The benchmark of 100% of the sample at least at a three on the rubric was not met. Students demonstrated better mastery of interpreting and analyzing information. After wider discussions at the open forums, with Faculty Council, and with the IEC, the preliminary observation of the lack of "showing your work" hindered the assessment of perform calculations, and the results likely reflect that. The lower results in represent information could be due to the lack of suitability of some of the artifacts to allow students to authentically demonstrate this aspect of the outcome. Many of the artifacts in this sample were not the best type of artifact to demonstrate students learning in this area. The science full-time and adjunct faculty recommend adding lab reports to the artifact sample in the next assessment of this ISLO.

Indirect Assessment Results

Results from the most recent three administrations of the CCSSE are included in Table 3. Even though the standard deviation for the 2010 CCSSE cohort was not available, the means were included from that year in order to examine potential trends.

Table 3: Results for CCSSE items mapped to ISLOs.

CCSSE Item		2010 Mean*		2008 Mean		2008 SD	2005 Mean		2005 SD
		CCD	*CCSSE* Cohort	CCD	*CCSSE* Cohort	*CCSSE* Cohort	CCD	*CCSSE* Cohort	*CCSSE* Cohort
4	*In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following? (1=Never, 2=Sometimes, 3=Often, 4=Very often)*								
4. c.	Prepared two or more drafts of a paper or assignment before turning it in. (Effective Communicator)	2.59**	2.48	2.62**	2.47	1.03	2.65**	2.47	1.04
4. d.	Worked on a paper or project that required integrating ideas or information from various sources. (Effective Communicator)	2.82**	2.73	2.75**	2.71	0.94	2.74**	2.66	0.95
4. n.	Discussed ideas from your readings or classes with instructors outside of class. (Effective Communicator)	1.81**	1.74	1.77**	1.73	0.82	1.75**	1.70	0.81
12	*How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)*								
12. c.	Writing clearly and effectively. (Effective Communicator)	2.77	2.72	2.58[t]	2.69	0.94	2.75[t]	2.64	0.94
12. d.	Speaking clearly and effectively. (Effective Communicator)	2.65	2.63	2.49[t]	2.60	0.96	2.61[t]	2.55	0.96
12. f.	Solving numerical problems. (Numeric Thinker)	2.67	2.61	2.62[t]	2.59	0.99	2.61[t]	2.54	0.99

*The standard deviation was not available for the 2010 CCSSE cohort.
**Benchmark met.
[t]Benchmark not met.

Benchmarks were met for items 4c, 4d, and 4n each year. The means trend for these 3 years is relatively flat with students rating at about the mid-point of the 4-point scale. The means for 4n are about 1 point lower, which is consistent with the comparison cohorts. Benchmarks for items 12c, 12d, and 12f were not met in any year, and were similarly at the approximate mid-point of the 4-point scale. The means trend for 12c and 12d took a bit of a dip in 2008, but the means returned to the same level in 2010 as they were in 2005. Item 12f remained constant across all 3 years. Considered holistically, the indirect results confirm the direct assessment results. There is room for improvement in teaching and learning for Effective Communicator and Numeric Thinker.

Use of Results

As outlined in the ISLO Assessment Plan, "responsibility for academic improvement lies with the chairs, deans, and the Provost…. Faculty from across campus will use the results of assessment to improve teaching and learning in their classrooms and programs. The IEC, partnering with the Teaching and Learning Center (TLC), Human Resources (HR), the Student Learning Committee (SLC), and the Persistence and Completion Committee (PCC), will use the results of the ISLO assessment process to develop a theme for professional development for the upcoming fiscal year. The IEC will create a strategic communications plan on the assessment results, and the professional development theme and plan for the year."

Work has already begun with full-time and adjunct faculty to use the assessment results to make improvements in teaching and learning in the classroom. On April 27, 2018, the IEC invited the full-time and adjunct faculty who participated in the Artifact Review Day to a brainstorming session on using the results to improve teaching and learning. From this preliminary meeting, a follow up workshop was planned for June 11 and 12, 2018, facilitated by Margot Guilott, to take faculty through systematic thinking on designing assessments within the classroom to facilitate learning on these ISLOs and to develop a plan for how CCD should engage in more intentional work with its ISLOs (see Appendix F).

In summer 2018, the IEC will work with CCD's Human Resources Office, Teaching and Learning Center, Student Learning Committee, and Persistence and Completion Committee to plan professional development for the 2018-19 academic year for these two ISLOs and the plan developed at the June workshop for intentionally engaging with all ISLOs. The IEC will develop a strategic communications plan for this programming.

ISLO Assessment Process Continuous Improvement Opportunities

The IEC's ISLO subcommittee has also begun the work of identifying process improvements for the ISLO assessment process. In summer 2018, the subcommittee will draft a revised ISLO assessment process and timeline to recommend to the full IEC, Faculty Council, Adjunct Council, Chair Council, the academic deans, and the Provost in early fall 2018. Areas identified for improvement include dean and chair involvement in artifact identification and selection, conducting the artifact review earlier in the spring semester to allow more time for discussion of the results, revisiting benchmarking and extending the process both in terms of those involved and the amount of time given to the discussion, and incorporating co-curricular learning.

ISLO Co-Curricular Assessment of Student Learning

In the 2017-18 academic year, the IEC engaged with the deans and directors of Enrollment Administration and Student Services and Academic Affairs to investigate the current state of co-curricular assessment of student learning. It concluded CCD

has not engaged in systematic assessment of co-curricular student learning to date. In spring 2018, co-curricular programs were identified according to the following definition: any program, other than academic instructional programs (i.e., curricular programs), that students are expect to learn as a primary outcome of engaging in the program. See Appendix G for the list of co-curricular programs.

Each co-curricular program has been mapped to one or more of the six ISLOS. The co-curricular programs that map to Effective Communicator are Accessibility, Care Team, Tutoring, and the International Center. Student Clubs maps to Numeric Thinker. The IEC's ISLO subcommittee reviewed the current measurement tools in use in these programs, and none of them directly measure Effective Communicator or Numeric Thinker. Therefore, the IEC will facilitate the process of developing direct assessment tools for co-curricular programs beginning with the two ISLOs scheduled for assessment in 2018-19 (Globally Aware and Complex Thinker). Direct assessment for the co-curricular programs that map to these two ISLOs will take place in spring 2019.

