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ABSTRACT

This report provides data on 1993-94 student outcomes, public relations, and changes in teaching, curricula, and learning at the Community College of Denver (CCD). Following a summary of CCD's success in meeting its accountability goals, section I reviews 1993-94 changes in teaching, curricula, and learning and section II notes plans to incorporate information on assessment expectations in the college catalog. Section III presents charts comparing minority and non-minority student retention and completion rates, and Educational Testing Service Academic Profile scores by race/ethnicity. Section IV provides data on CCD's goals and students' scores and success rates in general education skills and knowledge, discipline-specific skills and knowledge, and basic skills. In addition, information is provided on student retention and completion; student, graduate, alumni, and employer satisfaction with CCD; and after graduation performance. Section V reports the accreditation team's positive assessment of CCD faculty's involvement in the assessment process. Appendixes include the 1994 CCD President's Annual Report; a brief history of accountability at CCD; a list of significant changes at CCD as a result of accountability efforts; and further data on skills and knowledge; retention, completion, and persistence; and student and alumni satisfaction.

(KP)

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ED 374 876

ACCOUNTABILITY REPORT

Submitted to
The Colorado State Board
for
Community Colleges and Occupational Education
and
The Colorado Commission for Higher Education

October 1994

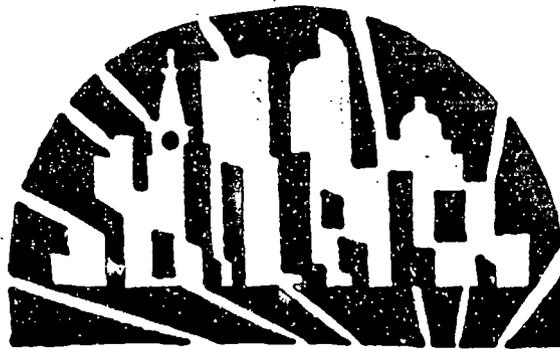
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Community College of Denver

J. 140 573

Community College of Denver 1993-94 Accountability Report

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For further information concerning the 1994 Accountability Report, contact either of the following:

Dr. Marlene Hall, Vice President for Instruction

P.O. Box 173363, Campus Box 614, Tel. (303) 556-2414, Fax. (303)-556-4602

Dr. Greg Smith, Vice President for Information Resources & Planning

P.O. Box 173363, Campus Box 285, Tel. (303) 556-6178, FAX (303) 556-4602

COMMUNITY COLLEGE OF DENVER 1993-94 ACCOUNTABILITY REPORT SUMMARY

Goal: 95% of CCD sophomores in capstone courses will pass the competencies established for discipline-specific skills and knowledge.

CCD met this goal.

- Success rates in capstone courses averaged over 96%.

Goal: Using the Educational Testing Service's college general education assessment, 80% of the graduating sophomores in each program will score at the 1st level of the 3 criteria levels assessed and CCD graduating sophomores will equal the scores of other community college graduating sophomores.

- CCD students enter with scores significantly below their peers, make greater gains than peers, but still graduate scoring below peers. 65%-70% of CCD's graduating sophomores scored at Level 1 in the various test areas; the mean score of CCD sophomores was 5 points below the mean score of peer community college sophomores.

Goal: CCD's student success (completion, transfer and persistence) rates will be comparable to the Colorado Community College & Occupational Education System (CCCOES) average.

CCD met this goal.

- Three year average for cohorts from

<u>CCCOES</u>	<u>CCD</u>	<u>Difference</u>
44.4%	45.0%	+ 0.6%

Goal: 90% of surveyed students, graduating students, alumni and employers will be satisfied with the students' knowledge, skills and college services.

CCD exceeded this goal.

- Of the current students surveyed, 96% were satisfied with instruction; 91% were satisfied with their growth at CCD; and 87% were satisfied with college services.
- 97% of the graduating AA/AS/AGS Degree students and 95% of the AAS students were satisfied with their growth in the surveyed areas of knowledge and skill development.
- 100% of the alumni and employers surveyed rated CCD graduate skills as satisfactory or better with average responses of good to excellent.

Goal: 90% of CCD's 1992-93 vocational graduates will be employed/continuing their education.

CCD met this goal.

- 90% were employed or continuing their education.

Goal: CCD graduates will transfer to baccalaureate colleges at rates comparable with Colorado Community College and Occupational Education System (CCCOES) averages.

CCD exceeded this goal.

- Transfer rates of 1992-93 CCD and CCCOES Degree Recipients to Colorado Public 4-Year Institutions:

<u>Degree Type</u>	<u>CCCOES % Trans</u>	<u>CCD % Trans</u>	<u>Difference</u>
AAS	4.3	10.9	CCD + 6.6%
AGS	14.7	44.1	CCD + 29.4%
AA/AS	43.4	60.0	CCD + 16.6%

Goal: Minority students will succeed at the same rate as non-minority students.

CCD met some of its standards for this goal.

- Graduating minority students succeeded in discipline-specific skills and knowledge at rates comparable with graduating non-minorities.
- Degree-seeking minority students entered CCD with lower scores in general education skills and knowledge than non-minorities, made equal or greater gains, but graduated below their non-minority peers.
- Compared with degree-seeking non-minority students, degree-seeking minority students found less success their first semester with us, but returned at higher rates the following spring and fall semesters, while still graduating at slightly lower rates.
- Certificate-seeking minority students graduated at lower rates than their non-minority peers.

Goal: Students taking basic skills courses during their first semester at CCD will succeed at the same rate as students who did not take basic skills courses.

CCD met this goal.

- The 1988-1992 cohorts of Fall Semester full-time/first-time degree-seeking students taking basic skills courses their first semester succeeded that first semester at the same rate as the other students. However, they returned Spring Semester and the following Fall Semester at rates exceeding others. Also, after four years, the 1989 and 1990 cohorts met or exceeded the graduation rates of students not taking basic skills courses.

Summary

The Community College of Denver excels in (1) student success in achieving discipline-specific skills and knowledge, (2) student, graduate, alumni and employer satisfaction, (3) after graduation success, and (4) success of students requiring basic skills courses. We are improving (1) students' success in achieving general education skills and knowledge, (2) student degree completion, and (3) success of ethnic minority students.

I. 1993-94 CHANGES IN TEACHING, CURRICULA AND LEARNING AS A RESULT OF ASSESSMENT

- * A 90% or higher student success rate for the fall semester 1994 was documented for HVAC/Appliance Repair, Drafting, Graphic Arts, Graphic Design, Human Services, Nursing, Photography, Radiologic Health Sciences.
- * 100% of degree graduates from the following programs were employed or continuing their education one year after graduation: Paralegal, Accounting, Management, Secretarial, Early Childhood, Human Services, Radiation Therapy, Radiologic Technology, Airframe/Power Plant, Commercial Heating/Air Conditioning, Drafting/CAD.
- * AGS graduates transferred to baccalaureate colleges at a rate 33.3% higher than the CCCOES average; AA/AS at 13.5% higher; persistence rates were 5.0% higher.
- * At the end of the first year of concerted retention efforts by the African-American and Hispanic Staff Councils, retention of undecided African-American students increased by 7% and of undecided Hispanic students by 10%.
- * During the fall 1993 semester, the success rate of AA Degree African American students increased by 9% and the success rate of AA Degree Hispanic students increased by 6% over the fall 1992 semester.
- * The following programs had student success rates of 90% or higher during the Fall semester 1993: Drafting, Graphic Arts, Graphic Design, Human Services, Nursing, Photography, HVAC, Radiology.
- * Teaching/learning initiatives included learning communities, service learning, assessing teaching/learning styles, use of computer technology/CDRom, sequencing of courses, development of computerized test banks, self-paced courses, and instructional designers to support faculty development in the use of educational software.
- * 90% of the students using the math/English labs at least 3 hours per week succeeded in their courses.
- * A computerized entry level assessment instrument was piloted and initially validated.
- * First semester students (most at-risk) were identified on faculty rosters.
- * A local plan for faculty credentialing was approved by CCCOES for adoption in 1994-95.
- * A new student evaluation of faculty based upon faculty/student values was implemented.
- * Advisory committee chairpersons received appreciation awards/in-service on their roles in the annual program reviews, the Colorado Core Standards and Measures, and the CCD Accountability Plan.
- * Progress toward the new Colorado Core Standards and Measures (which correspond with Accountability Plan assessment goals) was reviewed by each vocational program with its advisory committee. Self-improvement plans were developed as part of the planning/budgeting process.
- * Exit competency classifications were revised by the Academic Standards Committee to reflect the Colorado Core Standards and Measures.
- * A computer check for prerequisites was developed for implementation, beginning with registration for Summer 1994; prerequisites were added to Fall 1994's Schedule of Classes.
- * CCD's five critical academic skills were integrated into 244 courses. Eight vocational programs became totally integrated; two learning communities were established.

- * Five-year program reviews in Drafting, Developmental Studies, Early Childhood Education, Electronics, Machine Tool Operator, Management/Marketing/Financial Services, and Photography examined student outcomes, in knowledge, skills, retention, completion, and graduation.
- * Nuclear Medicine, Radiologic Technology, and Radiation Therapy programs received 5-year JRC accreditation; 87% of RTR grads and 89% of RTT grads passed National Registry on 1st setting.
- * Graduates of Computer Information Systems, Bio-Medical Electronics, Nursing, and the AS Degree met CCD's general education skills goals as measured by national assessments in writing, math and reading/critical thinking.
- * Twenty-two faculty mini-grants totaling \$26,695 were awarded for projects to improve assessment, retention, curriculum, advising, community outreach, and diversity.

II. NEW INSTITUTIONAL STRATEGIES TO INFORM THE PUBLIC

CCD plans to begin incorporating more information on assessment expectations and the results of assessment in the catalog.

III. MINORITY STUDENT SUCCESS

Goal: Minority students will succeed at the same rate as non-minorities.

A. Data

1. Minority Student Retention/Completion (CCD Department of Information Resources and Planning, 10/7/94)

Full-Time First-Time Degree Seeking Freshmen

		Minority	Non-Minority
Total Cohorts 1988-1992	Successful First Semester	78%	85%
Total Cohorts 1988-1992	Fall-Spring Retention	71%	65%
Total Cohorts 1988-1992	Fall-Fall (1 year) Retention	43%	39%
1988 Cohort	Graduation	11%	22%
1989 Cohort	Graduation	17%	24%
1990 Cohort	Graduation	14%	17%
Total Cohorts 1988-1992	Certificate Graduates	43%	49%

2. Minority Student Knowledge & Skills (ETS Academic Profile Total Scores Range 400-500)

Race/Ethnicity	1994 n	1994 Graduates	1992 Freshman	1994-1992 Difference
Native American	6	447		
Asian	41	428		
Black/Afro American	23	425	410	+15
Hisp./Latino/Chicano	61	431	421	+10
White	168	447	437	+10
TOTAL/AVERAGE	329	439	429	+10

Note: The 1992 freshman sample group did not include enough Asian Pacific Islanders or Native Americans to validate group scores.

2. **Data Interpretation**

Ethnic minorities do not succeed their first semester at the same rate as non-minorities. They exceed non-minorities at the rates they return in the spring and following fall semesters, but graduate at lower rates. Ethnic minorities continue to enter and exit at AP scores below Whites, but make equal or greater gains.

3. **Changes**

This continues to be an area of challenge. For the 1993-94 year, African American and Hispanic Faculty/Staff Councils received budgets to fund student retention initiatives with positive short-term results. (See 1993-94 Changes). Special ESL initiatives are planned.

IV. DATA AS STATED IN ACCOUNTABILITY PLAN

A. General Education Skills and Knowledge

Goal: Using the ETS Academic Profile (AP), on criterion-referenced skill scores, 80% of the graduating sophomores in each program will score at Level 1 or higher. On norm-referenced scores, CCD graduating sophomores will equal the norm-referenced scores of the other community college students taking the AP.

