Comprehensive Quality Review Report

Submission Instructions

Draft report: Send the draft report, Federal Compliance worksheets and other applicable documents to the institution’s HLC staff liaison. In the subject line, include the phrase “Draft Team Report,” the institution’s name and the liaison’s surname (e.g., “Draft Team Report—Narnia University—Stenson”).

Final report: Send the final report, Federal Compliance worksheets and, if applicable, multi-campus evaluation form as a single PDF file to finalreport@hlcommission.org. In the subject, include the phrase “Final Team Report,” the institution’s name and HLC staff liaison’s surname (e.g., “Final Team Report—Narnia University—Stenson”).

Institution: Aims Community College   City, State: Greeley, CO
Date of On-Site Visit: 10/16-17/2017

Evaluation Team

List names, titles and affiliations of each peer reviewer and indicate the team chair.

Jill Carlson, M.A.- Director for Assessment and Accreditation, Santa Fe Community College, Santa Fe, NM, Team Chair
Charles D. McAllister, Ph.D.- Vice Provost and Dean of Graduate Studies, Southeast Missouri State University, Cape Girardeau, MO
Caron Daugherty, Ed.D.- Vice President of Instruction, Jefferson College, Hillsboro, MO
John R. Cowles, Ph.D.- Dean of Student Success and Retention, Grand Rapids Community College, Grand Rapids, MI
Beth Williams, M.A.- Department Chair of English and Modern Languages, Stark State College, North Canton, OH

Background and Purpose of Visit

A. Overview of the Comprehensive Quality Review (CQR)
A CQR is required as part of the Year 8 comprehensive evaluation of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC’s Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements (Year 8 only).
- Facilitate the institution’s continuing quality improvement commitment, confirming that a developing or established Continuous Quality Improvement (CQI) culture and infrastructure exist that advance organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution’s overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable (Year 8 only).
- Evaluate distributed education (multiple campuses), if applicable (Year 8 only).
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

B. Purpose of Visit and Institutional Context

Include a statement that indicates the primary purpose of the evaluation. Include all the elements of the visit. Example: “The team conducted a comprehensive evaluation visit that included a multi-campus review and an embedded change review."

For institutional context, provide a statement of the basic characteristics of the institution. This could include the institution’s mission, comments on changes to the institution since its last comprehensive evaluation (including new administrative team members), notable points of the institution’s strategic plan, or other topics.

The Team conducted an AQIP Pathway Comprehensive Quality Review site visit.

Aims Community College (Aims or Aims CC) is a public, local tax supported community college based in Greeley, Colorado, with additional locations in Fort Lupton, Loveland, and Windsor. Through concurrent enrollment partnerships, Aims also encompasses several additional locations at high schools including Colorado Early College – Ft. Collins, District 6 Early College High School, Windsor Charter Academy, and Windsor High School. The Aims Flight Center is also classified as an additional location.

Aims offers 42 Associate’s Degree programs and 157 credit-bearing certificates. Aims is approved for fully-online degrees and certificates. The college has a headcount of 7,966 students, of
which 59% are female and 69% under the age of 25. Hispanic students make up 32% of the population, and the demographic trend indicates a steady increase in minority students. Among the first-time, full-time students, 87% receive some type of financial assistance, and 65% showed the need for some type of remedial instruction.

Aims has 108 full-time instructors and 244 part-time instructors, and the college claims a 17:1 student/faculty ratio. College staff consists of 28 administrators and 231 full-time regular staff.

C. Unique Aspects or Additions to the Visit

List the specific additional evaluations conducted as part of the visit. These may include an embedded change request, additional location confirmation visit, campus evaluation visit, etc. Separate documents for these evaluations are available at hlccommission.org/team-resources.

Also list any unique aspects of the review, such as any virtual or in-person meetings with stakeholder groups or institutional partners. Simply provide a list in this section, as the topics will be elaborated on below or in separate documents.

There were no unique aspects to the visit.

D. Additional Locations or Branch Campuses Visited (if applicable)

None of the additional locations were visited.

E. Distance Delivery Reviewed

If applicable, summarize the distance and correspondence education reviewed as part of this evaluation. Reviewers are required to evaluate an institution's distance and correspondence education as part of the comprehensive evaluation and to ensure that the institution's stipulations on distance and correspondence education are accurate. Review HLC's Protocol for Reviewing Distance Education and Correspondence Education. Do not include the team’s commentary or evaluation findings in this section; these belong in the Criterion section. See the Criterion section for more information.

The CQR Team scheduled a Focus Meeting session for Online Education. The Director of Learning Environments and two members of the Online Instructional Design Team contributed to the discussion as well as the First Year Experience coordinator, who facilitates an online orientation for students. Aims also has a robust online training program in place required of all faculty and adjunct faculty prior to teaching an online section of a course. Aims does not offer correspondence education. The additional distance delivery evaluation findings are included in the Criterion sections.

F. Notification Related to Third-Party Comments

The panel received two third party comments, both positive.

II. Compliance with Federal Requirements
III. Fulfillment of the Criteria for Accreditation

Determining a Core Component is Met, Met with Concerns, or Not Met

The team conducts its review and determines whether the Core Component is Met, Met with Concerns, or Not Met. The team incorporates its review of the Subcomponents into the review of the related Core Component. Beneath each Core Component, the team provides its findings in evidence statements. Evidence statements are typically 2–3 sentences in length and include the context, the evidence and the finding of team. Some evidence statements may need further support with bulleted evidence sentences that address the Core Component and include the subcomponents as appropriate to the institution. Each evidence statement should address only one topic.

The evidence statements should present an accurate assessment of the institution in relation to the Core Component, including both positive and negative findings. However, the balance of the statements should support the overall determination of the team for that Core Component and for the Criterion. The statements in total must lead to and support the team determination on the Core Component and Criterion. Note: In some cases, a single area may be of such concern that it alone shifts the balance to a Core Component being Met with Concerns or Not Met.

Concerns, as defined in relationship to the Criteria, are accreditation issues that require HLC to intervene and monitor the institution to ensure that issues have been resolved. HLC assumes that institutions that meet the Criteria and Core Components can always improve and that evaluation teams will routinely identify issues and comment on ways an institution might or even should improve in relationship to the Criteria. These are not accreditation concerns. When a team determines that a Core Component is “Met,” improvements may be indicated, but no monitoring should be recommended.

However, when a team determines that a Core Component is met, but identifies an issue that must be improved and requires HLC monitoring at the level of an interim report or focused visit, the team should indicate that the Core Component is “Met with Concerns” and recommend the appropriate monitoring. Often such issues are more pervasive or chronic; they may have been cited in previous evaluations and improvements have not been made or the improvements made are not sufficient.

If there are multiple issues that indicate deep, systemic problems at the institution or the evidence is so lacking that it fails to demonstrate that the institution fulfills the Core Component, the team will indicate that the Core Component is “Not Met.”

Evidence for Each Core Component. Following the determination of each Core Component, the team presents evidence that supports its determination. Evidence should be provided in evidence statements as defined above.

Determining a Criterion is Met, Met with Concerns, or Not Met

Criterion Is Met. If all of the Core Components are met, the Criterion is met.

Criterion Is Met with Concerns. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns.
If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the HLC staff liaison to determine whether the team should recommend that the institution be placed on Notice.

A note on recommendations for monitoring: Institutions on the Standard or Open Pathway will have a review within four years of the current comprehensive evaluation. Institutions on the AQIP Pathway have frequent interactions with HLC as a part of the pathway cycle. Therefore, the past practice of monitoring institutions through progress reports is not useful in this new approach to reaffirmation and the progress report option has been eliminated. Monitoring options are limited to interim reports and focused visits.

Criterion Is Not Met. If any Core Component is not met, the Criterion is not met. In these instances, the team will recommend either probation or withdrawal of accreditation.

Summary Statement on Each Criterion. Following the determination of each Criterion, the team summarizes its findings and observations on the overall Criterion, including strengths, opportunities for improvement, and advice. If the Criterion is met with concerns or the Criterion is not met, the team summarizes its rationale and evidence. The team’s recommendation is made in Part VI of the team report.

Criterion 1. Mission
The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Core Component 1.A: The institution’s mission is broadly understood within the institution and guides its operations.

Subcomponent 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

Subcomponent 2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Subcomponent 3. The institution’s planning and budgeting priorities align with and support the mission.

Team Determination:
- ☑ Core Component is met
- ☐ Core Component is met with concerns
- ☐ Core Component is not met

Provide evidence statements that address institutional strengths, needed institutional improvements, and accreditation concerns. The statements in total must lead to and support the team recommendation on the Core Component and Criterion.

Evidence:

Aims Community College develops the mission through its strategic planning process, and the college is currently in the process of reviewing and revising the mission through the Strategic Plan cycle involving various stakeholders – from the administrators, faculty, staff, and students – in a shared
governance approach to the process. The community offered feedback about the mission and Strategic Plan through the President’s Listening tour and connections with community partners, mainly through advisory committees. The Board of Trustees supplies final approval for the mission. The college’s process for developing the mission suits the nature of the institution’s culture of continuous improvement.

Aims focusses on providing knowledge and skills to advance each student’s quality of life, economic vitality, and success in its mission. The college ensures academic programs are consistent with its mission through department mission statements, new program development, and academic program review. The institution’s Curriculum Committee Concept form requires new programs to focus on the value the program or course offers to the students, college, and community; solicits for job and transfer information; and requests the teaching methods that will be used – all components ensuring the curriculum is aligned with the mission. In the Open Forum with Administrators focused on Criterion One, the participants confirmed that the College Council - consisting of representation from middle management, faculty, and staff representatives from student support services and Institutional Research - disseminates the mission’s strategic messages across the college. Campus Directors from other locations are assigned to program-appropriate deans and meet regularly with deans and the other Campus Directors, ensuring consistency across the different locations. The institution’s programs, student services, and enrollment processes support the mission.

The Strategic Plan, based solidly in the Aims mission and vision, is the foundation of its annual budget development process. Funded priorities are linked to long-term and mid-term goals in the Strategic Plan. In the Focus Meeting discussing the Challenges from the Systems Appraisal, the Institutional Research and Assessment Director confirmed that mission drives the Core Measures and related data of the institution. The budget planning process reflects the shared governance approach as the college holds budget information sessions to share information about the budget and obtain feedback from faculty and staff.

Core Component 1.B: The mission is articulated publicly.

**Subcomponent 1.** The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

**Subcomponent 2.** The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

**Subcomponent 3.** The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

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Evidence:

Aims publicly articulates its mission in its annual report, program and institutional academic marketing materials, and the website. In the Open Forum with Administrators focused on Criterion One, marketing confirmed that Aims utilizes college-wide messaging, social media messaging, inserts in the four main newspapers in the area, radio ads about the mission, and a billboard in Windsor to communicate the mission with internal and external stakeholders. The Core Measures, Purpose, Vision, and Values of the institution, all linked to the mission, are also widely publicized through the marketing materials and web resources.

Aims is currently in the strategic planning cycle, developing its plan for the 2018-2023 timeframe, and the college has already updated and publicized its mission, purpose, and vision as a starting point to its strategic planning processes. As confirmed in multiple sessions of the Comprehensive Quality Review, the college has adopted Core Measures – Access, Retention, Learning, Completion, and Impact –, which are used to measure the mission statement and strategic goals of the college. As noted in the job announcement for the Assistant Vice President of Academic Affairs, Aims emphasizes understanding of and commitment to its mission in its hiring processes. The college’s Core Measures support the ideology of the mission and create specific goals by which analysis of services and instruction is possible.

The college’s mission defines the institution as an open admission school serving Colorado residents in the service area through academic two-year degrees, basic skills, and vocational programs. The interview with the Board of Trustees revealed that the Board is aware of the economic vitality of the college’s service area, and the Board focuses its resources locally to support the provision of knowledge and skills for the area residents. The institution also recognizes its diverse communities through various initiatives, such as the Human2Human discussion series, Dios de los Muertos student series, and the College Inclusiveness Council, established to support the diverse communities that the college serves.

Core Component 1.C: The institution understands the relationship between its mission and the diversity of society.

Subcomponent 1. The institution addresses its role in a multicultural society.

Subcomponent 2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:
Aims sponsors several programs, activities, and groups to address diversity issues that include the Curriculum Transformation Workshop, Campus Culture Survey, Environmental Scan, and the Cultural Inclusiveness Council. The Board of Trustees discussed ways the college is reaching out to minority males in the community through the Mentoring Achieving Latinos Educational Success (MALES) program designed as outreach to Latino males in the community. The college also has various initiatives through its Early College Academy and concurrent high school courses to meet the needs of secondary education in the community. As part of the mission statement, Aims wrote a purpose focused on building a stronger community, recognizing the diverse communities the college serves.

The college focuses on success rates for under-served students and monitors diversity awareness through a student/employee Campus Culture Survey. In the Open Forum with Administrators focused on Criteria One and Two, participants confirmed that Aims recognizes the diverse student population, such as high school students, traditional students, non-traditional returning students, and the growing Latino student population, and the college focuses services on the various needs of the student body through iFocus! and diversity workshops, guest speakers, campus celebrations, and student services. The Cultural Inclusiveness Council offers grants to sponsor curriculum revision related to diversity. Allied Health revised its curriculum to help students understand transgender patients. The college offers discussions and presentations through its Human2Human series, and the Aims Learning Portal offers various diversity and professional development workshops to college employees.

