



Comprehensive Quality Review Report

Submission Instructions

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

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

Institution: Aims Community College City, State: Greeley, CO

Date of On-Site Visit: 10/16-17/2017

Evaluation Team

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

Jill Carlson, M.A.- Director for Assessment and Accreditation, Santa Fe Community College, Santa Fe, NM, Team Chair

Charles D. McAllister, Ph.D.- Vice Provost and Dean of Graduate Studies, Southeast Missouri State University, Cape Girardeau, MO

Caron Daugherty, Ed.D.- Vice President of Instruction, Jefferson College, Hillsboro, MO

John R. Cowles, Ph.D.- Dean of Student Success and Retention, Grand Rapids Community College, Grand Rapids, MI

Beth Williams, M.A.- Department Chair of English and Modern Languages, Stark State College, North Canton, OH

Background and Purpose of Visit

A. Overview of the Comprehensive Quality Review (CQR)

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

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

B. Purpose of Visit and Institutional Context

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

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

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

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

Aims offers 42 Associate’s Degree programs and 157 credit-bearing certificates. Aims is approved for fully-online degrees and certificates. The college has a headcount of 7,966 students, of

which 59% are female and 69% under the age of 25. Hispanic students make up 32% of the population, and the demographic trend indicates a steady increase in minority students. Among the first-time, full-time students, 87% receive some type of financial assistance, and 65% showed the need for some type of remedial instruction.

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

C. Unique Aspects or Additions to the Visit

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

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

There were no unique aspects to the visit.

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

None of the additional locations were visited.

E. Distance Delivery Reviewed

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

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

F. Notification Related to Third-Party Comments

The panel received two third party comments, both positive.

II. Compliance with Federal Requirements

See the separate [Federal Compliance Overview](#) in preparing this section. The team's completed Federal Compliance and Credit Hour worksheets should be submitted with this report.

See Appendix 3: Federal Compliance Review

III. Fulfillment of the Criteria for Accreditation

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

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

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

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

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

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

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

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

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

Criterion Is **Met with Concerns**. If any Core Component is met with concerns, the team must find that the Criterion is met with concerns. In Part V of the team report, the team will recommend monitoring appropriate to the concerns.

If the team identifies serious concerns with one or more Core Components or finds that multiple Core Components are met with concerns, the team chair should consult with the HLC staff liaison to determine whether the team should recommend that the institution be placed on Notice.

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

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

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

Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

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

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

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

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

Team Determination:

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

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

Evidence:

Aims Community College develops the mission through its strategic planning process, and the college is currently in the process of reviewing and revising the mission through the Strategic Plan cycle involving various stakeholders – from the administrators, faculty, staff, and students – in a shared

governance approach to the process. The community offered feedback about the mission and Strategic Plan through the President's Listening tour and connections with community partners, mainly through advisory committees. The Board of Trustees supplies final approval for the mission. The college's process for developing the mission suits the nature of the institution's culture of continuous improvement.

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

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

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

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

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

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

Team Determination:

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

Evidence:

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

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

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

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

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

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

Team Determination:

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

Evidence:

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

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

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

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

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

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

Team Determination:

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

Evidence:

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

younger ages to educate the community earlier about the role Aims plays within its service area. The actions of the Board of Trustees and the college employees reflect their understanding of the educational role the college serves within the community.

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

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

Team Determination on Criterion 1:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The college's mission statement focuses primarily on providing knowledge and skills to advance the quality of life, economic stability, and success of the diverse communities the college serves. The college develops the mission through its strategic planning process, and Aims is currently in the process of reviewing and revising the mission through the Strategic Plan cycle involving various stakeholders – from the administrators, faculty, staff, and students – in a shared governance approach to the process. The college's programs, student services, and enrollment processes support the mission. The budget planning process reflects the shared governance approach as the

college holds budget information sessions to share information about the budget and obtain feedback from faculty and staff. The institution publicly articulates its mission in its annual report, program and institutional academic marketing materials, and the website. The college's Core Measures support the ideology of the mission and through creating specific goals by which analysis of services and instruction is possible. The institution also recognizes its diverse communities through various initiatives, such as the Human2Human discussion series, Dia de los Muertos student series, and the College Inclusiveness Council, established to support the diverse communities that the college serves. Aims recognizes the diverse student population, such as high school students, traditional students, non-traditional returning students, and the growing Hispanic student population, and the college focuses services on the various needs of the student body through iFocus! and diversity workshops, guest speakers, campus celebrations, and student services. The actions of Board of Trustees and the college employees reflect their understanding of the educational role the college serves within the community. Aims engages with external constituencies such as advisory committees and industry partners to respond to their needs while fulfilling the institution's mission, purpose, vision, and strategic goals. Aims understands its responsibilities to the communities it serves and takes action to improve its educational responsibilities as the institution's primary purpose.

Criterion 2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

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

Team Determination:

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

Evidence:

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

Core Component 2.B: The institution presents itself clearly and completely to its students and to

the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Team Determination:

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

Evidence:

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

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

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

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

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

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

Team Determination:

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

Evidence:

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

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

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

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

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

Team Determination:

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

Evidence:

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

Core Component 2.E: The institution’s policies and procedures call for responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

Subcomponent 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

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

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

Team Determination:

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

Evidence:

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

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

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

Team Determination on Criterion 2:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

From this review, it is apparent that Aims Community College acts with integrity. The college’s conduct is ethical and responsible. Standard Operating Procedure (SOP) HR.123 covers Institutional Integrity, which cover standards promoting the integrity of Aims CC that are supported by formal

college policies. From the Board of Trustees to its students, Aims presents itself clearly to its community. The college is committed to freedom of expression and the pursuit of truth and learning. The Aims Community College Library has extensive support for students from subject guides to citation assistance. Students, faculty, and staff are supported by policies and processes that encourage integrity of scholarly practice.

Criterion 3. Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

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

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

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

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

Team Determination:

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

Evidence:

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

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

Aims provided evidence that the program quality and learning goals are consistent across their multiple modes of delivery and locations. A syllabus checklist informs course consistency, and to

support the consistency of online and hybrid offerings, the college used an action project (Course Quality Assurance Plan for the Online Learning Management System) to ensure consistency, continuity, and accessibility of courses. A review of course syllabi suggested competencies in early college and concurrent enrollment courses are aligned with college curriculum. The college has undertaken a Quality Matters-based review of its online offerings.

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

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

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

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

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

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

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

Team Determination:

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

Evidence:

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

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

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

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

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

Subcomponent 1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Subcomponent 2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

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

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

Subcomponent 5. Instructors are accessible for student inquiry.

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

Team Determination:

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

Evidence:

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

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

qualifications review should be undertaken by Aims to ensure all concurrent enrollment (dual credit) courses offered in the secondary school districts and recognized on the Aims transcript align with credentialing practices of the other faculty.

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

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

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

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

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

Core Component 3.D: The institution provides support for student learning and effective teaching.

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

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

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

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

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

Team Determination:

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

Evidence:

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

Aims CC uses Accuplacer, the Emerging Scholars Program, the Starfish Early Alert System, and the Noel-Levitz CSI to identify the needs of its students and provides a number of academic and support programs to meet student needs. The college cites funding academic technology as a method for

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

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

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

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

Core Component 3.E: The institution fulfills the claims it makes for an enriched educational environment.

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

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

Team Determination:

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

Evidence:

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

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

Team Determination on Criterion 3:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

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

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

Criterion 4: Teaching and Learning: Evaluation and Improvement

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

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

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

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

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

Subcomponent 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual

credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

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

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

Team Determination:

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

Evidence:

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

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

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

Discussions with Aims CC faculty members yielded concerns about their ability to ensure that they were able to assure that concurrent enrollment instructors matched course rigor, expectations for student learning, levels of achievement, and assessment of course learning outcomes are equivalent due to the fact that these instructors are not employees of the college.

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

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

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

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

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

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

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

Team Determination:

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

Evidence:

Aims CC has clearly stated common learning outcomes (CLOs) which are assessed in both its transfer courses and CTE courses. These CLOs include Written Communication, Problem Solving, Critical Thinking, Oral Communication, and Professionalism. Common rubrics have been developed and are used to assess a variety of projects across the curriculum. All CTE programs have established program learning outcomes (PLOs) and most of these programs are actively conducting assessment projects. All programs will complete at least one assessment project during this academic year. The CLOs are currently being mapped across the general education and transfer curriculum, and the

college plans to establish a master curriculum map to guide its assessment efforts and to initiate assessment projects across the transfer curriculum. The first phase of the curriculum mapping for the AA, AS, and General Education courses started in spring 2017. Based on this first phase of the curriculum mapping, Aims initiated program-level assessment projects for fall 2017. The second phase of the mapping process will begin in spring 2018 with a more robust assessment plan for the AA, AS, and General Education courses continuing fall of 2018. The team is confident that Aims has a clear path forward for ongoing assessment of student learning.

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

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

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

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

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

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

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

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

Team Determination:

- Core Component is met
- Core Component is met with concerns

Core Component is not met

Evidence:

Aims has developed a set of Core Measures that relate to performance across the college. While not fully approved as the formal measures for its future, the college is vetting them through its current strategic planning process. These measures include Access, Retention, Learning, Completion, and Impact. The benchmarks for these measures are found on the Institutional Research and Assessment page of the college website, along with current performance. These goals will be set once the Core Measures are embedded into the next strategic plan. It will be important for Aims to follow through on both formalization and goal setting for the measures related to retention, persistence, and completion.

The college benchmarks retention, persistence, and completion against peer institutions through the Common Data Set, College Board, and National Community College Benchmarking Project.

Aims has used measures of retention, persistence, and completion to drive improvements to student learning through many of its student support services including the Starfish Early Alert, TRIO and CORE programs, Emerging Scholars, AAA courses, including the AAA (Year 1) to Catalyst (Year 2) program, and iFocus! student clubs. Moving forward, Aims must ensure that there are clear links between improvements to these programs and retention, persistence, and completions data.

