Building the Vision for the World-Class, Learning-Centered Community College

Arapahoe Community College

Strategic Plan 2000-2005
Executive Summary
Celebrating 35 Years of Excellence

On September 19, 2000 Arapahoe Community College celebrated the completion of a $13 million remodeling project of the main building. Joining the college community were civic and legislative leaders who stood between an original college building representing our past and a giant replica of a textbook that represented a new chapter and future direction for ACC. The new “smart classrooms, complete with high technology, demonstrate ACC’s commitment to the future of our students and community.

At Arapahoe Community College our students are the center of our learning institution. We will sustain our commitment to meet their needs and the continually changing needs of our service region. The learning opportunities are available, the faculty, staff, and administrators are energized, and the college is ready to extend its legacy of excellence in higher education in Colorado.

James H. Williams
D r. James H. Williams, President
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Executive Summary

Vision

By the year 2005 Arapahoe Community College (ACC) will be recognized as a world-class, learning-centered institution.

Mission

At the heart of ACC’s vision for a world-class, learning-centered community college is an assumption of quality and a commitment to student success. Outstanding teaching, student support services, and customer service supports the learning paradigm.

ACC delivers diverse curricula offerings leading to degree and certificate programs in professional, technical, and liberal arts education that prepare its learners for transfer to other colleges, the workforce, citizenship, and pursuit of other educational endeavors.

As a learning institution, ACC collaborates with its diverse audiences in its service region while integrating its learning environments with those of the workplace and external communities.

ACC serves as a resource to its community and offers diverse, cultural, and life-long educational opportunities that enrich the lives of its learners.

The College

ACC stands on grounds with an educational heritage that began 127 years ago with the opening of a one-room school for the Peabody Housing Development in 1873.

In 1964, downtown businessmen and women debated what could be done to revive the Main Street area. Virginia Baker, heir to some Main Street buildings, suggested a junior college. On May 4, 1965, a narrow vote (1,690 to 1,449) gave favor to a bond issue to build a college. Arapahoe Junior College was Colorado's first junior college in nine years and the first in the Denver Metro area. The first classes were held in the fall of 1966 with 550 students and 23 faculty members in "temporary but adequate buildings." The initial budget was $471,119.

Full accreditation was granted in 1970 with 2,300 students and a college budget of $1.8 million. The "new" main building was completed in 1974 with the Annex finished in 1977. The budget expanded to $4 million, and enrollment grew to 6,200 students. The Triad Campus in the Denver Tech Center opened in 1988 adding a viable connection to the I-25 corridor. The presence and establishment of ACC in the tech center as an educational option has been invaluable in establishing ACC as a responsive higher educational leader.

The Art & Design Center (formerly the Alamo Center) opened in 1989, and the University Center at Chaparral began its operation in 2000. A $12 million expansion and remodel of the main building was completed in 2000. The remodeled facilities give the College a new architectural face plus a technological infrastructure ready for the high technology wave flowing throughout south Denver. The enrollment of more than 7,500 (Fall 1999) in more than 70 degree and certificate programs at the four main sites continues to grow.

Enrollment:

The annualized enrollment (an average of enrollments for Fall, Spring, and Summer terms) from 1994-2000 has held consistently at 4,100 FTE comprising an average headcount of 7,500 students.
The ACC service area population is nearly 325,000 in a 1,600 square mile area of Arapahoe, Douglas, and Southern Jefferson Counties. With the acquisition of a $1.9 million technology capital appropriation, the opening of the University Center at Chaparral (UCC), the completion of the remodeling, and a new College president with a learning-centered focus, the College looks to an increasing enrollment trend.

**Budget Information:**

The current $18.2 million dollar budget is 48% state supported with tuition (49%) and fees (3%) completing the expenditures.

Instruction accounts for the largest budget expense (47%) with institutional support (18%), academic support (12%), the physical plant (12%), and student services (10%) accounting for the remainder. One percent is allocated for scholarships.

**College Demographic Profile:**

The students enrolling at ACC predominately come from Arapahoe County (50%). Jefferson and Douglas Counties (15%) along with Denver and other regions (out-of-state, international students) also support the College. The average age of a student in the Fall of 1999 was 32 years old, 34% were married, and 63% were single. Full-time students accounted for 26% of the student body, and 74% of the student body attended part time. Most (52%) were high school graduates, and 28% had earned some post high-school degree or certificate. While attending college, 50% of the students held full-time jobs and 22% worked part time.