**Core Component 1D:** The institution’s mission demonstrates commitment to the public good.

**Subcomponent 1.** Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

**Subcomponent 2.** The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

**Subcomponent 3.** The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

**Team Determination:**

- ☑ Core Component is met
- ☐ Core Component is met with concerns
- ☐ Core Component is not met

**Evidence:**

Aims sponsors programs that offer support and training to local businesses, and the college provides a leave benefit for employees to engage in volunteer activities, as exemplified by being named to President Obama’s Higher Education Community Service Honor Roll in 2015. The college participates in multiple outreach initiatives, giving back to the community (Aims Partner Matrix). The session with the Board of Trustees discussed specific community challenges, such as the lack of enrollment among male minority students. The college is also discussing how to engage with students of
younger ages to educate the community earlier about the role Aims plays within its service area. The actions of the Board of Trustees and the college employees reflect their understanding of the educational role the college serves within the community.

The college is a publicly funded, non-profit state institution, and thus the mission is focused on helping students achieve their learning goals and advance their quality of life. During the discussion session for Criterion One, the College Council and Cabinet members confirmed that Aims primarily focuses on meeting the educational needs of transfer students, career technical program students, and workforce development. The college developed three strategic goals to support its mission: empower students to succeed, enhance operational performance, and enrich Northern Colorado’s economic development – with the first goal highlighted as student success. The Board of Trustees, faculty, staff, and administrators confirmed in various discussion groups that the college has not raised tuition in seven years, nor have they raised the property tax mil levy, which supplies 74% of the college revenue, thus emphasizing that the educational offerings of the institution also factor in the institution’s fiscal responsibilities to the community. Aims understands and takes action to improve its educational responsibilities as the institution’s primary purpose.

Aims responds to community needs through outreach and volunteer activities such as service learning projects for students and the volunteer leave policy for employees. The participants in the reception with community members emphasized that the college has a strong involvement with its external advisory committees, with some members serving over a decade on the committees. Also during the reception, various members of the community emphasized an understanding of the college’s mission through their roles as advisory committee members, industry partners, and educational partners. During conversation in the Focus Meeting concerning Retention, Persistence, and Completion, the Aviation Chair discussed the ways the department worked with the industry to define metrics for success, develop a program to help students with costs associated with flight instruction, and create cohort models to improve retention and completion goals. Aims engages with external constituencies such as advisory committees and industry partners to respond to their needs while fulfilling the institution’s mission, purpose, vision, and strategic goals.

Team Determination on Criterion 1:

- [x] Criterion is met
- [ ] Criterion is met with concerns
- [ ] Criterion is not met

Summary Statement on Criterion:

The college’s mission statement focuses primarily on providing knowledge and skills to advance the quality of life, economic stability, and success of the diverse communities the college serves. The college develops the mission through its strategic planning process, and Aims is currently in the process of reviewing and revising the mission through the Strategic Plan cycle involving various stakeholders – from the administrators, faculty, staff, and students – in a shared governance approach to the process. The college’s programs, student services, and enrollment processes support the mission. The budget planning process reflects the shared governance approach as the
college holds budget information sessions to share information about the budget and obtain feedback from faculty and staff. The institution publicly articulates its mission in its annual report, program and institutional academic marketing materials, and the website. The college’s Core Measures support the ideology of the mission and through creating specific goals by which analysis of services and instruction is possible. The institution also recognizes its diverse communities through various initiatives, such as the Human2Human discussion series, Dia de los Muertos student series, and the College Inclusiveness Council, established to support the diverse communities that the college serves. Aims recognizes the diverse student population, such as high school students, traditional students, non-traditional returning students, and the growing Hispanic student population, and the college focuses services on the various needs of the student body through iFocus! and diversity workshops, guest speakers, campus celebrations, and student services. The actions of Board of Trustees and the college employees reflect their understanding of the educational role the college serves within the community. Aims engages with external constituencies such as advisory committees and industry partners to respond to their needs while fulfilling the institution’s mission, purpose, vision, and strategic goals. Aims understands its responsibilities to the communities it serves and takes action to improve its educational responsibilities as the institution’s primary purpose.

**Criterion 2. Integrity: Ethical and Responsible Conduct**
The institution acts with integrity; its conduct is ethical and responsible.

**Core Component 2.A:** The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

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**Evidence:**

Aims acts with integrity and has established fair and ethical policies and processes for its Board of Trustees, faculty, and staff. Standard Operating Procedure (SOP) HR.123 addresses Institutional Integrity, which covers standards promoting the integrity of Aims CC that are supported by formal college policies. Aims utilizes an annual performance review for employees that addresses communication, respect, trust, and safety, outlined in SOP HR.108. The college’s Code of Ethics covers employees and trustees, while the Student Handbook and website address student policies covering academics, the code of conduct, student rights, and the grievance process. The budgeting process is made clear to the campus community via SOP BO.100 while resource allocation is formalized in SOP BO.101.

**Core Component 2.B:** The institution presents itself clearly and completely to its students and to
the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

**Team Determination:**

- ☑ Core Component is met
- □ Core Component is met with concerns
- □ Core Component is not met

**Evidence:**

The college is transparent in presentation of information for students and the public. Courses and programs are well-documented as evidenced by the college online catalog, course syllabi, online program descriptions, and online curriculum maps. The cost of courses and programs are available online in multiple documents and locations. In the college publication, More Than Just a Number, programs are clearly listed, as is a cost comparison for Aims and other area institutions. Information about programs, requirements, faculty and staff, costs, control, and accreditation are found in multiple locations including web and print materials such as the catalog. The HLC mark of affiliation is within two clicks of the home page.

**Core Component 2.C:** The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

**Subcomponent 1.** The governing board’s deliberations reflect priorities to preserve and enhance the institution.

**Subcomponent 2.** The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

**Subcomponent 3.** The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

**Subcomponent 4.** The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

**Team Determination:**

- ☑ Core Component is met
- □ Core Component is met with concerns
- □ Core Component is not met

**Evidence:**
The Aims Community College Board of Trustees, representing constituents of Weld County, reflect the priorities of the community and the college. The Board works in close collaboration with the faculty, staff, and students in its decision-making processes.

The Board membership, by policy 0-900, reflects the districts of the Aims Junior College District. Five distinct Director Districts are represented on the Board. Board policy 0-1000 creates six, non-voting representatives. These include two faculty representatives, two student body representatives, and two support staff representatives. These members are chosen by their peers, are invited to work sessions, and attend Board meetings on a regular basis.

The Board of Trustees is governed by a Conflict of Interest for Trustees, policy 0-650. This policy directs Trustees to minimize and avoid, where possible, business relationships between the College and any Trustee or organization in which any Trustee has a significant interest.

Day to day management of the institution is appropriately delegated to the President and her administrative staff. This was made clear during the Team meeting with the Board during the visit. In addition, Board Policy 0-300 stipulates that the Board shall “employ a chief executive officer to administer the affairs and the programs of the college, pursuant to a contract.”

**Core Component 2.D:** The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

**Team Determination:**

- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

Through policy and practice, the college is committed to freedom of expression and the pursuit of truth in teaching and learning, as evidenced by Aims commitment to Learning College principles. An objective stated by Aims, “Aims cultivates an organizational culture where policies, programs, practices and personnel support learning as a major priority.” During the CQR visit, faculty provided several examples in being supported in this area. Examples included the establishment of a creative writing conference and the encouragement of students to enter art shows and exhibitions. Aims has a written policy on Academic Freedom that has been approved by the Board of Trustees and reviewed and revised as appropriate (2-100). In addition, during the updating of the college values, student leaders were able to engage with college leadership to ensure that the value of “truthfulness” was moved forward for consideration as a new value.

**Core Component 2.E:** The institution’s policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.
Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

Subcomponent 2. Students are offered guidance in the ethical use of information resources.

Subcomponent 3. The institution has and enforces policies on academic honesty and integrity.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

The Aims Community College Library has extensive support for students from subject guides to citation assistance. Librarians offer classroom instruction and support for students on the ethical use of resource materials, plagiarism, and proper citation. The Writing Center offers students assistance with research skills.

Students are offered guidance in the ethical use of information resources through the Academic Integrity Policy found in the Student Handbook. Policy 5-601 Student’s Rights and Responsibilities and Procedure 5-601A Student Code of Conduct also offer additional guidance on the ethical use of information.

The college’s policies and procedures support student learning in a variety of ways. The Academic Integrity policy guides students in academic honesty and integrity. Enforcement of academic integrity is detailed in SOP SA.004. The Dean of Students office handles student conduct, and violations are documented online via Maxient. Policy 5-601E covers the use of systems to ensure integrity of student work. The Student Handbook covers this policy as well as the college library supports students in the ethical use of information resources. Policy 2-150 covers scholarly ethics stating “Faculty are guided by ethical principles that address their professional responsibilities as teachers, members of learned professions, scholars, and, more generally, members of college communities.”

Team Determination on Criterion 2:

☑ Criterion is met
☐ Criterion is met with concerns
☐ Criterion is not met

Summary Statement on Criterion:

From this review, it is apparent that Aims Community College acts with integrity. The college’s conduct is ethical and responsible. Standard Operating Procedure (SOP) HR.123 covers Institutional Integrity, which cover standards promoting the integrity of Aims CC that are supported by formal
college policies. From the Board of Trustees to its students, Aims presents itself clearly to its community. The college is committed to freedom of expression and the pursuit of truth and learning. The Aims Community College Library has extensive support for students from subject guides to citation assistance. Students, faculty, and staff are supported by policies and processes that encourage integrity of scholarly practice.

**Criterion 3. Teaching and Learning: Quality, Resources, and Support**
The institution provides high quality education, wherever and however its offerings are delivered.

**Core Component 3.A:** The institution’s degree programs are appropriate to higher education.

**Subcomponent 1.** Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

**Subcomponent 2.** The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

**Subcomponent 3.** The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

**Team Determination:**

- ☐ Core Component is met
- ☑ Core Component is met with concerns
- ☐ Core Component is not met

**Evidence:**

Feedback from advisory committee members, specialized accreditation or other external licensing/certification programs, and a program review process ensure Aims CC courses and programs are current and appropriate to the certificate and associate-level degree programs offered by the college. Aims is in the midst of a restructure of its program review process, moving from a five-year cycle to a three-year cycle with annual review scheduled to analyze assessment data. Course and program rigor is assured via alignment with the state common course numbering system, which includes expected competencies for each course.

The institution articulates and differentiates course learning outcomes and program learning outcomes for its associate-degree or certificate programs on its website and in the catalog. Many programs in the associate of applied science degree are recognized and supported through industry standards, industry accreditations, industry credentials, or other external certifications. The program learning outcomes are identified on program curriculum maps, available on the college’s website. The common learning outcomes are displayed throughout the college on posters, in offices and classrooms, and multiple access points of the college’s website.

Aims provided evidence that the program quality and learning goals are consistent across their multiple modes of delivery and locations. A syllabus checklist informs course consistency, and to
support the consistency of online and hybrid offerings, the college used an action project (Course Quality Assurance Plan for the Online Learning Management System) to ensure consistency, continuity, and accessibility of courses. A review of course syllabi suggested competencies in early college and concurrent enrollment courses are aligned with college curriculum. The college has undertaken a Quality Matters-based review of its online offerings.

Aims would strengthen the integrity of its concurrent enrollment (also called dual credit) delivery by establishing policies and procedures in partnership with its secondary school districts. This collaborative review of the expectations that are assigned to credit transfer courses and to college-level curriculum would ensure consistency and rigor in the delivery of the institution’s courses within the high schools. As part of the Commission’s Assumed Practices and respected in higher education in the United States, these HLC Assumed Practices “are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or context.” This uniform expectation extends to Aims-stamped dual credit/concurrent enrollment courses delivered in the high schools. It is not clear to the CQR team that Aims’ ability to ensure consistent curriculum, assessment practices, and faculty evaluations is possible under the current system where concurrent enrollment courses are taught by faculty who are not employees of the college.

**Core Component 3.B:** The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

**Subcomponent 1.** The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

**Subcomponent 2.** The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

**Subcomponent 3.** Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

**Subcomponent 4.** The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

**Subcomponent 5.** The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

**Team Determination:**

- ✔ Core Component is met
- □ Core Component is met with concerns
- □ Core Component is not met
Evidence:

Aims recently updated its mission, which is to “Provide knowledge and skills to advance quality of life, economic vitality, and overall success of the diverse communities we serve.” The CQR visit confirmed its general education program is appropriate to the mission, educational offerings, and degree levels. The general education courses are noted as “gtPathways” courses, which guarantees transfer to state public institutions and ease of transfer is evident through the use of the Colorado Community College Numbering System (CCCN) for its courses.

Aims CC used a shared governance process to establish the five competencies that comprise the College Learning Outcomes (CLOs)—written communication, oral communication, professionalism, critical thinking, and problem solving. The teaching of these outcomes impart broad knowledge and intellectual concepts to students and develop skills and attitudes the institution believes every college-educated person should possess. Aims posts on each program web page the curriculum map to specify where each CLO is Introduced, Reinforced, and Mastered throughout the progression of the students’ academic program.

Program advisory committee members assist program faculty in identifying skills needed to ensure adaptability in changing environments, and as a college committed to the Learning College philosophy model, Aims “contributes and shapes scenarios that empower learning through discovery, shared learning environments, and construction of knowledge.” In addition, the college recognizes human and cultural diversity through activities embedded in curriculum, a Cultural Inclusiveness Council, student affairs programming, and support structures (TRIO, Impact, and student clubs).

Tours of the institution’s facilities provided evidence of ways in which faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate for the college academic programs and its mission. The college supports faculty in a variety of ways, including art exhibits at partnership galleries, and the new Applied Technology facility is designed with education process at its core: Cutaways in the wall expose the HVAC building system and a technical description of elevator industrial processes frames the floor space as one enters the elevator. As the website states, “This cut-away design and open-ceiling environment allows students and instructors to walk the building and see and read about different type(s) of mechanical, electrical, plumbing and other building systems.” This building, as well as the Ed Beaty building, which houses Computer Information Systems and Graphic Design & Rich Media, promote student and community maker spaces. These spaces invite the curious minds of the college and the community to access equipment and engage in crafting objects and items. These maker spaces and gallery experiences support creative work and the discovery of knowledge.