Program Reflection for Instructional Program Review

Program Name:
Chair:
Program Review Author:
Dean:
Prefixes covered within this program:
Date:

Instructions. Please write your answers to the questions directly on this template. The sub-bullets for each question are intended to help you organize your ideas, but you are not limited to only answering those issues. Feel free to write what is essential about the program. We ask that you limit your overall written response to no more than 6,000 words, and no more than 500 for one individual question.

Design of Program

How well does the program, as currently designed, meet the needs of students and the community?

Measurable Outcomes the program will be responsible for improving over the next five years. These are from the annual program review dashboard.

Outcome	2017 Rate	2018 Rate	Goal for 2024	Status

1. Purpose/Mission of the Program.
   - *Discuss the purpose/mission of this program.*
   - *If you have a mission statement, include it here.*
   - *List your Program Student Learning Outcomes by program of study and reflect on how they align with the purpose and mission of the program.*
   - *What does your program hope to achieve for students?*
   - *What do you believe is most essential about this program?*

Type the answer to Question One here:

2. Discuss the past and projected demands for this program.
   - *What does the total credit hours and FTE generated by this program tell you about the demand for this program?*
   - *Is the total number of declared students within your program appropriate? Do you wish to increase or decrease or hold steady?*
     - *For CTE programs, use EMSI or LMI Colorado to identify how many new jobs will be generated in this program of study over the next five years and in which specific sub-areas.*
     - *For general education service courses, indicate how you have consulted with departments that utilize your courses to assure that they are relevant and aligned with CCD's institutional outcomes. Highlight conversations you have had, and assessments you have completed, that has led you to improve your service class(es). {To determine if you have a service area course, please compare the average class size overall with the average number of students in those classes who have identified the program. Please refer to that result in this response.}*
     - *For transfer credentials, indicate how you have determined the need for this major for CCD students. What factors do you believe are important for determining the need for this program? Discuss conversations and decisions you have had with four-year institutions, which institutions, and changes you have made to your program based on those conversations. Please also discuss how you ensured that student had the best choices and electives chosen for this pathway. Attach your most current eight-semester plans, including the four-year institutions they are aligned with.*
     - *If there is an outside accrediting agency, industry need, community need, or national standard which dictate program size, please identify.*

Type the answer to Question Two here:

3. Please list any additional information that helps to explain the social utility of this program.
   - *If relevant, please include: career advancement potential, job satisfaction, and/or community need. This information will help CCD*

understand the need for programs that may have small numbers, or low wage outcomes.
- *Please submit data with relevant hyperlinks.*
- *If your program addresses a community need not otherwise identified, please explain.*

Type the answer to Question Three here:

4. Please reflect on the diversity and inclusion of your program in regards to student and faculty/instructor gender, age, minority-identification, and veteran status.
   - *How are you ensuring success for these specific student populations?*
   - *How are you retaining faculty/instructors that reflect the diversity of our students?*
   - *How does this program promote diversity and inclusion among its faculty, instructors and students more generally based on:*
     - *Curriculum changes*
     - *Recruitment and hiring process*
     - *Faculty and instructor retention process.*
     - *Student recruitment and retention process*

Type the answer to Question Four here:

5. What types of internships, clinicals, service learning, externships, or practicum experiences are available to students. Please include in your response:
   - *What percentage of students in this program have participated in internships/clinicals or other outside experiences on average per year.*
   - *Which courses offer these types of experiences and how they are offered.*
   - *Does the student initiate placement, or is that done by faculty/instructors within the program.*

Type the answer to Question Five here:

6. Based on the annual data and this reflection, are there any changes to the program that you have identified which must be met in order to improve the student experience? Please identify any misalignment you

have identified and how you intend to improve your program to meet those changes.

Type the answer to Question Six here:

Success of Program
Do the success rates of this program meet CCD goals?

Measurable Outcomes the program will be responsible for improving over the next five years. These are from the annual program review dashboard.				
Outcome	**2017 Rate**	**2018 Rate**	**Goal for 2024**	**Status**

7. Discuss your course success rates and GPA overall and by modality.
   - *Does the program show poor course success rates by a particular minority-identification or modality? Is so, what is the plan to improve these rates to equalize success for all of our students?*
   - *How do you believe these rates relate to student retention? Please explain.*

Type the answer to Question Seven here:

8. Discuss your program completion and transfer rates overall and by minority-identification.
   - *Does the program show poor completion or transfer rates by a particular minority-identification? Is so, what is the plan to improve these rates to equalize success for all of our students?*
   - *For CTE programs – please include a discussion of program placement rates (VE-135) and licensure rates (if applicable).*
   - *For transfer credentials – please include a discussion of students' successful bachelor attainment rates. Looking at the transfer rates, what four-year institutions will you be partnering with to complete an 8-semester curriculum plan?*

- *For programs for which a student can take a licensure or certification exam at completion - Please list the number and percentage of completers receiving licensure/certification, based on total pass rate for the last five years. This number should be given for the total program, and then also broken down by minority-identification. Please discuss these rates and what you have concluded from them.*
- *For CTE programs - Percent of employer satisfaction with CCD graduates, based on number of employers responding to the VE-135 survey and the number of employers satisfied with CCD graduates. (You can use the survey your accreditation body requires, as an alternative.) Please discuss this rate and what you have concluded.*

Type the answer to Question Eight here:

CCD Milestones				
Measurable Outcomes the program will be responsible for improving over the next five years. These are from the annual program review dashboard.				
Outcome	**2017 Rate**	**2018 Rate**	**Goal for 2024**	**Status**

9. Discuss your program retention rates fall-to-spring and fall-to-fall.
   - *Does the program show retention rates below the college goals? Is so, what is the plan to improve these rates for our students?*

Type the answer to Question Nine here:

10. Discuss both the first year English and math success rates for students within your program, and the percentage of students who successfully complete 9 credits in their program of study.
    - *Does the program show rates below the college goals? Is so, what is the plan to improve these rates for our students?*
    - *What have you done to provide opportunities for students to take 9 credits in their first year within the program? Think about pre-requisite alignment, gateway courses, curriculum mapping.*

Type the answer to Question Ten here:

11. Discuss the average student credit accumulation in the first year of your program.
     - *Does the program show accumulation rates below the college goals? Is so, what is the plan to improve these rates for our students?*
     - *What have you done, or plan to do, to increase the course load a student can take? Think about online, hybrid, evening, or weekend course schedules, competency based teaching, or other innovations.*

Type the answer to Question Eleven here:

Professional Development

12. Professional Development. Discuss the extent to which professional development opportunities (program specific and pedagogical) meet the needs of the program's faculty. Include in your discussion how these have impacted the quality of your program.
     - *If your program has unmet professional development needs, please explain the need and what resources you will need to accomplish this.*

Type the answer to Question Twelve here:

Efficiency in Resource Utilization

Does the program have the correct resources (human, technological, physical, financial) to maximize student success?

Outcome	2017 Rate	2018 Rate	Goal for 2024	Status

13. Please attach a list of all faculty by name, title, classes taught by prefix, and overloads if applicable.

Type the answer to Question Thirteen here:

14.   Please attach a list of all instructors by name, level, and classes taught by prefix.

Type the answer to Question Fourteen here:

15.   Based on the information in program alignment and the faculty to instructor data, does your current ratio meet the needs of students or the community?
   - *If the current ratio does not meet the needs of students or the community, please explain what changes you would propose and a rationale. Please use data on FTE per current faculty member, and headcount of students per current faculty member in your rationale.*

Type the answer to Question Fifteen here:

Assessment of Student Learning Outcomes

How does the program use data to help inform their decisions and improvements?

16.   Discuss how you have utilized the result of program student learning outcomes (PSLOs) assessment to improve the program. Please feel free to copy and paste answers from your annual assessment report, as they address the points. Your response should include the following:
   - *How you closed the loop using the results of program student learning outcome's assessment to improve teaching and learning.*
   - *How you have closed the loop using the results of program student learning outcomes assessment to improve retention and completion rates.*
   - *Whether the program has met the benchmarks laid forth in the program's assessment plan.*
   - *How you have used the data to improve the institutional outcomes of the college.*

Type the answer to Question Sixteen here:

Future Planning for Facilities, Technology and Fiscal Resources

What is the program plan for the future?

17.   Given your answers above, please create a five-year plan for your program that addresses, at a minimum, the criteria discussed in this review. This plan must be written in conjunction with your center dean. Please identify what changes you can make within your program or center, and what changes will require broader changes in the college. Please address as appropriate:
- *Does your program have any unmet space (facility) needs that should be addressed? Does your program have an excess of space?*
- *Is there any technology that your program will need to remain current, or effective for students and the community? Is there any technology that the college should invest in overall to improve the outcomes for our students?*
- *What continuing financial needs does your program have?*
- *Based on what you have proposed above, what additional financial resources will your program need?*

Type the answer to Question Seventeen here:

A signed copy of this report must be returned to the Office of the Provost. Please attach all accompanying responses.

Chair Signature:_____ Date:_____
Dean Signature:_____ Date:_____

Appendix P

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

Evidence Attached:

- CCD's shared governance model

- 2018-2019 budget process as designed by the shared governance model

- Sample Prioritization and Operations Group (POG) proposal –specific budget requests

All locations participate in CCD's continuous improvement process. We have a shared governance process that is headed by the Strategic Planning and Collaborative Decision Making (SP/CDM) body. SP/CDM sets the college priorities through the strategic plan and by recommending to the president an overall budget in support of those priorities. CCD has enacted a modified zero-based budgeting process (i.e., personnel costs are treated as fixed and operating costs are zero-based). This ensures that our budget strategically aligns with our institutional goals and continuous improvement.

Additional specific special budget requests, aligned to college priorities, come through the Prioritization and Operations Group (POG) for SP/CDM consideration. These funded proposals demonstrate the college's commitment to continuous improvement for all of our locations. For example, the proposal to shift all faculty from credit hours to work units standardized workloads to the same unit of measurement throughout the college, at the main Campus and at our additional locations.

Please also refer back to Appendix D and the discussion around strategic budgeting.

Strategic Budget Committee (SBC) Communications Plan – 2019 Budget Process

Actionable: By January 19th, please share the following with all supervisors in the manner they have indicated best meets their information needs. Ask that they share the same information with all staff in their areas of responsibility. (If applicable)

Here's What's Happening
CCD's SBC is currently modifying the college's FY 2019 budget process. The SBC will be instituting a new modified zero-based budgeting process. *Zero-based budgeting generally starts from a "zero base" and then analyzes every function within an organization to determine its needs and costs.*

CCD will be establishing a modified zero-based budgeting process by starting with CCD's current 2017-2018 actual expense numbers and then sitting down with all of the org owners within the college to establish each area's needs. Only non-personnel expenses will be reviewed as part of this process and no salaries or benefits will be evaluated, except for hourly expenses. All reviewed budget items are for needed expenses, additional budget expenses will be reviewed by POG as a "new activity requiring funding".

Position Analysis (PA)
Achieving Strategic Balance (ASB) suggested PA as part of any new budget process the college implemented. PA would be used to address the job vacancies within the college. *Position analysis evaluates whether or not a positon should be realigned or redefined and helps address workload needs.*

It was decided by the SBC to push out Position Analysis to FY20 (or beyond) due to time and effort required to implement other initiatives (EAB Navigate and American Association of Community Colleges (AACC) Accreditation).

Here's Why
These initiatives are not intended to cut budgets, but to adequately fund activities required to operate the units effectively. The SBC provides budgetary impact analysis, so we are seeking the best results for the entire College that align with our Strategic Priorities.