1. **Data**

Four of CCD's 20 programs, but 65%/70% of CCD graduates scored at Level 1 or higher in the criterion-referenced skill scores. CCD Freshmen's norm-referenced mean scores were 10 points below their peers; CCD graduates' norm-referenced mean scores were 5 points below the mean scores of their peers, showing greater growth. See Appendix D charts.

2. **Data Interpretation**

Reports from the test center that students are not taking the exit AP seriously, lead us to question the data. Nevertheless, faculty receive this data during the fall semester. Business advisory committees, with faculty, review and interpret this data, and other data, making recommendations for the spring planning/budgeting period.

3. **Changes**

A new coordinator for our Test Center will insure a controlled testing environment along with consistency in data collection, sorting and reporting. We are assessing all full-time/first-time students as opposed to the sample populations we were assessing previously. We also are preparing a brief student seminar on test taking skills. For programs not meeting the goal, plans vary from learning communities which cross discipline and general education skill areas to increased requirements in the skill areas to infusion of critical skills across the major courses.

B. Discipline-Specific Skills and Knowledge

Goal: 95% of those who take exit assessments in capstone courses will pass 100% of the competencies at 80% or greater proficiency.

1. **Data**

Success rates in capstone courses average over 96%. Examples of success rates follow: Accounting 100%; Management 92%; Nursing 100%; Human Services 100%; Early Childhood 100%; Drafting 100%; Electronics 91%; Radiology 100%.

2. **Data Interpretation**

Capstone course data is interpreted by faculty who annually submit a summary of assessment methods, outcomes, and resulting changes.

3. **Changes**
A variety of curriculum modifications continue to be made at the course level by faculty as a result of student assessments in the capstone courses.

C. Basic Skills

Goal: *Students taking 1 or more basic skills classes during their first semester at CCD will succeed at the same rate as students who did not take basic skills classes.*

1. **Data**

Full-Time First Time Degree Seeking Freshmen		Basic Skills	No Basic Skills
Total Cohorts 1988-92	Successful First Semester	80%	83%
Total Cohorts 1988-92	Fall-Spring Retention	75%	64%
Total Cohorts 1988-92	Fall-Fall (1 year) Retention	50%	33%
1988 Cohort	Graduation	13%	21%
1989 Cohort	Graduation	22%	21%
1990 Cohort	Graduation	15%	16%

2. **Data Interpretation**

Students who need basic skills (remedial) classes when they enter CCD persist and graduate at rates comparable to and sometimes higher than their peers.

3. **Changes**

We are conducting further studies this year on comparative success of students taking/waiving remedial classes based on entry-level assessment scores.

D. Retention and Completion

Goal: *CCD's student success (completion and persistence) rates will be comparable to or above the CCCOES average.*

1. **Data**

CCD Success (Completion, Transfer & Persistence) Percents for Fall Cohorts of First-Time, Full-Time, Degree-Seeking Students

	1987	1988	1989	Average	Total N
CCD	43.2	44.9	46.5	45.0	1238
CCCOES	43.7	45.7	43.9	44.4	10148

Source: CCHE SURDS files and CCHE Cohort Tracking System

2. **Data Interpretation**

CCD's success rates are steadily increasing. Both the 1989 cohort and the three-year (1987-1989) average exceed the CCCOES average. CCD is meeting this goal.

3. **Changes**

We continue initiatives to increase first semester retention and overall graduation rates.

E. Satisfaction: Students, Graduates, Alumni, Employers

Goal: *90% of surveyed students, graduating students, alumni and employers will be satisfied with students' knowledge, skills and college services.*

1. **Data**

1993-94 Current Students Surveyed (n=1078)

96% were satisfied with instruction

87% were satisfied with college services

91% were satisfied with their growth at CCD

1993-94 Graduating Students Surveyed (n=346)

97% (n=80) of the AA/AS/AGS Degree students were satisfied with their growth in the surveyed areas of knowledge and skill development.

95% ($n=266$) of the AAS Degree students were satisfied with their growth in the surveyed areas of knowledge and skill development.
 1992-93 Alumni ($n=192$) and Employers Surveyed ($n=37$)
 100% of the 192 alumni and 37 employers surveyed rated CCD graduate skills as satisfactory or better in the knowledge/skill areas surveyed. On a 5-point scale, averages ranged from 3.88 to 4.62 with average responses of good to excellent.

2. **Data Interpretation**
 CCD is meeting its overall goal.
3. **Changes**
 Survey forms are being updated to provide more accurate information .

F. After Graduation Performance

Employment Goal: *90% of CCD's vocational graduates will be employed/continuing their education.*

1. **Data**
 505 1992-93 vocational graduates were surveyed.
 90% were employed or continuing their education.
 (97% of Auraria Degree graduates; 95% of Auraria certificate graduates; 86% of TEC certificate graduates were employed or continuing their education)

Transfer Goal: *CCD students will transfer at rates comparable with CCCOES.*

1. **Data**
 - a. **Transfer Rates of 1992-93 CCD and CCCOES Degree Recipients to Colorado Public 4-Year Institutions.**

Degree Type	CCCOES		CCD		Difference Index
	N	%Trans	N	%Trans	
AAS	1930	4.3	229	10.9	+ 6.6
AGS	436	14.7	34	44.1	+ 29.4
AA/AS	952	43.4	35	60.0	+ 16.6

Source: CCCOES Research/Planning from CCHE SURDS extract file.

2. **Data Interpretation**
 Vocational graduates are prepared for the workplace and to continue their education. CCD graduates transfer to 4-year colleges at rates significantly above the CCCOES average.
3. **Changes as a Result of Assessment**
 We are continuing articulation with professional schools to increase transfer options (AGS Degree) for vocational students. With the help of CCHE staff, a state-wide 2 yr. to 4 yr. articulation agreement in Business is close to completion.

V. FACULTY INVOLVEMENT

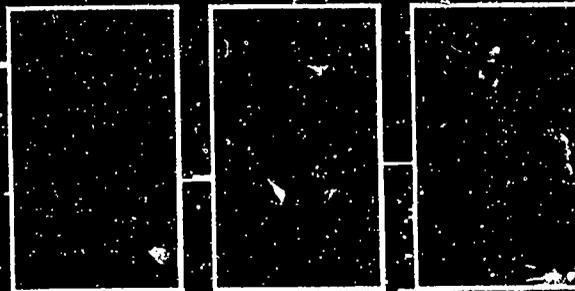
From the report of the North Central Accreditation Team, October 1993:

The accountability measures were equally discussed, determined and activated by those most involved as well as those who provided an outside vision....One of the strengths of CCD's assessment process has been and is the participation and acceptance of the program by the faculty ...As a result, the accountability and effectiveness measurements are part of the college fabric and the results are seen as starting points for next year's efforts....frankly the team was pleased to evaluate a College that undertook the planning/accountability/assessment activities in the spirit in which they were meant.

COMMUNITY COLLEGE of DENVER

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ANNUAL REPORT



P R E S I D E N T ' S R E P O R T

An eight-member accreditation evaluation team from the North Central Association (NCA) visited CCD in October, 1993. The purpose was the reaffirmation of accreditation coupled with an evaluation of institutional effectiveness and accountability. Their report indicated they found "... a college that had put in place exemplary planning and accountability activities." They found "... the accountability and effectiveness measurements are part of the College fabric..." and were impressed by the annual update processes.

Other evaluative comments in the NCA report assure students and the community of the quality of the institution. Please consider the following quotes:

- The college clearly has a commitment to support students and promote successful outcomes...
- ...students appear to be very satisfied with their experience at CCD.
- CCD faculty...are well qualified...are a stable committed group of professionals dedicated to the teaching-learning process.
- ...it became clear that the college functions with a collaborative

leadership model.

- Audits clearly indicated that conservative and sound fiscal management policies were operating effectively.
- ...students and employers are highly satisfied with the vocational programs provided...
- Graduation rates from four-year institutions of former CCD students also reflect favorably upon the quality of education...
- ...analyzed results are used to formulate budget priorities, improve



instruction, maintain academic standards and improve advising systems and services to students.

- There can be little doubt that CCD has developed the components of a comprehensive approach to student academic achievement.
- ...Classified Staff displayed their involvement with all aspects of the College.
- ...CCD has indicated that it takes very seriously the

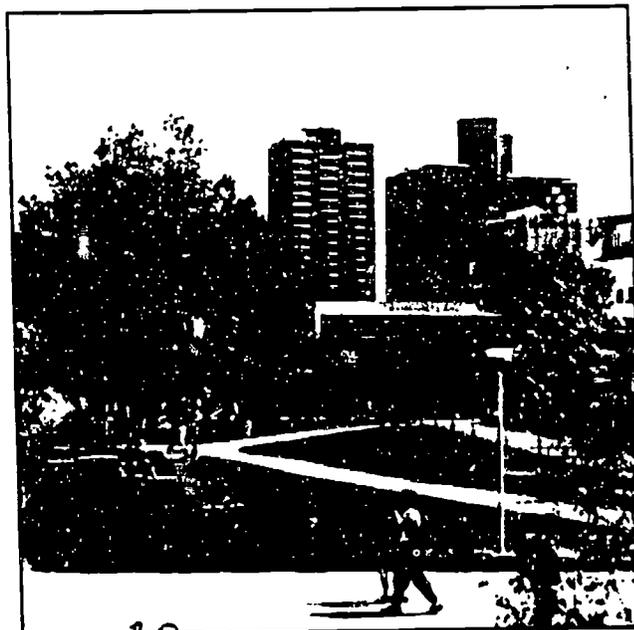


Dr. Byron McClenney,
President

- State mandates on accountability and the NCA mandate on assessment of student academic achievement.
- ...innovative and comprehensive approach to professional development points to long term success for CCD.
- Community College of Denver celebrates the diversity of its student body and its service area.
- ...has institutionalized a philosophy of student and

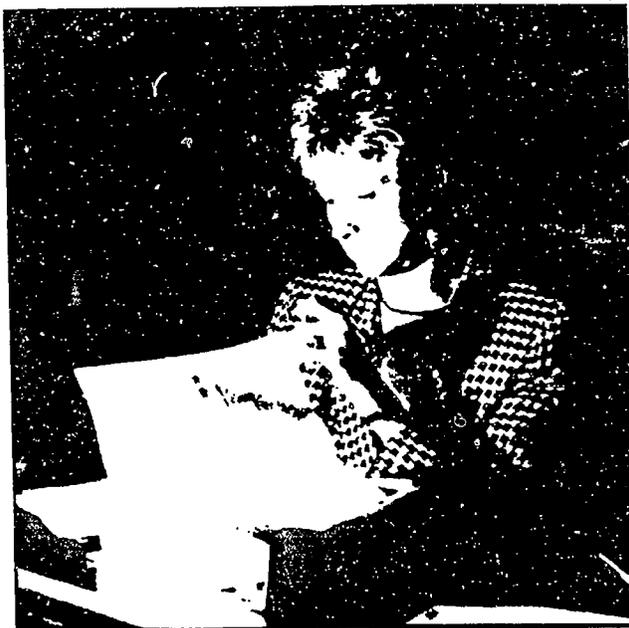
community service throughout the college.

- The culture of CCD has the concept of collaboration and shared governance as its foundation and bedrock.
- In the area of resources the College had addressed with creativity and determination the usual financial troubles that all educational institutions are facing today.
- ...has sought to enlarge its funding sources through creative approaches...
- Frankly the team was pleased to evaluate a college that undertook the planning/accountability/assessment activities in the spirit in which they were meant. The college decided to take a look at itself and to improve...