Core Component 3.C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Subcomponent 3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Subcomponent 4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Subcomponent 5. Instructors are accessible for student inquiry.

Subcomponent 6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

**Team Determination:**

☐ Core Component is met
☒ Core Component is met with concerns
☐ Core Component is not met

**Evidence:**

Aims ensures appropriate levels of faculty staffing through a process that monitors FTE. Faculty to student ratios are set according to established standards and vary appropriately by program. Updates to the college’s Standard Operating Procedures reflect thorough attention to the FTE needs, program needs, and life-cycles of faculty determinations. SOP 500 identifies these three data points as the variables for review: 1) Faculty Productivity (see Policy 4-702); 2) Student-Instructor Contact ratio hours; and 3) Qualitative Data that describes unique department needs. In addition, faculty accept advising duties and Aims Policy 4-701: Faculty Load Guidelines requires full-time faculty to be readily available for at least two hours per day or ten hours per week during the semester. SOP 517 states part-time faculty may arrange in person meetings with students at their convenience, and the college provides part-time faculty spaces to hold those meetings. During a meeting with the Team, students reported that faculty and support staff are not only accessible but make extra efforts to reach out when students are in need. Finally, faculty report both full-time and part-time faculty are involved in reviewing the assessment of student learning.

A member of the CQR Team met with the Director of Human Resources and the Vice President of Academic Affairs to review not only faculty qualifications but also processes and documents related to faculty credentials and qualifications. The college’s SOP 503 supported Procedure 4-700A (aligned with HLC guidelines) and Policy 4-400 to ensure faculty are appropriately credentialed. The Faculty Consultation committee has designed a qualifications rubric at the individual course level which enables hiring committees to evaluate candidate qualifications that meet HLC guidelines. With both transfer and career/technical industry-recognized programs, Aims assures full-time and part-time college faculty and Early College faculty are appropriately credentialed to align with transfer assumed practices or industry-recognized credentials. As noted earlier, a more thorough
A qualifications review should be undertaken by Aims to ensure all concurrent enrollment (dual credit) courses offered in the secondary school districts and recognized on the Aims transcript align with credentialing practices of the other faculty.

Faculty evaluations respond to Effective Teaching/Instructional Design (Student Learning and Assessing Outcomes), Effectiveness of Instructional Delivery and Professional Obligations, Scholarly and Creative activities, and Service. These categories align with the College’s mission and strategic plan. SOP 509 (supported with college Policy 4-400 and 4-700) states “Probationary faculty are reviewed on an annual cycle during the probationary period and non-probationary faculty are reviewed on a three-year cycle. Faculty on quasi-administrative assignments may be evaluated on an annual cycle as appropriate to the position. Faculty with Department Chair or Program Chair appointments will also be reviewed using the Department Chair Evaluation.” The faculty session confirmed that part-time faculty with the college undergo evaluation by division chair or dean.

At the present time, concurrent enrollment faculty members are not evaluated by Aims as they are not college employees. This discrepancy is cause for concern, insofar as the college has little ability to ensure the quality and consistency of instruction for the courses taught by these instructors.

Faculty are current in their disciplines and adept in their teaching roles, and the college supports their professional development through new faculty and existing faculty training sessions offered by the Faculty Teaching Learning Center (FTLC), through peer mentoring, by a tuition reimbursement plan of up to $4000 per employee per year, with dedicated professional development funds up to $1750 per employee per year, through sabbaticals, by evaluation, and through the hiring and training process. SOP 509 identifies type of faculty (new, PT, FT, liberal arts, CTE, etc.) and training requirements, noting that all faculty in all academic areas are required to complete the Aims Online (D2L) Usage Workshop to be permitted to use Aims Online software for any type of course. An additional course is required for all faculty who teach in any online academic areas (EDU 263). Several CQR sessions noted part-time faculty have access to many of these resources and the professional development fund opportunities.

Full-time faculty are required to hold two office hours a day or 10 office hours a week; the office hours are publicized on the syllabi. All faculty are expected to be readily available to students per SOP 516, and all faculty should respond to students’ emails and voicemails within a reasonable timeframe, which the college describes as “within 24-48 hours during business days, and 48-72 hours over the weekend.” The college makes available to part-time faculty space for meeting with students. The student session with the CQR reviewers confirmed faculty are accessible and available to students. Additional provisions for adjunct and part-time faculty are not specified.

Similar to what is in place for full-time faculty, departmental training, orientations, conferences, ongoing trainings, and funds for professional development and tuition reimbursement are available to academic and student support staff. Academic support staff, housed under Academic Affairs with the Learning Commons, comprises library services, open computer labs, tutoring, and supplemental instruction. These resources are identified in SOP AA.600. Student Support Services provide support to students with admissions and enrollment, testing, financial aid, advising, and career services. Per college policy, all employees undergo scheduled evaluation processes. Employee performance goals are linked to division and college strategic planning goals.
Core Component 3.D: The institution provides support for student learning and effective teaching.

**Subcomponent 1.** The institution provides student support services suited to the needs of its student populations.

**Subcomponent 2.** The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

**Subcomponent 3.** The institution provides academic advising suited to its programs and the needs of its students.

**Subcomponent 4.** The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

**Subcomponent 5.** The institution provides to students guidance in the effective use of research and information resources.

**Team Determination:**

- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

Aims provides typical student support services for its students, such as tutoring, math and writing labs, disability services, veterans’ support services, international student supports, and substantial support for students in need of remediation and who take college-preparatory courses. These supports include Starfish Early Alert, TRIO and CORE programs, Emerging Scholars, AAA courses, including the AAA (Year 1) to Catalyst (Year 2) program, and iFocus! student clubs. Many of the college’s student clubs are also aligned with academic programs. The college’s website, the AQIP documents, and comments offered by employees and students during the Team’s visit identified the extensive student services that support the college’s diverse student body. In addition to the services mentioned, the college commits to supporting the needs of its varied and diverse populations. These supports include the National Society for Leadership Success (NSLS) and Phi Theta Kappa (PTK) for honors recognitions; a MALES program is designed to provide to the Latino students access to mentors and dedicated supports to achieve educational success. The college provides student peer coaches to support students in their social transitions to college. The Early College program allows high school students to complete both their associate’s degree and their high school diploma concurrently on the Aims campus.

Aims CC uses Accuplacer, the Emerging Scholars Program, the Starfish Early Alert System, and the Noel-Levitz CSI to identify the needs of its students and provides a number of academic and support programs to meet student needs. The college cites funding academic technology as a method for
providing students resources. With approximately 65% of its entering population placing into developmental education, the college commits human and fiscal resources and to its Center for the First Year Experience (FYE) programs. These programs comprise the AAA, Catalyst, iFocus!, and Peer Coaching Programs. The AAA090 course delivered approximately 30 sections to developmental education students in the fall 2017 semester, ensuring students with remediation needs would have access to goal-setting, time management, reading, note-taking, and test-taking strategies, listening techniques, concentration and memory devices, and critical thinking for student success. Through this intensive FYE program, the college has a process for directing students into courses and programs for which they are adequately prepared. CQR session feedback suggested student services staff, academic support staff, and faculty work closely together to refine processes and support student needs.

The college provides intentional academic advising to meet the needs of its students. All new degree/certificate-seeking students who place into developmental courses are required to meet with an advisor, and the advisors provide students online advising appointments through Zoom technology. During the Team’s CQR sessions, faculty identified the role advising has within their programs. As students transition from their first semester with a general advising professional, they often work with program faculty who advise students in their programs. This model appears well suited for the programs and needs of the Aims students. Multiple resources and guides are available to transfer students and to career/technical education students, both online and with the advising office and academic advisors.

Aims CC provides adequate infrastructure needed to support effective teaching and learning. The infrastructure provided includes technological resources, labs and learning spaces, the Learning Commons (which includes library resources and computer labs), and new facilities. The Applied Technology Center itself serves as a learning lab for students in those programs, with cut-away design and open-ceiling environments to allow students and instructors to walk the building and see and read about mechanical, electrical, plumbing, and other building systems. The healthcare workforce programs are also housed in a learning facility where experienced instructors integrate hands-on, simulated training with program curriculum. During a CQR session, students lauded the technical resources and the facilities to which they had access. The college also provides extensive support for faculty and students in the online environment as evidenced by required faculty training prior to online instruction, implementation of quality matters standards, and utilization of an active help desk.

Aims CC instructs students about the ethical use of information sources, research, and academic integrity by embedding research practices in some courses and by providing information literacy sessions for faculty. Through the Learning Commons, the library provides quick-start research sessions, research assistance, and library liaisons to faculty. The college provides additional guidance to students by stating resources and ethical research practices in its Student Handbook and through academic program handbooks. The Nursing Student Handbook includes a Code of Ethics that are recognized by the American Nurses’ Association. The Radiography Technician program states its professional and ethical policies in its handbook. The Student Leadership & Development Office distributes materials for organization and officer codes of ethics. The library also provides multiple LibGuides to assist students, with one dedicated to research needs.
Core Component 3.E: The institution fulfills the claims it makes for an enriched educational environment.

Subcomponent 1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

Subcomponent 2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

Aims CC has developed a number of co-curricular programs to support learning, including those that focus on academics, financial literacy, social equity, and goal setting. As noted by staff through the CQR process, the college has increasing support for co-curricular programs for its students. In addition, the college is implementing Council for Advancement of Standards in Higher Education (CAS). Twenty-plus student organizations support co-curricular needs of students, with opportunities ranging from personal enrichment to student leadership to honors to program-affiliated clubs. Structured through the college’s Student Leadership & Development office in Student Affairs, these programs offer ample opportunities for student to enrich their educational experience. Through the CQR scheduled lunch with students, many of the students praised the role many of these resources played in helping them persist continue with Aims. These leadership and co-curricular opportunities reinforce the students’ classroom learning.

The Team was provided evidence of the many ways in which the institution demonstrates its contributions to its students’ educational experience, including attention to its mission, community engagement, service-learning, and economic development. Faculty engage in service-learning courses, and community engagement is evident with the community members’ session and their statements of support of the college initiatives and programs, which span from middle-school initiatives to work with the FAA for the flight instructor program. Students in the automotive program take part in SkillsUSA competitions, and maker spaces are available to the community and the students, where interested parties can gather to create, invent, and learn, with access to 3D printers, software, electronics, supplies, and tools. As well, the college has recently updated its mission, stating that Aims CC will “Provide knowledge and skills to advance quality of life, economic vitality, and overall success of the diverse communities we serve.” The faculty evaluation also includes a section to identify scholarly and creative activities. Aims CC provides an enriched educational environment for its students and its communities.
Criterion is met with concerns

Summary Statement on Criterion:

Feedback from advisory committee members, specialized accreditation or other external licensing/certification programs, and an academic program review process ensure Aims Community College courses and programs are current and appropriate to the certificate and associate-level degree programs offered by the college. Aims CC recently updated its mission, which is to “Provide knowledge and skills to advance quality of life, economic vitality, and overall success of the diverse communities we serve.” The CQR visit confirmed its general education program is appropriate to the mission, educational offerings, and degree levels. The college ensures appropriate levels of faculty staffing through a process that monitors FTE. Faculty to student ratios are set according to established standards and vary appropriately by program. Updates to the college’s Standard Operating Procedures reflect thorough attention to the FTE needs, program needs, and life cycles of faculty programs. Aims provides typical support services for its students, such as tutoring, math and writing labs, disability services, veterans’ support services, international student supports, and substantial support for students in need of remediation and who take college-preparatory courses. Aims CC has developed a number of co-curricular programs to support learning, including those that focus on academics, financial literacy, social equity, and goal setting. As noted by staff through the CQR process, the college has increasing support for co-curricular programs for its students. Aims CC provides an enriched educational environment for its students and its communities.

The CQR team regarded Core Component 3.A as met with concerns because it is not clear that Aims’ ability to ensure consistent curriculum, assessment practices, and faculty evaluations for dual credit courses taught at high school locations are possible under the current system where concurrent enrollment courses are taught by faculty who are not employees of the college.

Criterion 4: Teaching and Learning: Evaluation and Improvement

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

Core Component 4.A: The institution demonstrates responsibility for the quality of its educational programs.

 Subcomponent 1. The institution maintains a practice of regular program reviews.

 Subcomponent 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

 Subcomponent 3. The institution has policies that assure the quality of the credit it accepts in transfer.

 Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual
credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

**Subcomponent 5.** The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

**Subcomponent 6.** The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and AmeriCorps).

**Team Determination:**

- [ ] Core Component is met
- [x] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

Aims CC has a regular practice of academic program reviews based on a five-year cycle. The programs are asked to evaluate budgets; provide an assessment plan and assessment data; evaluate data such as completion, retention, FTE, headcount, etc. The college has adopted two new program review processes, one for CTE programs and one for transfer degrees that are more data-informed. The college plans to move to a three-year cycle. The APR process includes a review of assessment results and improvements which will allow programs to improve in quality, plan for the future, and evaluate their assessment results to inform improvements to teaching and learning.

The college has a clear policy related to the evaluation and acceptance of the credit that it transcripts from other institutions. Policies also cover credit for prior learning. These policies are in line with statewide standards and they offer guidance in determining the quality of the credit that it accepts in transfer from other institutions. Clear policies and state guidelines enable the college to accept credit through transfer and prior learning that meets high standards.