Talking Points

- <u>Position Analysis (PA)</u> - ASB recommended PA as part of any new budget process implemented. SBC believes some PA will result from EAB Navigate and AACC. Since many of the same people working on EAB Navigate and AACC would be the same key people for PA and it is currently being pursued, this project will be pushed out to FY20 or beyond.

- <u>Zero-based Budgeting</u> – Only non-personnel expenses will be reviewed since personnel will be reviewed during PA at a later date. Committee members will breakout into teams of two and sit down with org owners in "one on one" meetings. Teams will consist of two SBC members – one from the area being reviewed (subject matter expert) and one not from that area (outsider view). Meetings will review operating, hourly and travel budget necessary for each org. In some cases, capital and student aid will be reviewed as well. Personnel will be calculated as it has been in the past using CCD's current approved "Position Control" document and associated benefit expenses for approved staff. Final approved expenses and estimated revenue will be reported to the Prioritization and Operations Group (POG) to make cuts or initiative recommendations to Strategic Planning/Collaborative Decision-Making (SP/CDM) for final decision-making. Final approved decision will be submitted as the final balanced budget for FY19 and will be sent to all CCD departments, faculty and staff and posted to the website.

If you have questions contact:
- Mike Miller, Deputy CFO, 303-352-3315 or <u>mike.miller@ccd.edu</u>
- Stacey Maillet, Contract and Budget Coordinator, 303-352-6886 or <u>stacey.maillet@ccd.edu</u>
- Your SBC representative

Visit us on Office 365:
<u>https://ccd0.sharepoint.com/SP_CDM/SitePages/Strategic-Budget.aspx</u>

Prioritization and Operations Group | Campus Box 203
P.O. Box 173363 | Denver, CO 80217
Phone: 303.352.6620 | Fax: 303.556.3898
Email:POG@CCD.EDU

COMMUNITY COLLEGE OF DENVER

POG ID Number:_____

PRIORITIZATION AND OPERATIONS GROUP TEMPLATE

Please select the type of proposal you are submitting:

☐ Exploratory and Seeking Feedback* (Complete Part I of the template)
*POG Recommends getting feedback prior to submitting a full proposal.

☐ Budget Impacting Full Proposal (Complete Part I and Part II of the template)

☐ Non-Budget Impacting Full Proposal (Complete Part I and Part II of the template)

Part I. Preliminary Considerations: To submit an initiative proposal, please complete Part I and return this document and any supporting documentation you may have via email to POG@ccd.edu.

Name of initiative: _____

Submitted by: _____ Your title: _____

Date of submission: _____

Desired initiative implementation date: _____

Is this initiative a direct result of the ASB prioritization recommendations? If yes, elaborate:

Background information related to this initiative proposal:

Identify a Need (Step 1 of the CCD Decision Making Guidelines):
What area of need is this proposal addressing?

How will the proposed initiative address it? (Provide details of the proposal in this section.)

Needs analysis: What data do you have to indicate that there is a need for the initiative?

COMMUNITY COLLEGE OF **DENVER**

POG ID Number:_____

PRIORITIZATION AND OPERATIONS GROUP TEMPLATE

What are the implications for the CCD strategic planning priorities?
(https://www.ccd.edu/about-ccd/vision-mission-strategic-plan)

Are there other similar initiatives occurring now? If so, how would this initiative relate to other current CCD initiatives?

Stakeholder Engagement (Step 2 of the CCD Decision Making Guidelines):

Identify stakeholders for the initiative and describe how you will incorporate their feedback into the full proposal. (e.g., fiscal, human resources, facilities, security, IT)

Part II. Initiative Development: To be completed by the initiator of the proposal, after Part I is completed, and upon receiving POG endorsement.

Complete and return Part II and any supporting documentation you may have via email to POG@ccd.edu.

Research and identify options (Step 3 of the CCD Decision Making Guidelines):

What are the best and innovative practices that are happening in other spaces (nationally, system wide, etc...)?

Implementation (Step 4 of the CCD Decision Making Guidelines):

Describe how the initiative will be implemented.

Relationship of the proposed initiative's objectives to the strategic priorities and/or Other Mission Documents. Include the initiative's objectives, and clearly and specifically relate them to CCD's strategic priorities:

Implications: Identify implications this initiative may have on the following areas or units:

Implications on the college budget (It is recommended that you consult with the Strategic Budget Committee):_____

COMMUNITY COLLEGE OF
DENVER

POG ID Number: _____

PRIORITIZATION AND OPERATIONS GROUP TEMPLATE

Implications for organizational structure & operations (e.g., human resources):

Implications for IT: _____

Implications for facilities management: _____

Implications for security: _____

Implications for academic affairs (e.g., academic centers, college pathways, tutoring.): _____

Implications for Enrollment Administration and Student Success (e.g., Enrollment Services, Student Development and Retention, Student Life, Institutional Research): _____

Implications for Administrative Services (e.g., Human Resources, fiscal, IT, facilities): _____

Others: _____

Outcomes and Evaluation (Step 5 of the CCD Decision Making Guidelines). Include the benchmarks for success and how you will utilize assessment, evaluation, and continuous improvement. It is recommended that you consult with the Institutional Effectiveness Committee.

State your objectives and/or student learning outcomes using the SMART format: https://www.mindtools.com/pages/article/smart-goals.htm

Please describe your planned process and timeline for evaluation and assessment:

Part I. Preliminary Considerations:

Background information related to this initiative proposal:

CCD will be implementing new, consistent pay rates for LEL type courses beginning in Fall 2018. In addition, CCD will introduce a contact hour overload rate for adjunct instructors and fulltime faculty when their teaching load includes anything other than lecture-type (LEC) courses. These changes will impact the college budget, but will ensure equity and consistency in pay across academic centers.

CCD pays instructors based on established pay rates for different types of courses [i.e., Lecture (LEC), Lab (LAB), Studio (STU), Internship (INT), Clinical (CLI), Practicum (PRA), Studio Music (SMU)]. The college has two course types that offer a mix of lecture and lab instruction. The first, designated as LLB in Banner, are courses where lecture and lab activities are mixed together in the same meeting space and time. The second, designated as LEL in Banner, are courses where lecture credit, space, and time are separated out from lab credit, space, and time as specified in the CCD Catalog.