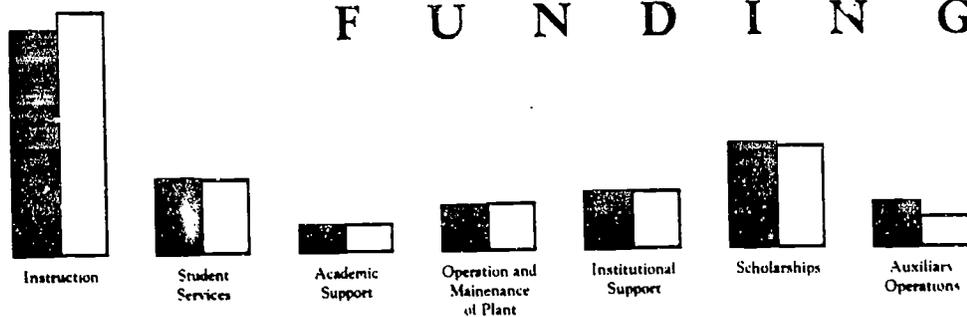


These words from the external team of evaluators document the quality of an institution focused on the center city. The faculty and staff of CCD are to be commended for their exemplary service and commitment to the provision of opportunity.

The following sections will provide a summary of specific outcomes and plans for the future of an institution which has become the leading point of access to higher education for citizens of the City and County of Denver.



F U N D I N G



 1992-93
 1993-94

	1992-93	1993-94
Instruction	38.0%	41.0%
Student Services	13.0%	12.7%
Academic Support	5.0%	5.0%
Operation and Maintenance of Plant	8.0%	8.5%
Institutional Support	10.0%	10.0%
Scholarships	18.0%	17.3%
Auxiliary Operations	8.0%	5.5%
Total Expenditures From All Funds	\$25,221,634	\$26,938,176

The primary sources of funding for the college's extensive operations are legislative appropriations (42%), tuition and fees (27%) and federal grants (25%).

A comparison between 1992-93 and 1993-94 fiscal years of expenditures from all funds will show the way revenue is allocated to the diverse activities of CCD.

CCD prides itself in consistently increasing funding of instruction.

C C D F A C T S

College Mission

Community College of Denver pledges responsibility for the following:

- Transfer courses for the baccalaureate degree.
- Occupational programs for job-entry skills or upgrading.
- Remedial instruction and GED preparation.
- Continuing education and community services.
- Cooperative inter-institutional programs.

Locations

Downtown Auraria Campus
South Classroom Building, 1111 W. Colfax.

Technical Education Center

North
6221 Downing.

Technical Education Center

East
Clayton Campus,
3601 Martin Luther King Blvd.
Phillips Center,
3532 Franklin Street

Technical Education Center

West
2420 West 26th Avenue, Suite 100D

Continuing Education,

GED preparation and Adult Basic Education at over 15 community sites.

Programs

- Associate Degrees: Arts (AA), Science (AS), General Studies (AGS), Applied Science (AAS)

ENROLLMENT AND DEMOGRAPHICS (1993-94)

11,405		unduplicated credit headcount
6821	60%	women
	29	average age
2889	26%	Hispanic
1434	13%	African-American
667	6%	Asian/Pacific Islander
194	2%	Native American
5828	52%	Anglo
5708	50%	first time in college

- Over 50 career programs awarding certificates
- Honors Program
- Job training for business and industry
- Adult basic education, GED preparation, computer literacy
- Women's Resource Center
- Work and Family Resource Center
- Small Business Development in conjunction with the Chamber of Commerce

- Educational Opportunity Center

Special Features

- Guarantees of job competency
- Guaranteed transfer of core curriculum to Colorado public four-year colleges and universities
- Emphasis on instruction rather than research
- Accredited by the North Central Association of Colleges and Secondary Schools

COMMUNITY COLLEGE OF DENVER

Dr. Byron McClenney,
President

Advisory Council

James H. Daniels
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COMMUNITY COLLEGE OF DENVER

Office of Community Relations
Campus Box Z, P.O. Box 173363
Denver, Colorado 80217-3363
(303) 556-3380 • FAX (303) 556-4670

P L A N S F O R 1 9 9 4 - 9 5



Advising and Retention

- A comprehensive enrollment management plan focusing on student success will be refined to work effectively in an Amendment One environment.
- Improved processes stressing the importance of course prerequisites will support student learning.
- All new students at Auraria will go through computerized entry-level assessment.
- Cohort tracking will be expanded to include majors and special populations.
- More feedback about student satisfaction with student support services will be utilized to improve services.
- TEC students pursuing vocational training will complete the assessment process, career counseling, and academic advising.

- A collaborative effort will ensure an easy transition for TEC students moving to the Auraria Campus for further study.
- An advising handbook will be developed to assist students, faculty and staff.
- A study will be conducted on the comparative success of students who take or waive recommended courses based upon assessment.



Instruction and Student Services

- Student Services and Instruction will work together to refine the Student Success Model.
- Efforts will be made to fully integrate Career Services in the various curricula with a particular focus on assisting students who are undecided about their career choices.

- Faculty use of technology for instructional delivery will be supported by instructional designers and mini-grants.
- Efforts will be made to achieve a higher level of involvement of TEC faculty in programs of the Teaching/Learning Center.
- Student Services will work with faculty on classroom management, gender equity and disabled student awareness.
- Student Government and Faculty Council will be asked to assist in clarifying rights and responsibilities of students and faculty. A revised student code of conduct and grievance procedures will be available to students and faculty for discussion in fall, 1994.

Planning and Other Initiatives

- The new degree audit system will be fully operational.
- A college-wide Information Technology Committee will assist the Department of Information Resources in identifying, prioritizing and addressing all information technology needs.
- A comprehensive study of the current computing environment (hardware and software) will be completed.
- Computer-based capabilities will be extended to all CCD Auraria

facilities.

- A network with a common windows environment will enhance the planning/budgeting/scheduling capabilities of instructional administrators.
- Expanded professional development will enable staff to better utilize the computing power of CCD.
- CCD staff will be involved in planning expansion to the Lowry Education Center.
- Diversity Committees will operate at the various TEC sites, and celebrations of diversity and multiculturalism will be expanded.

Community-Based Learning

- Service learning opportunities for students will expand.
- School-to-work models will be incorporated into existing Tech-Prep programs.
- Articulation agreements with high schools will be developed for School-to-Work and Tech-Prep initiatives.
- TEC will develop stronger linkages with Job Services, agencies and employers to enhance job placement.



- CCD will develop an information and instructional technology environment that provides state-of-the-art teaching tools, learning opportunities, operational efficiencies and communications fluency.
- More instructional programs will become nationally accredited.
- CCD will be a culturally competent institution.
- There will be no significant differences in student success of whites and people of color.

PROJECTIONS 1995-96 AND BEYOND

- CCD will be known for its success with special populations.
- Faculty will increase use of computerized assessment data, Student Information System and degree audit.
- Computerized assessment and faculty use of the Student Information System and degree audit will ease access and improve advising.
- Program reviews will become more outcome based.
- Every instructor will teach the five critical skills.
- Computer assisted instruction will enhance most programs.
- Electronic mail and voice mail will be more important means of communication.
- A refined enrollment management system will be in place.
- The CCD Foundation will be active with fund raising events.
- Systematic evaluation of accountability data will routinely lead to improvements in program delivery and student support.
- Success of the Transfer Center will increase the transfer rate of students into the university sector.
- The institution will be seen as the leading provider of quality fast-track training.
- CCD will continue to raise more funds per FTE from external sources than peer institutions.



C C D A C H I E V E M E N T S

Enrollment, Retention and Graduation Rates

- People of color reached 47% of enrollments, 36% of graduates, and 36% of professionals employed at CCD.
- CCD became an Hispanic-assisting



Institution (HACU) in FY 94 by reaching 25% Hispanic enrollment.

- A computerized entry-level assessment instrument was piloted and validated.
- First semester students, who statistically are most at-risk of dropping out or failing, were identified on faculty rosters.
- In 11 vocational programs at Auraria, 100% of degree graduates were employed or continued their education one year after graduation.
- The AGS graduates transferred to baccalaureate colleges at a rate 33% higher than the CCCOES average, and AA/AS at 13.5% higher; persistence

rates were 5% higher than the CCCOES average.

- Telephone registration was launched in May, 1994, for the summer semester.

Special Initiatives

- The North Central Association's reaffirmation of accreditation led to a glowing report and 10 years of accreditation with no special reports or focused visits.
- The five critical skills, reading, writing, computing, speaking/listening and valuing diversity, were integrated into 244 courses and totally integrated into eight vocational programs.
- A new student evaluation of faculty, based upon faculty/student values for learning, was implemented.
- Twenty-two faculty mini-grants totaling \$26,695 were awarded for projects to improve assessment, retention, curriculum, advising, community outreach, and diversity.
- Career Services made significant increases (approximately 40%) in students placed in jobs and Coop Ed positions.
- A new financial reporting system was installed (FRS Plus).
- Weekend orientation sessions were added for

new students.

- Phi Theta Kappa membership was extended to TEC students.
- TEC West opened with a successful celebration coordinated by Community Relations.
- Auraria and the Technical Education Centers developed a common prefix/numbering system and reduced duplication of courses.

Diversity and Teamwork in the Life of the College

- Student Services provided support to more than 700 students with disabilities.
- The accreditation evaluation team cited Computer Training for People with Disabilities a strength of the institution.
- The North Central Association evaluation team recognized CCD for celebrating its diversity.
- Eight faculty workshops focused on diversity.

Awards

- The Radiography student team won the State Championship at the Colorado Society of Radiologic Technology Student Bowl.
- Drafting students won 1st, 2nd and 3rd places at the Colorado VICA

Competition.

- Publications produced by Community Relations won numerous awards for quality.
- The Alpha Mu Mu Chapter of Phi Theta Kappa (honorary society) became a "Five-Star Chapter" and received



national recognition.

- The Learning Disabilities Association of Colorado recognized CCD's Special Learning Support Program (SLSP) for its outstanding services, innovative curricula and outreach to post-secondary students with learning disabilities.

A BRIEF HISTORY OF ACCOUNTABILITY AT THE COMMUNITY COLLEGE OF DENVER

- 1984 The Academic Standards Committee determined that all programs would have measurable exit competencies.
- 1985 Faculty began developing exit competencies for vocational programs.
- 1986 Faculty began developing exit competencies for transfer degrees.
- 1987 Faculty began developing assessments for exit competencies.
- 1988 A college-wide plan was developed to assess CCD's success in meeting its mission.
- 1989 The first college-wide data on student outcomes was collected.
- 1990 CCD's first accountability report was produced, with baseline data on first-time college students entering CCD in the fall of 1988.
- 1991 CCD set goals based upon baseline data and produced second accountability report which included tracking of two special populations: minorities and students taking remedial classes.
- 1992 CCD began collection of data by program and by additional groups of special populations: physically handicapped, learning disabled, limited English proficient, educationally disadvantaged, financially disadvantaged, etc. CCD produced a third accountability report.
- 1993 CCD's on going practice of merging accountability data and institutional planning formed the basis for a "special emphasis" self-study for a North Central Association accreditation. CCD produced a fourth accountability report.
- 1994 The North Central Association's reaffirmation of accreditation led to a glowing report and 10 years of accreditation with no special reports or focused visits. To quote from the report, "One of the strengths of CCD's assessment process has been and is the participation and acceptance of the program by the faculty....As a result, the accountability and effectiveness measurements are part of the College fabric....Frankly the team was pleased to evaluate a college that undertook the planning/accountability/assessment activities in the spirit in which they were meant. The college decided to take a look at itself and to improve..."