The college develops and maintains control over prerequisites, course rigor, and expectations for student learning through both active advisory committees for its CTE programs and an active curriculum committee for all course and program approvals. An extensive master syllabus is developed for each course that controls and ensures consistency of course learning outcomes and course content. Faculty qualifications are managed through a collaborative process between the academic programs and human resources, and this includes qualifications for concurrent enrollment faculty who teach for the high schools. All faculty are provided training in the use and content of their course syllabi, and standardized templates are available, though not all faculty members use them. An inconsistency in one course syllabus from a concurrent enrollment faculty taught course, but a thorough review of approximately 53 course syllabi yielded no other areas of concern.
Discussions with Aims CC faculty members yielded concerns about their ability to ensure that they were able to assure that concurrent enrollment instructors matched course rigor, expectations for student learning, levels of achievement, and assessment of course learning outcomes are equivalent due to the fact that these instructors are not employees of the college.

Aims CC maintains specialized accreditation in the subject areas of nursing, nurse aid, emergency medical services (paramedic), surgical technologist, police (peace officer), fire science, aviation, air traffic control, early childhood education, and automotive.

An extensive program of advisory committees for all CTE programs enables the college to gather regular input on the success of its graduates through indicators related to the college and program missions. The college also regularly surveys its graduates. Through articulation agreements, statewide transfer agreements, and common course numbering, Aims ensures that its graduates in transfer programs have the greatest possible success in transferring their credits to four-year college and university programs.

Core Component 4.B: The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Subcomponent 1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Subcomponent 2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Subcomponent 3. The institution uses the information gained from assessment to improve student learning.

Subcomponent 4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

Aims CC has clearly stated common learning outcomes (CLOs) which are assessed in both its transfer courses and CTE courses. These CLOs include Written Communication, Problem Solving, Critical Thinking, Oral Communication, and Professionalism. Common rubrics have been developed and are used to assess a variety of projects across the curriculum. All CTE programs have established program learning outcomes (PLOs) and most of these programs are actively conducting assessment projects. All programs will complete at least one assessment project during this academic year. The CLOs are currently being mapped across the general education and transfer curriculum, and the
college plans to establish a master curriculum map to guide its assessment efforts and to initiate assessment projects across the transfer curriculum. The first phase of the curriculum mapping for the AA, AS, and General Education courses started in spring 2017. Based on this first phase of the curriculum mapping, Aims initiated program-level assessment projects for fall 2017. The second phase of the mapping process will begin in spring 2018 with a more robust assessment plan for the AA, AS, and General Education courses continuing fall of 2018. The team is confident that Aims has a clear path forward for ongoing assessment of student learning.

The establishment of processes for the assessment of student learning outcomes in its co-curricular programs has begun. TRIO/SSS students’ learning outcomes are assessed. Staff are working with the Institutional Research to develop an assessment that students must take in order to get credit for cultural immersion events. While not all areas of co-curricular student learning have begun assessment projects, the college has a plan for moving forward using the Council for the Advancement of Standards in Higher Education (CAS) standards.

A number of programs provided evidence of improvements made based on the assessment projects that they had conducted. For example, the Automotive Program improved its instruction in its electrical component instruction based on the high failure rate of students on that portion of the assessment. The college is clearly using its assessment data to improve teaching and learning.

In its assessment processes and projects across the curriculum, Aims CC is employing good practice. Faculty and instructional staff from every program participate in the assessment of both program and common learning outcomes, the evaluation of related data, and in making improvements to teaching and learning.

**Core Component 4.C:** The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

**Subcomponent 1.** The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.

**Subcomponent 2.** The institution collects and analyzes information on student retention, persistence, and completion of its programs.

**Subcomponent 3.** The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.

**Subcomponent 4.** The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

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Core Component 4.A is Met with Concerns because Aims CC faculty members expressed concerns about their ability to ensure that they were able to assure that concurrent enrollment instructors matched course rigor, expectations for student learning, levels of achievement, and assessment of course learning outcomes are equivalent due to the fact that these instructors are not employees of the college.

Team Determination on Criterion 4:

- [ ] Criterion is met
- ☒ Criterion is met with concerns
- [ ] Criterion is not met

Summary Statement on Criterion:

The college’s internal culture is clearly oriented toward providing high-quality education programs that promote student success. A full suite of support services is provided to assist students as they progress through their degrees and certificates. The college has a regular practice of academic program reviews that help it to improve both design and quality in its academic programs. The prerequisites for courses are programs are clearly established, and the college follows standardized practices in accepting credit in transfer and for prior learning.
Course rigor is maintained through a master syllabus process, and all faculty are given orientation in the design and use of course syllabi. While there is some room for improvement in its ability to evaluate dual credit instructors, these faculty members are offered similar guidance for course content and rigor. A variety of programs at Aims have specialized accreditation to benefit its students. The college evaluates the success of its graduates through graduation surveys, articulation agreements, and substantial participation of its advisory committees.

The processes for the assessment of both common learning outcomes and program learning outcomes are well established. The college must continue to make progress in this area, especially in the collection and analysis of direct measures of student learning. Faculty are actively engaged in these assessment projects and have used assessment results to drive changes. While the college is in the early stages of developing assessment in its co-curricular areas, it has a clear plan for doing so.

Aims CC has developed five Core Measures to guide its future performance, including measures of retention, persistence, and completion. Given the significant resources available to the college, improvements are made and supported through a variety of means. Programs are able to use both assessment data and retention/persistence/completion data to design improvement efforts and to acquire funding to carry out those efforts.

**Criterion 5: Resources, Planning, and Institutional Effectiveness.**
The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

**Core Component 5.A:** The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

**Subcomponent 1.** The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

**Subcomponent 2.** The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

**Subcomponent 3.** The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

**Subcomponent 4.** The institution’s staff in all areas are appropriately qualified and trained.

**Subcomponent 5.** The institution has a well-developed process in place for budgeting and for monitoring expense.

**Team Determination:**

- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met
Evidence:

As evidenced by the financial statements and independent auditor’s reports for the year ended June 30, 2016, the College’s total net position increased $23.1 million over the previous year and included $30.8 million of building and building improvement projects during fiscal year 2016. Unduplicated headcount increased 6% over fiscal year 2015, and the number of fulltime equivalent students increased 3.9%. State appropriations increased in fiscal year 2016 by 12.4%, and the College reports that improving economic conditions in the state are expected to offset the need to increase tuition rates. As evidenced by the college’s website, the Information Technology department provides student computer labs, internal software support, email, and a secure wireless network. Additionally, the Learning Environments Advisory and Resource Network committee is charged with advising the college regarding the adoption and management of academic technologies and learning space arrangements and how these technologies impact student learning.

As evidenced by the 2017-2018 Operating Budget, the college’s resource allocation process is aligned to its institutional goals and appropriately involves internal stakeholders from across the College. Aims CC has devoted 48% of the General Fund to the learning needs of its current and future students. Additionally, the budget includes a $2.4 million addition to its reserve fund.

As evidenced by the 2017-2018 Operating Budget, Aims CC has mature and inclusive activities related to budgeting that incorporate revenue projections, operational needs, and strategic initiatives. Additionally, the budget is aligned with its mission and institutional goals.

A review of several job summaries indicates that Aims CC has well-developed human resources practices to define positions and stated qualifications. The human resources website provides easily accessible information for new fulltime and part-time faculty and staff. As stated in the May 4, 2016 meeting minutes of the Board of Trustees, the Faculty Teaching and Learning Center has established an onboarding program for all new faculty members, ongoing professional development workshops, and two internal conferences each year.

The college’s operating budgets for the three most recent fiscal years describe a consistent process of strategic budget formulation that considers conservative enrollment estimates and the most accurate available projections for state appropriations and property taxes. Open sessions are held with faculty and staff to share budget information, present assumptions and rationale used to develop annual budgets, and solicit feedback. The college’s leadership Cabinet formulates final strategic recommendation to the Board of Trustees, which formally adopts the college’s operating budget and receives regular financial updates, as evidenced by Board meeting agendas and minutes.

Core Component 5.B: The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Subcomponent 1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
**Subcomponent 3.** The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

**Team Determination:**

- [x] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

As evidenced by the Aims Policy and Procedure Manual, the college is governed by a five-member publicly elected Board of Trustees, with staggered four-year terms. The Board possesses the authority delegated and required by the Constitution of the State of Colorado and the Colorado Revised Statues. Agendas and minutes of the meetings of the Board indicate regular updates from the functional areas of the college. The Board vests in the President the authority to hire, sever, and administer the employment relationship of all college employees, administer all instructional program and business affairs of the college, and provide continuing leadership and direction to the deans, directors, and other persons in leadership positions in the performance of their administrative duties and responsibilities.

Aims CC maintains a Policy and Procedure Manual, in which Policy 0-1000 defines six non-voting representatives to the Board of Trustees: two faculty, two students, and two staff who are chosen by their peers, invited to work sessions with the Board and the administration, and attend Board meetings. The session conducted during the site visit with the Board of Trustees indicated that board training is provided and has been facilitated by an external consultant. Policy 3-1000 broadly defines the college’s institutional planning process to be strategic, comprehensive, and responsive to internal and external stakeholders.

The college’s shared governance model incorporates separate faculty, staff, and student government associations, curriculum committee, and inclusiveness council, among others. Additionally, the All College Action Committee (formerly known as the Strategic Planning Committee) represents the college community in the development of action projects and other improvement initiatives using alignment with college strategic goals as the primary criterion for recommending and financially supporting projects.

**Core Component 5.C:** The institution engages in systematic and integrated planning.

- **Subcomponent 1.** The institution allocates its resources in alignment with its mission and priorities.
- **Subcomponent 2.** The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
- **Subcomponent 3.** The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

Subcomponent 5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Team Determination:

☑ Core Component is met
☐ Core Component is met with concerns
☐ Core Component is not met

Evidence:

As evidenced by the college’s budget request document, operating budget, and strategic plan, budget activities are linked to long-term goals and the College’s mission and vision.

As described by the August 2017 AQIP Quality Highlights Report and confirmed during Category 5 open forum sessions conducted during the site visit, the college has implemented an academic program review process to improve the linking of student learning assessment to its budget development and strategic planning processes.

As evidenced by the college’s operating budget, strategic plan, and August 2017 AQIP Quality Highlights Report, its planning processes broadly involve faculty, staff, administration, and the Board of Trustees in the evaluation of institutional priorities and fiscal needs. Open Forums are held throughout these processes through which external constituencies are able to participate. The college’s Institutional Research website includes a summary report of a community needs survey designed to assess public perception of Aims CC, provide feedback on satisfaction with college programs and services, and suggest opportunities for the continuous improvement of programs and services.

The college’s operating budgets for the three most recent fiscal years describe a consistent process of strategic budget formulation that considers conservative enrollment estimates and the most accurate available projections for state appropriations and property taxes. State appropriations increased in fiscal year 2016 by 12.4%, and the college reports that improving economic conditions in the state are expected to offset the need to increase tuition rates. The college’s enrollment is stable to increasing, with a 3-year average unduplicated headcount of 7,337 students and 7,966 students in 2016-2017.

Institutional planning and budgeting processes incorporate projections for enrollment, state appropriations, and property tax receipts. The college’s AQIP Systems Portfolio and IPEDS enrollment reports indicate an increasing number of minority students, particularly Hispanic. Recent AQIP action projects about developing common learning outcomes and the use of early alerts to enhance student success provide evidence of strategies to support the college’s diverse student population. The college’s Learning Environments Advisory and Resource Network committee provides advice
regarding the adoption and management of academic technologies and learning space arrangements and how these technologies impact student learning.

**Core Component 5.D:** The institution works systematically to improve its performance.

**Subcomponent 1.** The institution develops and documents evidence of performance in its operations.

**Subcomponent 2.** The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

**Team Determination:**

- [ ] Core Component is met
- [ ] Core Component is met with concerns
- [ ] Core Component is not met

**Evidence:**

The college’s Institutional Research & Assessment unit documents evidence of performance on core measures linked to the Strategic Plan. The unit also maintains the college’s Academic Assessment Plan. The results are used to inform decision-making and continuous improvement within the college’s strategic planning and budgeting processes.

Through integrated and inclusive strategic planning, budgeting, and assessment processes and effective use of AQIP action projects, the college demonstrates a commitment to continuous improvement by learning from its experiences and expanding its institutional efficiency, effectiveness, capability, and reach.

**Team Determination on Criterion 5:**

- [ ] Criterion is met
- [ ] Criterion is met with concerns
- [ ] Criterion is not met

**Summary Statement on Criterion:**

Aims CC recently initiated the development of a new Strategic Plan, with corresponding mission, vision, and values statements. Assessment of student learning outcomes is linked to the strategic planning and resource allocation processes. The college is working to update policies and codify its standard operating procedures in an effort to become more systematic in its processes. Aims CC benefits from solid finances, no debt, and increasing enrollment. The college has demonstrated an active portfolio of AQIP action projects and corresponding commitment to continuous quality improvement.
IV. Commitment to Continuous Quality Improvement (CQI)

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories.

Please provide a brief paragraph or two that captures the team’s perception of the institution’s overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its quality agenda.

Aims CC has enhanced its efforts to define and document processes, established more direct measures with embedded internal targets and external benchmarks, and demonstrated more robust assessment of student learning through course, program, and institutional learning outcomes. These activities, confirmed during multiple open forums during the site visit, indicate that Aims CC listened to the consultative feedback provided during the Systems Appraisal and advanced the college in its continuous quality improvement agenda. Additionally, Aims CC demonstrates a greater understanding of the difference between activities and processes as demonstrated by the extensive project to develop Standard Operating Procedures (SOPs) for all departments. While the systems appraisal reflected a reacting level of maturity, the college’s recent efforts have moved it to more systematic maturity and in some cases, an aligned level. In order to advance its quality agenda, the college may wish to consider additional efforts to develop and document assessment strategies that carefully link student learning outcomes to institutional processes such as strategic planning and resource allocation.