ACC’s employees (412 FTE total in 1999) were comprised of: (262) faculty, (112) classified staff, and (37) administrators. Of the faculty, 102 (25%) were full time.

**The Environment**

The environment for the College in the next decade will differ greatly from that of the past. The growth of the region, the role of technology, the rise of long-distance learning, and competition in the area of higher education will all impact the College. The service area is experiencing a population growth, and with a low average area unemployment rate (2.1%), many companies are turning to upgrading employees’ skills. Retraining in technology will become key to many companies who have many options to fill that need: long-distance learning, in-house training, and electronic learning.

All of this will impact the College’s delivery of education. The College must also respond to growing trends in the workforce. Computer graphics, early childhood professions (two certificates), mechanical drawing, medical office technology, and e-commerce are newly created programs. The most popular curricula continue to be computer science, fire and law academies, nursing, physical therapy assistant, and interior design.

The Colorado Computer Center, part of the Colorado Center for Professional Development (formerly the Triad), offers courses ranging from computer basics to Webmaster certification, and the Electronic Community College continues to draw students worldwide. Community Education offers classes from cooking to photography in a non-credit format.

The new partnership at the University Center at Chaparral—Arapahoe Community College, University of Denver, University of Colorado at Denver, the Douglas County School District, and the Southeast Business Partnership—exemplifies the best of higher education in the form of a cooperative agreement to service students out of a single physical operation. UCC is a state-of-the-art facility in Parker featuring "smart" classrooms offering programs ranging from certificates to master's degrees.
ACC has many international connections. Through the Spring International Language Center, located in a new building across the street from ACC, students have the same opportunity and privileges as ACC students to earn college credits. For those students who need other skills to survive in a college environment, the Spring School provides excellent basic classes, housing, and support for its more than 100 international students representing 25 countries. The Spring International Language Center works closely with the College in language skills, placement, and training of its students—and ACC students.

**Becoming a Learning-Centered Institution**

Arapahoe Community College is striving to become a distinguished institution, a community college of excellence, and a high-tech model with high outcomes. As the College prepares to meet the demands of the new millennium—the change within the Littleton community, the introduction of light rail to the College, the adjustment of parking and accommodations, and the development of the University Center at Chaparral campus—it's important to focus on what keeps ACC the premier institution in the Community Colleges of Colorado system: the College faculty, staff, and administrators working with and for the students.

Learning occurs both inside the College as well as the community. More than 50 students since Spring 1999 were involved in service-learning projects through Student Life enhancing their classroom instruction. The College has consistently placed interns in business, politics, and cooperative experience as well as in mass media opportunities. The importance is that education is not dictated by walls or books—but is enriched by a variety of in-class as well as out-of-class opportunities and with a variety of delivery systems. ACC is prepared to be flexible in this environment.

The College’s goal of being a "world-class institution" within a learning-centered community is well on its way to fruition. The many physical changes to the College and the community, the presence of new leadership from the President to Directors, and the composition of the student base all give the College momentum towards this goal.

**The Strategic Plan**

The Planning Committee

The Arapahoe Community College Strategic Planning group met consistently throughout the 1999-2000 year and compiled reports from each area of the College. The Strategic Planning group acknowledged awareness not only of the challenges inherent in strategic planning but also of the difficulties as the College expanded through a $12 million expansion project. The new Learning Resource Center ($6,245,079) and the remodeled classrooms ($6,005,239) plus the ADA modifications (elevations, countertops, plumbing, drop-off sites) totaling $527,662 have given the College a much-needed face lift. More recently, the College received $1.9 million to fund technology-related equipment.

The calendar of activities from March 1999 to May 2000 included numerous meetings to discuss the goals, to identify the action items, and to analyze the data generated from each of the nine areas of the College. These areas included:

- ACC Foundation
- Administration
- Diversity Committee
- Human Resources
- Instruction
- Marketing
- President’s Office
- Student Services
- University Center at Chaparral

"A world-class, learning-centered institution is one that embraces shared governance in a manner that expedites the decision-making process while embracing the notion of inclusion." Dr. James H. Williams.
The Strategic Planning Committee (SPC)—consisting of Maxine Beebe, Martha Gaidies, Carla Latorraca, Frank Markley, Lynda Moinzad, Rebecca Parker (Chair), and Lance Rubin—represented faculty, staff, and students. In developing its plan, they reviewed numerous reports and papers, engaged in extensive discussions about the College with the various estates (student, faculty, classified staff, and administrators) and coordinated the collection of all the data.