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

Team Determination on Criterion 4:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

The college's internal culture is clearly oriented toward providing high-quality education programs that promote student success. A full suite of support services is provided to assist students as they progress through their degrees and certificates. The college has a regular practice of academic program reviews that help it to improve both design and quality in its academic programs. The prerequisites for courses are programs are clearly established, and the college follows standardized practices in accepting credit in transfer and for prior learning.

Course rigor is maintained through a master syllabus process, and all faculty are given orientation in the design and use of course syllabi. While there is some room for improvement in its ability to evaluate dual credit instructors, these faculty members are offered similar guidance for course content and rigor. A variety of programs at Aims have specialized accreditation to benefit its students. The college evaluates the success of its graduates through graduation surveys, articulation agreements, and substantial participation of its advisory committees.

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

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

Criterion 5: Resources, Planning, and Institutional Effectiveness.

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

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

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

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

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

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

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

Team Determination:

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

Evidence:

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

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

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

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

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

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

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

Subcomponent 2. The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Subcomponent 3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Team Determination:

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

Evidence:

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

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

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

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

Subcomponent 1. The institution allocates its resources in alignment with its mission and priorities.

Subcomponent 2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Subcomponent 3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

Subcomponent 4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

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

Team Determination:

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

Evidence:

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

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

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

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

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

regarding the adoption and management of academic technologies and learning space arrangements and how these technologies impact student learning.

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

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

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

Team Determination:

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

Evidence:

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

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

Team Determination on Criterion 5:

- Criterion is met
- Criterion is met with concerns
- Criterion is not met

Summary Statement on Criterion:

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

IV. Commitment to Continuous Quality Improvement (CQI)

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

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

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

Evidence of Principles of High Performance Organizations

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

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

V. Commitment to the AQIP Pathway

Provide brief bullet points for each section that demonstrate success or progress in each area.

Actions That Capitalize on Systems Appraisal Feedback

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

Actions That Capitalize on Strategy Forum Participation

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

Actions That Capitalize on Action Projects

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

Commitment to Active Engagement in the AQIP Pathway

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

VI. Team Recommendation

A. Affiliation Status

1. Recommendation for Reaffirmation of Accreditation

The Team recommends Reaffirmation of Accreditation.

2. Recommendation for Eligibility to Select Next Pathway

Indicate whether the institution is eligible to select its next pathway, or if, in the judgment of the team, the institution should be limited to the Standard Pathway.

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

3. Criterion-Related Monitoring Required (report, focused visit):

Monitoring:

The CQR Team recommends that Aims Community College submit a monitoring report to the HLC no later than June 1, 2019 related to Core Components 3.A, 3.C, and 4.A. The team has concerns about the college's ability to ensure program quality and program learning goal consistency in concurrent enrollment courses taught at high school locations by faculty who are employees of the schools, rather than of the college. The rigor of courses, expectations for student learning, and access to learning resources are also of concern for the same reason. It does not appear that Aims has the ability currently to evaluate its concurrent enrollment faculty to ensure the above. The report must contain:

1. Documentation of how Aims will ensure program and course quality, rigor, consistency of learning goals (outcomes), expectations for student learning, and access to learning resources that are college-level, for each of its partner school districts and/or high school locations. This may be in the form of MOUs or other types of written agreements with the said schools.
2. Copies of all course syllabi from dual credit courses that are taught at high school locations, and the master course syllabus from which they are derived.
3. Documentation of how Aims will evaluate concurrent enrollment faculty related to the college-level courses that they teach, a schedule of evaluations for these faculty members, and at least 5 examples of actual evaluations (these may have the names redacted).

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

While there are apparent weaknesses in these areas, they are all specifically related to dual credit instruction. Because the instructors are not college employees, the ability of Aims CC to manage

quality and evaluate faculty is limited under the current system. The team recommends that Aims work with its school districts to ensure that these Core Components can be met for all courses, types of instruction, and for all students.

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

Monitoring:

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

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

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

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

B. HLC Sanction or Adverse Action

None

VII. Embedded Changes in Affiliation Status

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

Type of Change:

n/a

Appendix A

Interactions with Constituencies

Session 1. Intro Meeting with the President

8:30-8:55 Monday

President

Session 2. Welcome, Introductions

9:00-9:25 Monday

Overview of Mission, Vision, Values: Criterion One

Executive Director Institutional Research & Assessment

Executive Director/Dean Community Partnerships and Workforce

Interim Assistant Vice President, Student Affairs

Dean, Arts & Sciences

Chief Technology Officer

President

Executive Director, Facilities

Executive Assistant to President

Vice President of Academic Affairs

Interim Vice President of Student Affairs

Executive Director, Human Resources

President Elect Aims Staff Association (ASA), Director of Center for Professional Development

Dean of Students

Dean, Division of Public Service & Transportation

Assistant Director, Human Resources

Dean, Business & Technology

President Elect Aims Faculty Association (AFA), English Faculty

Budget Director

Vice President, College and Community Relations

Executive Director of Communications and Public Information

Institutional Data, Planning & Accreditation Liaison Officer

President of Student Government

Peer Educator of Student Government

Session 3. Open Forum with Administrators:

9:30 – 10:30 Monday Criteria

One and Two

Executive Director Institutional Research & Assessment

Budget Director

Vice President Administrative Services

Executive Director, Student Leadership and Development

Dean of Students

Executive Director of Financial Aid

Vice President of Academic Affairs

Associate Dean, Allied Health Programs

Executive Campus Director, Windsor Campus

Director of High School Programs
Executive Director/Dean, Community Partnerships and Workforce Development
Interim Assistant Vice President, Student Affairs
Executive Director Admissions, Registration, and Records
Registrar
Executive Director of Communications and Public Information
Executive Director Human Resources
Vice President College & Community Relations
Executive Campus Director, Fort Lupton

Session 4. Open Forum: Leadership for CQI Efforts

11:00-11:55 Monday

Criterion Five

Tutor
Interim Assistant Vice President, Student Affairs
Executive Director Institutional Research & Assessment
Executive Director/Dean Community Partnerships & Workforce Development
Grants Manager
Assistant Director Human Resources
Dean Arts & Sciences
Director of Curriculum, Program Development, and Scheduling
Advancing Academic Achievement (AAA) Faculty
Executive Director of Communications and Public Information
Vice President Administrative Services
Accreditation Liaison Officer
TRIO SSS Classic and STEM
TRIO Student Support Services STEM
Chair of Communication Media, Professor
Vice President College and Communication Relations
Dean Business and Technology
Dean of Students
Staff, Admissions, Registration, and Records
Executive Assistant to President
Chief Technology Officer
Dean, Division of Public Services & Transportation
Interim Vice President Student Affairs
President Elect ASA, Director of Center for Professional Development
Executive Director, Facilities
Budget Director
President Elect AFA, English Faculty

Session 5. Federal Compliance Review

October 17, 2017

Accreditation Liaison Officer
Program Coordinator II – Curriculum, Program Development, and Scheduling
Executive Director/Dean, Community Partnerships and Workforce Development

Director of Curriculum, Program Development, and Scheduling
Registrar
Assistant Director SSC
Emerging Scholars Advisor
CORE Advisor
Executive Director Institutional Research and Assessment
Executive Director Student Leadership and Development
Interim Vice President Student Affairs
Vice President Academic Affairs
Dean of Students
Assistant Director of High School Programs
Executive Director of Financial Aid
Director of Safety and Security
Director Institutional Research
Executive Director Admissions, Registration, and Records

Session 6. Lunch with Students

12:00-12:55 Monday

Student Engagement, Survey Results

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

Session 7. Focus Meeting: Assessment of Student Learning

1:00-1:55 Monday

Criteria Three and Four

Director of Curriculum, Program Development, and Scheduling
Math Faculty
Dean Arts & Sciences
Chair, Radiology Tech.
Chair, Business
Chair, Math
Fire Science Faculty
Vice President of Academic Affairs
Interim Vice President of Student Affairs
Faculty, Literature
Faculty, History
Faculty, Graphic Design
Faculty, Criminal Justice

Faculty, Speech
Part-time faculty, Biology
Dean of Students
Program Coordinator II – FYE
Faculty, Math

Session 8. Planning and Budgeting: Strategic, Operational, Facilities

Monday 2:00-2:55

Criterion Five

Vice President, College and Community Relations
Vice President Academic Affairs
Executive Director Human Resources
Executive Assistant to President
Dean Business and Technology
Dean Arts & Sciences
Executive Director Institutional Research & Assessment
Executive Director, Facilities
Executive Director Communication and Public Information
Dean Public Services and Transportation
Chief Technology Officer
Director of Curriculum, Program Development, and Scheduling
President Elect AFA, English Faculty
Executive Director/Dean Community Partnerships and Workforce Development
President Elect ASA, Director Center for Professional Development
Safety and Environmental Coordinator
Director of Campus Safety, Security, and Title IX
Interim Assistant Vice President Student Affairs
Assistant Director Human Resources

Session 9. Focus Meeting: Student Engagement

Monday 2:00-2:55

Criterion Three

Faculty Club Advisor
Faculty, Tax Help Colorado
Faculty and Chair, Graphic Design
Faculty, Communication Media
Dean of Students
Director Learning Commons
Director of Student Leadership and Development
Faculty, Writing Club
Librarian
Program Coordinator II, FYE

Session 10. Open Forum with Faculty

3:30-4:25 Monday

Criteria Three and Four

Full-time Faculty, Chair of Humanities and Languages
Full-time Faculty, Chair of Social Sciences
Chair of the Faculty Teaching and Learning Center, Full-time Faculty Anthropology

