ARAPAHOE COMMUNITY COLLEGE

COMPACT PLAN for FY 2005

Submitted in Accordance with
The Colorado Community College System
Strategic/Compact Planning Process

______________________     ________________________
Dr. Berton Glandon, President         George Delaney
Arapahoe Community College         Chief Operating Officer

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(Date)        (Date)
Arapahoe Community College  
FY 2005 INITIATIVES

INTRODUCTION:
ACC is a comprehensive and fully-accredited community college serving the local community with a wide range of academic, professional/technical, cultural, community service and athletics programs.

ACC has adopted the following vision, mission and values:

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

Mission Statement
To provide an accessible, responsible learning environment that facilitates the achievement of educational, professional, and personal goals by our students and members of our communities in an atmosphere that embraces academic excellence, diversity and innovation.

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

ACC has developed four strategic goals for 2002-06. The College’s planned initiatives and responses to external forces discussed below relate to these four goals:
A. Plan for Increased Growth and Develop Financial Resources
B. Increase Retention/Recruitment/Marketing
C. Keep Pace with Technology
D. Become a World Class Learner-Centered Community College

ACC has unique and/or model programs in the areas of automotive, criminal justice, paralegal, interior design and art. Other programs of interest include:

- Computer training for credit or non-credit including new courses in wireless networking, Visual Basic .NET, C# (sharp) programming, web authoring.
- Health Careers
  ACC has Colorado’s only Med Lab Tech and Mortuary Science programs, as well as Nursing, Pharmacy Tech, Medical Office Manager, and Medical Transcription. Some of these programs are offered in a “QuickStart” format so they may be completed in 3 - 12 months.
- New teacher training articulation programs with Metro State, Adams State and Colorado Christian University.

In addition, ACC has developed a number of business partnerships and offered a wide variety of training for incumbent workers whereby over 1,000 employees at 200 local companies in 2002-03 have been trained through Colorado Center for Professional Development, the workforce development arm of ACC.

For 2002-03, ACC served 12,641 students, which is 3.6% higher than the previous year. Of those 12,641 students, 34% applied for some type of financial assistance. The state-subsidized annualized FTE for 2002-03 was 4,688, which is 8.6% higher than the previous year. Additional annualized FTE for customized training and industry partnerships that was unsubsidized equaled 1,495 FTE for 2002-03. 10,500 students took non-credit courses in 2002-03 through ACC’s Community Education Department.

The following facts describe the ACC student body:

- 60% female
- 79% are White, 8% Hispanic, 4% Asian, 2% Black
- 95% Colorado residents
- 60% declare a degree or certificate as their educational goal
- 16% hold a bachelor’s, master’s or doctoral degree
- 50% work full-time/23% part-time
- Average age: 31
- 983 high school students took classes last year through ACC’s concurrent enrollment program. The program gives local students the opportunity to earn college credit while still in high school.

The shortage of workers in the health career fields is well documented. Student interest in these fields has increased. However, the traditional tuition and state reimbursement for health care students do not cover the costs of the instruction. Therefore, ACC must increase capacity in health care programs by utilizing new and creative ways of funding such increases in capacity.

Homeland security is a clear concern for Colorado and the entire country. Training in the area of homeland security is extremely broad. In addition to training for health care workers and first responders, training to protect computer networks from malicious attacks that render such networks inoperable is also critically needed. ACC is focusing on this latter training in the homeland security area.

Arapahoe Community College’s assessment activities are intended to produce an ongoing process for assessment of student academic achievement, reporting results, creating improvements, and evaluating the effects of improvements.

Responsibility for assessment is college-wide and is shared by faculty, staff, students and administration. While the primary responsibility for assessment of student academic achievement rests with faculty, administrators play a crucial role in management and delivery of resources.

To remain competitive, the College must keep pace with the levels of technologies expected by students, employers, and citizens in our service area. This includes not only the use of computer technology and connectivity for student support services and learning, but also technology in the broadest sense, which includes the latest classroom and laboratory equipment and training necessary to perform our daily tasks. Funding for technology is an ongoing process. Funding mechanisms must be developed to replace outdated technologies while ensuring dynamic growth.