"Working with my colleagues on the new strategic planning process was from a bottom-up perspective. It was an exciting challenge with all the requests we received. No doubt, next year's report will be even better," said SPC Chair Rebecca Parker.

In a year filled with construction and remodeling of the main College building, it was also symbolic to rebuild the College's internal structure.

Upon completion of the study, the SPC identified the primary College goal: the movement of ACC toward becoming a world-class, learning-centered institution of higher education. Many issues needed to be addressed in moving toward this goal: customer service, making the institution learning-centered, building student enrollment, and using new initiatives.

In order to achieve this goal, the College needs to continue to invest in technology, to increase diversity, to focus on friend- and fund-raising, and to educate and enhance the workforce. All of these goals are ongoing and have been identified through many meetings and planning sessions. All levels of College personnel helped in identifying the College's priorities. All levels identified Strengths, Weaknesses, Opportunities, and Threats (SWOT).

The SPC focused on three priorities. These criteria were tests used to identify the list of strategic goals recommended for future college funding. These priorities and the explanations of their selections are:

1. Focusing on "front-line" personnel (College faculty, staff, and administrators who provide services directly to current and potential students). This priority focuses on increasing student enrollment, using new initiatives, making the institution learning-centered, improving diversity, and raising the level of customer service.

2. Responding to mandatory initiatives, including legislative mandates, Quality Indicator System (QIS), and the facility master plan.

3. Improving student recruitment and retention with the focus on non-personnel requests, given that Student Services had a major infusion of new personnel last year.

The Planning Process

In the fall of the 1999-2000 school year, Dr. James H. Williams, the seventh president of ACC, established the direction the College would take under his leadership. Dr. Williams brings new perspectives and ideas to the College and is prepared to lead the College during these times of change.

"At the heart of my vision for a world-class, learning-centered community college is an assumption of quality and commitment to student success."

Dr. Williams spelled out six key principles for a learning-centered community college:

- A Learning College creates substantive change in individual learners.
- A Learning College engages learners as full partners who must assume primary responsibility for their choices.
- A Learning College creates and offers as many options for learning as possible.
- A Learning College assists learners in forming and participating in collaborative learning activities.
- A Learning College defines the roles of learning facilitators in response to the needs of the learners.
- A Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.
The mission focuses on student learning with all faculty, staff, and administrators facilitating and supporting student learners. The President, administrators, and other campus leaders all have major roles in guiding the College and its learners through the challenges and opportunities that lie ahead in higher education.

Dr. Williams identified three forces that drive major decisions at community colleges:

**Markets:** Identifying potential students and their needs, understanding the service region work-force needs, and identifying competitors and identifying their strengths and weaknesses in relation to ACC’s.

**Technology:** Long-range plans need to take into account satellite campuses, long-distance learners, and the growing gap between the "have"s and the "have-nots" regarding access to technology.

**Performance and accountability:** Legislative mandates demand accountability for performance funding and performance pay.

Arapahoe Community College is addressing these three forces through marketing, student recruitment, the creation of a Technology Services/Technology Support department, and accountability in all areas. ACC Foundation’s efforts in the areas of annual giving campaigns and planned giving are being studied. A new grant writer is exploring additional avenues of funding.

The strategic plan identifies and develops these goals recognizing several areas of concern:

1. The $1,948,817 capital construction/capital appropriation from the state legislature addresses many items listed as priorities.

2. The College has several initiatives that require no funding; however, the initiatives need direct support from each unit affected by the changes. A more efficient system will facilitate interdepartmental communication.

3. The diversity issue continues to be a concern for ACC and for its service area. The current student population is 3.8% Asian, 1.8% African American, 7.6% Hispanic, 1.3% Native American, 79.5 Caucasian and 6% Other. The funding requests from the Diversity Committee were extensive; however, diversity is a college-wide initiative, and the College should fund diversity to demonstrate to students, faculty, staff, administrators, and the community that diversity is important to all of ACC.

4. The marketing initiatives are directly related to student recruitment and retention, and their funding should be a college priority. The revenues that will be generated through Web page advertising may or may not cover marketing especially with the increased efforts to market individual programs. The College may need to utilize additional general funds to cover the total cost of marketing.