English and Humanities Faculty
President Elect AFA, English Faculty
Accounting faculty
Faculty Coach/FTLC Assessment
Full-time Faculty Art and Design
Full-time Faculty AAA
Full-time Faculty English
Full-time Faculty Nursing
Full-time Faculty Business
Part-time Faculty Criminal Justice
Full-time Faculty EMS
Part-time Faculty Political Science
Full-time Faculty CIS
Full-time Faculty Math/Education
Full-time Faculty Economics
Full-time Faculty Welding
Full-time Faculty Accounting
Full-time Faculty Communication Media
Part-time Faculty Communication Media
Full-time Faculty Construction and Engineering Technology
Full-time Faculty Communication Media

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

23 Community Members

Session 12. Focus Meeting: Open Forum with Support Staff

8:30-9:25 Tuesday

Criterion Three

Human Resource Specialist
Program Coordinator II FYE
Program Coordinator II FYE
Academic Advisor
Chief Flight Instructor
Staff Assistant
Assistant Human Resources Director
Disability Access Services Director
Assistant Director SLD
Counselor
Human Resources
Human Resources Specialist Recruiter
Assistant Director Admissions, Registration, and Records
Assistant Director Student Services
CORE Advisor
Administrative Assistant PS&T
Accounting Tech Financial Services
Staff Executive CPWD

Enrollment Advisor Windsor
Advisor
Staff Associate
Academic Advisor Impact Programs
Human Resources
Human Resources Administrative Assistant
Staff Executive Human Resources
Enrollment Advisor
Human Resource Specialist
Director of Automotive Programs
President Elect ASA, Director Center for Professional Development
Director Fire Sciences and EMS
Staff Assistant
Institutional Assessment Coordinator
Human Resources Administrative Assistant
Academic Advisor
Career Advisor
Staff Executive Administrative Services
Academic Affairs Assistant
Grants Manager
Staff Executive
Emerging Scholars Advisor
PS&T Dean's Office
Financial Services
Financial Services
Financial Services
Testing Center Program Coordinator
Executive Assistant to President
Board Liaison
Staff Executive Business and Technology
Faculty Coach
Assistant Director of Financial Aid
Director PE
Program Coordinator PE
Impact Programs
Director of Security and Title IX
Degree Analyst

Session 13. Focus Meeting: Review of Action Projects

9:30-10:25

Tuesday

Criterion Five

Institutional Data, Planning & Accreditation Liaison Officer
Financial Aid Assistant Director – Servicing
Associate Dean of Allied Health
Faculty and Teaching Center
Faculty Member (Career)

Dean of Community Partnerships and Workforce Development (Early College)
Director of Curriculum, Program Development, and Scheduling
AAA Faculty
Chair of All College Action Committee
Academic Advisor
HR/Office of the President
Institutional Research

Session 14. Focus Meeting Academic Program Review

Tuesday 9:30-10:25

Criteria Three and Four

Director of Curriculum, Program Development, and Scheduling
Vice President of Academic Affairs
Director EMS, Fire Science, Phlebotomy
Director Automotive
Chief Flight Instructor
Director, Aviation
Chair and Faculty
Full-time Faculty Philosophy
Full-time Faculty Nurse Aide
Dean Arts & Sciences
IRA
Dean of Business and Technology
Full-time Faculty Math
Chair and Faculty
Dean Public Services and Transportation

Session 15. Focus Meeting: Retention, Persistence, Completion

11:00-11:55

Tuesday

Criterion Four

Interim Vice President of Student Affairs
Vice President of Academic Affairs
Director Automotive
Executive Director of Institutional Research and Assessment
Aviation Faculty
Aviation Faculty
Faculty, Math
Welding Chair
Director of Institutional Research
Faculty, Nurse Aide
TRIO Classic
TRIO STEM
CORE
FYE and Catalyst

Session 16. Lunch with Governing Board

12:00-12:55 Tuesday

Criteria One and Two

President
Board Liaison
Governing Board Member
Governing Board Member
Governing Board Member
Governing Board Member

Session 17. Focus Meeting: Scheduling and Non-traditional Learners
Criteria Three and Four

Tuesday 1:00-1:55

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

Session 18. Focus Meeting: Use of Data for Planning
Criterion Five

Tuesday 1:00-1:55

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

Session 19. Focus Meeting: Online Education and Dual Credit
Criteria Three and Four

2:00-2:55 Tuesday

Instructional Designer
Instructional Designer
FYE Coordinator
Accounting Faculty
Dean of Community Partnerships
Assistant Director of High School Programs
Associate Dean of Allied Health
Humanities Chair
Dean of Public Services and Transportation
Director of Learning Environments

Session 20. Focus Meeting: Strategic Challenges/Levels of Maturity

3:30-4:25 Tuesday AQIP

Category 6

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












Session 21. Exit Interview with the President

4:30-5:00 Tuesday

President

Appendix B

Principal Documents, Materials and Web Pages Reviewed

 1737 20110320 Reaffirmation - Team Re...	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20110418 Reaffirmation - Action Le...	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20121101 Systems Portfolio	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20130222 Systems Appraisal	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20161101 Systems Portfolio	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20170224 Systems Appraisal	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20170731 Audit-2015	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20170731 Audit-2016	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20170815 CQR - Links	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20170815 Federal Compliance Instit...	8/16/2017 4:04 PM	Adobe Acrobat D...
 1737 20170815 Quality Highlights	8/16/2017 4:04 PM	Adobe Acrobat D...

Aims Community College Student Opinion Survey

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

Mission.pdf

1.A.01.1 Strategic Planning Press Release.pdf

1.A.02.1 Areas of Study - Aims Community College.pdf

1.A.03.1 FYE First-Year Student Resource Guide - Aims Community College.pdf

1.A.05.1 Planning and budget priorities 2016-17.pdf

1.A.07.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf

1.A.5.2 Planning and budget priorities 2017-18.pdf

1.B Strategic Plan and process for usage and review PO.002.SOP.Strategic Planning.0.docx

1.B.01.1 Mission.pdf

1.B.01.2 About Aims Aims Values - Aims Community College.pdf

1.B.02.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf

1.B.03.1 Institutional Research _ Assessment - Aims Community College.pdf

1.B.05.1 Job Announcement Assistant Vice President_ Academic Affairs.pdf

1.C.01.1 2018-2023 Strategic Plan Framework w Strategies.pdf

1.C.01.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf

1.C.01.2 2018-23-Strat-Plan-Gantt-Chart-Timeline.pdf

1.C.01.3 2017-2018 Strategic Initiatives.pdf

1.C.01.4 2018-2023 Strategic Plan FrameworkTEMPLATE.pdf

1.C.01.5 2018-21_Tactical-Plan-Template.pdf

1.C.02.1 Commitment to Diversity through Curriculum.docx

1.C.02.1 Degrees and Certificates - Aims Community College - Acalog ACMS™.pdf

1.C.02.1.Courses - Aims Community College - Acalog ACMS™.pdf

1.C.04.1 Prospective Students_ Common Learning Outcomes - Aims Community College.pdf

1.C.04.2 Institutional Research _ Assessment - Aims Community College.pdf
1.C.05.1 Experience - Aims Community College.pdf
1.C.06.1 Aims Student Clubs and Organizations - Aims Community College.pdf
1.C.07.1 Diversity_ Council - Aims Community College.pdf
1.C.07.2 Dr-Ortiz-poster.pdf
1.C.07.4 Statement on the Elimination of DACA Program - Aims Community College.pdf
1.C.07.5 Human2Human Diversity Series - Aims Community College.pdf
1.C.08.1 Veteran Services - Aims Community College.pdf
1.C.08.2 Adult Basic Education Resource Center (ABERC) - Aims Community College.pdf
1.C.08.3 Adult Basic Education _ ESL - Aims Community College.pdf
1.C.09.1 About Aims_ Aims Values - Aims Community College.pdf
1.C.10.1 Institutional Research _ Assessment - Aims Community College.pdf
1.C.11.1 Diversity - Aims Community College.pdf
1.D Core Component Narrative.pdf
1.D.01.1 Vision - Aims Community College.pdf
1.D.02.1 6-26-17 College Council Retreat Minutes--for posting.pdf
1.D.02.2 6-29-17 and 7-10-17 Cabinet Retreat Minutes-for posting(1).pdf
1.D.03.1 Planning and Resource Allocation Processes.pdf
1.D.04.1 Institution to Community Connections.pdf
1.D.05.1 Aims at a Glance - Aims Community College.pdf
1.D.05.2 Fast Facts.pdf
1.D.08.1 __ Master Calendar __.pdf
1.D.08.2.pdf
1.D.08.3 eclipse-at-aims.jpg
1.D.08.4 Concert Under The Stars.pdf
1.D.08.5 Aims to Host the "Great Aardvark Embark" Hot Air Balloon Launch - Aims Community College.pdf
1.D.11.1 Advising - Aims Community College.pdf
1.D.13.1 CR.100.SOP.Stakeholder.Evidence.External Stakeholders Table revised _portrait.pdf
1.D.16.1.CFEI grants.docx
1.D.17.1 Alumni Connection - Aims Community College.pdf
Board of Trustees Strategic Plan Goals - Aims Community College.pdf
2.A.01.1 Aims-Student-Handbook.pdf
2.A.02.1 Syllabus checklist.pdf
2.A.03.1 Catalogs_ Schedules _ Calendars_ Prerequisites - Aims Community College.pdf
2.A.09.1 Search Committee Chair Guidelines.pdf
2.A.09.2 HIRING Guidelines FOR PART TIME POSITIONS.pdf
2.A.11.1 annual _performance _review.pdf
2.A.15.1 CodeOfEthics.pdf
2.A.16.1 Tuition and Fees - Aims Community College.pdf
2.A.16.2 Financial Aid - Aims Community College.pdf
2.A.17.1 Campus Bistro Menu - Aims Community College.pdf
2.A.17.2 Computer Learning Lab - Aims Community College.pdf
2.A.17.3 Instructor Resources_ Peer Review Workshops - Aims Community College.pdf