Evidence of Principles of High Performance Organizations

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through the aspirational values found in the Principles of High Performance Organizations.

Aims CC demonstrates focus, involvement, and collaboration through systematic strategic planning and budget development processes that incorporate feedback from campus stakeholders. A commitment to learning and foresight is demonstrated by student-centered goals that inspire the college to meet the learning needs of current and future students. The college is committed to its people through a committee structure that reflects shared governance, formalized onboarding and mentoring programs for new faculty, and extensive professional development opportunities for faculty and staff. Through both policy and action, the college and its administrative leadership operate with integrity to fulfill its institutional purpose to build a stronger community by providing the knowledge and skills necessary to advance quality of life, economic vitality, and overall success of the diverse communities in which the college operates.

V. Commitment to the AQIP Pathway

Provide brief bullet points for each section that demonstrate success or progress in each area.
Actions That Capitalize on Systems Appraisal Feedback

- Created a Director of Academic Assessment to assist in institution-wide effort to determine common learning outcomes
- Developed program mission statements, goals, program learning outcomes, and curriculum maps for all academic programs
- The college is beginning to implement more robust strategies for co-curricular assessment.
- Demonstrated commitment to developing direct measures of institutional effectiveness through the use of five institutional core measures for which benchmarks, targets, and baseline definitions are being developed
- The college is beginning to document processes using a formal Process-Results-Improvement documentation method to help make data-informed decisions.

Actions That Capitalize on Strategy Forum Participation

- Implemented Common Learning Outcomes – Where are we Headed AQIP Action Project as a result of Strategy Forum participation

Actions That Capitalize on Action Projects

- Development of common learning outcomes for assessment of student learning
- Implementation and deployment of institutional-level student learning outcomes
- Development of a business process review approach using cross-functional teams to improve productivity, efficiency, quality, and cost savings in administrative processes
- Implemented a mentoring program to pair new full-time faculty with a trained faculty mentor who teaches in a different academic area
- Implemented an early alert system to improve student completion rates through enhanced intervention strategies
- Institutionalized a successful intervention program for at-risk first-year students to all students enrolled in developmental courses

Commitment to Active Engagement in the AQIP Pathway

Aims CC is actively engaged in the AQIP Pathway through development, completion, and implementation of a robust set of Action Projects over the past five years. The college seems committed to ongoing assessment and continuous improvement activities required by AQIP and necessitated by a Plan-Do-Check-Act cycle.
## VI. Team Recommendation

### A. Affiliation Status

<table>
<thead>
<tr>
<th>1. Recommendation for Reaffirmation of Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Team recommends Reaffirmation of Accreditation.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Recommendation for Eligibility to Select Next Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate whether the institution is eligible to select its next pathway, or if, in the judgment of the team, the institution should be limited to the Standard Pathway.</td>
</tr>
</tbody>
</table>

The CQR Team recommends that Aims Community College is able to select its next pathway. While there are documented weaknesses in the area of dual credit faculty and instruction, the college has well-established processes related to the AQIP Pathway and continuous quality improvement. We have no hesitation in recommending that they are eligible to select their next Pathway.

<table>
<thead>
<tr>
<th>3. Criterion-Related Monitoring Required (report, focused visit):</th>
</tr>
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<tbody>
<tr>
<td><strong>Monitoring:</strong></td>
</tr>
<tr>
<td>The CQR Team recommends that Aims Community College submit a monitoring report to the HLC no later than June 1, 2019 related to Core Components 3.A, 3.C, and 4.A. The team has concerns about the college’s ability to ensure program quality and program learning goal consistency in concurrent enrollment courses taught at high school locations by faculty who are employees of the schools, rather than of the college. The rigor of courses, expectations for student learning, and access to learning resources are also of concern for the same reason. It does not appear that Aims has the ability currently to evaluate its concurrent enrollment faculty to ensure the above. The report must contain:</td>
</tr>
<tr>
<td>1. Documentation of how Aims will ensure program and course quality, rigor, consistency of learning goals (outcomes), expectations for student learning, and access to learning resources that are college-level, for each of its partner school districts and/or high school locations. This may be in the form of MOUs or other types of written agreements with the said schools.</td>
</tr>
<tr>
<td>2. Copies of all course syllabi from dual credit courses that are taught at high school locations, and the master course syllabus from which they are derived.</td>
</tr>
<tr>
<td>3. Documentation of how Aims will evaluate concurrent enrollment faculty related to the college-level courses that they teach, a schedule of evaluations for these faculty members, and at least 5 examples of actual evaluations (these may have the names redacted).</td>
</tr>
</tbody>
</table>

**Rationale:** (Provide a holistic rationale for this recommendation.)

While there are apparent weaknesses in these areas, they are all specifically related to dual credit instruction. Because the instructors are not college employees, the ability of Aims CC to manage...
quality and evaluate faculty is limited under the current system. The team recommends that Aims work with its school districts to ensure that these Core Components can be met for all courses, types of instruction, and for all students.

4. **Federal Compliance Monitoring Required (report, focused visit):**

    **Monitoring:**

    The team is recommending Aims review all compressed format courses to ensure the Carnegie unit of one hour of class to two hours of homework can be achieved in the compressed format. Upon review, a formal monitoring report must be submitted to the Commission no later than December 31, 2018. This report must contain:

    - Syllabi from all compressed format courses;
    - A detailed report showing how each of the courses meet the Carnegie unit;
    - A detailed report on the number of learning outcomes in compressed courses and how they may be achieved in the amount of time that the course is offered;
    - Board approved updates to Aims 2-1000 Credit Hours Policy and/or Aims 2-1000A Credit Hours Procedure which address the following concern, “Aims CC does include in their policy a very loose statement regarding the attainment of learning outcomes by a successful student and the number of credits awarded.”

**Rationale:** (Provide a holistic rationale for this recommendation.)

The findings were principally concerning the compressed courses. The number of learning outcomes varied and for some courses were as high as 21 for a week long course. We also found challenges with the hours of homework – correlated to contact time. The policy included homework at a 1:2 ratio, yet in guides developed to help faculty determine the number of credits per contact time – homework or out of class time was not addressed. Credits were solely awarded based upon contact time. Aims policy statement regarding the attainment of learning outcomes by a successful student and the number of credits awarded is not clear.

**B. HLC Sanction or Adverse Action**

None

**VII. Embedded Changes in Affiliation Status**

If the team reviewed a substantive change request in the course of its evaluation, indicate the type of change below. Complete the Embedded Change Report, available at [hlcommission.org/team-resources](http://hlcommission.org/team-resources).

**Type of Change:**

n/a
### Appendix A

**Interactions with Constituencies**

<table>
<thead>
<tr>
<th>Session 1. Intro Meeting with the President</th>
<th>8:30-8:55 Monday</th>
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<tbody>
<tr>
<td>President</td>
<td></td>
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</tbody>
</table>

**Session 2. Welcome, Introductions**

**Overview of Mission, Vision, Values: Criterion One**

- Executive Director Institutional Research & Assessment
- Executive Director/Dean Community Partnerships and Workforce
- Interim Assistant Vice President, Student Affairs
- Dean, Arts & Sciences
- Chief Technology Officer
- President
- Executive Director, Facilities
- Executive Assistant to President
- Vice President of Academic Affairs
- Interim Vice President of Student Affairs
- Executive Director, Human Resources
- President Elect Aims Staff Association (ASA), Director of Center for Professional Development
- Dean of Students
- Dean, Division of Public Service & Transportation
- Assistant Director, Human Resources
- Dean, Business & Technology
- President Elect Aims Faculty Association (AFA), English Faculty
- Budget Director
- Vice President, College and Community Relations
- Executive Director of Communications and Public Information
- Institutional Data, Planning & Accreditation Liaison Officer
- President of Student Government
- Peer Educator of Student Government

**Session 3. Open Forum with Administrators:**

**One and Two**

- Executive Director Institutional Research & Assessment
- Budget Director
- Vice President Administrative Services
- Executive Director, Student Leadership and Development
- Dean of Students
- Executive Director of Financial Aid
- Vice President of Academic Affairs
- Associate Dean, Allied Health Programs
- Executive Campus Director, Windsor Campus
<table>
<thead>
<tr>
<th>Session 4. Open Forum: Leadership for CQI Efforts</th>
<th>11:00-11:55 Monday</th>
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<tbody>
<tr>
<td><strong>Criterion Five</strong></td>
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<tr>
<td>Tutor</td>
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<td>Interim Assistant Vice President, Student Affairs</td>
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<tr>
<td>Executive Director Institutional Research &amp; Assessment</td>
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<tr>
<td>Executive Director/Dean Community Partnerships &amp; Workforce Development</td>
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<td>Grants Manager</td>
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<td>Assistant Director Human Resources</td>
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<tr>
<td>Dean Arts &amp; Sciences</td>
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<tr>
<td>Director of Curriculum, Program Development, and Scheduling</td>
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<tr>
<td>Advancing Academic Achievement (AAA) Faculty</td>
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<tr>
<td>Executive Director of Communications and Public Information</td>
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<tr>
<td>Vice President Administrative Services</td>
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<tr>
<td>Accreditation Liaison Officer</td>
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<tr>
<td>TRIO SSS Classic and STEM</td>
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<td>TRIO Student Support Services STEM</td>
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<tr>
<td>Chair of Communication Media, Professor</td>
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<tr>
<td>Vice President College and Communication Relations</td>
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<tr>
<td>Dean Business and Technology</td>
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<tr>
<td>Dean of Students</td>
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<tr>
<td>Staff, Admissions, Registration, and Records</td>
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<tr>
<td>Executive Assistant to President</td>
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<tr>
<td>Chief Technology Officer</td>
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<tr>
<td>Dean, Division of Public Services &amp; Transportation</td>
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<tr>
<td>Interim Vice President Student Affairs</td>
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<tr>
<td>President Elect ASA, Director of Center for Professional Development</td>
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<tr>
<td>Executive Director, Facilities</td>
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<tr>
<td>Budget Director</td>
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<tr>
<td>President Elect AFA, English Faculty</td>
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</tbody>
</table>

| Session 5. Federal Compliance Review |  |
| **October 17, 2017** |  |
| Accreditation Liaison Officer |  |
| Program Coordinator II – Curriculum, Program Development, and Scheduling |  |
| Executive Director/Dean, Community Partnerships and Workforce Development |  |
Session 6. Lunch with Students  
**Student Engagement, Survey Results**  
12:00-12:55 Monday

- Student – Liberal Arts
- Student – Anthropology
- Student – Psychology
- Student – AA
- Student, Peer Coach
- Student, Peer Coach
- Student FYE Work Study - AA
- Student, Club Member – AS
- Student, Work Study – AA
- Student, SGA – Journalism
- Student, Student Government

Session 7. Focus Meeting: Assessment of Student Learning  
**Criteria Three and Four**  
1:00-1:55 Monday

Director of Curriculum, Program Development, and Scheduling
Math Faculty
Dean Arts & Sciences
Chair, Radiology Tech.
Chair, Business
Chair, Math
Fire Science Faculty
Vice President of Academic Affairs
Interim Vice President of Student Affairs
Faculty, Literature
Faculty, History
Faculty, Graphic Design
Faculty, Criminal Justice
Faculty, Speech
Part-time faculty, Biology
Dean of Students
Program Coordinator II – FYE
Faculty, Math

Session 8. Planning and Budgeting: Strategic, Operational, Facilities
Criterion Five
Monday 2:00-2:55
Vice President, College and Community Relations
Vice President Academic Affairs
Executive Director Human Resources
Executive Assistant to President
Dean Business and Technology
Dean Arts & Sciences
Executive Director Institutional Research & Assessment
Executive Director, Facilities
Executive Director Communication and Public Information
Dean Public Services and Transportation
Chief Technology Officer
Director of Curriculum, Program Development, and Scheduling
President Elect AFA, English Faculty
Executive Director/Dean Community Partnerships and Workforce Development
President Elect ASA, Director Center for Professional Development
Safety and Environmental Coordinator
Director of Campus Safety, Security, and Title IX
Interim Assistant Vice President Student Affairs
Assistant Director Human Resources

Session 9. Focus Meeting: Student Engagement
Criterion Three
Monday 2:00-2:55
Faculty Club Advisor
Faculty, Tax Help Colorado
Faculty and Chair, Graphic Design
Faculty, Communication Media
Dean of Students
Director Learning Commons
Director of Student Leadership and Development
Faculty, Writing Club
Librarian
Program Coordinator II, FYE

Session 10. Open Forum with Faculty
Criteria Three and Four
3:30-4:25 Monday
Full-time Faculty, Chair of Humanities and Languages
Full-time Faculty, Chair of Social Sciences
Chair of the Faculty Teaching and Learning Center, Full-time Faculty Anthropology
English and Humanities Faculty
President Elect AFA, English Faculty
Accounting faculty
Faculty Coach/FTLC Assessment
Full-time Faculty Art and Design
Full-time Faculty AAA
Full-time Faculty English
Full-time Faculty Nursing
Full-time Faculty Business
Part-time Faculty Criminal Justice
Full-time Faculty EMS
Part-time Faculty Political Science
Full-time Faculty CIS
Full-time Faculty Math/Education
Full-time Faculty Economics
Full-time Faculty Welding
Full-time Faculty Accounting
Full-time Faculty Communication Media
Part-time Faculty Communication Media
Full-time Faculty Construction and Engineering Technology
Full-time Faculty Communication Media