5. Contractual faculty salary increases are not addressed in the Strategic Plan because the Instructional Council considered the Community Colleges of Colorado (CCC) requirement for raises of 2.9% from the inflationary base increase and a suggested 1% from College resources to be mandated.

6. The plan submitted by the University Center at Chaparral included many operational budget requests that should be funded; however, the requests for personnel increases were not recommended by the SPC based upon the priorities identified for the college-wide plan.

"More and more institutions are expected to perform, to document performance, and to be accountable to students and taxpayers for meeting the education and work-force needs of students and employers." Dr. James H. Williams.
Impact and Implementation

This plan will guide the College through the next four years. With new leadership, enthusiasm, and guidance, the process will keep ACC on the educational forefront, ready to respond to student, industry, and community needs. While financial resources are always a concern, the existing funds, grants, and appropriations will be carefully allocated within the various areas of the College based on the recommendations made in this plan.

The SPC established that all of the initiatives listed in its plan were high priorities, and the 20 initiatives should be funded if possible. Each area responded to topics of salary, facility maintenance, recruitment and retention, accountability, performance, technology, work-force and economic development, staff development, diversity, international programs, external friend- and fund-raising, and shared governance.

The remodeling and reengineering of Student Services—moving offices, combining and expanding advising, sharing staff and cross training—embody the feeling that "The traditional practice of focusing on one's individual department will no longer work." The area still maintains a high volume of print information about the College: 3,000 viewbooks; 5,000 catalogs; 10,000 miscellaneous brochures; 21,000 curriculum viewbooks; 15,000 direct mail pieces; 10,000 "Today" newsletters; and 100,000 schedules.

The reports to the SPC included 159 individual requests ranging from faculty replacement, building a stronger fifth year high-school program for area high schools, to creating CELT—a Center for the Enhancement of Teaching and Learning. Many requests for computer help, Computer Information System (CIS) changes, labs, list serves, and a language lab accompanied the reports. All areas focused on the three main priorities (see page 4).

The Strategic Planning Committee Report

Goal Number One: Technology

The strategic issue involved defining, funding, and developing action items for technology. Technology includes the use of computers, software, e-mail, and access to the Internet in the classroom and in the delivery of instruction. In its broadest sense, it also includes the latest networking, equipment, and training necessary to perform daily tasks.

Strategy: implement a campus-wide effort to use technology to enhance teaching/learning methods in classrooms, laboratories, and other educational settings; provide flexible, innovative student services; assure effective and efficient communications, administrative operations, and support services; and guarantee ongoing professional development to all faculty, staff, and administrators.

Action items for this strategy:

* ACC will continue to develop a comprehensive technology plan that encompasses all aspects of technology, prioritizes goals within the plan, and establishes minimum acceptable levels of student and faculty access to technology. This plan will also include provisions for ongoing support, maintenance, and upgrades.

* ACC will fully support and facilitate the achievement of the plan through the funding process and other campus initiatives.

* ACC will facilitate the development of a teaching and learning environment that is enhanced through technology by providing instruction and student support services to citizens in its service area.

* ACC will use technology to empower learners and to facilitate collaboration among students, faculty, staff, and administrators of the College.
* ACC will expand learning opportunities and support services that are not time and place bound as well as other alternative instructional delivery strategies by providing faculty and students with access to learn at home, work, or at any of ACC’s extended campus facilities.

* ACC will focus on connectivity by completing the local- and wide-area networks. Reviewing staffing requirements and establishing shared learning resources with libraries, the World Wide Web, local school districts, and the statewide telecommunications network will enhance learning. This infrastructure will include provisions for on-going support, maintenance, and upgrades.

* The ways ACC uses technology are ever changing. ACC will increase the investment in faculty, staff, and administrators for professional development training in a manner that stimulates innovation, increases productivity, and enhances student learning.

* ACC will evaluate, develop, and implement an efficient and effective organizational structure for technology support. This includes support for its technology equipment and systems, its networks, and websites, as well as faculty, staff, and administrators in developing their use of technology.

Goal Number Two: Retention/Recruitment/Marketing

This broad set of activities involves everything from traditional marketing activities such as press releases and advertising to more advanced recruiting techniques involving direct mail and e-marketing. The issues are—how does ACC 1) meet the needs of students, employers, and citizens in its service area by effectively recruiting, promoting, and retaining students; and 2) how does the institution secure the commitment of faculty, staff, and administrators to make these activities part of the culture of the institution? Additionally, in this era of increased demands for accountability and decreasing revenues available for non-instructional activities, it is important to evaluate all marketing and recruitment efforts to ensure the continuation of effective strategies and the disposal or modification of those activities that don’t work.