2.A.17.4 Physical Education _ Recreation Center - Aims Community College.pdf
2.A.18.1 BoardBylaws.pdf
2.A.19.1 Aims Faculty Association.pdf
2.A.19.2 Aims Staff Association ByLaws.pdf
2.A.21.1 Title IV Complaint Log.pdf
2.B.01.1 Courses - Aims Community College - Acalog ACMS™.pdf
2.B.04.1 Employee Directory - Aims Community College.pdf
2.B.06.1 Accreditation - Aims Community College.pdf
2.B.07.1 Home - LibGuides at Aims Community College.pdf
2.B.08.1Schedule Query.pdf
2.B.09.1 Catalogs_ Schedules _ Calendars_ Prerequisites - Aims Community College.pdf
2.B.10.1 Tuition and Fees - Aims Community College.pdf
2.C.01.1 Board Policy Manual.pdf
2.C.02.1 Aims Foundation_ Board Members - Aims Community College.pdf
2.C.03.1 Learning College - Aims Community College.pdf
2.C.04.1 Board policy on compensation.pdf
2.C.05.1 board-packet.pdf
2.C.05.2 Board of Trustees_ Meeting Schedule - Aims Community College.pdf
2.D.01.1 Learning College - Aims Community College.pdf
2.D.02.1 CodeOfEthics.pdf
2.D.03.1 Bylaws - Aims Faculty Association Bylaws.pdf
2.D.05.1 Home - LibGuides at Aims Community College.pdf
2.D.06.1 __ Master Calendar __.pdf
2.D.07.1 Academic Integrity policy 5-601A.pdf
2. D.09. 201740 and 201820_Active Courses-Excel.xlsx
2.D.10.1 Academic Freedom Policy 2-100.pdf
2.E.05.1 Service Animals.pdf
2.E.06.1 Aims-Student-Handbook.pdf
2.E.10.1 Family Educational Rights and Privacy Act (FERPA) FAQ - Aims Community College.pdf
Computer Learning Lab - Aims Community College.pdf
Mission.pdf
3.A.01.1 Degrees and Certificates - Aims Community College.pdf
3.A.02.1 Aims-Student-Handbook.pdf
3.A.03.1 Advisory Committees.xlsx
3.A.05.1 Masters.pdf
3.A.06.1 1P4.2InternalProgramReviewProcess_Schedule.pdf
3.A.10.1Articulation Agreements.pdf
3.A.12.1 Syllabus checklist.pdf
3.A.13.1 Aims Community College - Acalog ACMS™.pdf
3.A.15.1 Catalogs_ Schedules _ Calendars_ Prerequisites - Aims Community College.pdf
3.A.18.1 Admissions_ Aims Admission Application - Aims Community College.pdf
3.A.19.1.Services for Students - Aims Community College.pdf
3.A.19.2 Disability Access Services - Aims Community College.pdf

3.A.19.3 Current Students_ The Writers_ Community - Aims Community College.pdf
3.A.19.4 Online Writing Lab - Aims Community College.pdf
3.A.19.5 Learning Commons - Aims Community College.pdf
3.A.22.1 Learning College goals.pdf
3.A.23.1Online Campus_ Orientation - Aims Community College.pdf
3.A.27.1.Curric Develop-Approval signatures FINAL - BLANK form.doc
3.A.27.1.Curric Develop-Approval signatures PRE - BLANK form.doc
3.A.27.1.Curriculum Development - BLANK form.doc
3.A.27.1.employee_supl_serv_auth - curriculum development only.doc
3.A.27.1.employee_supl_serv_pymt_req BLANK.doc
3.B.03.1.gtPathways Curriculum - Colorado Department of Higher Education.pdf
3.B.05.1.Program_ Liberal Arts_AA.pdf
3.B.05.2.Program_ Liberal Arts_AS.pdf
3.B.05.3.Program_ Associate of General Studies_AGS.pdf
3.B.07.1 Diversity_ Council - Aims Community College.pdf
3.B.09.1 Learning College - Aims Community College.pdf
3.B.15.1 Aims Student Clubs and Organizations - Aims Community College.pdf
3.B.18.1 Ripples Nominations - Aims Community College.pdf
3.C.05.1 1P4.2_4-700AFacultyCredentials.pdf
3.D.01.1 Aims-Student-Handbook.pdf
3.D.02.1 Student Success Center - Aims Community College.pdf
3.D.03.1 Services for Students - Aims Community College.pdf
3.D.04.1 Disability Access Services - Aims Community College.pdf
3.D.05.1 Tutoring_ Supplemental Instruction_ Ma...pdf
3.D.05.2.Mathematics Tutoring Assistance.pdf
3.D.06.1 Writing Tutoring - Aims Community College.pdf
3.D.07.1 GuideLocalHumanServices.pdf
3.D.09.1 Aims Community College Bookstore.pdf
3.D.10.1 Financial Aid - Aims Community College.pdf
3.D.11.1 Veteran Services - Aims Community College.pdf
3.D.14.1.Assessment - Aims Community College - Acalog ACMS™.pdf
3.D.15.1 Computer Learning Lab - Aims Community College.pdf
3.D.17.1 Counseling Services _ Crisis Response - Aims Community College.pdf
3.D.20.1 Admissions_ Registration and Records - Aims Community College.pdf
3.D.21.1 Find Your Classes Tours - Aims Community College.pdf
3.D.22.1 Online Campus Orientation - Aims Community College.pdf
3.D.23.1 Ripples Nominations - Aims Community College.pdf
3.E.01.1 Aims Student Clubs and Organizations - Aims Community College.pdf
3.E.01.1 Aims Student Radio - Aims Community College.pdf
3.E.01.1.FYE_ iFocus Workshops - Aims Community College.pdf
3.E.02.1 Aims Multicultural Club - Aims Community College.pdf
3.E.02.1Aims Media_ Aims TV - Aims Community College.pdf
3.E.04.1 Visual Arts - Aims Community College.pdf

3.E.09.1 Phi Theta Kappa (PTK) - Aims Community College.pdf
3.E.12.1 Aims English Honor Society Student Club - Aims Community College.pdf
3.E.13.1 Impact Programs_ Event Calendar - Aims Community College.pdf
1P4.2AcadDeptReviewTemplates.pdf
2015-2020_Assessment_Plan_V1.pdf
2017ProgramReview.pdf
Academic Assessment - Aims Community College.pdf
Aims Community College - Acalog ACMS™.pdf
4.A.01.1 1P4.2AcadDeptReviewTemplates.pdf
4.A.01.2 Program Data - Aims Community College.pdf
4.A.01.3 InternalProgramReviewProcess_Schedule.pdf
4.A.02.1 2017ProgramReview.pdf
4.A.03.1 2015-2020_Assessment_Plan_V1.pdf
4.A.04.1 Online Campus Associate of Arts Degree Online Requirements - A.pdf
4.A.05.1 Admissions_ Transferring Credit into Aims - Aims Community College.pdf
4.A.06.1 Accuplacer - Aims Community College.pdf
4.A.06.2 College Programs In High School - Aims Community College.pdf
4.A.07.1 Catalogs_ Schedules_ Calendars_ Prerequisites - Aims Community College.pdf
4.A.09.1 Student Success Center - Aims Community College.pdf
4.A.10.1 Learning Commons - Aims Community College.pdf
4.A.11.1 Writing Tutoring - Aims Community College.pdf
4.A.12.1 Tutoring_ Supplemental Instruction_ Ma...pdf
4.A.13.1 Services for Students - Aims Community College.pdf
4.A.15.1 Aims Community College Chapter of SALUT...pdf
4.A.15.2 Aims English Honor Society Student Club - Aims Community College.pdf
4.A.15.3 Phi Theta Kappa (PTK) - Aims Community College.pdf
4.A.16.1 Human Resources_ Jobs and Employment - Aims Community College.pdf
4.A.16.2 Human Resources_ Contact - Aims Community College.pdf
4.A.21.1 CCR_ I Am Aims - Aims Community College.pdf
4.A.22.1 Board of Trustees_ Meeting Minutes - Aims Community College.pdf
4.A.23.1 Institutional Research_ Assessment - Aims Community College.pdf
4.A.24.1 State Authorization - Aims Community College.pdf
4.A.28.1 Accreditation - Aims Community College.pdf
4.A.29.1 Advising_ Articulation Agreements - Aims Community College.pdf
4.B.02.1 Curriculum Map Business Technology Administrative Assistant A.A.S.pdf
4.B.03.1.Academic assessment report15-16.docx
4.B.03.1.Faculty survey 2016.docx
4.B.03.2 Program Data - Aims Community College.pdf
4.B.04.1 Prospective Students_ Common Learning Outcomes - Aims Community College.pdf
4.B.10.1 2015-2020_Assessment_Plan_V1.pdf
4.B.11.1 Aims CC Demographics Spring 2017 Census.pdf
4.B.13.1 Noel Levitz Student Satisfaction Inventory (SSI).pdf
4.B.16.1.Backwards Planning Presentation .pptx