SIGNIFICANT CHANGES IN TEACHING, CURRICULA AND LEARNING AT CCD AS A RESULT OF ASSESSMENT

- Faculty completed and assessed exit competencies for all certificate and degree programs. CCD incorporated the review and updating of exit competencies into regular program reviews.
- CCD began guaranteeing job competencies to employers.
- CCD began guaranteeing transferability of AA and AS courses.
- CCD opened a Teaching/Learning Center to increase student success by encouraging improved teaching.
- The Teaching/Learning Center began awarding mini-grants to faculty for classroom research and other projects to increase teaching/learning and retention/completion.
- The Academic Standards Committee increased CCD general education requirements for Associate of General Studies Degree (now the most rigorous in the state).
- CCD successfully applied for a Title III Grant to increase retention/completion rates. With grant funds, CCD (1) opened a computer-assisted math lab; (2) opened a computer-assisted English lab, and (3) initiated "Project Success," a computerized early alert system.
- The Faculty Council moved four December non-teaching days to mid-semester advising days.
- The Academic Standards Committee recommended and the VP for Instruction inaugurated a policy requiring student application/acceptance into certificate/degree majors (except for 1 AGS Degree).
- CCD revised its advising system to channel undecided/unprepared students into a centralized educational advising center.
- The tutoring center began a holistic intake process to identify and assist with exterior barriers to student learning (i.e., financial aid, child care).

- Faculty and students identified their major teaching values.
- Faculty Council initiated changes in student evaluations of faculty to reflect the teaching values/competencies.
- An in-house professional development program for probationary faculty was established to reinforce teaching values/competencies.
- The Educational Planning and Advising Center established a "Transfer Center" to increase students' information about transfer and assist students in the transfer process.
- Following recommendations of faculty focus groups studying the accountability reports, the Academic Standards committee recommended the integration of five critical skills across the curriculum. The VP for Instruction approved.
- The Teaching Learning Committee recommended a new curriculum model incorporating the critical skills and three tiers of use (personal, applications, and critical thinking). The VP approved.
- Advisory committees began establishing critical skill levels for programs.
- The Teaching Learning Center coordinated the production of a handbook to help faculty incorporate the critical skills and three tiers of learning across the curriculum.
- A new, computerized, entry-level, basic skills placement assessment was initiated which will include survey and demographic data to help us identify at-risk students at-entry.
- Programming to identify first semester students on faculty rosters was completed as a retention initiative.
- Upon recommendation of the Academic Standards Committee, student self-identification of major program was not allowed and students had to apply and be accepted into programs. As a result we began collecting accurate data on program majors.

GENERAL EDUCATION SKILLS AND KNOWLEDGE Goal: *On the ETS Academic Profile (AP), the norm-referenced scores of CCD graduating sophomores will equal the norm-referenced scores of the other community college students taking the AP.*

1. 1993-94 Data

MAJOR	n	Read	Wrng	Crit Thnk	Math	Hum	Soc Sci	Natl Sci	Total
COMPUTER INFORMATION SYSTEMS	6	118	115	111	119	114	114	116	449
ASSOCIATE OF ARTS	24	120	117	114	112	118	115	117	448
NURSING	82	119	116	112	113	116	114	117	447
RADIOLOGY	36	118	114	111	114	115	113	116	444
OTHER COMMUNITY COLLEGE MEAN		119	116	111	114	115	114	116	444
ACCOUNTING	6	118	113	110	115	112	114	116	443
GRAPHIC DESIGN	10	117	115	112	111	115	114	115	441
PHOTOGRAPHY	3	117	114	108	114	114	113	111	440
CCD MEAN	329	116	113	110	112	113	112	114	439
ASSOCIATE OF SCIENCE	21	114	112	110	114	112	111	113	438
ASSOCIATE OF GENERAL STUDIES	61	113	112	108	114	111	110	113	436
GRAPHIC ARTS	4	115	111	110	111	113	110	113	435
PARALEGAL	6	116	112	109	110	113	110	114	435
DRAFTING	4	116	110	109	111	113	112	110	434
SECRETARIAL	8	115	112	110	108	111	109	113	430
HEATING/AIR CONDITIONING	3	113	111	109	108	111	109	113	430
ELECTRONICS	8	110	109	107	113	110	107	109	428
HUMAN SERVICES	27	114	110	107	107	110	110	111	427
MANAGEMENT	5	112	109	105	110	109	108	108	424
MARKETING	6	107	105	103	114	104	104	106	418
EARLY CHILDHOOD EDUCATION	5	109	107	103	105	105	106	108	415

FRESHMAN

OTHER COMMUNITY COLLEGES		116	113	109	111	113	112	114	436
CCD		115	111	109	108	111	111	112	431

Subscores are on a scale of 100 - 130 Total score is on a scale of 400 - 500

2. Success. 4 programs meet or exceed our goal. Overall, 70% of CCD graduates meet our goal.
3. Changes. Data will be studied by faculty and advisory committees and plans for next year incorporated into the spring planning/budgeting period. As a result of the ETS scores, many programs have increased their work in teaching skills across the curriculum and some occupational programs are creating learning communities for the combined teaching of skills and program content.

GENERAL EDUCATION SKILLS AND KNOWLEDGE

Goal: *On the ETS Academic Profile (AP) criterion-referenced skill scores, 80% of the graduating sophomores in each program will score at Level 1 or >**

1.	1993-94 Data:	Graduates Taking AP n	Writing % Level 1 or >	Math % Level 1 or >	Reading/Critical Thinking % Level 1 or >
	Computer Info Systems	6	67	83	100
	Nursing	82	82	71	87
	Accounting	6	83	83	83
	AA Degree	24	83	58	79
	Radiology	36	75	81	78
	Graphic Arts	4	75	50	75
	Graphic Design	10	70	60	70
	AS Degree	20	57	81	67
	Paralegal	6	83	67	67
	Photography	3	67	67	67
	Human Services	27	44	33	67
	HVAC	3	33	33	67
	Secretarial	6	50	38	63
	AGS Degree	61	68	75	57
	Drafting	4	50	50	50
	Electronics	13	25	75	38
	Early Childhood	5	40	20	40
	Marketing	6	0	50	0
.....					
	Total/Average All Degrees	299	68	66	70
.....					
	1992-93 Entering Freshmen	195	56	44	68

2. **Success:** Of 18 programs, 4 (22%) reached/exceeded the goal in writing; 4 (22%) reached or exceeded the goal in math; 3 (17%) reached/exceeded the goal in reading. In the past, 50% or more have reached the CCD goal.

3. **Changes:** Data will be studied by faculty and advisory committees and plans for next year incorporated into the spring planning/budgeting period. As a result of the ETS scores, many programs have increased their work in teaching skills across the curriculum and some occupational programs are creating learning communities for the combined teaching of skills and program content.

**ETS ACADEMIC PROFILE
CCD GRADUATE MEAN SCORES**

1. Data: Three Year Comparison by Degree

Year	Degree	n	Range is 400-500		Range is 100 - 130						
			Total		Humanities	Social Sciences	Natural Sciences	Reading	Writing	Critical Thinking	Math
1990-91	AA	11	443		115	113	113	117	114	110	115
1991-92	AA	8	442		113	113	115	118	113	110	115
1992-93	AA	22	440		115	113	114	117	113	112	111
1993-94	AA	24	448		118	115	117	120	117	114	112
1990-91	AS	15	445		115	113	115	117	114	111	116
1991-92	AS	12	449		114	116	117	117	116	114	116
1992-93	AS	18	445		115	113	118	118	115	112	115
1993-94	AS	21	438		112	111	113	114	112	110	114
1990-91	AGS	9	437		112	111	111	113	112	109	115
1991-92	AGS	29	440		113	113	114	117	113	109	113
1992-93	AGS	26	438		113	111	113	115	112	110	114
1993-94	AGS	61	436		111	110	113	113	112	108	114
1990-91	AAS		445		116	114	116	119	115	111	112
1991-92	AAS	142	437		113	112	113	116	113	110	111
1992-93	AAS	186	442		114	113	115	118	114	111	112
1993-94	AAS	214	441		114	113	114	118	113	110	111

2. Data Interpretation: With the exception of AA graduates, scores dipped this year. There are no significant trends or variations.
3. Change: We are reviewing test-taking procedures.



1993-94 General Education Skills & Knowledge by Ethnicity

Source: ETS Academic Profile

Goal: 80% of the graduating sophomores will reach at least Level 1. Ethnic Minorities will succeed at the same rate as the ethnic majority students.

80% of the graduating sophomores will reach at least Level 1. Ethnic Minorities will succeed at the same rate as the ethnic majority students.

1. Data

	Reading Level 1 or Higher		Writing Level 1 or Higher		Math Level 1 or Higher	
	#	%	#	%	#	%
African American (Total 24)	16	67%	13	54%	8	33%
Asian (Total 42)	12	29%	15	36%	34	74%
Hispanic (Total 61)	43	70%	36	59%	23	38%
Native American (Total 6)	5	83%	6	100%	5	83%
White (Total 174)	146	84%	138	79%	132	76%
Other (Total 15)	15	47%	10	67%	9	60%
Total (322)	229	70%	218	68%	211	66%

2. **Data Interpretation** This data is consistent with past years in indicating that African American and Hispanic students score low in math; Asian students in reading and writing.

24

25

3. **Changes** The need for special programs targeting reading and writing skills of Asian students and math skills of African American and Hispanic students will be studied by focus groups this year.

ACADEMIC PROFILE

Sample Program Data
 by program: Associate of General Studies Degree
 by skill area: Reading
 by race: All

CRITERION REFERENCED SCORES

by: 3 Hierarchal Performance Levels
 (0 =<1)

by: Below Level 1
 At or Above Level 1

READPRO by RACE
 Controlling for..
 MAJOR Value = NUR

Page 1 of 1

Count Col Pct	RACE						Row Total
	AFRO AM	ASIAN	HISPANIC	WHITE	OTHER		
0	1	2	3	5	6		11 13.6
1	5 100.0	1 100.0	5 62.5	25 39.7			36 44.4
2			1 12.5	22 34.9	2 50.0		25 30.9
3			1 12.5	8 12.7			9 11.1
Column Total	5 6.2	1 1.2	8 9.9	63 77.8	4 4.9		81 100.0

CUTREAD by RACE
 Controlling for..
 MAJOR Value = NUR

Page 1 of 1

Count Col Pct	RACE						Row Total
	AFRO AM	ASIAN	HISPANIC	WHITE	OTHER		
.00	1	2	3	5	6		11 13.6
1.00	5 100.0	1 100.0	7 87.5	55 87.3	2 50.0		70 86.4
Column Total	5 6.2	1 1.2	8 9.9	63 77.8	4 4.9		81 100.0

CCD First-Time, Full-Time, Degree-Seeking Freshmen
 Successful First Semester Completion (GPA \geq 2.0)
 by Minority/Non-Minority within Basic Skills Course-Taking Status:
 Fall 1988 to Fall 1992 Entering Classes¹

Student Group	1988		1989		1990		1991		1992		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
All Degree-seeking Students												
Full-time Minority	95	80	143	86	209	77	203	75	257	77	907	78
Full-time Non-minority	199	87	179	87	222	84	198	85	309	83	1107	85
Degree-seeking Students Taking Basic Skills Coursework During Their First Semester												
Full-time Minority	50	78	81	84	120	78	115	77	150	78	516	79
Full-time Non-minority	54	87	65	85	69	84	49	90	85	81	322	85
Degree-seeking Students Not Taking Basic Skills Coursework During Their First Semester Total Minority												
Full-time Minority	45	82	62	89	89	76	88	72	107	76	391	78
Full-time Non-minority	145	88	114	88	153	84	149	84	224	83	785	85

CCD First-Time, Full-Time, Degree-Seeking Freshmen
 Fall to Spring Retention Rates by Minority/Non-Minority
 within Basic Skills Course-Taking Status:
 Fall 1988 to Fall 1992 Entering Classes

Student Group	1988		1989		1990		1991		1992		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
All Degree-seeking Students												
Full-time Minority	114	68	166	68	242	72	237	70	280	75	1039	71
Full-time Non-minority	216	72	196	69	239	70	212	65	337	56	1200	65
Degree-seeking Students Taking Basic Skills Coursework During Their First Semester												
Full-time Minority	60	73	97	70	141	72	134	75	162	78	594	74
Full-time Non-minority	61	89	73	78	77	70	57	79	93	71	361	76
Degree-seeking Students Not Taking Basic Skills Coursework During Their First Semester												
Full-time Minority	54	61	69	65	101	71	103	62	118	69	445	67
Full-time Non-minority	155	66	123	64	162	70	155	60	244	50	839	61

¹ SOURCE: Community College of Denver, Department of Information Resources and Planning, 10/14/94. Contact Greg Smith (303) 556-3813 for further information.