In addition, the college is moving from a credit hour to contact hour calculation of load in the Fall 2018 semester for instructors and fulltime faculty when their teaching load includes anything other than lecture-type (LEC) courses. This has necessitated a new non-lecture contact overload pay rate for instructors and full-time faculty teaching between 19 and 30 contact hours per semester.

Identify a Need:

What area of need is this proposal addressing?

The college has discovered significant discrepancies in processes across academic centers with how LEL courses are built and processed for payment. While all of the other instructional types have set contact hours and pay rates by instructor pay level, LEL courses have differential instruction within them. The Catalog differentiates the credit and contact time allotted to different instructional activities. For example, a 4-credit LEL course may contain one of the following activity allotments:

- 4 credit LEL: 3 credits lecture and 1 credit lab (5 contact hours/week)
- 4 credit LEL: 2 credits lecture and 2 credits lab (6 contact hours/week)
- 4 credit LEL: 1 credit lecture and 3 credits lab (7 contact hours/week)

In addition, because the college is moving from a credit hour to contact hour calculation of load in the Fall 2018 semester for instructors and fulltime faculty when their teaching load includes anything other than lecture-type (LEC) courses, this initiative includes a new non-lecture contact overload pay rate for instructors and full-time faculty teaching between 19 and 30 contact hours per semester.

How will the proposed initiative address it?

To ensure consistent pay for LELs across all academic centers, and in order to ensure no instructor or full-time faculty member is negatively impacted by this new consistency, the provost and deans have worked with Human Resources to define a consistent, college-wide pay rate for each type of LEL course, regardless of discipline. Effective for FY19, the new rates will be included on the pay rate sheet that is used to process pay for instructors (and overload pay for instructors and full-time faculty). LEL courses will be appropriately designated in the Catalog and will be built in Banner to reflect credits by instructional activity type. Pay will be based on the specified contact hours associated with each course.

The Adjunct Instructor Pay Rates for LEL-type Courses that will appear in the pay rate sheet are as follows*:

Type	Breakdown	Pay Level 1	Pay Level 2	Pay Level 3	Contact Hours/Week	Contact Hours/Semester
2 credit LEL	1 cr. LEC, 1 cr. LAB	2370	2460	2565	3	45
3 credit LEL	1 cr. LEC, 2 cr. LAB	3950	4100	4275	5	75
	2 cr. LEC, 1 cr. LAB	3160	3280	3420	4	60
4 credit LEL	1 cr. LEC, 3 cr. LAB	5530	5740	5985	7	105
	2 cr. LEC, 2 cr. LAB	4740	4920	5130	6	90
	3 cr. LEC, 1 cr. LAB	3950	4100	4275	5	75
5 credit LEL	2 cr. LEC, 3 cr. LAB	6320	6560	6840	8	120
	3 cr. LEC, 2 cr. LAB	5530	5740	5985	7	105
	4 cr. LEC, 1 cr. LAB	4740	4920	5130	6	90
6 credit LEL	2 cr. LEC, 4 cr. LAB	7901	8201	8550	10	150
	3 cr. LEC, 3 cr. LAB	7110	7380	7695	9	135
	4 cr. LEC, 2 cr. LAB	6320	6560	6840	8	120

*Rates are calculated on the 2017-18 pay scale and may increase slightly in 2018-19.

The new non-lecture contact overload pay rate for instructors and full-time faculty teaching between 19 and 30 contact hours per semester that will appear in the pay rate sheet is as follows*:

Pay Level	Rate per Overload Contact Hour
1	52.67
2	54.67
3	57.00

*Rates are calculated on the 2017-18 pay scale and may increase slightly in 2018-19.

Needs analysis: What data do you have to indicate that there is a need for the initiative?

All colleges are required to report contact hours to both their accrediting agency and the Department of Education to assure that we are complying with the federal requirement that for each credit a student earns at CCD, they have completed a standardized and equal amount of mastery. The Carnegie Unit is the most common form of reporting and the one that has been adopted by the Colorado Department of Higher Education. This requires us to list our lecture and laboratory hours separately so that our reporting can be correct, as they each have different in-class and out-of-class requirements for the student.

BP 3-80 requires that assignment of credit hours and/or contact hours occur at the college level, not at the center level, and that it be equal across the college. For this reason, CCD has developed a college-wide system to report and pay faculty and instructors to teach LEL designated courses.

The Colorado Commission on Higher Education, under authority of CRS 23-1-105, has maintained a consistent credit reporting and contact hour measurement based on activity learning type. This measurement creates three learning activities relevant to this discussion: Lecture (LEC), Laboratory (LAB), and Vocational/Technical Laboratory (LLB). The designation LEL denotes a course that contains both LEC and LAB components and was created simply to allow us to use one CRN code for the course

when building a course in Banner. As LEL is not a learning activity type, but rather shorthand for CRN purposes, it cannot be used as a reporting system for its own credit hour designation.

LEL courses across all disciplines were reviewed in preparation for the consolidation of FLAC processing. During that review it was found that courses with similar contact hours were being paid at different rates using the Faculty Pay Scale. The analysis was able to break down each of the course offerings to specify the exact number of contact hours for the lecture and lab portions of the course. By paying these course using specific contact hours for each course, pay will be consistent for similar courses across all disciplines.

In Fall 2017, there were 29 instructors teaching 58 LEL courses, but the manner in which pay was calculated differed across academic centers. When we considered an alternative solution to this problem (paying each instructor the LEC and LAB rate equivalents for their courses), 28 of the 29 instructors would have their pay negatively impacted, most experiencing significant negative impact. With the proposed solution, no instructors will experience a negative financial impact. In addition, the proposed solution makes pay for LEL courses much simpler to calculate, since a consistent rate will be paid for each course based on the contact hours produced by the course's particular breakout of LEC and LAB instructional credits.

What are the implications for the CCD strategic planning priorities?