4.B.16.2.Curriculum mapping_Draft.2.pptx
4B.01.1.Curriculum_Map_Accounting_AAS.pdf
4B.01.1.Curriculum_Map_Agribusiness_AAS.pdf
4B.01.1.Curriculum_Map_Animal_Science_AAS.pdf
4B.01.1.Curriculum_Map_Audio_Production.pdf
4B.01.1.Curriculum_Map_Building_Construction_Management_AAS.pdf
4B.01.1.Curriculum_Map_Business_Tech_Admin_Assistant_AAS.pdf
4B.01.1.Curriculum_Map_CIS_AAS.pdf
4B.01.1.Curriculum_Map_Graphic_Design_AAS.pdf
4B.01.1.Curriculum_Map_Graphic_Design_Animation_AAS.pdf
4B.01.1.Curriculum_Map_Industrial_Technology_AAS.pdf
4B.01.1.Curriculum_Map_Marketing_Management_AAS.pdf
4B.01.1.Curriculum_Map_Production_Agriculture_AAS.pdf
4B.01.1.Curriculum_Map_Radio_Production.pdf
4B.01.1.Curriculum_Map_TV_Production.pdf
4B.01.1.Curriculum_Map_Web_Design_and_Development_AAS.pdf
4B.01.1.Curriculum_Map_Welding_Technology_AAS.pdf
4.C.05.1 Student Success Center - Aims Community College.pdf
4.C.12.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf
4.C.13.1 Aims at a Glance - Aims Community College.pdf
4.C.15.1 Counseling Services _ Crisis Response - Aims Community College.pdf
4.C.15.2 Career Services - Aims Community College.pdf
4.C.15.3 Veteran Services - Aims Community College.pdf
4.C.15.4 Services for Students - Aims Community College.pdf
4.C.15.5 Online Writing Lab - Aims Community College.pdf
4.C.15.6 Tutoring _ Supplemental Instruction_ Ma...pdf
4.C.16.1 Impact Programs_ TRiO SSS-Classic - Aims Community College.pdf
4.C.16.2 Impact Programs_ TRiO SSS-STEM - Aims Community College.pdf
4.C.17.1 NCCBP.pdf
4.C.20.1 Advising - Aims Community College.pdf
5.A.02.1 2016 financial statement and independent auditor_s reports.pdf
5.A.05.1 economic_value_taxpayers.pdf
5.A.07.1 IT_ Help Desk - Aims Community College.pdf
5.A.08.1 2017-18 Operating Budget.pdf
5.A.14.1 Aims Foundation_ About - Aims Community College.pdf
5.A.15.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf
5.A.15.1 greeley map.pdf
5.A.17.1 About Aims_ College Mission - Aims Community College.pdf
5.A.18.1.Jobs Site - Non-Faculty Exempt Staff Accountant III.pdf
5.A.18.2.Jobs Site - Non-Faculty Non-Exempt Staff Senior Advisor.pdf
5.A.18.3.Jobs Site - Non-Faculty Exempt Administrator AVPAA.pdf
5.B.01.1.College Committees Aims Community College (published Intranet).pdf
5.B.01.2.College Committees (unpublished).docx

5.B.02.1 BoardBylaws.pdf
5.B.05.1 Board of Trustees - Aims Community College.pdf
5.B.09.1 Associated Students of Aims Community College - Aims Community College.pdf
5.B.10.1.2017-05-03.pdf
5.B.10.1.2017-06-07_Retreat.pdf
5.B.10.1.2017-07-07_Special.pdf
5.B.10.1.2017-08-02.pdf
5.B.11.1 Aims-Student-Handbook.pdf
5.B.6.1 Organization Chart.pdf
5.C.01.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf
5.C.01.1.President annual-report 2016.pdf
5.C.02.1 About Aims_ College Mission - Aims Community College.pdf
5.C.05.1 Op Bud 2013-14.pdf
5.C.05.1 OP Bud 2014-15.pdf
5.C.05.1 OP Bud 2015-16.pdf
5.C.05.1 Op Bud 2016-17.pdf
5.C.05.1 Op Bud 2017-18.pdf
5.C.05.2 Financial Statement 2012.pdf
5.C.05.2 Financial Statement 2013.pdf
5.C.05.2 Financial Statement 2014.pdf
5.C.05.2 Financial Statement 2015.pdf
5.C.05.2 Financial Statement 2016.pdf
5.C.07.1 Accreditation AQIP - Action Projects - Aims Community College.pdf
5.C.08.1.President - Aims Community College.pdf
5.C.12.1 Aims MP.pdf
5.C.14.1 Technology_Master_Plan.pdf
5.C.15.1 Admissions_ Transfer Information - Aims Community College.pdf
5.C.15.2 Admissions_ Transferring Credit into Aims - Aims Community College.pdf
5.D.05.1 Academic Assessment - Aims Community College.pdf
5.D.06.1 Board of Trustees Strategic Plan Goals - Aims Community College.pdf
5.D.06.2 annual report 2016.pdf
5.D.09.1 Program Data - Aims Community College.pdf
AA.411.SOP.Core Measures Academic Affairs.docx
AA.001.SOP.Communication Protocols.0.pdf
AA.001.SOP.Communication Protocols.Evidence.Communication Matrix AA 2017-18.docx
AA.202.SOP.AALT.Evidence.Internal Division Decisions-1.docx
AA.000.SOP.Faculty and Staff Awards.Evidence.Deans FOY Summary Data.docx
AA.010.SOP.Faculty and Staff Awards.0.Champion of Assessment Award.0.docx
AA.010.SOP.Faculty and Staff Awards.0.Deans Award for FOY update in progress.0.docx
AA.010.SOP.Faculty and Staff Awards.0.Deans Award for FOY.docx
AA.010.SOP.Faculty and Staff Awards.0.Deans Award for SOY.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2012-13 Certificate of Nomination. Griffin.2013.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2012-13 Certificate of Nomination.Hartwick. 2013.docx

AA.010.SOP.Faculty and Staff Awards.Evidence.2012-13 Certificate of Nomination.Sailor.2013.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2012-13 Dean_s Award 2.doc
AA.010.SOP.Faculty and Staff Awards.Evidence.2012-13 Dean_s Award 3.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2012-13 Lewis.2013.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2013-14 Certificate of Nomination. Brown.2014.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2013-14 Certificate of Nomination.Cordes.2014.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2013-14 Certificate of Nomination.Driskill.2014.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2013-14 Certificate of Nomination.Gosch.2014.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2013-14 Certificate of Nomination.Lewis.2014.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2013-14 Certificate of Nomination.Mangin.2014.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2013-14 Certificate of Nomination.Oakley.2014.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2013-14 Faculty of the Year Award. Hatchell.2014.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Brown 2015 Deans_ Award nomination.doc
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Certificate of Nomination. Brown.2015.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Certificate of Nomination. Friesen.2015.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Certificate of Nomination. Stapleton.2015.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Certificate of Nomination. Warner.2015.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Faculty of the Year Award.Brown.2015.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Faculty of the Year Award.Friesen.2015.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Friesen 2015 Deans_ Award nomination.doc
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Stapleton 2015 Deans_ Award nomination.doc
AA.010.SOP.Faculty and Staff Awards.Evidence.2014-15 Warner 2015 Deans_ Award nomination.doc
AA.010.SOP.Faculty and Staff Awards.Evidence.2015-16 Certificate of Nomination Brian Martens.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2015-16 Certificate of Nomination Jeanine Lewis.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2015-16 Certificate of Nomination Jennifer Bailey.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2015-16 Faculty of the Year Award Jennifer Bailey.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2015-16 Nomination Letter Brian Martens.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2015-16 Nomination Letter Jeanine Lewis.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2015-16 Nomination Letter Jennifer Bailey.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 FOY-FT_Nom Letter_Warner_16-17.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 FOY-PT_Nom Letter_Gary_16-17.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 Goble FOY.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 McDaniel FOY.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 Nomination Letter Jim Stone 2017.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 Trent Nomination Letter.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 Deans Staff Award.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 Nomination Letter Staff 2017.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 Shinazy SOY.docx
AA.010.SOP.Faculty and Staff Awards.Evidence.2016-17 SOY_Nom Letter_Buckles_16-17.docx
AA.010.SOP.Faculty and Staff Awards.2.Form.Faculty of the Year Award Template.docx
AA.101.SOP.Curriculum Committee.2.Form.concept_form.doc
AA.101.SOP.Curriculum Committee.2.Form.course_information.doc
AA.101.SOP.Curriculum Committee.2.Form.course_maintenance.doc

AA.101.SOP.Curriculum Committee.2.Form.state_course_guide.doc
AA.101.SOP.Curriculum Committee.Evidence.2016-01-26.docx
AA.101.SOP.Curriculum Committee.Evidence.2016-02-16.docx
AA.101.SOP.Curriculum Committee.Evidence.2016-03-22.docx
AA.101.SOP.Curriculum Committee.Evidence.2016-10-18.doc
AA.101.SOP.Curriculum Committee.Evidence.2016-11-15.doc
AA.101.SOP.Curriculum Committee.Evidence.2017-01-24.doc
AA.101.SOP.Curriculum Committee.Evidence.2017-02-21.doc
AA.101.SOP.Curriculum Committee.Evidence.2017-03-21.doc
AA.101.SOP.Curriculum Committee.Evidence.2017-04-18.doc
AA.101.SOP.Curriculum Committee.Evidence.bylaws-revised.docx
AA.102.SOP.Rigor in All Courses.Evidence.Academic Process to Assure Quality of Courses.0.docx
AA.104.SOP.Prior Learning Assessment.0.Draft.pdf
AA.104.SOP.Prior Learning Assessment.2.Form.CCCS PLA_Credit_Matrix.csv
AA.104.SOP.Prior Learning Assessment.2.Form.Manual.CCCS PLA Manual.pdf
AA.107.SOP.New CTE Course Curriculum Approval.0.pdf
AA.201.Observation of Instruction.2.Form.Instrument.pdf
AA.201.SOP.Observation of Instruction.docx
AA.211.SOP.Clinical Sites.0.docx
AA.211.SOP.Clinical Sites.2.Form.2017 Agrmt-Education Affiliation-FINAL_20162017.doc
AA.211.SOP.Clinical Sites.2.Form.Aims Basic Clinical Site Critique.docx
AA.211.SOP.Clinical Sites.2.Form.Clinical Worker_s Comp Form 8-2012.doc
AA.211.SOP.Clinical Sites.2.Form.Journal Assignment Instructions.docx
AA.211.SOP.Clinical Sites.Evidence.Aims Clinical Internship Learning Table_092017.docx
AA.211.SOP.Clinical Sites.Evidence.Contract.Childrens Hospital Surg Tech Nov 2015.pdf
AA.211.SOP.Clinical Sites.Evidence.Data.FA16_Clinical Site Survey_Results Summary.docx
AA.211.SOP.Clinical Sites.Evidence.Data.Student Evaluation - Preceptor.pdf
AA.220.SOP.Academic Freedom.0.docx
AA.208.SOP.Starfish Early Alert.Evidence.Manual.quick-start.docx
AA.208.SOP.Starfish Early Alert.Evidence.recording-attendance-instructions.docx
AA.209.SOP.Assigning Grades.Evidence.How to Enter Final Grades .pdf
AA.219.SOP.Student End-of-Course Evaluations.Faculty Course Evaluations 3-2016.docx
AA.301.SOP.Assessment of Student Learning.0.pdf
AA.301.SOP.Assessment of Student Learning.1.Map.pdf
AA.301.SOP.Assessment of Student Learning.3.PRI.2014.docx
AA.301.SOP.Assessment of Student Learning.3.PRI.2015.docx
AA.301.SOP.Assessment of Student Learning.3.PRI.2017.docx
AA.303.SOP.Determining and Reviewing CLOs.0.pdf
AA.303.SOP.Determining and Reviewing CLOs.1.Map.pdf
AA.304.SOP.Academic Assessment.0.pdf
AA.304.SOP.Academic Assessment.1.Map.pdf
AA.304.SOP.Academic Assessment.3.PRI.2017.docx