Reception with Community Members Monday 4:30-5:30
23 Community Members

Session 12. Focus Meeting: Open Forum with Support Staff 8:30-9:25 Tuesday
Criterion Three
Human Resource Specialist
Program Coordinator II FYE
Program Coordinator II FYE
Academic Advisor
Chief Flight Instructor
Staff Assistant
Assistant Human Resources Director
Disability Access Services Director
Assistant Director SLD
Counselor
Human Resources
Human Resources Specialist Recruiter
Assistant Director Admissions, Registration, and Records
Assistant Director Student Services
CORE Advisor
Administrative Assistant PS&T
Accounting Tech Financial Services
Staff Executive CPWD
Enrollment Advisor Windsor
Advisor
Staff Associate
Academic Advisor Impact Programs
Human Resources
Human Resources Administrative Assistant
Staff Executive Human Resources
Enrollment Advisor
Human Resource Specialist
Director of Automotive Programs
President Elect ASA, Director Center for Professional Development
Director Fire Sciences and EMS
Staff Assistant
Institutional Assessment Coordinator
Human Resources Administrative Assistant
Academic Advisor
Career Advisor
Staff Executive Administrative Services
Academic Affairs Assistant
Grants Manager
Staff Executive
Emerging Scholars Advisor
PS&T Dean’s Office
Financial Services
Financial Services
Financial Services
Testing Center Program Coordinator
Executive Assistant to President
Board Liaison
Staff Executive Business and Technology
Faculty Coach
Assistant Director of Financial Aid
Director PE
Program Coordinator PE
Impact Programs
Director of Security and Title IX
Degree Analyst

Session 13. Focus Meeting: Review of Action Projects 9:30-10:25 Tuesday
Criterion Five
Institutional Data, Planning & Accreditation Liaison Officer
Financial Aid Assistant Director – Servicing
Associate Dean of Allied Health
Faculty and Teaching Center
Faculty Member (Career)
Dean of Community Partnerships and Workforce Development (Early College)
Director of Curriculum, Program Development, and Scheduling
AAA Faculty
Chair of All College Action Committee
Academic Advisor
HR/Office of the President
Institutional Research

Session 14. Focus Meeting Academic Program Review
Criteria Three and Four
Tuesday 9:30-10:25
Director of Curriculum, Program Development, and Scheduling
Vice President of Academic Affairs
Director EMS, Fire Science, Phlebotomy
Director Automotive
Chief Flight Instructor
Director, Aviation
Chair and Faculty
Full-time Faculty Philosophy
Full-time Faculty Nurse Aide
Dean Arts & Sciences
IRA
Dean of Business and Technology
Full-time Faculty Math
Chair and Faculty
Dean Public Services and Transportation

Session 15. Focus Meeting: Retention, Persistence, Completion
Criterion Four
11:00-11:55 Tuesday
Interim Vice President of Student Affairs
Vice President of Academic Affairs
Director Automotive
Executive Director of Institutional Research and Assessment
Aviation Faculty
Aviation Faculty
Faculty, Math
Welding Chair
Director of Institutional Research
Faculty, Nurse Aide
TRIO Classic
TRIO STEM
CORE
FYE and Catalyst

Session 16. Lunch with Governing Board
Criteria One and Two
12:00-12:55 Tuesday
Session 17. Focus Meeting: Scheduling and Non-traditional Learners  
**Criteria Three and Four**  
**Tuesday 1:00-1:55**

Director of Curriculum, Program Development, and Scheduling  
Registrar  
Dean of Community Partnerships & Workforce Development  
Interim Vice President of Student Affairs  
Dean Arts & Sciences  
Paramedic Instructor  
Staff Executive  
Faculty and Chair, Agriculture  
Faculty, Fire Science  
Chair and Faculty, Welding

Session 18. Focus Meeting: Use of Data for Planning  
**Criterion Five**  
**Tuesday 1:00-1:55**

Vice President of Academic Affairs  
CIO  
Budget Director  
Executive Director of Facilities & Operations  
CTE Programs  
Executive Director of Institutional Research and Assessment  
Director of Institutional Research  
Operational Assessment and PRIs

Session 19. Focus Meeting: Online Education and Dual Credit  
**Criteria Three and Four**  
**2:00-2:55 Tuesday**

Instructional Designer  
Instructional Designer  
FYE Coordinator  
Accounting Faculty  
Dean of Community Partnerships  
Assistant Director of High School Programs  
Associate Dean of Allied Health  
Humanities Chair  
Dean of Public Services and Transportation  
Director of Learning Environments
Session 20. Focus Meeting: Strategic Challenges/Levels of Maturity  
3:30-4:25 Tuesday AQIP

Category 6

Vice President of Academic Affairs
Executive Director of Institutional Research and Assessment
Program Coordinator II CPDS
Accreditation Liaison Officer
Executive Director/Dean Community Partnerships and Workforce Development
President Elect AFA, English Faculty
Budget Director
Vice President of Administrative Services
Interim Assistant Vice President of Student Affairs
President Elect ASA, Director of Center for Professional Development
Dean of Students
Vice President of College and Community Relations
Executive Director of Facilities
Chief Technology Officer
Interim Vice President Student Affairs
Executive Director of Human Resources
Executive Director to President
Executive Director of Communication and Public Information
Dean Arts & Sciences
Dean of Public Services and Transportation
Director of Curriculum, Program Development, and Scheduling
Assistant Director of Human Resources
Dean of Business and Technology

Session 21. Exit Interview with the President  
4:30-5:00 Tuesday

President
## Appendix B

### Principal Documents, Materials and Web Pages Reviewed

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Date</th>
<th>Format</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1737 20110320 Reaffirmation - Team Re...</td>
<td>8/16/2017 4:04 PM</td>
<td>Adobe Acrobat D..</td>
<td>Adobe Acrobat D..</td>
</tr>
<tr>
<td>Aims Community College Student Opinion Survey</td>
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</tbody>
</table>

### List of Evidence that Aims provided upon arrival of the CQR Team

- Mission.pdf
- 1.A.01.1 Strategic Planning Press Release.pdf
- 1.A.02.1 Areas of Study - Aims Community College.pdf
- 1.A.03.1 FYE First-Year Student Resource Guide - Aims Community College.pdf
- 1.A.05.1 Planning and budget priorities 2016-17.pdf
- 1.A.07.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf
- 1.A.5.2 Planning and budget priorities 2017-18.pdf
- 1.B Strategic Plan and process for usage and review PO.002.SOP.Strategic Planning.0.docx
- 1.B.01.1 Mission.pdf
- 1.B.01.2 About Aims Values - Aims Community College.pdf
- 1.B.02.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf
- 1.B.03.1 Institutional Research Assessment - Aims Community College.pdf
- 1.B.05.1 Job Announcement Assistant Vice President Academic Affairs.pdf
- 1.C.01.1 2018-2023 Strategic Plan Framework w Strategies.pdf
- 1.C.01.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf
- 1.C.01.2 2018-23-Strat-Plan-Gantt-Chart-Timeline.pdf
- 1.C.01.3 2017-2018 Strategic Initiatives.pdf
- 1.C.01.4 2018-2023 Strategic Plan Framework TEMPLATE.pdf
- 1.C.01.5 2018-21_Tactical-Plan-Template.pdf
- 1.C.02.1 Commitment to Diversity through Curriculum.docx
- 1.C.02.1 Degrees and Certificates Aims Community College - Acalog ACMS™.pdf
- 1.C.02.1.Courses Aims Community College - Acalog ACMS™.pdf
- 1.C.04.1 Prospective Students Common Learning Outcomes Aims Community College.pdf
<table>
<thead>
<tr>
<th>1.C.04.2 Institutional Research _ Assessment - Aims Community College.pdf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.C.05.1 Experience - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.C.06.1 Aims Student Clubs and Organizations - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.C.07.1 Diversity _ Council - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.C.07.2 Dr-Ortiz-poster.pdf</td>
</tr>
<tr>
<td>1.C.07.4 Statement on the Elimination of DACA Program - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.C.08.1 Veteran Services - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.C.08.2 Adult Basic Education Resource Center (ABERC) - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.C.08.3 Adult Basic Education _ ESL - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.C.09.1 About Aims _ Aims Values - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.C.10.1 Institutional Research _ Assessment - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.C.11.1 Diversity - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.D Core Component Narrative.pdf</td>
</tr>
<tr>
<td>1.D.01.1 Vision - Aims Community College.pdf</td>
</tr>
<tr>
<td>1.D.02.1 6-26-17 College Council Retreat Minutes--for posting.pdf</td>
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<tr>
<td>1.D.02.2 6-29-17 and 7-10-17 Cabinet Retreat Minutes-for posting(1).pdf</td>
</tr>
<tr>
<td>1.D.03.1 Planning and Resource Allocation Processes.pdf</td>
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<td>1.D.04.1 Institution to Community Connections.pdf</td>
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<tr>
<td>1.D.05.1 Aims at a Glance - Aims Community College.pdf</td>
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IE.202.SOP.Co-Curricular Assessment.0.docx
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IE.202.SOP.Co-Curricular Assessment.2.Form.DRAFT--Student Support Services.docx
IE.206.IPEDS.Evidence. 2016-17 IPEDS_Human_Resources_Data.pdf
IE.200.SOP.Institutional Research.3.PRI.2016.Evidence.Aims IR Assessment Proposal.docx
IE.203.SOP.CCSSE.Evidence.Aims_CohortDataReview_2015 updated.pdf
IE.203.SOP.CCSSE.Evidence.CCSSE 2016_Benchmarks_all_students_Aims.pdf
IE.203.SOP.CCSSE.Evidence.CCSSE_BenchmarkReport_2010_ForWeb.pdf
IE.203.SOP.CCSSE.Evidence.CCSSE_BenchmarkReport_2013_ForWeb.pdf
IE.300.SOP.Accreditation.0.docx
IE.300.SOP.Accreditation.2.Form.Protocol for Assumed Practices.docx
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IE.300.SOP.Accreditation.Evidence.Assumed Practices Academics Only.2013.01.23.docx
IE.300.SOP.Accreditation.Evidence.Assumed Practices Academics Only.2014.05.12.docx
IE.300.SOP.Accreditation.Evidence.Assumed Practices Academics Only.2015.04.01.docx
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List of Syllabi provided upon arrival
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ENG 121 C19 Graeff_Courtney
ENG 121 C16 Cronkhite_Todd
ENG 121 C20 Morrison_Leslie
ENG 121 C21 Griffin_Kendra
ENG 121 C22 Walter_Jenia
ENG 121 C24 Merk_Jared
ENG 121 C25 Boyd_Justin
ENG 121 C26 Rivera_Troy
ENG 121 C85 Easley_Allison
ENG 121 C86 Easley_Allison
ENG 121 F1 Seemann_Brian
ENG 121 F11 Seemann_Brian
ENG 121 F2 Seemann_Brian
ENG 121 F22 Seemann_Brian
ENG 121 F3 Drake_Scott
ENG 121 F33 Drake_Scott
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ENG 121 G12 Walter_Jenia
ENG 121 G13 Bohn_Jerrod
ENG 121 G14 Cronkhite_Todd
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RTE 122 G12 McDonough_Jeanette

List of Additional Evidence provided upon arrival
WPSettings.dat
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DesktopMonitoringChecklist-PostSecondary Updated 9-26-16.docx
ACC 121 longitudinal data.docx
Additional Program Requirements.docx
Assessment Reporting form_programs ACC.docx
Curriculum_Mapping_Accounting.xlsx
Longitudinal Data Accounting 2013_2015.docx
ACC 132 G91 Syllabus-fall 2016.docx
ACC 133 G91 SYLLABUS SPRING 2017.docx
Assurance #8.pdf
Assurance #9.pdf
Additional Checklist of Special Program Requirements and Quality IndicatorsHeathScience.docx
AIMS_FY14.docx
Appendix 1 NUR 109 Fundamentals of Nursing.docx
Appendix 11 Faculty assignments for each clinical course for 2013-2014(1).pdf
Appendix 11 Faculty assignments for each clinical course for 2013-2014.docx
Appendix 12. Program Approval(1).pdf
Appendix 12. Program Approval.pdf
Appendix 13. Program Worksheet and Graduation Requirements (ICAP) for Associate Degree Nursing at Aims Community College.pdf
Appendix 14. List of Advisory Committee Members including title capacity of service and time served on the Committee.pdf
Appendix 15. CCCS Advisory Committee Policies.docx
Appendix 16. Architectural drawings.docx
Appendix 17. Digital photos of lab space__equipment and storage rooms.docx
Appendix 18. Emergency exit evacuation procedures.pdf
Appendix 19. Digital photos of classroom.docx
Appendix 2 NUR 106 Medical Surgical Concepts.docx
Appendix 20 Nurisng Program Reasonable Accommodations_ Supplemental Services Disability Access.docx
Appendix 21. College safety policies.pdf
Appendix 22. Digital photos showing posted safety procedure.docx
Appendix 23. Digital photos of fire extinguishers with expiration date visible.docx
Appendix 24. Latest inspection certificate from local fire department.pdf
Appendix 25. Aims Community College Procedure 5-601C Student Grievance Process.docx
Appendix 26 Aims Community College Student Nurse Handbook.docx
Appendix 27. Aims Community College Annual Public Notification of Non-Discrimination.pdf
Appendix 28. Bilingual Statement of Non-Discrimination.pdf
Appendix 29. Affiliation Agreement Between The Evangelical Lutheran Good Samaritan Society and Aims Community College for Provision of Learning Experiences for Students in Allied Health Occupations. See 4.3.pdf
Appendix 3 NUR 105 Maternal Child Nursing.docx
Appendix 30. Example of Letter of Accommodation.docx
Appendix 31. Aims Community College CTE recruitment and retention activities related to increasing non traditional students.ppt
Appendix 32. Aims Community College Non-Traditional Training attended by CTE Nursing Faculty.pdf
Appendix 33 Title IX Training Powerpoint.pdf
Appendix 34. Email from College Bookstore Manager regarding available uniform sizes.pdf
Appendix 35. Nursing Program promotional flyer.pdf
Appendix 36. Workplace Gender Balance Project Activities.docx
Appendix 37. Nursing Program 5 year plan.docx
Appendix 38. Documentation of review of 5 Year Plan by Advisory Committee members.pdf
Appendix 39 Nursing Student Success Program flyer.pdf
Appendix 4 NUR 206 Advanced Concepts of Medical Surgical Nursing I.doc
Appendix 41. Memorandum of Understanding between the University of Northern Colorado School of Nursing and Aims Community College Associate Degree Program.pdf
Appendix 42 SNA1 Student Organization Packet 2013-2014.pdf
Appendix 43 SNA2 Student Organization Recognition Packet 2013-2014.pdf
Appendix 44 SNA1 and SNA2 Bylaws.pdf
Appendix 45 SNA1 and SNA2 Websites.docx
Appendix 46 Off campus community service projects.pdf
Appendix 47 Cosponsored service projects.pdf
Appendix 49. Letter awarding Full Approval status from the Colorado State Board of Nursing.pdf
Appendix 50. Letter awarding Initial Accreditation status from the NLNAC.pdf
Appendix 51 Educational Degree Plan for student entering Program fall 2013.pdf
Appendix 52 Clinical Evaluation Tool for a student participating in work based learning opportunity.pdf
Appendix 53 Reflection on Occupational Code of Ethics.pdf
Appendix 54 Student Exam Results.pdf
Appendix 55 Student Written Assignment.pdf
Appendix 56 Clinical Evaluation Tools for all Clinical Courses.docx
Appendix 57 Samples of completed Clinical Evaluation Tools.pdf
Appendix 58. Full time faculty Annual Plans.pdf
Appendix 59 Class Rosters.docx
Appendix 60 NUR 216 Advanced Concepts of Medical Surgical Nursing II.docx
Appendix 61. Digital photos of Nursing Program offices.docx
Appendix 62. Simulation Laboratory Inventory List.pdf
Appendix 63. Warranties for Simulators.pdf
Appendix 64 Samples of Program Worksheet and Graduation Requirements (ICAPs).pdf
Appendix 65. Associate Degree Nursing Program Budget 2013.2014.pdf
Appendix 66 Transition to Professional Nursing Practice.docx
Appendix 68. Associate Degree Affiliation Agreement.doc
Appendix 69 Student Rotation Assignments for each clinical course for 2013-2014.docx
Desktop Monitoring Checklist for Postsecondary CTE Programs spring 2014.docx
DesktopMonitoringChecklist-PostSecondary Updated 4-2-13.docx