This proposal supports the college's strategic target: "CCD will serve as a model of community college education that successfully integrates the entire college to support student learning and success." This is an integration initiative designed to increase consistency in payroll process across the academic centers.

This initiative directly aligns with Strategic Priority 2: Organizational Integration & Effectiveness. Currently payment process for LEL courses varies across academic centers and, as a consequence, instructors are paid variable rates for the same amount and type of work. Through this initiative, Academic Affairs has worked to "examine and refine institutional structure and processes" for greater integration and improved effectiveness.

Are there other similar initiatives occurring now? If so, how would this initiative relate to other current CCD initiatives?

Yes. As the college works to improve its effectiveness, the issue of pay processing for instructors and of overload assignments for full-time faculty has emerged as an area of significant challenge and inconsistency across academic centers. To ameliorate these issues and improve the effectiveness of the payment process, Academic Affairs has worked with Human Resources to assign the processing of all instructor/faculty pay to two of the five academic center office managers. This move, in conjunction with this new, more consistent build and pay process for LEL courses and non-lecture overloads, will ensure greater efficiency and effectiveness, as well as a more integrated approach to course building and pay processing among and between academic centers.

Stakeholder Engagement:

Identify stakeholders for the initiative and describe how you will incorporate their feedback into the full proposal.

Critical stakeholders include instructors and full-time faculty who teach LEL-type courses, department chairs, deans, and provost from Academic Affairs; Human Resources employees, payroll processing employees, and budget employees from Administrative Services; and registrar and other employees from EASS who serve on Academic Standards and whose responsibility it is to ensure the Catalog is accurate. All stakeholders listed above have been engaged in conversations regarding the challenges that exist with LEL courses and have been engaged as appropriate in the discussion and vetting of solutions. See below for further details.

Part II. Initiative Development:

Implementation:

What are the best and innovated practices that are happening in other spaces (nationally, system wide, etc.)?

Best practice is to ensure that instructors are paid equitably and consistently for similar work. Best practice is to also build courses appropriately in Banner to ensure we are in compliance with minimum contact hour per credit hour requirements. CCD has not been able to ensure either consistent pay nor minimum contact hour for LEL-type courses.

Human Resources employees have reached out to other colleges within CCCS to learn how they consistently process payment for and build LEL-type classes in Banner. In 2018-19 the college will move away from a credit-hour calculation of load to a contact-hour calculation of load for full-time faculty and instructors when their teaching load includes anything other than lecture-type (LEC) courses. This will allow for greater consistency in pay across centers and mirrors what several other CCCS colleges do in terms of calculation of load.

Describe how the initiative will be implemented.

Beginning in Fall 2018, the pay rate sheet will include the LEL-type pay chart above. Instructors teaching LEL-type courses will be paid a consistent rate across all academic centers based on the breakdown of lecture and lab credits for each specific LEL-course.

In addition, instructors and full-time faculty teaching overload coursework will be paid by contact hour for overload when their teaching load for a semester includes anything other than lecture (LEC) coursework. Instructors and full-time faculty teaching straight lecture loads will continue to be paid overload at the per credit lecture rate.

Relationship of the proposed initiative's objectives to the strategic priorities and/or Other Mission Documents. Include the initiative's objectives, and clearly and specifically relate them to CCD's strategic priorities:

The objective of this initiative is to ensure increased effectiveness and efficiency through greater consistency in the processing of instructional assignments for adjunct instructors as well as for full-time

faculty teaching overload assignments. This objective clearly aligns with Strategic Priority 2: Organizational Integration & Effectiveness. Currently payment process for LEL courses varies across academic centers and, as a consequence, instructors are paid variable rates for the same amount and type of work. Through this initiative, Academic Affairs has worked to "examine and refine institutional structure and processes" for greater integration and improved effectiveness.

This proposal supports the college's strategic target: "CCD will serve as a model of community college education that successfully integrates the entire college to support student learning and success." This is an integration initiative designed to increase consistency in payroll process across the academic centers.

Implications on the college budget:

This initiative will have an impact on the college budget. In discussions with CCD's Budget Office, the early estimate of impact for the LEL-type courses is roughly $20,000 per fall semester, and roughly $20,000 per spring and summer term, for a total $40,000 increase in projected adjunct instructor cost.

In addition, the implementation of the non-lecture contact hour overload rate will have an impact on the college budget. Though this impact could be mitigated by thoughtful assignment of coursework across centers to ensure as few overload courses as possible (in alignment with the president's call for reduction in overloads in AY2015-16), there are specific disciplines across the college where overloads are necessary due to a lack of qualified and available adjunct instructors to pick up sections. In discussions with CCD's Budget Office, the early estimate of impact for this move to contact hour overload rate is $30,000 over the entire fall-spring-summer academic year.

The total early estimate for budget impact is $70,000.

Implications for organizational structure & operations (e.g., human resources):

Human Resources has worked extensively with academic deans and provost to explore multiple options for addressing the inconsistency and lack of compliance with regard to LEL-type courses. One option would have had a significant negative impact on adjunct instructors and full-time faculty members with overload assignments and the fear was that we would lose instructors in areas where it is already challenging to staff enough sections to meet student need. Another option would have had a significantly greater budget impact on the college and would likely have been untenable from a fiscal perspective. The proposed way forward is based on current pay structures at the college, provides a modest pay increase for most LEL-type instructors, and keeps the fiscal impact to a minimum.

Implications for Academic Affairs:

Instructors and full-time faculty who teach LEL-type classes have been consulted and the new initiative explained.

Faculty Council has been presented with this proposal and has received an explanation of impact on individual instructors and full-time faculty teaching LEL –type courses.

Academic deans and provost have worked with HR and office managers to fully understand the scope of the issue, investigate alternative solutions, and have selected this solution as a way forward.

Instructional dean and Academic Standards leadership have been consulted about the current misalignment of what the Catalog holds as course type and what department chairs in particular

disciplines believe the course type to be. Department chairs will need to submit notification of course type changes to Academic Standards within the appropriate timeframe to ensure the Catalog has the correct information about course type. Employees within Academic Affairs understand the need for the Catalog to be the final point of truth with regard to compliance and ensuring that what we say we do is what we do in practice.