AA.304.SOP.Academic Assessment.Evidence.assessment_3d.pdf
AA.304.SOP.Academic Assessment.Evidence.assessment_3_New.pdf
AA.304.SOP.Academic Assessment.Evidence.level_assessment.pdf
AA.305.SOP.Student Learning Assessment Team.Evidence.SLAT Agenda 10132017.pdf
AA.305.SOP.Student Learning Assessment Team.Evidence.SLAT Agenda_4_27_16.docx
AA.305.SOP.Student Learning Assessment Team.Evidence.SLATMinutes_4.27.16.doc
AA.306.SOP.AA and AS Curriculum Mapping.0.docx
AA.307.SOP.Determining CLO level of acheivement.0.docx
AA.401.SOP.SOP BAS Degree approval.docx
AA.401.SOP.SOP Designated Degree approval april 17 2014.docx
AA.401.SOP.SOP Designated Degree approval.docx
AA.401.SOP.New Program Development.0.pdf
AA.401.SOP.New Program Development.2.Form.Pre-Approval Process.pdf
AA.401.SOP.New Program Development.0.Program Closure Processes 2.docx
AA.401.SOP.New Program Development.0.Program Closure Processes.docx
AA.402.SOP.Program Feasibility Studies.0.New CTE Program Approval.pdf
AA.402.SOP.Program Feasibility Studies.Evidence.Mortuary Sciences_IR.docx
AA.403.SOP.Program Review.3.PRI.2017.docx
AA.403.SOP.Program Review.Evidence.0.Integrated Program Review (IPR).pdf
AA.403.SOP.Program Review.Evidence.1.Map.pdf
AA.403.SOP.Program Review.Evidence.Acad Dept Review Gen Ed-1.docx
AA.403.SOP.Program Review.Evidence.Acad Serv Dept Review.docx
AA.403.SOP.Program Review.Evidence.Internal Prog Rev CTE.docx
AA.403.SOP.Program Review.Evidence.InternalProgramReview.CTEv2.2013.02.11.Draft.docx
AA.403.SOP.Program Review.Evidence.Program Review CTE.docx
AA.403.SOP.Program Review.0.docx
AA.403.SOP.Program Review.2.Form.Acad Dept Review CTE.docx
AA.403.SOP.Program Review.2.Form.Acad Dept Review Gen Ed.docx
AA.403.SOP.Program Review.2.Form.Acad Serv Dept Review-2.docx
AA.403.SOP.Program Review.2.Form.Acad Serv Dept Review.docx
AA.403.SOP.Program Review.Evidence.Academic Support Programs- Review Cycle.docx
AA.403.SOP.Program Review.Evidence.Program Review Cycle- Academic and Support.docx
AA.403.SOP.Program Review.Evidence.AAET 14-15 Final Budget Report-1.pdf
AA.403.SOP.Program Review.Evidence.AAET Executive Summary AAET Final.docx
AA.403.SOP.Program Review.Evidence.AAET Internal Prog Rev First Draft.docx
AA.403.SOP.Program Review.Evidence.AAET Internal Prog Rev-1.docx
AA.403.SOP.Program Review.Evidence.AAET Strategic Marketing Plan.docx
AA.403.SOP.Program Review.Evidence.AAET Strategic Plan Sept 30 2015.pptx
AA.403.SOP.Program Review.Evidence.AAET SWOT Analysis.docx
AA.403.SOP.Program Review.Evidence.CAD sp 14.pdf
AA.403.SOP.Program Review.Evidence.CAD sp 13.pdf
AA.403.SOP.Program Review.Evidence.CAD sp 15-1.pdf
AA.403.SOP.Program Review.Evidence.CAD sp 15-2.pdf

AA.403.SOP.Program Review.Evidence.CAD sp 15-3.pdf
AA.403.SOP.Program Review.Evidence.CAD sp 15-4.pdf
AA.403.SOP.Program Review.Evidence.CM Five Year Plan 14-19.docx
AA.403.SOP.Program Review.Evidence.CM sp 13.pdf
AA.403.SOP.Program Review.Evidence.CM sp 14.pdf
AA.403.SOP.Program Review.Evidence.CM sp 15 1.pdf
AA.403.SOP.Program Review.Evidence.CM sp 15-2.pdf
AA.403.SOP.Program Review.Evidence.CM sp 15-3.pdf
AA.403.SOP.Program Review.Evidence.CM sp 15-4.pdf
AA.403.SOP.Program Review.Evidence.CM_EMSI.pdf
AA.403.SOP.Program Review.Evidence.Ind Tech OnG Five Year Plan 14-19.docx
AA.403.SOP.Program Review.Evidence.Ind Tech Prog Rev data for John.xlsx
AA.403.SOP.Program Review.Evidence.Ind Tech Program_Overview7621- Petroleum Technology.rtf
AA.403.SOP.Program Review.Evidence.Ind Tech Sp 13.pdf
AA.403.SOP.Program Review.Evidence.Ind Tech Sp 14.pdf
AA.403.SOP.Program Review.Evidence.Ind Tech Sp 15.pdf
AA.403.SOP.Program Review.Evidence.Ind Tech_Emsi.pdf
AA.403.SOP.Program Review.Evidence.OnG sp 13.pdf
AA.403.SOP.Program Review.Evidence.OnG sp 14.pdf
AA.403.SOP.Program Review.Evidence.OnG Sp 15.pdf
AA.403.SOP.Program Review.Evidence.October Review Report 2015.docx
AA.403.SOP.Program Review.Evidence.Accounting Program Review full.pdf
AA.403.SOP.Program Review.Evidence.Accounting ProgramFINALv2.docx
AA.403.SOP.2017ProgramReview.pdf
AA.403.SOP.Annual Program Review.2015.09.08(1).xlsx
AA.403.SOP.Annual Program Review.2015.09.08.xlsx
AA.403.SOP.Program Review 2014.xlsx
AA.403.SOP.Program Review.Evidence.Career and Technical Programs v2 01_22_14.pdf
AA.403.SOP.Program Review.Evidence.General Education Departments.pdf
AA.403.SOP.14-15 Program Reviews- Auto w ex sum-1.docx
AA.403.SOP.Program Review.Evidence.Aims Flight Training Center FA 2015 Report - FINAL.docx
AA.403.SOP.Program Review.Evidence.Aims Flight Training Center SPG 2015 - Jan1-May20.docx
AA.403.SOP.Program Review.Evidence.Alex Wensman Email Re FTC Fall 2015 Report.docx
AA.403.SOP.Program Review.Evidence.Aviation Annual Plan 2015-2016.pdf
AA.403.SOP.Program Review.Evidence.Aviation Program Review 14-15.docx
AA.403.SOP.Program Review.Evidence.Aviation ProgramFINAL.docx
AA.403.SOP.Program Review.Evidence.Mid-Year update on 2015-2016 Goals and Program Review.doc
AA.403.SOP.Program Review.Evidence.English_Speech.Assessment of SLOs.docx
AA.403.SOP.Program Review.Evidence.English_Speech.ENG121_Fall2015_AP.pdf
AA.403.SOP.Program Review.Evidence.English_Speech.English_AR_2016.pdf
AA.403.SOP.Program Review.Evidence.English_Speech.ENG_LT_2015_2016.pdf
AA.403.SOP.Program Review.Evidence.English_Speech.interventions 2013.docx
AA.403.SOP.Program Review.Evidence.English_Speech.Interventions 2014.docx