The College must develop strategies to improve student successes and retention early on in the student’s academic career. This belief is best stated by Vincent Tinto (1993):

Institutions should frontload their efforts on behalf of student retention. Given choices of where and when to invest scarce resources, institutions should frontload their retention activity, specifically to the first year of college. Institutions should recognize that the first year, in particular, represents a strategic leverage point where the investment of scarce resources can yield substantial future benefits in both learning and persistence. It follows that institutions should begin to address student needs as early as possible so that potential problems do not become actual problems later in the student’s career.


The cutbacks in state funding for higher education in the past two years reflect the critical need for ACC to focus on college development activities to increase the level of private financial support for ACC.

**Short Title: Health Career Programs Expansion (Objective #1)**

**Initiative Categories Supported:**
- a. System goals #2 and #5.
- b. College goal #1.

**Initiative Description/Objectives to be Achieved:**
Increase the number of student completers in health career programs and increase the extent of non-state funding to support such programs.
Implementation Strategies:

Actions:
1. Increase the facilities to offer prerequisite science courses for health career programs and increase health career program lab facilities.
2. Develop and expand an online RN refresher program.
3. Solicit partnerships with health care providers to financially assist with the delivery of health care programs.
4. Promote and deliver health care training to specific workforce partners
5. Increase marketing of unique online health care programs

Responsible Parties:
Dominic Latorraca, VPI
Patrick Enright, Dean of Health, Math, Science and Engineering Division
Mary Uppinghouse, John Libby, Workforce Development Department
Linda Stroup, Nursing Director, and Nursing faculty
Faculty in Medical Lab Technology, Physical Therapist Assistant, Health Information Technology, Medical Office Technology, and Pharmacy Technician.

Deliverables:
1. Increase enrollments in science based labs
2. Develop RN refresher program and enroll 48 students during 2004.
3. Obtain grant funding or private support to offset costs in health care programs.
4. Provide health care and workforce training to specific health care partners.
5. Increase enrollments in unique online health care programs.

Implementation Schedule:
1. Have science lab capacity increased by Fall 2004 semester.
4. Begin activities in 2004 to meet with health care partners, conduct needs analysis with partners, offer training services for Fall 2004.
5. Develop other marketing channels for online programs in 2004, implementing marketing activities in 2005.

Initiative Outcomes/Measures for Assessing Success:
This initiative will be measured by the degree to which enrollments in science prerequisite courses increase, the degree to which health care completers increase and the degree of non-state funding obtained to support health care programs.

Summary of Resources:
- $50,000 for lab renovations
- $20,000 for high school lab rentals
- $15,000 for grant writing support
- $18,000 for general operating for marketing initiatives

Short Title: Develop Homeland Security Courses and Program (Objective #2)

Initiative Categories Supported: a. System goals #2 and #5.
                          b. College goals #1 and #3.

Initiative Description/Objectives to be Achieved:
Develop courses, programs, and/or seminars in the field of homeland security, focusing primarily on computer network security and forensics.

Implementation Strategies:
Actions:
1. Develop security technology courses and program
2. Seek partnerships with other computer technology training providers
3. Seek alternative funding for development of security courses
4. Develop High School connections with security technology courses
5. Explore other opportunities in homeland security training
Responsible Parties:
Dominic Latorraca, VPI, Dr. Barbara Tansey, Dean of Business and Professional Service Division, Paul Northrup, Director of Technology Support, CIS faculty, Deb Wilke, Director of the Law Enforcement Academy and CRJ faculty.

Deliverables:
1. Develop and offer courses in security technology
2. Enter into partnerships with other training providers who offer security technology courses.
3. Apply for grants in the technology-related homeland security area.
4. Support the offering of technology security courses to high school students.
5. Offer other appropriate training in the homeland security area.

Implementation Schedule:
Apply for grants beginning in 2004; offer some security technology courses in Spring 2005, with additional offerings in Fall 2005. Develop partnerships with other training providers and high schools by Fall 2004.