Implications for Enrollment Administration and Student Success:

Registrar serves on Academic Standards and is the ultimate responsible party charged with ensuring the accuracy of the Catalog.

Implications for Administrative Services:

Human Resources, Payroll, and the Budget Office have been consulted throughout the initiative development process and are aware of the changes needed for improved consistency and effectiveness.

Outcomes and Evaluation:

State your objectives and/or student learning outcomes using the SMART format:

The objective of this initiative is to **ensure increased effectiveness and efficiency through greater consistency in the processing of instructional assignments for adjunct instructors as well as for full-time faculty teaching overload assignments.**

Please describe your planned process and timeline for evaluation and assessment:

Fall 2018

- New LEL-type pay rates and Non-lecture contact hour overload pay rate will be included in the FY19 pay rate sheet and will be implemented in Fall 2018.
- Michelle Marin-Cox will process FLAC assignments for CAH, CMS, and CHS.
- Nathan Barsness will process FLAC assignments for PABSS and CCTE.
- More issues of inconsistency across centers will be discovered, discussed, and solutions agreed upon .
- LEL-type pay will be paid for courses designated as LEL in the Catalog.

With these five changes, we will be able to assess the effectiveness of the initiative through the following measures:

- Greater consistency in pay for similar assignment types across academic centers
- Reduction in errors in pay
- Greater consistency in pay for overload contact hours across academic centers
- Additional consistency measures will be implemented across academic centers
- Compliance audit examining contact hour practice compared with contact hours published in Catalog will uncover improved compliance

Spring 2019

Greater ease of implementation will occur in the spring, as challenges and hiccups in process are addressed in the fall. With a semester down, we will be able to assess the effectiveness of the initiative through the following measures:

- Greater consistency in pay for similar assignment types across academic centers
- Reduction in errors in pay
- Greater consistency in pay for overload contact hours across academic centers
- Additional consistency measures will be implemented across academic centers
- Compliance audit examining contact hour practice compared with contact hours published in Catalog will uncover improved compliance

Appendix Q

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

Evidence Attached:

- Sample marketing postcard - Radiologic Technology

- Sample marketing brochure - Food, Nutrition & Wellness

- Academic Standards Handbook

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

Community College of Denver has numerous controls in place to ensure that the information provided to students at all areas of the college, including our additional locations, is accurate and complete.

Website

Our web address — www.CCD.edu — is our primary medium for communicating key information about our institution. We implemented a guideline that ensures information published on the website is accurate and up-to-date. The Web Accountability Guideline lists out the specific responsibilities of the content owners and of the vice presidents who oversee all CCD department and centers.

In addition, each division vice president is responsible for reviewing and updating all web-housed documents assigned to their area by the end of January each year. All documents are reviewed not only for content but also to meet the requirements of the college's Web Accessibility Plan and the System Office Web Accessibility Procedure.

Marketing

Community College of Denver's marketing materials, especially those that represent academic programs, are initially written by the chair of each program, in consultation with the dean and key faculty. The content is then edited by the Marketing, Communication and Creative Services departments to ensure a consistent voice and representation of the College brand.

Catalog

The college follows an annual process for catalog update and review. In March of each year, the general, non-programmatic sections of the catalog is reviewed, updated, and signed off by the deans and directors over those functional areas. This process serves to ensure the accuracy of the information published.

With regard to the academic content in the catalog, faculty propose changes to the college's Academic Standards Committee (ASC) on a monthly basis August through February of each year. Changes/additions/deletions of courses, course prerequisites, and

programs are reviewed by ASC and recommended for approval to the college's provost. These approved changes are transcribed into a draft of next year's catalog and academic deans and department chairs review that draft in March. The provost signs off on the content of the final draft. The electronic version of the [catalog](#) is posted on the website.

COMMUNITY COLLEGE OF DENVER **RADIOGRAPHY PROGRAMS**

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AS WELL AS YOUR
EARNING POTENTIAL!

Earn a certificate in Mammography or Computed Tomography at Community College of Denver. These certificate programs were developed with working adults in mind and will prepare you to sit for ARRT certification exams.

Get started today on a bright new future!

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AAS in NUTRITION

PROGRAM OVERVIEW

Nutrition is a fascinating and dynamic science with a powerful role to play in promoting and sustaining health and wellness. An Associate of Applied Science (AAS) in nutrition prepares you to educate individuals, patients and your community on healthy behaviors, wellness and appropriate food choices.

In this two-year program, you'll be prepared for transfer or an entry-level nutrition-related position.

Earn your AAS in nutrition! It will provide you with a wide range of career opportunities, including dietary aid, food co-ops, health clubs & spas, health food stores, wellness education and nutrition product sales. The job growth outlook in this field is estimated to increase by 15 percent over the next eight years.

PROGRAM HIGHLIGHTS

- You'll automatically earn a certificate in food, nutrition and wellness at the end of your first year.
- CCD has an articulation agreement with Metropolitan State University of Denver where your AAS will seamlessly transfer. Continue on to a four-year degree* and you'll be prepared for career opportunities such as registered dietitian, food safety specialist, food scientist, nutritionist, nutrition product development, public health nutritionist and educator.

  * Some careers and occupations require additional training, certification or education.

- Scholarship opportunities are available for transfer and Phi Theta Kappa (PTK) students.

CERTIFICATE IN FOOD, NUTRITION & WELLNESS

In this certificate program, you will take three classes (8-credit hours) that explore various approaches to health and wellness using the concepts and values of this exciting field of health science.

This certificate is relevant for students pursuing education in nutrition or health related fields, personal trainers, wellness coaches, massage therapists, life coaches, caregivers, or any individual with an interest in food, diet and optimal health.

You can use the certificate for an entry-level position, to continue your education towards an AAS in nutrition or to enhance education or job opportunities in a current position.