Strategy: Implement a campus-wide effort to focus on actively guiding and supporting students in advancement toward their educational goals and on actively researching and pursuing new and changing markets by developing and supporting comprehensive recruitment, retention, and marketing activities.

Action items for this strategy:

* ACC will continue to implement a full-service, comprehensive enrollment management system, which provides responsive, courteous, up-to-date services;

* ACC will continue to coordinate a campus-wide retention/recruitment/marketing effort which outlines strategies that will be undertaken jointly by programs/disciplines, and the institution;

* ACC will enhance opportunities for student-faculty interaction regardless of delivery method or campus location;

* ACC will assess and evaluate programs and support services to foster a competitive advantage by meeting the educational needs of its changing service-area population. Examples of competitive advantages include student-friendly procedures and/or flexibility in class scheduling and delivery;

* ACC will foster student success through both classroom and institutional interventions that detect symptoms, offer service, and monitor outcomes;

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"The challenge for us is to deliver students who are competent not only to function professionally in an international environment, but who are equipped to make personal and public policy decisions as citizens of an international society." Dr. James H. Williams
* ACC will become better integrated with area high schools, counselors, public and private four-year institutions, and potential employers of its students through organized events and connections to their electronic networks;

* ACC will communicate with its graduates about their changing careers and inform them about its ability to continue to satisfy their needs for life-long education;

* ACC will improve its classrooms and laboratories making them more conducive to effective learning, including better acoustics, lighting, furnishings, instructional tools, and equipment; and

* ACC will develop a better understanding of student, business, and community needs in the markets surrounding ACC. Since recruitment is closely tied to new program offerings, these connections are invaluable.

**Goal Number Three: Resources**

Resources include the human, fiscal, and capital assets, which enable an organization to achieve its purpose. The issues are—given the current political climate and funding base—how does ACC 1) maximize the use of its existing resources; 2) supplement and add to its resources; and 3) continue to grow and meet its goals?

**Strategy:** Promote entrepreneurial activities in the acquisition of new funds and use of existing resources.

**Action items for this strategy:**

* ACC will build and foster alliances and partnerships with business and industry and with other educational entities.

* ACC will seek new resources through grants and other outside sources, including funding by the ACC Foundation.

* ACC will develop new methods for generating revenue from its credit-based courses and its community education and work-force training programs.

* ACC will evaluate its internal budget process—looking for barriers to effective and efficient resource utilization, seeking methods for rewarding risk and fostering innovation.

* ACC will revise its budget process—where possible—to promote its entrepreneurial activities.

* ACC will encourage and reward cost-saving and cost-sharing attitudes and activities.

* ACC will develop internal alliances and partnerships that cross traditional functional boundaries.

The mission and vision statements of each area focus on the educational opportunities for the entire campus community. Promoting an environment of awareness and acceptance through programming, events, change, and the flexibility to respond to the student community and workforce will continue to be a high priority.

As ACC works with its Foundation and strives to extend its community relations with local governments, chambers of commerce, businesses, and community members, the College’s impact in the community will be strengthened. A better public understanding of the College within the service area will help to secure wider participation in its cultural and community activities.

For the year ending July 2000, the Foundation raised $64,629 in direct services and $13,000 in in-kind donations (planting materials, computers, etc.). The Foundation is looking forward to more friend- and fund-raising activities in the next five years. Given that a lot of fund-raising efforts are in place and the advent of the grant writer promises to take the ACC Foundation to a higher level of donations, the College is able to offer more mini-grants to faculty, classified staff, and administrators.

**Mission:** The ACC Foundation provides ties with ACC to local governments, chambers of commerce, business and community members as a means of supporting each other.
The Next 35 Years

The vision for ACC as spelled out by Dr. James H. Williams in his Vision Statement given in the Fall of 1999 includes transforming ACC into a world-class, learning-centered diversely global technological center of higher learning. This includes all transfer educational classes, certificate programs, and all work-force training classes.

Through community outreach with a variety of methods of delivery, education—from developmental to the highest technological level—will be of prime concern. The new paradigm of higher education demonstrates that "Community colleges are learning, not teaching institutions. The most important people in the institution are the learners," according to Dr. Williams.