Initiative Outcomes/Measures for Assessing Success:
This initiative will be measured by the number of new offerings in security technology courses, and the number of students enrolled in security technology courses offered by the College or in partnership with other providers. The amount of alternative funding obtained and the number of high school students involved in security technology courses will also be measures of success.

Summary of Resources:
- $15,000 for grant writing support
- $40,000 for technology equipment
- $20,000 for course development
- $15,000 for program marketing expenses

Short Title: Assessment (Objective #3)

Initiative Category Supported: a. System Goals #2 and #3.
                      b. College Goal #4.

Initiative Description/Objectives to be Achieved:
To continuously assess student academic achievement and institutional effectiveness at all levels in order to support and improve student learning.

A College-wide Assessment Committee was established in 2001 to implement assessment of student academic achievement and assessment of institutional effectiveness. The actions/goals established by the committee are:

A. To foster an institution-wide transition from viewing assessment as a necessary response to a demand for accountability to an understanding that assessment is a continuous source of knowledge for instructional and institutional improvement.
B. To respond to accreditation demands, specifically NCA's assessment criteria, and to State and outside agency assessment/accreditation criteria.
C. To train faculty and staff in assessment processes and serve as a college-wide resource.
D. To facilitate the feedback of assessment results into institutional, program, course, and classroom planning.
E. To develop, implement, and improve the assessment process.

Future directions of Institutional Assessment will include:

A. Service Assessment plans will be implemented using the Instructional Program Assessment Model which includes:
   - Each office identifying the mission and the intended outcomes for their area.
   - Setting assessment measures that cover each outcome.
   - The creation of a new Institutional Student Satisfaction Survey tailored to ACC to be one assessment tool for service areas.
B. The Graduate Survey will be converted to an online format to provide a more effective assessment for instructional programs. The online graduate survey will allow for program-specific questions to be asked based on the student's indicated degree in addition to the broader institutional questions.
Implementation Strategies:

The institution and its programs assess Student Academic Achievement on a continuous basis. In order for the feedback from assessment to impact budget and the strategic planning process, the following timeline will be followed:

<table>
<thead>
<tr>
<th>Actions</th>
<th>Timelines</th>
<th>Responsible Party/Deliverables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan</td>
<td>Fall faculty week through Mid-October</td>
<td>Assessment workshops offered for faculty and staff</td>
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<td>Mid-October</td>
<td>Chairs submit Program Assessment Plans and Strategic Planning sheets to the Vice President of Instruction (VPI)</td>
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<td>Late October to mid-November</td>
<td>Assessment Committee reviews department/discipline plans with appropriate division dean</td>
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<tr>
<td>Implement</td>
<td>Mid-November</td>
<td>Assessment Committee returns approved Assessment Plans to department/discipline chairs</td>
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<td>Mid- November to Spring faculty week</td>
<td>Chairs and department faculty choose and/or develop an assessment and assessment tool.</td>
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<td></td>
<td>Mid-January</td>
<td>Program assessment and measurement tool submitted to the Assessment Committee</td>
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<td>Mid-January to end of January</td>
<td>Assessment Committee reviews assessments and measures</td>
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<td>Assessment</td>
<td>February through May</td>
<td>Assessment implementation and data collection</td>
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<td></td>
<td>May through August</td>
<td>Evaluation of assessment results by chairs, faculty, and department advisory committees (as appropriate)</td>
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<tr>
<td>Report/Revise</td>
<td>End of September</td>
<td>Feedback and summary of program/discipline assessments to the Assessment Committee. This time period is critical for inclusion into the Strategic Planning process.</td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>Committee submits assessment report to the VPI, Executive Staff, and Strategic Planning Committee</td>
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<tr>
<td>Plan</td>
<td>Fall faculty week through October</td>
<td>New assessment cycle begins&lt;br&gt;Considerations/rewards/reports from VPI</td>
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</tbody>
</table>

Initiative Outcomes/Measures for Assessing Success: All program assessment plans and reports on assessment results will be reviewed by the Assessment Committee to insure validity of measures and that action plans for improvement are in place.