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CCD First-Time, Full-Time, Degree-Seeking Freshmen
Fall to Fall (One-Year) Retention Rates by Minority/Non-Minority
within Basic Skills Course-Taking Status:
Fall 1988 to Fall 1992 Entering Classes¹

Student Group	1988		1989		1990		1991		1992		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
All Degree-seeking Students												
Full-time Minority	114	41	166	38	242	41	237	45	280	45	1039	43
Full-time Non-minority	216	43	196	42	239	38	212	36	337	36	1200	39
Degree-seeking Students Taking Basic Skills Coursework During Their First Semester												
Full-time Minority	60	52	97	49	141	45	134	57	162	52	594	51
Full-time Non-minority	61	52	73	52	77	39	57	47	93	51	361	48
Degree-seeking Students Not Taking Basic Skills Coursework During Their First Semester												
Full-time Minority	54	30	69	22	101	36	103	29	118	35	445	31
Full-time Non-minority	155	39	123	37	162	37	155	32	244	30	839	34

CCD First-Time, Full-Time, Degree-Seeking Freshmen
Graduation Rates by Minority/Non-Minority
within Basic Skills Course-Taking Status:
Fall 1988 to Fall 1990 Entering Classes

Student Group	1988		1989		1990		Total	
	N	%	N	%	N	%	N	%
All Degree-seeking Students								
Full-time Minority	114	11	166	17	242	14	522	14
Full-time Non-minority	216	22	196	24	239	17	651	21
Degree-seeking Students Taking Basic Skills Coursework During Their First Semester								
Full-time Minority	60	13	97	21	141	16	298	17
Full-time Non-minority	61	13	73	23	77	14	211	17
Degree-seeking Students Not Taking Basic Skills Coursework During Their First Semester								
Full-time Minority	54	9	69	13	101	11	224	11
Full-time Non-minority	155	25	123	25	162	19	440	23

¹ SOURCE: Community College of Denver, Department of Information Resources and Planning, 10/14/94. Contact Greg Smith (303) 556-3813 for further information.

**CCD First-Time Freshmen Successful First Semester
Completion (GPA \geq 2.0) by Minority/Non-Minority within Credit Hours
Attempted within Basic Skills Status and Student Educational Goal:
Fall 1988 to Fall 1992 Entering Classes¹**

Student Group	1988		1989		1990		1991		1992		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
All Degree-seeking Students												
Total Minority	238	84	370	86	390	78	391	79	692	85	2081	83
Total Non-minority	847	90	1219	87	558	89	514	90	700	87	3838	88
Full-time Minority	95	80	143	86	209	77	203	75	257	77	907	78
Full-time Non-minority	199	87	179	87	222	84	198	85	309	83	1107	85
6 - 11 Hours Minority	66	83	104	86	120	74	123	77	170	79	583	79
6 - 11 Hours Non-minority	160	90	224	87	131	92	147	90	175	86	837	89
<6 Hours Minority	77	90	123	88	61	87	65	94	265	97	591	93
<6 Hours Non-minority	488	92	816	88	205	92	169	95	216	94	1894	90
Degree-seeking Students Taking Basic Skills Coursework During Their First Semester												
Total Minority	116	84	212	84	234	80	238	82	450	87	1250	84
Total Non-minority	389	88	784	84	187	87	167	93	260	87	1787	86
Full-time Minority	50	78	81	84	120	78	115	77	150	78	516	79
Full-time Non-minority	54	87	65	85	69	84	49	90	85	81	322	85
6 - 11 Hours Minority	35	86	73	85	80	79	79	84	115	81	382	82
6 - 11 Hours Non-minority	73	89	162	86	60	88	65	94	97	86	457	88
<6 Hours Minority	31	90	58	84	34	91	44	93	185	98	352	94
<6 Hours Non-minority	262	88	557	83	58	90	53	94	78	95	1008	86
Degree-seeking Students Not Taking Basic Skills Coursework During Their First Semester												
Total Minority	122	84	158	89	156	74	153	73	242	82	831	81
Total Non-minority	458	92	435	94	371	89	347	88	440	87	2051	90
Full-time Minority	45	82	62	89	89	76	88	72	107	76	391	78
Full-time Non-minority	145	88	114	88	153	84	149	84	224	83	785	85
6 - 11 Hours Minority	31	81	31	87	40	65	44	66	55	76	201	74
6 - 11 Hours Non-minority	87	91	62	89	71	94	82	87	78	86	380	89
<6 Hours Minority	46	89	65	91	27	81	21	95	80	94	239	91
<6 Hours Non-minority	226	96	259	98	147	93	116	95	138	94	886	95

**CCD First-Time Freshmen Successful First Semester
Completion (GPA \geq 2.0) by Minority/Non-Minority within Credit Hours
Attempted within Basic Skills Status and Student Educational Goal:
Fall 1988 to Fall 1992 Entering Classes**

Student Group	1988		1989		1990		1991		1992		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
All Certificate-seeking Students												
Total Minority	38	92	63	95	42	74	202	98	17	88	362	92
Total Non-minority	51	94	65	91	42	71	84	99	18	83	260	90
Full-time Minority	24	92	42	95	27	70	13	85	5	80	111	87
Full-time Non-minority	26	88	40	85	24	71	21	95	10	80	121	84
6-11 Hours Minority	4	100	9	89	8	75	3	67	6	100	30	87
6-11 Hours Non-minority	12	100	7	100	5	80	7	100	3	100	34	97
< 6 Hours Minority	10	90	12	100	7	86	186	99	6	83	221	90
< 6 Hours Non-minority	13	100	18	100	13	69	56	100	5	80	105	95
All Non-degree-seeking Students												
Total Minority	35	100	41	85	257	80	270	76	289	72	892	77
Total Non-minority	80	99	114	90	833	84	854	80	745	81	2626	83
Full-time Minority	11	100	10	100	9	78	15	87	7	100	52	92
Full-time Non-minority	7	100	5	100	10	90	16	94	2	100	40	91
6-11 Hours Minority	6	100	10	90	90	82	70	74	63	68	239	77
6-11 Hours Non-minority	10	100	20	95	122	85	156	81	105	84	413	81
< 6 Hours Minority	18	100	21	76	158	80	185	76	219	72	601	76
< 6 Hours Non-minority	63	98	89	89	701	84	682	80	638	80	2173	81

1. SOURCE: Community College of Denver, Department of Information Resources and Planning, 10/6/94. Contact Greg Smith (303) 556-3813 for further information.

**CCD First-Time, Degree-Seeking Freshmen
Fall to Spring Retention Rates by Minority/Non-Minority
within Credit Hours Attempted within Basic Skills Status:
Fall 1988 to Fall 1992 Entering Classes¹**

Student Group	1988		1989		1990		1991		1992		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
All Degree-Seeking Students												
Total Minority	299	51	440	51	466	60	473	56	781	48	2459	53
Total Non-minority	1007	40	1483	33	634	51	571	51	785	46	4480	42
Full-time Minority	114	68	166	68	242	72	237	70	280	75	1039	71
Full-time Non-minority	216	72	196	69	239	70	212	65	337	56	1200	65
6 - 11 Hours Minority	83	46	114	54	137	55	154	55	206	51	694	52
6 - 11 Hours Non-minority	185	52	270	45	158	56	165	59	202	53	980	52
<6 Hours Minority	102	35	160	31	87	34	82	21	295	22	726	27
<6 Hours Non-minority	506	25	1017	23	237	30	194	28	246	26	2300	25
Degree-Seeking Students Having Basic Skills Coursework During their First Semester												
Total Minority	153	61	262	56	278	62	286	60	505	50	1484	56
Total Non-minority	489	40	1006	32	218	61	187	58	288	58	2188	42
Full-time Minority	60	73	97	70	141	72	134	75	162	78	594	74
Full-time Non-minority	61	89	73	78	77	70	57	79	93	71	361	76
6 - 11 Hours Minority	50	54	79	57	90	57	98	60	141	55	458	57
6 - 11 Hours Non-minority	92	54	196	44	74	65	73	59	108	63	543	54
<6 Hours Minority	43	51	86	38	47	40	54	24	202	24	432	31
<6 Hours Non-minority	336	27	737	24	67	46	57	35	87	39	1284	27
Degree-Seeking Students Having Basic Skills Coursework During their First Semester												
Total Minority	146	40	178	44	188	57	187	50	276	45	975	47
Total Non-minority	518	41	477	36	416	46	384	47	497	39	2292	42
Full-time Minority	54	61	69	65	101	71	103	62	118	69	445	67
Full-time Non-minority	155	66	123	64	162	70	155	60	244	50	839	61
6 - 11 Hours Minority	33	33	35	46	47	53	56	45	65	42	236	44
6 - 11 Hours Non-minority	93	49	74	47	84	49	92	60	94	43	437	50
<6 Hours Minority	59	24	74	23	40	28	28	14	93	17	294	21
<6 Hours Non-minority	270	24	280	21	170	23	137	25	159	19	1016	13

¹ SOURCE: Community College of Denver, Department of Information Resources and Planning, 10/7/94. Contact Greg Smith (303) 556-3813 for further information.

**CCD First-Time, Degree-Seeking Freshmen
Fall to Fall (One-Year) Retention Rates by Minority/Non-Minority
within Credit Hours Attempted within Basic Skills Status:
Fall 1988 to Fall 1992 Entering Classes¹**

Student Group	1988		1989		1990		1991		1992		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
All Degree-Seeking Students												
Total Minority	299	31	440	31	466	34	473	36	781	30	2459	32
Total Non-minority	1007	20	1483	14	634	29	571	30	785	30	4480	22
Full-time Minority	114	41	166	38	242	41	237	45	280	45	1039	43
Full-time Non-minority	216	43	196	42	239	38	212	36	337	36	1200	39
6 - 11 Hours Minority	83	34	114	37	137	33	154	32	206	34	694	34
6 - 11 Hours Non-minority	185	23	270	23	158	31	165	39	202	40	980	30
<6 Hours Minority	102	17	160	19	87	17	82	20	295	12	726	16
<6 Hours Non-minority	606	11	1017	7	237	18	194	17	246	13	2300	10
Degree-Seeking Students Taking Basic Skills Coursework During Their First Semester												
Total Minority	153	41	262	41	278	41	286	44	505	33	1484	39
Total Non-minority	489	23	1006	13	218	35	187	41	288	42	2188	24
Full-time Minority	60	52	97	49	141	45	134	57	162	52	594	51
Full-time Non-minority	61	52	73	52	77	39	57	47	93	51	361	48
6 - 11 Hours Minority	50	36	79	44	90	42	98	39	141	38	458	40
6 - 11 Hours Non-minority	92	34	196	23	74	38	73	48	108	52	543	36
<6 Hours Minority	43	33	86	29	47	26	54	22	202	14	432	21
<6 Hours Non-minority	336	15	737	6	67	28	57	25	87	21	1284	12
Degree-Seeking Students Not Taking Basic Skills Coursework During Their First Semester												
Total Minority	146	20	178	9	188	24	187	24	276	23	975	21
Total Non-minority	518	17	477	17	416	25	384	26	497	23	2292	21
Full-time Minority	54	30	69	22	101	36	103	29	118	35	445	31
Full-time Non-minority	155	39	123	37	162	37	155	32	244	30	839	34
6 - 11 Hours Minority	33	30	35	20	47	15	56	20	65	25	236	22
6 - 11 Hours Non-minority	93	13	74	20	84	25	92	33	94	26	437	23
<6 Hours Minority	59	5	74	8	40	8	28	14	93	8	294	8
<6 Hours Non-minority	270	5	280	8	170	14	137	14	159	9	1016	4

¹ SOURCE: Community College of Denver; Department of Information Resources and Planning, 10/7/94. Contact Greg Smith (303) 556-3813 for further information.