These learners are in many areas: transfer education, occupational education, work-force training programs, community education, developmental, and remedial education. Through a variety of deliveries from the classroom, to the workplace, to a home with a computer, these students will be targeted to make sure they reach world-class status by being aggressively assisted by all College personnel. Dr. Williams stresses that the challenges and problems students traditionally had in gaining information and an education will now be supported by an entire educational community. "The President, administrators, and other campus leaders have a major role to play in guiding the College through each of these challenges and opportunities," he said in his address.

In the next 35 years, friend- and fund-raising opportunities abound for ACC. Through forging new business partnerships, expanding the Foundation Board membership, hiring a grant writer, and implementing the technology capital project, the College will reach out to all in its service area. As the Foundation endowment expands its friend- and fund-raising efforts, an annual campaign and planned giving with targeted giving, the Foundation can expand its scholarship program for students, as well as professional development grants for faculty, staff, and administrators.

The first 35 years of the College have been building ones; the future of education in Colorado will be mirrored by the growth and development of Arapahoe Community College. The vision for the College, according to Dr. James H. Williams, "involves insight and foresight, a sense of what is and what could be. New initiatives will emerge from the faculty, classified staff, and administrators on campus. In the final analysis, ACC will not forget the prime objective of its mission: to prepare ACC students to become globally competent individuals and to meet the work-force needs of a high-tech society."

MISSION: ACC'S DIVERSITY COMMITTEE PROVIDES EXPOSURE AND EDUCATIONAL OPPORTUNITIES FOR THE ENTIRE CAMPUS COMMUNITY WITH AN ENVIRONMENT OF AWARENESS AND ACCEPTANCES THROUGH PROGRAMMING CULTURAL EVENTS, RAISING CRITICAL ISSUES, PROMOTING CHANGE, AND INFORMING THE CAMPUS COMMUNITY.
## Appendix
### 2000-2001 Executive Committee
### College Strategic Planning Priorities