COURSES

HWE 100	Human Nutrition	3 credits
HWE 124	Fitness and Wellness	2 credits
HWE 143	Applied Nutrition to Whole Food Cooking	3 credits
	TOTAL CREDITS	**8**

Learn more:
CCD.edu/nutrition

ACADEMIC STANDARDS COMMITTEE

Handbook

Fall 2019

Community College of Denver

Table of Contents

ACADEMIC STANDARDS COMMITTEE

General Purpose

The purpose of the Academic Standards Committee is to review and recommend to the provost on matters of (1) curriculum, (2) instructional accountability, and (3) curriculum and accountability related policies and procedures.

Areas for review and recommendation include but are not limited to the following:
- Additions/revisions/deletions of courses in the catalog
- Additions/revisions/deletions of academic programs
- Changes to the course descriptions, learning outcomes, and topical outlines of courses in the CCCS Common Course Numbering System (which upon approval are sent to the State Faculty Curriculum Committee [SFCC])
- Catalog content relating to curriculum and instruction

Committee Composition

The committee shall be composed of:

The following voting members
- Two faculty members from each instructional center,
- Two faculty representatives to SFCC
- One adjunct instructor representative,

The following non-voting members
- The provost
- The dean of instruction
- One academic dean
- The graduation specialist (*)
- The registrar or designee
- The scheduling manager
- The senior data and operations manager
- One senior advisor.

The provost shall appoint the committee chair person(s). Chair responsibilities are assumed by co-chairs for two years, one representative each from a career and technical education program (CTE) and a transfer program. Committee Co-Chairs shall have at least one academic year of prior experience as a member of the Academic Standards Committee. Co-chair terms will be staggered so that there is a senior and junior co-chair every year.

Appointments to the committee shall be for four years and will be staggered by center to assure continuity. Voting members are appointed by the provost.

After two consecutive absences of a committee member, the provost shall be notified to determine representation for the center.

Committee Co-Chair Responsibilities

The committee Co-Chairs shall:

- Ensure that the committee fulfills the committee general responsibilities, goals, and specific duties as described herein;
- Establish yearly goals and provide leadership in meeting those goals;
- Arrange communication and/or training in the procedures and standards of the committee;
- Establish the agenda for meetings;
- Ensure correct and timely transmittal of committee actions to the Chief Academic Officer;
- Ensure that minutes are distributed in a timely manner;
- Review and update the Academic Standards Handbook as needed.

Other Member Responsibilities

The Scheduling Manager shall:

- The scheduler takes hard copies of form submissions after ASC meeting, tracks what they received, and sends to provost for signature.
- The scheduler adds progress notes of what happened after the meeting to the end of the minutes from the previous meeting. They discuss those progress notes at beginning of the following meeting- they follow up about what has happened (i.e. approvals, edits to current catalog, etc.), what needs to happen, and list off submissions which are approved for next catalog.
- The scheduler sends copies of provost signed and approved PDFs by center: copy center admin, center dean, program chairs, and people who submitted requests (the body of this email is attached).
- The scheduler submits request to CourseLeaf for a catalog draft 2 weeks prior to ASC March meeting, for ASC review prior to Dean's review.
- The scheduler works with ASC and CCD leadership to meet April catalog deadline

Committee Voting Procedure

In order for a resolution to pass or fail the committee voting process, a simple majority of voting members is required.

Robert's Rules of Order are generally followed to carry out a vote in that:

- After proposals are heard, proposers are excused, voting members discuss the proposals until the co-chairs put the motion to a vote. The chair asks: *Are you ready for the vote?* If no one rises to claim the floor, the chair proceeds to take the vote.
- The chair says: *The proposals is on the adoption of the motion that …* As many as are in favor, say '*Aye*'. (Pause for response.) Those opposed, say '*Nay*'. (Pause for response.) Those abstained please say '*Aye*'.
- The chair announces the result of the vote. "*The ayes have it, the motion carries, and … (indicating the effect of the vote)*" or "*The nays have it and the motion fails.*"

Those voting members who are unable to attend the meeting will email their vote and any comments to the committee co-chairs prior to the scheduled monthly meeting.

If circumstances arise that the co-chairs deem fit for a special vote, this process is to be carried out via D2L and email.

Protocol for Submitting Proposals

- Proposers should work with voting members from their center to locate and fill out the appropriate paperwork for their needs. Checklists are now provided to assist in this process.
- Once the proposal is filled out, it is then submitted to the center reps for review and signature.
- Once the center reps have reviewed, made suggestions/edits, and the proposal has been corrected, it goes to the center dean for signature.
- All signed proposals and required attachments must be uploaded to the Academic Standards D2L site no later than the **second Thursday** of the month during the academic year.
- Academic Standards meets every **third Thursday** of the academic year from **3:30p-5:00p in Cherry Creek 101/102**. You must bring original hard copies of your documents uploaded to D2L for submission. Please see the checklists for details.

Protocol for Reviewing Proposals

- At the close of the submission deadline one co-chair will assign each voting member proposals to review prior to the scheduled meeting.
- Reviewers read assigned proposals and work with the submitter directly to make suggestions for revisions, additions or deletions for proposals prior to the scheduled meeting.

Catalog Deadlines

Any changes to catalog copy, which include the inclusion of new programs to the CCD catalog, must be completed before published catalog editing deadlines. Those changes that do not meet the deadline can be included in the yearly catalog addendum, as long as they are not detrimental to student success. Program revisions and new programs that do not make the catalog or addendum publishing deadlines cannot be offered until they are published in the catalog or catalog addendum.

Agendas

Items for the agenda are due a minimum of one week before the Academic Standards Committee meets.

The Co-Chairs shall assign voting members to review the items for the agenda, construct, and distribute the agenda in advance of the meeting. Agendas shall go to committee members, Academic Deans, and the Chief Academic Officer.

Minutes

Minutes are kept by the Scheduling Manager. In the event of their absence, minutes will be taken by committee members on a rotating basis. Minutes will be archived on D2L and in G-drive in the Academic Standards folder within one week following the meeting. Minutes will be distributed to the following individuals for review by the scheduling manager by the end of the following meeting proposal submission deadline:

- Committee members
- Faculty council chair