AA.403.SOP.Program Review.Evidence.English_Speech.Speech_AR_2016.pdf
AA.403.SOP.Program Review.Evidence.English_Speech.Speech_LT_2015_2016-2.pdf
AA.403.SOP.Program Review.Evidence.Fire Science.CTE Fire Science.docx
AA.403.SOP.Program Review.Evidence.FTLC Program Review 14-15.docx
AA.403.SOP.Program Review.Evidence.FTLC ProgramFINAL.docx
AA.403.SOP.Program Review.Evidence.2014 2015 Grants Summary Report - BOT.docx
AA.403.SOP.Program Review.Evidence.Acad Serv Dept Review Grants 2015 revised.docx
AA.403.SOP.Program Review.Evidence.Acad Serv Dept Review Grants 2015.docx
AA.403.SOP.Program Review.Evidence.CIP Grants Office LDaVinci 2.10.15.docx
AA.403.SOP.Program Review.Evidence.Grant Reports_ Charts and Tables FY2015.docx
AA.403.SOP.Program Review.Evidence.Grants CIP Report 2014-2015 Year End.xlsx
AA.403.SOP.Program Review.Evidence.Grants Report from BOT Report 2015.pdf
AA.403.SOP.Program Review.Evidence.Graphic Tech Program Review full.pdf
AA.403.SOP.Program Review.Evidence.Graphic Tech ProgramFINALv2.docx
AA.403.SOP.Program Review.Evidence.Program_Overview5464 - graphic design.rtf
AA.403.SOP.Program Review.Evidence..Loveland Labor Market Information.docx
AA.403.SOP.Program Review.Evidence.Program_Overview174 - Accounting.rtf
AA.403.SOP.Program Review.Evidence.Program_Overview363 - Marketing.rtf
AA.403.SOP.Program Review.Evidence.Program_Overview9822 - Management.rtf
AA.403.SOP.Program Review.Evidence.Mathematics Program Review_2015-2016.docx
AA.403.SOP.Program Review.Evidence.2014-15 Online Board Report-1.docx
AA.403.SOP.Program Review.Evidence.2015-OOL First Draft.docx
AA.403.SOP.Program Review.Evidence..2015-Paramedic-Employer-Survey_Results.pdf
AA.403.SOP.Program Review.Evidence.2015-Paramedic-Graduate-Survey_Results.pdf
AA.403.SOP.Program Review.Evidence.600257 update 3.9.16.pdf
AA.403.SOP.Program-Review-Processes-and-Form-2015-16-survey.pdf
AA.403.SOP.Program Review.Evidence.Executive Summary Psychology Final.docx
AA.403.SOP.Program Review.Evidence.Psy 2015 Acad Dept Rev.docx
AA.403.SOP.Program Review.Evidence.Psy 2015 Acad Dept Review First Draft.docx
AA.403.SOP.Program Review.Evidence.APPENDIX A_Conference Agenda.docx
AA.403.SOP.Program Review.Evidence.APPENDIX C_Retention Assessment Rubric.docx
AA.403.SOP.Program Review.Evidence.APPENDIX D_test analysis worksheet.docx
AA.403.SOP.Program Review.Evidence.APPENDIX E_national comparison rates.pdf
AA.403.SOP.Program Review.Evidence.APPENDIX F_one year post grad survey.docx
AA.403.SOP.Program Review.Evidence.APPENDIX G part 2 2015 2016 assessment.pdf
AA.403.SOP.Program Review.Evidence.APPENDIX G_2015 2016 assessment project.docx
AA.403.SOP.Program Review.Evidence.APPENDIX I_2016 2017 assessment project.docx
AA.403.SOP.Program Review.Evidence.APPENDIX I_2016 2017 assessment project_1.docx
AA.403.SOP.Program Review.Evidence.APPENDIX K_annual review data.xlsx
AA.403.SOP.Program Review.Evidence.APPENDIX L_SWOT_alumni.docx
AA.403.SOP.Program Review.Evidence.APPENDIX M_SWOT_industry.docx
AA.403.SOP.Program Review.Evidence..SI_Program_Review_2015.docx
AA.403.SOP.Program Review.Evidence..SI_Program_Review_2015_Rev_MG.docx

AA.403.SOP.Program Review.Evidence.Tutoring_And_SI_Report_2015.docx
AA.403.SOP.Program Review.Evidence.SurgTech Program Review 2016-2017.docx
AA.403.SOP.Program Review.Evidence.Program Review 2015 07_14_2015.xlsx
AA.403.SOP.Program Review.Evidence.Program Review 2016.xlsx
AA.403.SOP.Program Review.Evidence.Program Review Cycle- Academic and Support.docx
AA.403.SOP.Program Review.Evidence.Old IPR CTE.docx
AA.405.SOP.Course Scheduling.Evidence.20161212 Cavaliere-Wong AIMS-SOW104-BPA-PHASE1 draft report (004).docx
AA.410.SOP.Course Substitution.0.pdf
AA.410.SOP.Course Substitution.1.Map.pdf
AA.410.SOP.Course Substitution.3.PRI.2016.docx
AA.410.SOP.Course Substitution.Evidence.Course substitution policy draft 2.6.17.docx
AA.411.SOP.Review of Mission PG SLOs.0.pdf_
AA.411.SOP.Review of Mission PG SLOs.1.Map.pdf
AA.411.SOP.Review of Mission PG SLOs.Evidence.Aims_Assessment_handbook.pdf
AA.412.SOP.Development of Mission_PG_PLOs.0.pdf
AA.412.SOP.Development of Mission_PG_PLOs.1.Map.pdf
AA.403.SOP.Program Review.Evidence.Program Closeout Considerations.docx
AA.403.SOP.Program Review.Evidence.Program Closure Map-Draft.pdf
AA.403.SOP.Program Review.Evidence.Program closure Worksheet_draft_2.docx
AA.403.SOP.Program Review.Evidence.Program Closure-Draft 8-2-2017.pdf
AA.403.SOP.Program Review.Evidence.CTE VE-130 Reporting SOP.pdf
AA.403.SOP.Program Review.Evidence.CTE Advisory Committee.Evidence.Advisory Committee brief narrative.docx
AA.403.SOP.Program Review.Evidence.CTE Advisory Committee.Evidence.AdvisoryCommitteHandbook2016.pdf
AA.403.SOP.Program Review.Evidence.CTE Advisory Committee.Evidence.CTE Programs 090617.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Aims Community College Advisory Committee Listings.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.cte_card.jpg
AA.415.SOP.CTE Advisory Committee.Evidence.cte_card.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.cte_card2.jpg
AA.415.SOP.CTE Advisory Committee.Evidence.cte_flyer.pdf
Thumbs.db
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Evaluation_FINAL.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory-Program Notebook contents 03-11-09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.AdvisoryCommitteHandbook2012.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.by-law highlights and notes from Dean Rask 7-15-15_1.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Constitution_Bylaws.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE AC Roster 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee Meeting Tracker_12.28.15.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE_advisory_eval_BLANK_older 15-16.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Revised Advisory Committee Program Evaluation_FINAL.docx
AA.415.SOP.CTE Advisory Committee.Evidence.AC Training Certificate.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Bylaws Template_8.2.16_AAVR.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Evaluation_V2.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committees_ CTE Compliance Handbook_ Chapt. 2_ Landon.docx

AA.415.SOP.CTE Advisory Committee.Evidence.Career and Technical Education_AC Workshop_Committee Composition_9.6.16_Part 2.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Career Technical Education Compliance Presentation_AL Draft_101116.pptx
AA.415.SOP.CTE Advisory Committee.Evidence.Constitution_Bylaws.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE_AC Workshop_Committee Composition_9.6 .16_Part 1.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Procedures for running a successful meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Revised Advisory Committee Program Evaluation_V2.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Sample Templates.docx
AA.415.SOP.CTE Advisory Committee.Evidence.What to report to the Advisory Committee members.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Ag Sci CSU LOS.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Aurora Dairy LOS (3).pdf
AA.415.SOP.CTE Advisory Committee.Evidence.HICAHS LOS.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Evaluation.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Ag 2013.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Ag Advisory Committe 2015.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Ag Advisory Committee 2016.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Ag Advisory Committee_Spring 2016.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Constitution_Bylaws AG Department.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Ag Advisory Committee Minutes September 2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence. Ag Sept 2014 Committee Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.AG Advisory Committee Agenda Fall 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.AG Advisory Committee Minutes Fall 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Course-Template-Guide - AGR 176 Agricultural Communications.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 2016 Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Advc comm agenda spring 2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advc comm minutes spring 2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Jan. 17_ 2013 Minutes Ag Advisory Committee.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Advc comm agenda spring 2015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Ag Advisory Minutes Feb 5 2015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Ag Advisory Minutes Feb. 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.AG Advisory Committee Agenda Spring 2017.docx
AA.415.SOP.CTE Advisory Committee.Evidence.AG Advisory Committee Minutes Spring 2017.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.16-17 ACT Adv Cmtee Member spring.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.ACT Adv Cmtee Member .xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.ACT Adv Cmtee Member List 08-09.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Evidence.Auto Collision.2008.Fall.AGENDANov2008.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 11-20-08.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 11-19-09 second.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Nov agenda compatible 09.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 11-30-10 sendagle second.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Nov agenda compatible10.doc
AA.415.SOP.CTE Advisory Committee.Evidence.11 15 2011Meeting Agenda.docx

AA.415.SOP.CTE Advisory Committee.Evidence.11-15-11 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ACT minutes 11-14-12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ACT minutes 12-10-13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ACT minutes 12-4-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.AGENDA-april 23 09 sendable2.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 4-23-09 second.docx
AA.415.SOP.CTE Advisory Committee.Evidence.April 29 2010 ACT agenda compatible 09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 4-29-10 second.docx
AA.415.SOP.CTE Advisory Committee.Evidence.April 2011 Automotive Collision Advisory Board Meeting Agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 4-21-11.docx
AA.415.SOP.CTE Advisory Committee.Evidence.05 02 2012 Automotive Collision Advisory Board Meeting Agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ACT minutes 5-2-2012.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ACT minutes 7-30-13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ACT minutes 4-24-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ACT minutes 4-30-15.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Agenda and Fall 2016 Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Director_s Report.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.15-16 ACT Adv Cmtee Member.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2008-2009 ASE Adv Cmtee Member List.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2010-11 ASE Adv Cmtee Member List.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2015-2016 Automotive Service Technology_ Adv Cmtee Member List.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2016-2017 ASE-AYES Adv Cmtee Member List spring.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.11-13-08 agenda (2).docx
AA.415.SOP.CTE Advisory Committee.Evidence.11-13-08 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.AGENDANov2008.docx
AA.415.SOP.CTE Advisory Committee.Evidence.10-22-09 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Nov agenda compatible 09.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Oct agenda 09.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Oct agenda compatible 09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.10-14-10 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.oct 14th agenda 2010.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Sendable oct 14th agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ASE minutes 11-15-12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ASE minutes 12-12-13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ASE minutes 12-3-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.3-24-2009 agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.4-2-09 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.AYES agenda 4-8-09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.3-11 2010 agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.3-11-10 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.4-13 2011 agenda.docx