At the institutional level, an annual Institutional Effectiveness and Environmental Scan Report containing 60 data trends plus results of research conducted throughout the year will be compiled and reviewed by the Office of Institutional Research to determine the strengths and weaknesses at the institutional level. An action plan will be created to address the identified weaknesses and the results of related initiatives are reported in the subsequent years' Effectiveness Report.
Summary of Resources:
ACC supports faculty and staff in building assessment knowledge and skills. Assessment resources include:
- Assessment Committee.
- Center for Enhancement of Learning and Teaching (CELT) – an ACC professional development unit that provides classes and workshops to improve teaching and assessment effectiveness.
- Conferences.
- Web page - A web presence is available for all college constituents. This site keeps faculty, staff, students, administrators, and our community members apprised of our activities and outcomes.
- Annually $10,000 is set aside for instructional assessment activities with an additional $5000 for service/institutional assessment.
- One FTE faculty salary.

Short Title: Computing Infrastructure Technology Upgrades (Objective #4)

Initiative Categories Supported:  
a. System goals #2 and #3.  
b. College goal #3.

Initiative Description/Objectives to be Achieved:  
Provide an efficient computing infrastructure supported by adequate funding in order to maintain and replenish necessary technology and support the implementation of new technology that supports the college’s administrative and instructional missions.

A significant percentage of Arapahoe Community College’s computing infrastructure is out of warranty, requires increasing support time and money, and does not allow for the efficient support of the administrative and instructional missions of the college. Six specific areas should be addressed next year:
- Building data and voice cabling  
  o A significant portion of the data and voice cable requires service so that it continues to function appropriately. Currently, the cable is not adequately physically supported in the ceilings and could result in the loss of the usability of the cable.
- Instructional computer lab replacement  
  o ACC supports around 800 computers in 40 computer labs used for instructional purposes. Twenty-five percent of these machines are out of warranty and should be replaced. This is needed for the college to remain as a competitive educational provider.
- Desktop management and security software  
  o ACC supports over 1200 total administration, faculty, staff, and instructional desktops and laptops. Desktop management and security software is required to effectively and efficiently support this environment while minimizing risk to the college.
- Server infrastructure upgrades  
  o ACC maintains 25 Microsoft Windows-based servers that support the day-to-day operations of the college. A significant portion of these servers are out of warranty and others require infrastructure upgrades like backup power supplies.
- Network storage and data backup upgrades  
  o ACC does not currently have adequate data storage facilities to backup the information used to rebuild the 40 instructional computer labs and administration, faculty, and staff data.
- Internetworking infrastructure upgrades  
  o A significant portion of ACC’s networking infrastructure components (routers and switches) are out of warranty and regularly break down.

Implementation Strategies:
Actions:
1. Perform design tasks
2. Perform vendor/product evaluation
3. Develop final pricing analysis
4. Procure equipment and software
5. Install equipment and software
6. Test equipment and software
7. Go-Live

Responsible Parties:
1. Cheryl Traff – VP of Administrative Services
2. Paul Northrup – Director of Computer Operations
3. Buz Newman – Infrastructure Manager
4. Rhonda Olsen – Telecommunications Manager

5. Deliverables:
   - Design Documents
     - Pricing Documents
     - Installation Documents
     - Testing Documents
     - Support Documents

Implementation Schedule:
1. Assume July 1, 2004 Start Date
   - Design          (7/1/04 – 7/31/04)
   - Product/Vendor Selection (8/1/04 – 8/31/04)
   - Implementation (9/1/04 – 11/30/04)
   - Testing         (12/1/04 – 12/15/04)
   - Live on New Systems  (12/15/04)

Alternative/Contingency Strategies: N/A

Initiative Outcomes/Measure for Assessing Success:
- More reliable data and voice cable environment
- Upgraded instructional computer labs to support new technologies
- More reliable and secure desktop environment
- More reliable server environment
- More reliable data backup and recovery environment

Summary of Resources:
- Technology Support Services personnel can implement all of the above-mentioned items.