**CCD First-Time, Degree-Seeking Freshmen
Graduation Rates by Minority/Non-Minority
within Credit Hours Attempted within Basic Skills Status:
Fall 1988 to Fall 1992 Entering Classes¹**

Student Group	1988		1989		1990		1991		1992		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
All Degree-Seeking Students												
Total Minority	299	8	440	9	466	10	473	1	781	2	2459	5
Total Non-minority	1007	8	1483	6	634	11	571	3	785	3	4480	6
Full-time Minority	114	11	166	17	242	14	237	2	280	4	1039	9
Full-time Non-minority	216	22	196	24	239	17	212	6	337	4	1200	14
6 - 11 Hours Minority	83	8	114	4	137	6	154	1	206	1	694	3
6 - 11 Hours Non-minority	185	14	270	7	158	10	165	2	202	0	980	7
<6 Hours Minority	102	5	160	3	87	5	82	0	295	1	726	2
<6 Hours Non-minority	606	1	1017	2	237	5	194	1	246	2	2300	2
Degree-Seeking Students Taking Basic Skills Course(s) during their First Semester												
Total Minority	153	10	262	10	278	10	286	0	505	1	1484	5
Total Non-minority	489	6	1006	3	218	11	187	3	288	0	2188	4
Full-time Minority	60	13	97	21	141	16	134	0	162	3	594	9
Full-time Non-minority	61	13	73	23	77	14	57	5	93	1	361	11
6 - 11 Hours Minority	50	8	79	5	90	6	98	0	141	0	458	3
6 - 11 Hours Non-minority	92	16	196	6	74	10	73	3	108	0	543	7
<6 Hours Minority	43	9	86	2	47	4	54	0	202	0	432	2
<6 Hours Non-minority	336	2	737	1	67	7	57	0	87	0	1284	1
Degree-Seeking Students Not Taking Basic Skills Course(s) during their First Semester												
Total Minority	146	6	178	7	188	9	187	3	276	3	975	5
Total Non-minority	518	10	477	11	416	11	384	3	497	4	2292	8
Full-time Minority	54	9	69	13	101	11	103	4	118	5	445	8
Full-time Non-minority	155	25	123	25	162	19	155	6	244	6	839	15
6 - 11 Hours Minority	33	9	35	3	47	6	56	2	65	3	236	4
6 - 11 Hours Non-minority	93	11	74	8	84	10	92	2	94	1	437	6
<6 Hours Minority	59	2	74	3	40	5	28	0	93	1	294	2
<6 Hours Non-minority	270	1	280	5	170	5	137	1	159	3	1016	1

¹ SOURCE: Community College of Denver, Department of Information Resources and Planning, 10/7/94. Contact Greg Smith (303) 556-3813 for further information.

CCD First-Time, Full-Time Award-Seeking Freshmen
Retention and Graduation Rates by Minority/Non-Minority
within Award Type and College Site:
Fall 1988 to Fall 1992 Entering Classes¹

Student Group		1988		1989		1990		1991		1992		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
Fall to Spring Retention													
AA/AS/AGS	Minority	56	61	79	70	105	70	130	70	250	74	620	64
AA/AS/AGS	Non-minority	88	70	85	71	121	70	125	60	299	53	718	61
AAS	Minority	58	74	87	67	137	74	107	69	30	80	419	72
AAS	Non-minority	128	73	111	68	118	69	87	72	38	76	482	71
Total Degree	Minority	114	68	166	68	242	72	237	70	280	75	1039	71
Total Degree	Non-minority	216	72	196	69	239	70	212	55	337	56	1200	65
CERT Auraria	Minority	4	50	4	100	3	33	1	0	0	0	12	58
CERT Auraria	Non-minority	4	0	9	22	7	71	2	100	1	0	23	39
CERT TEC	Minority	22	59	38	47	25	60	12	33	5	20	102	50
CERT TEC	Non-Minority	23	61	32	47	18	44	19	42	9	78	101	51
Total CERT	Minority	26	58	42	52	28	57	13	31	5	20	114	51
Total CERT	Non-minority	27	52	41	41	25	52	21	48	10	70	124	50
Fall to Fall Retention													
AA/AS/AGS	Minority	56	38	79	39	105	32	130	48	250	44	620	42
AA/AS/AGS	Non-minority	88	35	85	34	121	38	125	31	299	33	718	34
AAS	Minority	58	45	87	37	137	48	107	41	30	50	419	44
AAS	Non-minority	128	48	111	49	118	37	87	43	38	55	482	45
Total Degree	Minority	114	41	166	38	242	41	237	45	280	45	1039	43
Total Degree	Non-minority	216	43	196	42	239	38	212	36	337	36	1200	39
Graduation Rates													
AA/AS/AGS	Minority	56	4	79	18	105	9	130	3	250	3	620	6
AA/AS/AGS	Non-minority	88	6	85	13	121	6	125	6	299	4	718	6
AAS	Minority	58	19	87	17	137	18	107	0	30	13	419	13
AAS	Non-minority	128	32	111	33	118	29	87	6	38	11	482	25
Total Degree	Minority	114	11	166	17	242	14	237	2	280	4	1039	9
Total Degree	Non-minority	216	21	196	24	239	17	212	6	337	4	1200	14
CERT Auraria	Minority	4	25	4	0	3	0	1	0	0	0	12	8
CERT Auraria	Non-minority	4	0	9	56	7	29	2	50	1	0	23	35
CERT TEC	Minority	22	45	38	61	25	32	12	50	5	20	102	47
CERT TEC	Non-minority	23	35	32	72	18	67	19	37	9	33	101	52
Total CERT	Minority	26	42	42	55	28	29	13	46	5	20	114	43
Total CERT	Non-minority	27	30	41	68	25	56	21	38	10	30	124	49

¹SOURCE: Community College of Denver, Department of Information Resources and Planning, 10/7/94. Contact Greg Smith (303) 556-3813 for further information.

CCD First-Time, Full-Time, Degree-Seeking Freshmen
 Graduation Rates by Minority/Non-Minority
 within Basic Skills Course-Taking Status:
 Fall 1988 to Fall 1992 Entering Classes¹

Student Group	1988		1989		1990		Total	
	N	%	N	%	N	%	N	%
All Degree-seeking Students								
Full-time Minority	114	11	166	17	242	14	522	14
Full-time Non-minority	216	22	196	24	239	17	651	21
Degree-seeking Students Taking Basic Skills Coursework During Their First Semester								
Full-time Minority	60	13	97	21	141	16	298	17
Full-time Non-minority	61	13	73	23	77	14	211	17
Degree-seeking Students Not Taking Basic Skills Coursework During Their First								
Full-time Minority	54	9	69	13	101	11	224	11
Full-time Non-minority	155	25	123	25	162	19	440	23

¹ SOURCE: Community College of Denver, Department of Information Resources and Planning, 10/14/94. Contact Greg Smith (303) 556-3813 for further information.

Fall 1993 Auraria Student Success Rate Successful = C or > GPA

1. Data

<u>By Student Intent</u>	<u>Total in Group*</u>	<u>% Successful</u>
Non Degree Seeking	1238	68
Certificate	56	78
Associate of General Studies	3356	78
Associate of Science	172	79
Associate of Arts	150	81
Associate of Applied Science	921	87
TOTAL/AVERAGE	5383	78

By Specific Population

Male	2399	72
Female	3470	81
Age < 22	1742	67
< 30	2064	80
< 40	1282	83
< 50	605	88
> 50	185	84
International Students	175	89
Asian Pacific	394	80
White	3149	79
Hispanic	1343	75
Black	721	71
Native American	89	70
Both Acad & Econ Disadvantaged	903	81
Academically Disadvantaged Only	3472	75
Economically Disadvantaged Only	1358	82
Academic Support Center (Basic Skills Tutoring)	2256	80
Diagnosed Handicapped	305	75
Learning Disabled	223	79
Limited English Proficient	370	85
Remedial Enrollment	2264	71
Summer Bridge Students	37	81
Women's Resource Center (AFDC)	54	76

* Totals include students who are successful (term GPA \geq 2.0), unsuccessful (term GPA < 2.0), or withdrew (who dropped all classes before the semester's end). Students who audited, took the course for credit but no grade, or otherwise did not receive a grade are excluded from the calculations.

2. Data Interpretation

This data echoes our cohort data.

Our most successful students are our vocational A.A.S. students, female, over the age of 30 and White. Most of the special programs funded by our Carl Perkins grant are succeeding with their goal of matching special populations success with overall success.

Our most at-risk students are non-degree seeking or seeking the Associate of General Studies Degree. From experience we know this means they have a vague goal of a bachelor's degree in some unknown field. They tend also to be male, under the age of 30, and ethnic minorities.

3. Changes

CCD is focusing on helping students select and gain admittance to a major program to focus their goals. In addition, faculty and advisory committees began studying student success and conducting annual program reviews using standards and measures established for this accountability report and which also correspond with the new Colorado Vocational Core Standards and Measures. For program level initiatives, we maintain a mini-grant fund.

**CCD COMPLETION, TRANSFER, & PERSISTENCE PERCENTS:
FALL 1987, FALL 1988, & FALL 1989 COHORTS¹**

1. Data

GROUP	1987	1988	1989	AVERAGE	TOTAL <u>N</u>
NRA	30.0	6.7	13.6	20.8	77
Black	34.6	49.0	37.5	40.3	159
Nat Am	41.7	0.0	33.3	32.0	25
Asian	52.0	39.1	52.5	48.9	88
Hispanic	36.5	40.4	46.3	42.1	254
White	50.5	50.0	52.3	51.3	624
Unknown	0.0	0.0	20.0	9.1	11
TOTAL	43.2	44.9	46.5	45.0	1238
<p>SOURCE: CCHE Student Right to Know Report for Two-Year Programs, 3/25/93, from Cohort Tracking System Data Submitted by CCD.</p>					

2. Data Interpretation

The data presented in the display above show generally increasing completion and persistence rates for all ethnic/racial groups over time. In general, the rates for Whites and Asians are similar and highest while the rates for Native Americans are lowest. The rates for Blacks and Hispanics are similar and in the middle range overall. It should be noted that the rates for some groups are based on extremely small Ns making generalizations difficult (e.g., only 36 Native Americans in a four-year period).

CCD's total persistence rate for the 1989 cohort (46.5%) is comparable to the statewide two-year college average (46.9%). In previous cohorts the CCD rate had been somewhat below the statewide average.

3. Changes

Retention initiatives are identified in multiple places in this report.

¹ Includes all First-Time, Full-Time, Degree-Seeking Students Starting in Fall Term. Graduation Rates are after 3 Years, Persistence Rate is Enrollment in 4th Fall, Transfer Rates Don't Imply Continued Enrollment.