Items Emailed:
CQR Report info
Catalyst Retention Completion Data
Business Department Statement
Desktop Monitoring
Front Range Helicopter contract
Appendix C

Federal Compliance Review

Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Filing by Institutions (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the Federal Compliance Overview for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: Aims Community College

Please indicate who completed this worksheet:

☒ Evaluation team
☒ Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Jill Carlson
I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours. Submit the completed worksheet with this form.
   - Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     - Associate’s degrees = 60 hours
     - Bachelor’s degrees = 120 hours
     - Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree
   - Note that 1 quarter hour = 0.67 semester hour.
   - Any exceptions to this requirement must be explained and justified.
   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer’s conclusions after reviewing this component of Federal Compliance:
   - [ ] The institution meets HLC’s requirements.
   - [x] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

- Aims Community College has a wide array of semester lengths from 14, 15, 16, and 17 weeks and a wide array of course lengths from 1 week to 40 weeks under a variety of delivery methods including dual credit. The College, in doing a self-evaluation of the application of credit to clock hour, found that for fall 2016 there were variations from their credit to clock hour policy. Based upon those results, a process was developed to correct the situation for courses offered in the spring of 2017. The review of syllabi thus focused not only on two programs of study but even more on the syllabi and the variation of the delivery methods. The Federal Compliance Reviewer reviewed 71 syllabi in total, and the CQR Team reviewed an additional 118 syllabi. We question
whether the situation has been resolved which may be due to the sheer complexity of the semester and course lengths.

- Our findings were principally concerning the compressed courses. The number of learning outcomes varied and for some courses were high at 21 for a week long course. We also found challenges with the hours of homework – correlated to contact time. The policy included homework at a 1:2 ratio, yet in guides developed to help faculty determine the number of credits per contact time – homework or out of class time was not addressed. Credits were solely awarded based upon contact time. Aims CC does include in their policy a very loose statement regarding the attainment of learning outcomes by a successful student and the number of credits awarded.

- During the team visit, Aims confirmed the following definitions: Early College-high school students taught by Aims faculty, hired and evaluated by Aims. Dual Credit-high school students taking classes at Aims College or online taught by Aims faculty. Concurrent Enrollment, high school students taking Aims classes in the high school, taught by high school faculty who have been credentialed by Aims CC.

- Aims administration will continue to work with the various school districts to ensure standards are met by faculty who are not Aims employees.

- The Team found that a concurrent course, (ACC 121-Accounting Principles I) was taught over the span of two high school semesters, approximately 40 weeks. This syllabi was for the 2016-2017 school year.

Additional monitoring, if any:

The team is recommending Aims review all compressed format courses, particularly one week courses to ensure the Carnegie unit of one hour of class to two hours of homework can be achieved in the compressed format. Upon review, a formal monitoring report must be submitted to the Commission no later than December 31, 2018. This report must contain:

- Syllabi from all compressed format courses;

- A detailed report showing how each of the courses meet the Carnegie unit;

- A detailed report on the number of learning outcomes in compressed courses and how they may be achieved in the amount of time that the course is offered;

- Board approved updates to Aims 2-1000 Credit Hours Policy and/or Aims 2-1000A Credit Hours Procedure which address the following concern, “Aims CC does include in their policy a very loose statement regarding the attainment of learning outcomes by a successful student and the number of credits awarded.”

Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)
1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.

   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
   - Determine whether the institution has a process to review and resolve complaints in a timely manner.
   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
   - Advise the institution of any improvements that might be appropriate.
   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Aims has a structured student complaint process consistent with Policy FDCR.A.10.030. Student first go through an informal process referred to as MAAP (Mediation, Assistance & Advocacy Program). If the student does not feel that their grievance has been resolved to their satisfaction then a more formal grievance process is followed. Only student formal complaints were provided in the complaint log with only 11 complaints listed from 2011 through 2016. All complaints on the log were addressed in a timely fashion. All were categorized as formal academic complaints.

In addressing whether the institution analyzes and learns from the complaints filed, the description provided by the institution seems to indicate that the learning taking place is in regard to the complaint process itself – how the complaint process can be improved. The institution may find it beneficial to evaluate not just the complaint process for possible areas of improvement but also the nature of the complaints and where they are arising from. The college may also find it beneficial not only to log formal complaints but also informal complaints. Right now the frequency of informal complaints by type appears to be tracked but it may be beneficial...
to do trend analysis on the nature of the complaints to determine if changes in departmental or student policy needs to be undertaken so that a type of complaint can be resolved across the student body.

Additional monitoring, if any:

None

Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.

   - Review the institution’s transfer policies.
   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
   - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
   - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreement; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.
   - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.

   □ The institution meets HLC’s requirements, but additional monitoring is recommended.

   □ The institution does not meet HLC’s requirements and additional monitoring is recommended.
The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Aims CC is compliant with Policy Number FDCR.A.10.040. Aims has transfer policies posted on the website and in the college catalog. Within the policies are criteria the institution uses to make transfer credit decisions. Articulation agreements are posted on the website for specific colleges with which an articulation agreement exists as well as statewide articulation agreements. Transfer guides are posted denoting what credits will be transferred out and which accepted for Aims courses. Policies are the acceptance of military credits is also listed on the website along with industry experience credits. Transfer policies were accessible from the transfer section of the registrar’s office webpage but also on the advising pages of the website.

Additional monitoring, if any:

None

Practices for Verification of Student Identity
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
   
   • Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
   
   • Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.
   
   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   
   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   
   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).
Rationale:

Aims CC is in compliance with Policy Number FDCR.A.10.050. Aims uses user identifications and passwords to verify the student identity in online course work. Proctored examinations are conducted in the Assessment Testing Center and acceptable identifications have to be provided consistent with school policy for secure and verifiable documents such as a photo identification. There is no charge for any passwords or secure identification process. Student privacy is ensured through a number of methods defined by policy including non-directory information security, maintaining privacy space in any waiting lines, and the use of private cubicles for testing and advising.

Additional monitoring, if any:

None

Title IV Program Responsibilities
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
   - The team should verify that the following requirements are met:
     - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.

     - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criteron 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

     - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.

     - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.
o **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

o **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

o **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

o ** Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.
• If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Components 2.A and 2.B).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☐ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Aims CC meets the Title IV Program Responsibilities and Policy Number FDCR.A.10.060. Aims Community College is not undergoing a Title IV program review or audit by the Department of Education. There have been no limitations or fines, no corrective action, no short and long term financial challenges, and no OMB Circular A-133 findings. The CFI for Aims Community College has been above six for the past three years. Default rates for the last three years have been high at 25 for cohort 2011, 16.4 for cohort 2012 and 20.2 for cohort 2013, yet the default rate is not higher than peers and no Department action has been undertaken. Still Aims is taking corrective action to prevent the default rate from rising. Campus Crime statistics were provided as well as the Aim’s Institutional Clery Crime Report for 2016. Also provided was the Drug Penalty Notice and the student disclosure notification letter with active links to the postings on the website. The Satisfactory Academic Progress (SAP) policy was reviewed and found compliant. The SAP policy is posted on the website. Aims has one contractual relationship with Front Range Helicopter for its AAS in Helicopter Pilot program. The HLC notice of IAC approval for the contractual relationship was reviewed and in order. Aims Community College does not participate in a consortial relationship at this time.

Additional monitoring, if any:

None

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

Aims CC is in compliance with Policy FDC.R.A.10.070 regarding Public Information. The Student Handbook and Catalog were reviewed and the content of each was consistent with the institutional website regarding advising, policies, financial aid, program information, etc. Data is provided through the Institutional Research website for review by students and the public.

**Additional monitoring, if any:**

None

**Advertising and Recruitment Materials and Other Public Information**

(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
   - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
   - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
   - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
   - Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
The institution meets HLC’s requirements.

☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Aims CC complies with Policy Number FDCR.A.10.070 Public Information Advertising and Recruiting Information. In reviewing the Aims website, the HLC affiliation mark is appropriately displayed and the relationship with the HLC an AQIP is provided. Other programmatic accrediting bodies are also listed along with the accreditation status of those relationships. The Aims College Catalog was also review along with the Aims Student Handbook. The information provided in the Catalog, Handbook, and website were all consistent and provided students with relevant programmatic and institutional information.

Additional monitoring, if any:

None

Review of Student Outcome Data
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.

   • Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.

   • Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.

   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).
Rationale:

Aims CC complies with Policy Number FDCR.A. 10.080 - Student Outcome Data. Data is collected and analyzed through the Institutional Research Department. Data is shared throughout the College and displayed to the public on the college website. Comparative analysis is conducted through participation in the National Community College Benchmark project and the Voluntary Framework of Accountability. Assessment is conducted in all programs to determine the level of learning taking place in the various programs. Policies were reviewed that focus on ensuring that the required information for current and prospective students is provided on fees, programs and policies.

Additional monitoring, if any:

None

Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
   - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
   - Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - ☑ The institution meets HLC’s requirements.
   - ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   - ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:
Aims CC complies with Policy Number FDCR.A.10.070 – Publication of Student Outcome Data. Student Outcome data is reported as Fast Facts on the College website from the Aims NOW page. An Annual Audit Report on student outcomes is linked off of the Fast Facts page. Gainful employment disclosures are available for each certificate program.

Additional monitoring, if any:

None

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

☑ The institution meets HLC’s requirements.
☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate
Rationale:

Aims CC is compliant with Policy Number FDCR.A.10.090 – Accrediting Agencies. The college displays on the website under “About” – the status of programmatic accreditation. Aims is a public institution and is regulated by state policies and statutes.

Additional monitoring, if any:

None

**Public Notification of Opportunity to Comment**

(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

**Note:** If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
- Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Aims posted the public disclosure information in accordance with guidelines. Two responses were received from the public. Both were positive in nature.

Additional monitoring, if any:
None

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
   - Review the list of direct assessment or competency-based programs offered by the institution.
   - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
   - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - [ ] The institution meets HLC’s requirements.
   - [x] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Aims CC does not provide direct assessment programs or competency-based programs.

Additional monitoring, if any:

None

Institutional Materials Related to Federal Compliance Reviewed by the Team
Provide a list of materials reviewed here:

- 71 syllabi representing all program and course levels/ all delivery methods/semesters fall 2017, spring 2017 and summer 2017
- 2 programs – one at the certificate level and one at AA level
- Student Handbook
- College Catalog
- Credit to Clock Hour Policies
- Credit to Clock Hour Guidelines for all modalities including asynchronous delivery
- Complaint Policy
- Complaint Forms
- MAAP Process
- Complaint Log
- Transfer Policies including on the website
- Articulation Agreements including on the website
- Student Identification Process
- Disclosure regarding no additional cost for student identification and proctored exams
- Audit reports
- Department of Education documentation including default rates, program responsibilities, financial responsibility
- Clery Report for 2016
- Crime Statistics
- Student Right to Know Information – Disclosures
- Satisfactory Academic Progress Policy
- Contractual Relationship Documentation
- HLC and Accreditation Disclosures on the Website
- Student Outcome Data
- State Agency Standing
- Programmatic Accreditation Standing
- Notices of Opportunity for Third Party Comment

Additional syllabi reviewed:

- ACC 115 G91 Jones_Gina.doc
- AVT 101 G11 Joy_Michael.doc
- BIO 105 F11 Romero_Raymond.docx
- CHE 111 G11 Gaudinski_Christine.pdf
- CRJ 110 W11 Norwood_Donna.docx
- ELT 258 G11 McMains_Lee.docx
- EMS 122 W93 Schleich_Robert.pdf
- EMS 170 W11 Willits_Robert.pdf
- EMS 180 W11 Willits_Robert.docx
- EMS 226 W11 LaFleur_Paul.pdf
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Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours

Institution Under Review: Aims Community College

Review the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

1. Are the institution’s calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☐ Yes ☐ No

Comments:
This is an area that I think the team needs to focus on in their onsite visit. Aims has three term lengths 14, 15, 16, and 17 weeks. Course lengths can be 1 week, 2 weeks, 3 weeks, etc. all the way to 21 weeks in length and then there are 40 week courses which are the dual credit courses. So there are courses which go beyond the maximum length of a semester at 17 weeks.