<table>
<thead>
<tr>
<th>Initiative Title</th>
<th>Description</th>
<th>Deliverables</th>
<th>Due Date</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing Infrastructure Technology</td>
<td>A significant percentage of Arapahoe Community College’s computing infrastructure is out of warranty, requires increasing support time and money, and does not allow for the efficient support of the administrative and instructional missions of the college.</td>
<td>See Above</td>
<td>12/15/04</td>
<td>$500,000</td>
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<tr>
<td>Upgrades</td>
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Short Title: Retention (Objective #5)

Initiative Category(ies) Supported:
- a. System Goal #1 & #4 .
- b. Improving performance on QIS indicators. (see Appendix)

Initiative Description/Objectives to be Achieved:
Improve overall retention and minority student retention.

Implementation Strategies:
Actions:
1. Place AAA 103 (College Orientation) and AAA 109 (Advanced Academic Achievement) on the General Educational Requirements list for the AGS and AAS degrees. General Education being defined by BP9-40 and NCA as “general in several clearly identifiable ways: it is not directly related to a student’s formal technical, vocational or professional preparation: it is part of every student’s course of study, regardless of his or her area of emphasis; and is intended to impart common knowledge, intellectual concepts, and attitudes which every educated person should possess.”

Since AAA 103 and AAA 109 are constructed to improve students’ ability to learn not only in the academic setting, but as a life skill, we propose that AAA 103 clearly meets the “general education” definition.

2. For every degree or certificate that lists Physical Education as a requirement, students will be allowed to substitute AAA 103 with advisor signoff and if taken within the students’ first 30 attempted credits. Further, that this option be printed in the catalog as a footnote to each degree/certificate listing Physical Education.

3. Students who test as “doubly-deficient” (do not meet placement cut scores in two or more placement areas) will be required to enroll in AAA 103 along with the appropriate remedial courses.
4. Degree or certificate seeking students who test as needing one or more remedial courses will be required to begin remediation their first semester versus allowing the student to delay enrollment in coursework that is meant to provide a foundation for academic success.

5. Students who are suspended and appeal to re-enter ACC will be required to enroll in AAA 090 or AAA 109, as determined by the Director of Advising and Outreach.

6. Three cohort groups (Athletics, International Students, 21st Century Students) will receive aggressive one-on-one advising following the “Jump Start” model, which was deemed successful previously with at risk populations. (See Appendix). AAA 103 will be required for these students.

7. Supplemental Instruction (SI) will be instituted in “high-risk” courses.

8. Collaborative Learning Groups will be instituted in “high-risk” courses as a more fiscally economical alternative to SI.

9. Time/stress management, organization outlining/note taking, learning styles, and study strategies, test taking tips (TOOLS) workshops will be presented in class in “high-risk” courses.

10. College orientation will be redesigned to highlight “The 7 Steps to Becoming a Highly Effective Student,” and will also be available on-line in powerpoint format.

Responsibilities:

1-5. Freshman Experience Task Force (13 people comprised of faculty, administrators and deans) will make these recommendations to the Academic Standards and Curriculum Committees. Advisors will guide students, based on student identification through focus programs.


7. Tutorial Services Coordinator.

8. Tutorial Services Coordinator.

9. Tutorial Services Coordinator.

10. Freshman Experience Task Force – Director of Advising and Student Outreach, Advisors.

Deliverables:

1. Change in General Ed Requirements for AGS, AAS programs.

2. Change in PE requirement to allow AAA 103 in lieu of PE.

3. Doubly-deficient students will be enrolled in AAA 103.

4. Remediation will begin in the student’s first semester of college.

5. Students on suspension will be enrolled in AAA 090 (Academic Achievement Strategies) or AAA 109.

6. Special populations will be enrolled in AAA 103 and will be advised by the Special Populations Advisor.

7. Weekly SI will be ongoing in identified subjects.

8. Weekly collaborative learning groups will be ongoing in identified subjects.

9. TOOLS workshops will be offered in select classes.

10. New orientation format and powerpoint.

Implementation Schedule:

1-5. To committees in Spring ’04, for Summer ’04, implementation (FY’05)

6. Summer 2004 (FY’05)

7. Piloted in FY ’04, for full implementation Fall ’04, (FY ’05)

8. Piloted in FY ’04, for full implementation Fall ’04, (FY ’05)

9. Piloted in FY ’04, for full implementation Fall ’04, (FY ’05)

10. Summer, 2004 (FY’05)

Alternative/Contingency Strategies (if appropriate): None

Initiative Outcomes/Measures for Assessing Success:
Overall retention and minority student retention will meet or exceed System benchmarks.

Summary of Resources:

- Reallocation of human resources in advising, tutorial services to carry out these activities. Institutional Research to create focus programs.
- Perkins funding for SI and collaborative learning groups – approx $15,000.

Short Title: College Development (Objective #6)

Initiative Category(ies) Supported College: Goal #1.
Initiative Description/Objectives to be Achieved:
College Development: Develop alternative funding sources and seed dollars for new programs.

Objectives:
A. Develop short and long-term funding strategies incorporating the results of the latest feasibility study.
B. Implement donor management systems.
C. Develop and implement procedures and systems with faculty for securing public and private grants.
D. On-going identification, cultivation, involvement, solicitation, and stewardship of prospects and donors to the College.
E. Build an effective fundraising board.
F. Maintain and enhance the visibility and marketing of the College to attract alumni, individuals and corporations to become involved in and/or develop partnerships with the College.

Implementation Strategies:
Actions:
1. Determine fundraising priorities and fundraising strategies with input from the College President, Vice Presidents, Deans, Directors and faculty.
2. Oversee implementation of donor and prospect database incorporating community relations database and alumni, and establishing procedures for the management of donor records.
3. Develop grant development handbook, provide training for faculty on grant writing, and facilitate the writing and submission of grant proposals.
4. With the College President, develop on-going partnerships with the College that will result in volunteers and contributions.
5. Develop and implement strategies to identify individuals from the community and industry who have the appropriate skills needed, and capacity to either give or the ability to obtain funds for the College.
6. Develop short and long-term media relations and marketing strategies that are focused on building on-going relationships for the College.

Responsible Parties:
Director of College Development, College President, Development Coordinator and Media Relations Specialist/Writer.

Deliverables:
1. Increased number of dollars and donors to the College.
2. Establishment of long-term fundraising plans.
3. Donor records established and maintained.
4. Active lists of alumni, individuals, corporations and foundations to solicit for contributions.
5. Efficient and effective stream of grants being written, submitted and secured.
6. Strategically focused marketing activities and news articles that maintain and enhance the visibility of the College.

Implementation Schedule:

Initiative Outcomes/Measures for Assessing Success:
- Active fundraising for identified priorities from targeted constituencies.
- Maintained and enhanced visibility of the College to continue to build strong awareness of programs and fundraising success.

Summary of Resources:
- 3 FTE staff
- Budget:
  Marketing  $155,600
  Fundraising  $15,000
### Appendix 5-A

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<tbody>
<tr>
<td><strong>ACC Minority Retention Rate as reported in QIS</strong></td>
<td></td>
<td></td>
<td>40.5%</td>
<td>54.5%</td>
<td>46.7%</td>
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<tr>
<td><strong>ACC overall Retention Rate</strong></td>
<td></td>
<td></td>
<td>45.8%</td>
<td>54%</td>
<td>48.1%</td>
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<tr>
<td><strong>Minority Graduate Rate</strong></td>
<td>23%</td>
<td>2.2%</td>
<td>19%</td>
<td>11.4%</td>
<td>Rpt. in Dec. 2004</td>
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<tr>
<td><strong>ACC overall graduation rates</strong></td>
<td>25.6%</td>
<td>15.6%</td>
<td>20.3%</td>
<td>22.5%</td>
<td>Rpt. In Dec 2004</td>
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