SUMMARY OF COMPLETION AND PERSISTENCE DATA, SHOWING THE PERCENT OF GROUPS WHO RECEIVED A DEGREE OR CERTIFICATE, WHO HAVE TRANSFERRED, OR WHO WERE STILL ENROLLED IN THE FALL 1991²

1. Data

Group	Starting in	N	Degree, No Transfer	Degree, Transfer	Transfer, No Degree	Still Enrolled	Success Total
Blacks	Fall 1987	56	0.0	0.0	25.0	5.4	30.4
	Fall 1988	49	10.2	2.0	14.3	16.3	42.8
	Fall 1989	57	8.8	1.8	8.8	19.3	38.7
	Fall 1990	90	3.3	0.0	5.6	42.2	51.1
Asians	Fall 1987	32	9.4	9.4	15.6	6.3	40.7
	Fall 1988	19	0.0	5.3	15.8	5.3	26.4
	Fall 1989	40	5.0	0.0	20.0	20.0	45.0
	Fall 1990	37	5.4	0.0	16.2	45.9	67.5
Hispanics	Fall 1987	76	21.1	1.3	5.3	2.6	30.3
	Fall 1988	117	16.2	.9	5.1	11.2	33.4
	Fall 1989	128	9.4	.8	7.8	15.6	33.6
	Fall 1990	156	1.9	0.0	3.2	37.4	42.5
Whites	Fall 1987	205	24.9	2.9	16.6	2.5	46.9
	Fall 1988	247	19.4	2.0	15.8	4.8	42.0
	Fall 1989	235	18.7	0.0	11.1	18.3	48.1
	Fall 1990	256	2.0	.4	12.1	37.5	52.0
Total	Fall 1987	399	18.5	2.5	14.5	3.5	39.0
	Fall 1988	454	15.9	1.8	12.6	5.7	36.0
	Fall 1989	481	13.3	.4	10.2	17.3	41.2
	Fall 1990	556	2.3	.2	8.6	38.7	49.8

SOURCE: CCHE Completion and Persistence Report, October 1992.

2. Data Interpretation

The data presented in the display above suggest that minority group completion and persistence rates may be approaching those of Whites. For full-time students entering in fall 1990, the one-year (fall 1991) retention rates for Blacks (51.1%) and Whites (52.0%) are about equal while Asians (67.5%) have the highest rates and Hispanics (42.5%) are somewhat lower.

3. Changes - are discussed elsewhere

² Data is for Full-Time (>= 12 hrs), In-State Students

03/29/94 RSPORPT.FEX 09.13.09
 This report shows the success rate of declared majors in academic program
 AUR AAS HSE by the defined special populations for term 94F.

SPECIAL POPULATION	SUC CESS FUL	% OF COMP	UN CESS FUL	% OF COMP	WITH DREW	% OF COMP	COMP LETE	PCT COMP	AU CR NC SP/I	% OF TTL	TOTAL (TTL)	GRAD UATE	% OF TTL	RET AIN	% OF TTL
Male	14	.93	0	.00	1	.07	15	1.00	0	.00	15	0	.00	13	.87
Female	63	.93	3	.04	2	.03	68	1.00	0	.00	68	0	.06	57	.84
Age < 22	9	.90	0	.00	1	.10	10	1.00	0	.00	10	0	.00	8	.80
Age < 30	28	.93	2	.07	0	.00	30	1.00	0	.00	30	2	.07	27	.90
Age < 40	19	.95	0	.00	1	.05	20	1.00	0	.00	20	1	.05	17	.85
Age < 50	14	.88	1	.06	1	.06	15	1.00	0	.00	16	0	.06	12	.75
Age > 50	7	1.00	0	.00	0	.00	7	1.00	0	.00	7	0	.00	6	.86
Asian/Pacific Isle	2	1.00	0	.00	0	.00	2	1.00	0	.00	2	0	.00	2	1.00
Black	23	.96	0	.00	0	.04	23	1.00	0	.00	24	0	.00	22	.92
Hispanic	25	.89	2	.07	1	.04	28	1.00	0	.00	28	3	.11	22	.79
Native American	2	1.00	0	.00	0	.00	2	1.00	0	.00	2	0	.00	2	1.00
White	25	.93	1	.04	1	.04	27	1.00	0	.00	27	0	.00	22	.81
Minority Student	52	.93	2	.04	1	.04	56	1.00	0	.00	56	3	.05	48	.86
Academic Disadvantage	44	.92	3	.06	1	.02	48	1.00	0	.00	48	1	.02	42	.88
Acad. & Econ. Disadv	3	.75	1	.25	0	.00	4	1.00	0	.00	4	1	.25	3	.75
Diagnosed Handicap	10	.91	0	.00	1	.09	11	1.00	0	.00	11	1	.09	9	.82
Academ Support Center	43	.91	3	.06	1	.02	47	1.00	0	.00	47	1	.02	41	.87
Learning Disabled	4	1.00	0	.00	0	.00	4	1.00	0	.00	4	0	.00	2	.50
Lim Eng Proficient	1	1.00	0	.00	0	.00	1	1.00	0	.00	1	0	.00	1	1.00
Remedial Enrollment	14	.93	1	.07	0	.00	15	1.00	0	.00	15	0	.00	13	.87
Summer Bridge Student	1	1.00	0	.00	0	.00	1	1.00	0	.00	1	0	.00	1	1.00
Supplemental Services	5	.83	1	.17	0	.00	6	1.00	0	.00	6	1	.17	5	.83
Career Serv/Director	1	1.00	0	.00	0	.00	1	1.00	0	.00	1	0	.00	1	1.00
Career Serv/Spec Pop	2	1.00	0	.00	0	.00	2	1.00	0	.00	2	0	.00	2	1.00
Site Auraria	77	.94	2	.02	3	.04	82	1.00	0	.00	82	4	.05	70	.85
Site Off Campus	4	1.00	0	.00	0	.00	4	1.00	0	.00	4	1	.25	3	.75
Site TEC East	0	1.00	1	1.00	0	.00	1	1.00	0	.00	1	0	.00	0	.00

SUCCESSFUL = Students with a term gpa greater than or equal to 2.0.
 UNSUCCESSFUL = Students with a term gpa less than 2.0.
 WITHDREW = Students who dropped all classes before the semester's end.
 COMPLETE = Students whose success can be evaluated (see above).
 AU/CR/NC/SP/I = Students who are not taking classes for credit or cannot be evaluated.
 GRADUATE = Students who graduated at the end of this term.
 RETAIN = Students who reenrolled in the next term.
 *NOTE: Missing grades are counted as 'SP'.
 **NOTE: Retention data for TEC students are unavailable.

This report shows the success rates of declared majors by academic program for term 94F.

PROGRAM	SUC CESS FUL	% OF COMP	UN SUC CESS FUL	% OF COMP	WITH DREW	% OF COMP	COMP LETE	PCT COMP	AU CR NC SP/I	% OF TTL	TOTAL (TTL)	GRAD UATE	% OF TTL	RET AIN	% OF TTL
AUR AAS GRA	28	.90	2	.06	1	.03	31	.97	1	.03	32	0	.00	22	.69
AUR AAS GRD	26	.96	0	.00	1	.04	27	1.00	0	.00	27	0	.00	24	.89
AUR AAS HSE	77	.93	3	.04	3	.04	83	1.00	0	.00	83	4	.05	70	.84
AUR AAS MAN	73	.69	20	.19	13	.12	106	.91	11	.09	117	1	.01	71	.61
AUR AAS MAR	17	.81	2	.10	2	.10	21	1.00	0	.00	21	4	.19	13	.62
AUR AAS NUR	176	.97	5	.03	1	.01	182	.99	13	.01	183	16	.09	159	.87
AUR AAS PAR	64	.81	6	.08	9	.11	79	.86	13	.14	92	1	.01	66	.72
AUR AAS PHO	23	.96	0	.00	1	.04	24	.80	6	.20	30	3	.10	17	.57
AUR AAS RAC	4	1.00	0	.00	0	.00	4	1.00	0	.00	4	0	.00	1	.25
AUR AAS RHS	86	.97	1	.01	2	.02	89	1.00	0	.00	89	0	.00	81	.91
AUR AAS SEC	32	.84	2	.05	4	.11	38	.97	1	.03	39	2	.05	26	.67
*TOTAL DEGREE AAS	764	.87	62	.07	52	.06	878	.95	43	.05	921	41	.04	680	.74
AUR CER CIS	2	1.00	0	.00	0	.00	2	1.00	0	.00	2	1	.50	2	1.00
AUR CER ECE	2	.50	2	.50	0	.00	4	1.00	0	.00	4	4	1.00	1	.25
AUR CER ELT	0	.00	0	.00	0	.00	0	.00	1	1.00	1	2	2.00	0	.00
AUR CER GRA	1	1.00	0	.00	0	.00	1	1.00	0	.00	1	0	.00	0	.00
AUR CER GRD	4	1.00	0	.00	0	.00	4	1.00	0	.00	4	0	.00	4	1.00
AUR CER HSE	3	.75	0	.00	1	.25	4	1.00	0	.00	4	4	1.00	4	1.00
AUR CER PAR	3	1.00	0	.00	0	.00	3	1.00	0	.00	3	3	1.00	2	.67
AUR CER PHD	1	1.00	0	.00	0	.00	1	1.00	0	.00	1	0	.00	1	1.00
AUR CER RAC	2	1.00	0	.00	0	.00	2	1.00	0	.00	2	2	1.00	0	.00
AUR CER RHS	6	1.00	0	.00	0	.00	6	1.00	0	.00	6	0	.00	8	1.00
AUR CER STE	7	.54	2	.15	4	.31	13	1.00	0	.00	13	1	.08	9	.69
AUR CER TRH	10	.77	3	.23	0	.00	13	1.00	0	.00	13	4	.31	8	.62
*TOTAL DEGREE CER	43	.78	7	.13	5	.09	55	.98	1	.02	56	21	.38	39	.70
*TOTAL VOC_STAT VOCATIONAL	807	.86	69	.07	57	.06	933	.95	44	.05	977	62	.06	719	.74
*TOTAL COLLEGE AUR	4338	.78	692	.12	561	.10	5591	.95	292	.05	5883	87	.01	3183	.54

SUCCESSFUL = Students with a term gpa greater than or equal to 2.0.
 UNSUCCESSFUL = Students with a term gpa less than 2.0.
 WITHDREW = Students who dropped all classes before the semester's end.
 COMPLETE = Students whose success can be evaluated (see above).
 AU/CR/NC/SP/I = Students who are not taking classes for credit or cannot be evaluated.
 GRADUATE = Students who graduated at the end of this term.
 RETAIN = Students who reenrolled in the next term.
 *NOTE: Missing grades are counted as 'SP'.
 **NOTE: Retention data for TEC students are unavailable.

**Analysis of Transfer and 2-Year or Less Completions
First-Time Students Who Complete 12 or More Credit Hours at Initial Institution in Program Type**

Academic Programs	CCCOES	CCD	Difference
Entering Fall 1986			
Total #	2,213	208	
% Transfer Rate	24.5%	14.4%	-10.1%
% 2 Year Degree Rate	12.9%	3.8%	-9.10%
Entering Fall 1987			
Total #	2,916	164	
% Transfer Rate	27.1%	27.4%	+3%
% 2 Year Degree Rate	16.8%	5.5%	-11.30
Entering Fall 1988			
Total #	3,042	202	
% Transfer Rate	24.7%	23.8%	-9%
% 2 Year Degree Rate	16.5%	6.4%	-10.1%
Entering Fall 1989			
Total #	5,227	314	
% Transfer Rate	22.1%	21.0%	-1.1%
% 2 Year Degree Rate	11.2%	5.4%	-5.8%

The 1987-89 cohorts show CCD academic program students transferring to baccalaureate colleges at rates comparable to other CCCOES colleges, but graduating from CCD at much lower rates. While all the colleges have higher transfer rates than graduation rates, this practice is more pronounced at CCD. Perhaps the proximity of MSCD and UCD fosters this. As long as students are transferring and persisting CCD is meeting its goal.
Source: C:HE Completion and Persistence Report, February 1994.