The Team did note the above comments. Greater control and consistency could be achieved by reducing the parts of term even further and changing the two courses taught in the high school by limiting them to 17 weeks as opposed to the current length of 40 weeks.

B. Recommend HLC Follow-Up, If Appropriate
Is any HLC follow-up required related to the institution’s calendar and term length practices?

☐ Yes  ☒ No

Rationale:

Identify the type of HLC monitoring required and the due date:

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**Part 2. Policy and Practices on Assignment of Credit Hours**

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**Instructions**

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).

   - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

   - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

   - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to Worksheet for Institutions). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

   - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

   - At a minimum, teams should anticipate sampling at least a few programs at each degree level.

   - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

   - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. Direct Assessment or Competency-Based Programs. Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. Policy on Credit Hours and Total Credit Hour Generation. With reference to the institutional policies on the assignment of credit provided in Supplement A2 to Worksheet for Institutions, consider the following questions:

   - Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?

   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended
learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

- Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

**Worksheet on Assignment of Credit Hours**

A. Identify the Sample Courses and Programs Reviewed by the Team

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<td>G91</td>
<td>Lecture (1/1)</td>
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</table>
B. Answer the Following Questions

1. Institutional Policies on Credit Hours
   a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

      ☑ Yes  ☐ No

   Comments:

      Aims Community College has one credit to clock hour policy for a majority of the delivery formats. For asynchronous and online there are separate policies/guidelines.

   b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution’s policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

      ☑ Yes  ☐ No

   Comments:

      Aims Community College has a credit hour policy which is consistent with the Carnegie unit of one hour of face to face time and two hours of homework. Documents provided in determining the number of credit hours to assign to a course do not include homework or out of course work time. They relate primarily to contact time. Homework time was not
included in the calculation nor was an estimate given for the number of hours to be spent on homework for traditional courses. The asynchronous delivery clock hour policy did include a consideration for out of class time work such as homework. The time allotted for homework for each hour of contact time was two hours.

Consideration was also given in the policy to the attainment of outcomes. Credits to be awarded were also based on the number of outcomes attained by the reasonable student completing a three credit course.

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☐ Yes ☐ No

Comments:

Aims Community College has a statement in the credit hour policy referring to the number of credits associated with the number of learning outcomes a successful student would attain in a traditionally delivered course. A specific number of learning outcomes per credit was not provided in the policy.

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes ☐ No

Comments:

Aims Community College is a public institution and it would seem that their clock to credit hour ratio have been reviewed and determined by the state of Colorado.

2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes ☐ No

Comments:

The syllabi reviewed both for the programs and for the individual syllabi were reflective of the various delivery methods demonstrated consistency with the institution’s award policy.
b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

☑ Yes  ☐ No

Comments:
The number of learning outcomes to be attained in correlation to the credits awarded was not standardized in the credit to clock hour policy. A reference was made in the policy to the calculating credits based upon the number of outcomes attained for a three credit class by a successful student. For the full semester courses, the number of competencies/outcomes to be attained appeared to correlate with the number of credits awarded.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

☑ Yes  ☐ No

Comments:
The course descriptions and syllabi for alternate delivery and compressed courses appeared appropriate and reflective of the institution’s policies in awarding academic credit.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☐ Yes  ☑ No

Comments:
In the compressed courses the number of competencies appears to be large in comparison to the time allocated for the course and the number of credits. For example ELT258 Fall 2016 was a one week course that has 21 competencies to be attained and demonstrated in that week.

e. Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes  ☑ No
Comments:

Compressed courses appear to be challenged when it comes to the number of hours the course is meeting and consideration of the number of hours for homework. The Carnegie unit is one hour class time to two hours of homework. It is questionable as to whether the student will have enough hours in the week for class time and homework. ELT258 a one week course meets from 8 a.m. to 4:30 to 5: p.m. every day for 3 credits. This course is classified as a traditional course - lecture 1:1. The class lecture time is consistent with the Aims Community College policy of 2250 minutes of lecture for a 3 credit course. ELT258 would be 2400 minutes but number of hours of homework is not possible if included.

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

<table>
<thead>
<tr>
<th>Is any HLC follow-up required related to the institution’s credit hour policies and practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Yes</td>
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</table>

Rationale:

Based on the findings in 2d and 2e, and the fact ELT 258 was offered in this compressed format in both Fall 2016 and Summer 2016, the team is recommending Aims review all compressed format courses, particularly one week courses to ensure the Carnegie unit of one hour of class to two hours of homework can be achieved in the compressed format. Further, the college should review the number of learning outcomes in compressed courses to ensure they are achievable in the amount of time the course is offered.

Identify the type of HLC monitoring required and the due date:

Follow-up Report, November 1, 2018

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

| ☐ Yes | ☑ No |

Identify the findings:

Rationale:
Part 3. Clock Hours

Instructions
Review Section 5 of Worksheet for Institutions, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes  ☐ No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours
A. Answer the Following Questions

1. Does the institution’s credit-to-clock-hour formula match the federal formula?

☐ Yes  ☐ No
Comments:
Aims Community College credit to clock hour formula is consistent with the federal formula.

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)

☐ Yes  ☐ No

Comments:
Aims Community College credit to clock hour policy is consistent with the federal standards and the Carnegie Unit upon which they are based.

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes  ☐ No

Comments:
Aims Community College appears to have the same challenges with the allocation of credits and number of competencies to be attained in compressed courses under the clock hour system. There are variations in the number of competencies in a course and the number of credits awarded. Also inconsistency in the number of contact hours and the allocation of homework hours.

B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

☐ Yes  ☐ No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

☐ Yes  ☒ No

Rationale:
Identify the type of HLC monitoring required and the due date:
INSTITUTION and STATE: Aims Community College, CO
TYPE OF REVIEW: AQIP Comprehensive Evaluation
DESCRIPTION OF REVIEW: The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Comprehensive Evaluation includes a Federal Compliance Reviewer.

DATES OF REVIEW: 10/16/2017 - 10/18/2017
☐ No Change in Institutional Status and Requirements

Accreditation Status
Nature of Institution
Control: Public
Recommended Change: No Change

Degrees Awarded: Associates
Recommended Change: No Change

Reaffirmation of Accreditation:
Year of Last Reaffirmation of Accreditation: 2010 - 2011
Year of Next Reaffirmation of Accreditation: 2017 - 2018
Recommended Change: 2027-2028

Accreditation Stipulations
General:
Prior HLC approval is required for substantive change as stated in HLC policy.
Recommended Change: No Change
Institutional Status and Requirements Worksheet

Additional Location:
  The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the United States.

**Recommended Change: No Change**

Distance and Correspondence Courses and Programs:
  Approved for distance education courses and programs. The institution has not been approved for correspondence education.

**Recommended Change: No Change**

**Accreditation Events**

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**Recommended Change: Eligible to Choose**

**Upcoming Events**

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<th>11/01/2024</th>
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**Recommended Change: No Change**

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**Recommended Change: No Change**

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**Recommended Change: No Change**

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<th>2018 - 2019</th>
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**Recommended Change: No Change**

**Monitoring**

**Upcoming Events**
Institutional Status and Requirements Worksheet

None

Recommended Change: Interim Report due December 31, 2018 focused on Federal Compliance and alignment of the credit hour policy in all compressed format courses.

Interim Report due June 1, 2019 focused on the curriculum, evaluation of faculty, and the academic rigor of the dual enrollment programs and offerings.

Institutional Data

Educational Programs

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Extended Operations

Branch Campuses

None

Recommended Change: No Change

Additional Locations

Aims Community College Flight Center, Greeley-Weld County Airport, Greeley, CO, 80631 - Active
Colorado Early College - Fort Collins, 4800 Wheaton Drive, Fort Collins, CO, 80525 - Active
District 6 Early College Academy, 5590 West 11th Street, Greeley, CO, 80634 - Active
Fort Collins High School, 3400 Lambkin Way, Fort Collins, CO, 80525 - Inactive
Fort Lupton Campus, 260 College Avenue, Fort Lupton, CO, 80621 - Active
Loveland Campus, 104 East 4th Street, Loveland, CO, 80537 - Active
Roosevelt High School, 616 North 2nd Street, Johnstown, CO, 80534 - Inactive
WCA Early College High School, 810 Automation Drive, Windsor, CO, 80550 - Active
Windsor Campus, 1120 Southgate Drive, Windsor, CO, 80550 - Active
Windsor High School, 1100 Main Street, Windsor, CO, 80550 - Active
Institutional Status and Requirements Worksheet

**Recommended Change:** No Change

### Correspondence Education
None

**Recommended Change:** No Change

### Distance Delivery

- 09.0701 - Radio and Television, Associate, Radio Production
- 09.0702 - Digital Communication and Media/Multimedia, Associate, Journalism
- 09.0702 - Digital Communication and Media/Multimedia, Associate, Media Writing
- 09.0702 - Digital Communication and Media/Multimedia, Associate, Video Editing and Effects Production
- 09.0702 - Digital Communication and Media/Multimedia, Certificate, Journalism Writing
- 10.0202 - Radio and Television Broadcasting Technology/Technician, Associate, Television/Video Production
- 10.0203 - Recording Arts Technology/Technician, Associate, Audio Production
- 10.0301 - Graphic Communications, General, Associate, Graphic Design and Rich Media
- 10.0301 - Graphic Communications, General, Certificate, Graphic Application
- 10.0301 - Graphic Communications, General, Certificate, Graphic Software and Applications
- 10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Associate, Web Design and Development
- 10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Certificate, Web Design
- 13.1210 - Early Childhood Education and Teaching, Associate, Early Childhood Education
- 15.0000 - Engineering Technology, General, Associate, Engineering Technology - Computer Aided Drafting
- 15.0000 - Engineering Technology, General, Certificate, Advanced CAD
- 15.0613 - Manufacturing Engineering Technology/Technician, Associate, Industrial Technology
- 15.0613 - Manufacturing Engineering Technology/Technician, Certificate, Industrial Technology Level 1
- 15.0903 - Petroleum Technology/Technician, Associate, Oil and Gas Technologies
- 15.0903 - Petroleum Technology/Technician, Certificate, Introduction to Oil and Gas Technologies
- 19.0709 - Child Care Provider/Assistant, Certificate, Child Care Center Director
- 19.0709 - Child Care Provider/Assistant, Certificate, Early Childhood Education
- 19.0709 - Child Care Provider/Assistant, Certificate, Early Childhood Teacher - Beginning
- 19.0709 - Child Care Provider/Assistant, Certificate, Early Childhood Teacher, Intermediate
- 19.0709 - Child Care Provider/Assistant, Certificate, Great Beginnings
- 19.0709 - Child Care Provider/Assistant, Certificate, Infant/Toddler Teacher - Intermediate
- 19.0709 - Child Care Provider/Assistant, Certificate, Infant/Toddler Teacher, Beginning
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<td>Business/Office Automation/Technology/Data Entry, Certificate, Advanced Office Specialist</td>
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<tr>
<td>52.0407</td>
<td>Business/Office Automation/Technology/Data Entry, Certificate, Business Technology</td>
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<td>52.0407</td>
<td>Business/Office Automation/Technology/Data Entry, Certificate, Multimedia Presentation Skill Enhancement</td>
</tr>
<tr>
<td>52.1201</td>
<td>Management Information Systems, General, Associate, Computer Information Systems</td>
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<tr>
<td>52.1201</td>
<td>Management Information Systems, General, Certificate, Network Analyst</td>
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<tr>
<td>52.1201</td>
<td>Management Information Systems, General, Certificate, Web Page Development</td>
</tr>
<tr>
<td>52.1401</td>
<td>Marketing/Marketing Management, General, Associate, Business Management</td>
</tr>
</tbody>
</table>
Institutional Status and Requirements Worksheet

52.1401 - Marketing/Marketing Management, General, Associate, Marketing/Management - Basics
52.1401 - Marketing/Marketing Management, General, Certificate, Business Management - Event Management
52.1401 - Marketing/Marketing Management, General, Certificate, Business Management - Marketing Basics
52.1401 - Marketing/Marketing Management, General, Certificate, Business Management - Supervisory Management
52.1401 - Marketing/Marketing Management, General, Certificate, Customer Service
52.1401 - Marketing/Marketing Management, General, Certificate, Management
52.1401 - Marketing/Marketing Management, General, Certificate, Marketing/Management - Advanced Management
52.1401 - Marketing/Marketing Management, General, Certificate, Retail Management
52.1401 - Marketing/Marketing Management, General, Certificate, Small Business Management

None

Contractual Arrangements

49.0102 Airline/Commercial/Professional Pilot and Flight Crew - Associate - Associate of Applied Science in Helicopter Pilot - Front Range Helicopter (FRH)

None

Recommended Change: No Change

Consortial Arrangements

None

Recommended Change: No Change