<table>
<thead>
<tr>
<th>College Priority</th>
<th>Strategy</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Legislative mandated salary increase for all classified employees</td>
</tr>
<tr>
<td>1</td>
<td>Mandated Risk Management increase</td>
</tr>
<tr>
<td>1</td>
<td>ACC's share of bail out to other colleges for mandates - off the top</td>
</tr>
<tr>
<td>1</td>
<td>Community Colleges of Colorado (CCC) mandated salary increase for faculty and instructors (2.9% +1%)</td>
</tr>
<tr>
<td>1</td>
<td>CCC mandated salary increase for exempt staff (2.9% +1%)</td>
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<tr>
<td>1</td>
<td>High school newsletter</td>
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<tr>
<td>1</td>
<td>College-wide Information/Telcom/Technology Department</td>
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<tr>
<td>1</td>
<td>CCC on-line session costs</td>
</tr>
<tr>
<td>1</td>
<td>Research and Assessment Department</td>
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<tr>
<td>1</td>
<td>Natural gas increase</td>
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<tr>
<td>1</td>
<td>College share of grant writer</td>
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<tr>
<td>1</td>
<td>Recruitment, advertisement, travel and diversity</td>
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<tr>
<td>1</td>
<td>College-wide Information Central Department</td>
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<tr>
<td>2</td>
<td>Instructional Savings</td>
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<td>2</td>
<td>Administrative Services Savings</td>
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<tr>
<td>2</td>
<td>Instructional Salary Savings to balance the budget</td>
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<tr>
<td>2</td>
<td>Administrative Services Salary Savings to balance the budget</td>
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<tr>
<td>2</td>
<td>Student Services Salary Savings to balance the budget</td>
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<tr>
<td>3</td>
<td>College strategic budget deficit</td>
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<tr>
<td>4</td>
<td>Establish College reserve at 3%</td>
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<tr>
<td>5</td>
<td>Provide support and training to ACC faculty, K-12 faculty and students. Create CELT - The Center for the Enhancement of Teaching and Learning. Provide an on-campus development lab for faculty use. Put two computer labs in area high schools to support the new program initiative and to provide student and K-12 teacher access in order to provide multimedia training, e-commerce customer training, teacher training, mentoring, &quot;distinguished&quot; faculty support, curriculum development, assessment and quality control, learning college activities, and at-risk program support.</td>
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<tr>
<td>College Priority</td>
<td>Strategy</td>
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<tr>
<td>6</td>
<td>Life Safety Issue— replace emergency phones in parking lots— current system is so old we can no longer obtain parts. Liability issue as we now have two units not working</td>
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<tr>
<td>7</td>
<td>Develop an effective advertising campaign. Purchase advertising on RTD Light Rail, advertising slides in service area cinemas and advertising in local newspapers-Phase I</td>
</tr>
<tr>
<td>8</td>
<td>Reengineer and remodel staff lounge to music area requested by Student Services remodel project (See 20 below)</td>
</tr>
<tr>
<td>9</td>
<td>+1 FTE Custodian and Cleaning Equipment to cover 23,000 additional sq. feet of lobby and LRC (position 1 of 2 requested)</td>
</tr>
<tr>
<td>10</td>
<td>+1 FTE Custodian and Cleaning Equipment to cover 23,000 additional sq. feet of lobby and LRC (position 2 of 2 requested)</td>
</tr>
<tr>
<td>11</td>
<td>Meet the curriculum needs of students for library resources: Add library materials for law, sciences and additional full text journals and databases— flat budget since 1995, cuts in collections.</td>
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<tr>
<td>12</td>
<td>Increase diversity of students and diversity awareness: Join diverse chambers of commerce groups (i.e. Asian-American Chamber of Commerce), place ads in diverse publications, and provide diversity training which meets college goal of increased college visibility and student enrollments</td>
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<tr>
<td>13</td>
<td>Design a system to track service provisions for Disabilities</td>
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<tr>
<td>14</td>
<td>Customer service: Hire hourly employees at the Arts and Design Center to provide support for these students</td>
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<tr>
<td>15</td>
<td>FOCUS training for Network Support Analyst</td>
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<tr>
<td>16</td>
<td>Life Safety Issue - Secured door to make cashier office more safe and secure</td>
</tr>
<tr>
<td>17</td>
<td>Increase GED/CPT office staff by 1 person during peak registration periods to better serve students. *Note - Requested a full-time position but may be able to realize some staffing efficiencies with the co-location of Student Services</td>
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<tr>
<td>18</td>
<td>Develop an effective advertising campaign— purchase advertising on RTD Light Rail, purchase advertising slides in service area cinemas, purchase advertising in local newspapers - Phase II</td>
</tr>
<tr>
<td>19</td>
<td>Postage for 1st class mailings</td>
</tr>
<tr>
<td>20</td>
<td>Reengineer and remodel Student Services space to centrally located area, allowing ease of access to students and prospective students (See 8 above)</td>
</tr>
</tbody>
</table>
The enrollment for the end of the decade was consistently increasing. The millennium brought much on-campus construction that impacted enrollment. While the figures for the 2000-2001 year are still a little behind projection, the College feels that the new centers on campus, Chaparral, and the infusion with the technology grant will make ACC more receptive to prospective students in its service area.
### ACC's Student Profile

#### Ethnicity

- Caucasian 79.5%
- Hispanic 7.6%
- Native American 1.3%
- African American 1.8%
- Asian 3.8%
- Other 6%

#### Marital Status

- Single 63%
- Married 34%
- No Response 3%
- Other 6%
**ACC’s Student Profile**

**Highest Grade Completed**
- High School: 52%
- Some College: 2%
- Not Specified: 18%
- Post High School Degree/Certificate: 28%

**Full-Time/Part-Time Student Status**
- Full Time: 27%
- Part Time: 73%

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**ACC’s Employee Profile**

**Employees by Classification**
- Faculty: 550
- Classified: 144
- Administrators: 95

**Full-Time/Part-Time Faculty**
- Full Time: 26%
- Part Time: 74%
ACC’s budgets are in line with state recommendations. Other areas of financial opportunity are consistently being explored.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$8,849,382</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$2,286,639</td>
</tr>
<tr>
<td>Student Services</td>
<td>$1,882,503</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$3,407,934</td>
</tr>
<tr>
<td>Operations &amp;</td>
<td></td>
</tr>
<tr>
<td>Maintenance of Plant</td>
<td>$2,339,386</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$128,000</td>
</tr>
<tr>
<td>Transfers from System</td>
<td>$&lt;319,550&gt;</td>
</tr>
<tr>
<td>Total</td>
<td>$18,574,294</td>
</tr>
</tbody>
</table>