**Analysis of Transfer and 2-Year or Less Completions
First-Time Students Who Complete 12 or More Credit Hours at Initial Institution in Program Type**

<u>Vocational Programs</u>	CCCOES	CCD	Difference
Entering Fall 1986			
Total #	2,719	257	
% Transfer Rate	13.8%	8.9%	-4.9%
% 2 Year Degree Rate	29.0%	21.8%	-8%
Entering Fall 1987			
Total #	3,308	322	
% Transfer Rate	12.4%	13.4%	+1%
% 2 Year Degree Rate	32.0%	31.4%	-1.4%
Entering Fall 1988			
Total #	3,802	345	
% Transfer Rate	10.1%	12.8%	+2.7%
% 2 Year Degree Rate	30.5%	31.0%	+5%
Entering Fall 1989			
Total #	4,553	446	
% Transfer Rate	9.7%	10.3%	+5%
% 2 Year Degree Rate	21.2%	26.0%	+5%

The 1987-89 cohort data shows CCD vocational students graduate and transfer at rates comparable with other CCCOES colleges.

Source: C CHE Completion and Persistence Report, February 1994.

COMMUNITY COLLEGE OF DENVER
SUMMARY OF DEGREES GRANTED IN ACADEMIC YEAR 1993-1994¹

DEGREE TYPE BY GENDER

Degree	Gender				Total
	Female		Male		
	Number	Percent	Number	Percent	
AA	19	70	8	30	27
AS	11	69	5	31	16
AGS	34	63	20	37	54
AAS	175	70	76	30	251
Certificate	309	79	83	21	392
Total	548	74	192	26	740

DEGREE TYPE BY ETHNICITY²

Degree	Ethnicity														Total
	Non-Res		Black		Indian		Asian		Hispanic		White		Unknown		
	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	N	PCT	
AA/AS	4	9	4	9	0	0	2	5	12	28	21	49	0	0	43
AGS	21	39	3	6	0	0	2	4	9	17	19	35	0	0	54
AAS	6	2	28	11	6	2	14	6	45	18	152	61	0	0	251
Certificate	10	3	54	14	7	2	9	2	100	26	211	54	1	0	392
Total	41	6	89	12	13	2	27	4	166	22	403	54	1	0	740

¹ Academic Year 1993-94 includes summer 1993, fall 1993, and spring 1994 semesters. Data source is CCD Department of Information Resources and Planning. 10/14/94.

² These awards were made to 37 Non-resident Aliens, 83 Blacks, 13 Indians, 24 Asians, 148 Hispanics, 383 Whites, and one person of unknown ethnicity. Thus, 740 awards were made to 689 individuals.

TERM: SPRING 1994

DATE RUN: 04/26/94 SUMMARY CCD SCANTRON FACULTY EVALUATION: CRS, SUBJ, DIV, COLG, ALL

INSTITUTE: COMMUNITY COLLEGE OF DENVER

POINTS	4	5	3	2	1	NOT	EXCLUDES
Q#	FREQ	ALMOST	OCCAI	SELDOM	ALMOST	APPL	NA
	-ENT	ALWAYS	-SION		NEVER	-APPL	POINT
							AVG
1. I WAS ACTIVELY INVOLVED IN THE CLASS	1,386	1,989	728	199	77	6	4,373
2. THIS COURSE REALLY MADE ME THINK	1,379	2,394	446	115	37	11	4,367
3. COURSE OBJECTIVES WERE DESIGNED FOR LEARNING	1,382	2,330	480	112	41	17	4,345
4. I FELT INSTRUCTOR WAS AVAILABLE IN/OUT OF CLASS	1,091	2,551	451	135	67	68	4,379
5. HOW SUBJECT MATTER RELATES TO CLASS, LIFE & EMPLOY	1,333	2,270	551	132	62	20	4,291
6. EXPECTED TO LISTEN, EVALUATE & ANALYZE LECTURE INFO	1,273	2,595	367	80	28	28	4,348
7. INSTRUCTOR PROVIDED USEFUL, CURRENT INFO	1,134	2,733	337	89	43	41	4,336
8. INSTRUCTOR WAS WELL ORGANIZED & PREPARED	988	2,925	298	91	60	12	4,362
9. INSTRUCTOR WAS ENTHUSIASTIC ABOUT SUBJECT	850	3,168	231	56	35	8	4,360
10. UNDERSTOOD COURSE REQUIREMENTS (EXAMS, GRADING)	1,053	2,918	284	84	23	7	4,362
11. I RECEIVED USEFUL COMMENTS ON PAPERS, EXAMS	1,149	2,321	504	189	104	87	4,264
12. I UNDERSTOOD CONCEPTS PRESENTED BY INSTRUCTOR	1,427	2,301	482	100	44	9	4,354
13. INSTRUCTOR CARED ABOUT MY LEARNING	1,018	2,772	393	103	67	19	4,353
14. INSTRUCTOR HANDLED MY QUESTIONS & COMMENTS	1,117	2,568	446	111	79	48	4,321
TL. INSTRUCTOR SUMMARY OF 14 QUESTIONS	16,580	35,849	5,998	1,596	767	371	60,790
15. OVERALL, I WOULD GRADE INSTRUCTOR A-B-C-D-F	996	2,895	302	97	10	32	4,300
16. THE GRADE I EXPECT IN THIS CLASS IS A-B-C-D-F	1,592	2,148	521	54	4	12	4,348
17. I WAS ON TIME & ATTENDED CLASS FOR FULL PERIOD	1,226	2,785	272	31	13	7	4,327
18. (WRITE IN)	50	182	426	1	2	1	261
19. (WRITE IN)	29	151	13	3	2	3	198
20. I RECEIVED A SYLLABUS EXPLAINING THE COURSE	NO	YES	NA				
21. INSTRUCTOR WAS ON TIME & MET CLASS FOR FULL PERIOD	88	4,276					4,364
22. I RECEIVED FREQUENT FEEDBACK ON MY PROGRESS	85	4,280					4,365
23. I LIKED THE TEXTBOOK FOR THIS COURSE	790	3,589	554				4,339
24. COURSE WORK COMPARED TO OTHER COURSES: 1=LESS<<<>>MORE=5	329	115	1,740	1,297	794		4,275
25. COURSE PACE COMPARED TO OTHER COURSES: 1=SLOW<<<>>FAST=5	261	75	1,982	1,366	543		4,227
26. THIS CLASS WAS REQUIRED / ELECTIVE	1,082E	3,178R	471H	800I	1,252W	228?	4,210
29. ETHNICITY: ASIAN, BLACK, HISPANIC, INDIAN, WHITE	515B	818A					3,856
30. GENDER: MALE / FEMALE	2,648F	1,602M					4,250
27. CREDIT HOURS COMPLETED AT CCD	16-30	0-15	31-60	60+			
28. AGE: LESS THAN 20, 20-29, 30+	1,022	1,907	816	330			4,075
31. HOURS WORKED PER WEEK: 1-5, 6-10, 11-20, 20+	2,262	AGE<20	30+				
32. HOURS PER WEEK TO STUDY FOR THIS COURSE	1,418	627	1,304	20+			
33. DAYS ABSENT FROM CLASS	1,418	2,263	445	2,202			4,059
TOTAL of QUESTIONS 1-14, COMPARATIVE SUMMARY	16,580	35,849	5,998	1,596	767	371	60,790
TL. BY INSTITUTE: COMMUNITY COLLEGE OF DENVER							4,400

CCD Currently Enrolled Student Survey from Spring 1994

One thousand and ninety-seven (1,097) students were surveyed. Two percent of the responses came from TEC. Source: CCD Information Resources and Planning Department.

	<u>n=1,078</u>	% <u>Good- Very Good</u>	% <u>Fair- Very Good</u>
<u>Evaluation of two year college instruction:</u>			
Quality of Instruction:	1,078	81.0	97.9
Instructors knowledge of subject:	1,077	89.6	98.9
Clear course objectives and requirements:	1,070	79.1	95.9
Course content:	1,067	79.5	97.9
Instruction methods:	1,070	75.4	96.4
Testing, grading:	1,074	76.7	96.2
Class size:	1,070	75.2	96.0
Course Availability:	1,070	61.9	88.1

Evaluation of two-year college services:

Note: The following percentages reflect the responses of those who actually used the services

	<u>n=1,078</u>	% <u>Good- Very Good</u>	% <u>Fair- Very Good</u>
Admissions/registration procedures:	1,053	53.7	84.0
Career planning and guidance:	884	50.2	80.3
Course advising:	968	50.7	81.6
Financial aid:	803	52.8	80.8
Veteran's office:	292	54.1	88.4
Student activities:	608	51.5	84.2

	<u>n</u>	<u>% Good- Very Good</u>	<u>% Satisfactory- Very Good</u>
Job placement:	416	47.6	78.8
Assistance to disadvantaged:	425	60.2	90.4
Library/learning resource center:	856	74.1	93.6
Tutoring:	700	68.7	90.6
Educational development courses/basic skills center:	634	68.8	95.0
Bookstore:	924	63.9	91.7
Business office:	606	53.1	89.9

Satisfaction with growth as a result of two-year college education:

	<u>n</u>	<u>Satisfied- Very Satisfied</u>
Ability to organize ideas:	1,032	94.3
Ability to think critically:	1,026	93.7
Ability to write with clarity:	1,027	88.5
Ability to speak with clarity:	1,024	89.6
Ability and skills in problem solving:	1,015	90.7

How would you rate your two-year college experience so far:

<u>% Good- Very Good</u>	<u>& Satisfactory- Very Good</u>
79.2	97.4

2. Data Interpretation

Course advising and Financial Aid received significantly higher ratings this year over last year. Resources and efforts were directed to facilitate this change. A "customer service" inservice is required of all employees this year.

3. Changes

We have changed the forms for 1994-95 to more accurately identify CCD offices and programs.

GRADUATING STUDENT SURVEY, 1994
Satisfaction with Skills and Knowledge

1. Data

The percent calculated exclude the "not applicable" category.

AA/AS/AGS GRADUATES (N=80)

Satisfied with how well CCD prepared me in:	<u>n</u>	<u>% Satisfied - Very Satisfied</u>
planning and conducting research	77	97%
planning and writing well-structured papers	78	97%
composing and delivering oral presentations	76	96%
reading and thinking critically	79	96%
analyzing and using numerical data	77	99%

AAS GRADUATES (N=266)

Satisfied with how well CCD prepared me in	n	%
the theory involved with my program	251	96%
practical applications of the theory	253	96%
communication skills	248	97%
mathematical skills	248	92%
reasoning, problem solving, critical thinking	251	96%

2. Data Interpretation

At the time students graduate, they appear to be very satisfied with what they have learned at CCD.

3. Changes

Students' satisfaction with their own learning has not provided CCD with data for change.

Alumni and Employer Mean Satisfaction with Alumni Skills and Knowledge

1. Data

Summary of all vocational (A.A.S. and Certificate) programs:
Survey of 1992-93 Alumni and Employers

Source: CCD Career Services

Based on a 5-point Likert scale with endpoints 1 = Very dissatisfied and 5 = Very satisfied.

	STUDENTS		EMPLOYERS	
	(n=114) <u>Certificate</u>	(n=78) <u>AAS</u>	(n=20) <u>Certificate</u>	(n=17) <u>AAS</u>
How well did CCD prepare you/the graduate in:				
a. Technical knowledge of occupational speciality?	4.13	3.96	4.35	4.31
b. Communication skills (reading, writing, and speaking)?	4.16	4.06	4.45	4.18
c. Reasoning, problem solving and critical thinking?	4.15	4.03	4.00	4.12
d. Employer's overall rating of CCD's training program?			4.06	4.60
e. Employer's view on advancement possibilities due to training?			4.18	3.56

2. **Data Interpretation** 100% of all alumni and employers rated student skills and knowledge as satisfactory to excellent. Data is interpreted by programs and will be a part of the annual program review. Program level data is in the annual Vocational follow-up report.

3. **Changes** Because satisfaction is high, satisfaction rates have not been change agents. Individual comments found in the full follow-up report have been the greatest survey impact on change.