AA.415.SOP.CTE Advisory Committee.Evidence.4-13-11 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ASE minutes 7-30-13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ASE minutes 4-23-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ASE minutes 4-29-15.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2016 Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Director_s Report.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Agenda 2.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Minutes.pdf
AA.415.SOP.Advisory Circular 61-139.pdf
AA.415.SOP.ATC Degree changes motion.docx
AA.415.SOP.Aviation Annual Plan 2015-2016.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2014.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.ADVISORY COMMITTEE EVALUATION.DOCX
AA.415.SOP.CTE Advisory Committee.Evidence.Aviation Advisory Evaluation 2010-11.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.0 Member List AVT Adv Comm - 2014-2015.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2009.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2010.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2011.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Aviation 2015-2016.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Member List AVT Adv Comm January 2017.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.SKMBT_22315113010440.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Agenda Nov 1 2011.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Meeting Minutes 10-16-12 with changes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Minutes October 1_ 2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Agenda October 21 2014 - Draft.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Agenda October 21_ 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Agenda Oct 21 - revision 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes Oct 21 2014 Advisory Committee.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.October Invitation 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Agenda September 16 2015.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Meeting Invitation 2015 Sept 16.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.AVT Advisory Committee Agenda 4-19-11.docx
AA.415.SOP.CTE Advisory Committee.Evidence.AVT Advisory Committee Minutes 1-25-11.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Agenda Apr 24 2012.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Meeting Minutes from May 2013 Email Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Agenda April 29_ 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Agenda Feb 25_ 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Minutes Feb 25_ 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Agenda May 21 2015.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.by-law highlights and notes from Dean Rask 7-15-15_1.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.May 2015 Invitation.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes July 15 2015.docx

AA.415.SOP.CTE Advisory Committee.Evidence.Minutes May 21 2015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Agenda March 30 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes Advisory March 30 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes Advisory March 30 2016.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Agenda April 10 2017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Agenda January 23 2017.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Meeting Invitation April 10 2017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Aviation Adviosry Committee Minutes April 10 2017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.AVT Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes Advisory January 23 2017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.5-Year Improvement Plan CIS.doc
AA.415.SOP.CTE Advisory Committee.Evidence.5-Year Improvement Plan. Business Technologydoc.doc
AA.415.SOP.CTE Advisory Committee.Evidence.5-Year Improvement Plan~2010 Accounting revised.docx
AA.415.SOP.CTE Advisory Committee.Evidence.final for 5 yr plan 2010 marketing and management revised2.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Landon_BTE_CTE_enrollment.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Evaluation.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Acc Bus Mar Man Advisory Committee Members.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Acc_Bus_Mar_Man.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.BUS CTE AC Roster 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Business_Accounting_Marketing and Management committee.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CIS 2014.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CIS AC Roster 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CIS Advisory Committee Member List.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CIS-CSC Committee Member List 2010.xls
AA.415.SOP.CTE Advisory Committee.Evidence.Constitution_Bylaws Business Department.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee.Evidence.Constitution_Bylaws for CIS.doc
AA.415.SOP.AAS.pdf
AA.415.SOP.CIS145.pdf
AA.415.SOP.CIS146.pdf
AA.415.SOP.CIS240.pdf
AA.415.SOP.CIS243.pdf
AA.415.SOP.Proposed-CIS245.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Fall 11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CIS Advc comm agenda fall 2011.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CIS minutes fall 2011.docx
AA.415.SOP.CTE Advisory Committee.Evidence.BUS Advc comm agenda spring 2012.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Joint Advisory Committee Fall 2012 minutes (2).docx
AA.415.SOP.CTE Advisory Committee.Evidence.Joint Advisory Committee Fall 2012 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Joint Advisory Committee Fall 2012.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Joint Advisory Committee Agenda Fall 2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Joint Advisory Committee Minutes Fall 2014 11_14_14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.BUS Advisory Committee Agenda Fall 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.BUS Advisory Committee Minutes Fall 2016.docx

AA.415.SOP.CTE Advisory Committee.Evidence.CIS Advisory Committee Agenda Fall 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CIS Advisory Committee Minutes Fall 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 2016 CIS minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2009 advisory agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CIS meeting 3-2011.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CIS spring 2012 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advc comm agenda spring 2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advc comm minutes spring 2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Jan. 17_ 2013 Minutes Ag Advisory Committee.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Advc comm agenda spring 2015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.mintues of sprig 2016 advisory meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2016 Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Advc comm agenda spring 2017.docx
AA.415.SOP.CTE Advisory Committee.Evidence.BUS Advc comm agenda spring 2017.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Bus Program Advisory committee Minutes April 21 2017 revised.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CI Advc comm minutes spring 2017.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CIS Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2011.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2012.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2015 2.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2015 3.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2015 4.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2015.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.BLDG_CONST_Member_list_2011-12 Updated.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Advisory Committee Member List 13-14.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CMT SP2017.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Construction Management.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Construction Mgt. Roster 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Construction Trades Advisory Committee.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Official_BLDG_CONST_Member_list_2008-2009.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Construction Mgt. Roster 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Draft Agenda Fall 2012.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CM Draft Agenda Fall 13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CM Minutes Fall 13.docx
AA.415.SOP.CTE Advisory Committee.Evidence.September 23_ 2010 meeting agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Approved Agenda Fall 14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Meeting Minutes Fall 14 9-25-14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Draft Agenda Fall 15.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Minutes Fall 15.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Draft Agenda Fall 16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Building Site Agenda Spring 10.docx
AA.415.SOP.CTE Advisory Committee.Evidence.meeting minutes Jan 28th Spring 2010.docx

AA.415.SOP.CTE Advisory Committee.Evidence.Draft Agenda Spring 11.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Draft Agenda Spring 14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Agenda Spring 15.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Minutes Spring 15.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Draft Agenda Spring 16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Spring 16 meeting minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Draft Agenda Spring 17.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CM Minutes Spring 17.docx
AA.415.SOP.CTE Advisory Committee.Evidence.communication-media POS.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Official 08-09 Com Media Advisory Committee Members.xls
AA.415.SOP.CTE Advisory Committee.Evidence.Official 13-14 Com Media Advisory Committee Members.xls
AA.415.SOP.CTE Advisory Committee.Evidence.Official 16-17 Com Media Advisory Committee Members.xls
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Meeting January 08.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media agenda 01-16-08.doc
AA.415.SOP.CTE Advisory Committee.Evidence.12-03-09Communication Multi-Media Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media Agenda 11-17-10.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media agenda 04-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media Agenda 1-12-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.11-1-12 Advisory Meeting.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media Agenda 11-1-12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Need a vote please (0.99 MB).msg
AA.415.SOP.CTE Advisory Committee.Evidence.Re Need a vote please (7.62 KB).msg
AA.415.SOP.CTE Advisory Committee.Evidence.10-1-14 Advisory Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.10-21-15 Communication Media Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.11-30-16 Communication Media Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Draft Com Media Agenda 11-30-16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 2016 Minutes_no quorum.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.05-01-08 Com Media agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media Minutes 05-01-08.doc
AA.415.SOP.CTE Advisory Committee.Evidence.April-29-09Sp09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media agenda 04-28-09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Communication Multimedia Advisory Meeting Notes February 10_2009.doc
AA.415.SOP.CTE Advisory Committee.Evidence.4-17-10Communications MULTIMedia AdvisoryMeetingMinutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.4-28-10Com Media agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.4-28-10Communication Multi-Media Spring Advisory Meeting Invite.oft
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media agenda Feb 10.doc
AA.415.SOP.CTE Advisory Committee.Evidence.01-12-11CommunicationMULTIMediamtgnotes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.4-20-11Communication Multi-Media Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.4-20-11Official functionsCom Media.doc
AA.415.SOP.CTE Advisory Committee.Evidence.2-27-12 Advisory Meeting.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media Agenda 2-27-12.docx
AA.415.SOP.CTE Advisory Committee.Evidence.May 3 2012 Com Media agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CM Draft Agenda Spring 13.docx

AA.415.SOP.CTE Advisory Committee.Evidence.Com Media agenda 4-22-15.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media Agenda 2-9-16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.2-15-17Com Media Agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Com Media Agenda 2-15-17.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 equipment requests.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2014 Community Service Project.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.MISDEMEANORS WHICH WILL AFFECT CERTIFICATION.docx
AA.415.SOP.CTE Advisory Committee.Evidence.2011.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Criminal Justice 2012-13 Evaluation.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Criminal Justice 2013-14 Spring 2014 Evaluation.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE_advisory_member_eval.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CRJ Advisory Committee Member 2011.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CRJ Advisory Committee Member 2014-15.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CRJ Advisory Committee Member 2015-16.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CRJ Advisory Committee Member 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CRJ_AC_Members_2009.xls
AA.415.SOP.CTE Advisory Committee.Evidence.March Revised Copy of CRJ Advisory Committee Member 2017-18.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.September Revised Copy of CRJ Advisory Committee Member 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.FINAL CRJ Advisory Minutes October 25 Fall_2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CRJ Minutes for Fall 2014 FINAL.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Final CRJ Fall 2015 Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Meeting 10-14-16_corrected draft.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Meeting 10-14-16_final corrected draft.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring_2011.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2015 Final Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.FINAL FINAL CRJ Spring 2016 Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Forensic Criminology Certificate 2015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 CRJ Minutes-FINAL.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ECE 2016-17 Advisory Committee Members.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ECE Advisory Committee 11-12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.updated ECE Advisory Committee 14-15doc.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ECE Adv Comm Min 9-6-14 .docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Agenda 10-6-16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ECE Advisory Council Minutes 10-6-16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ECE Adv Committee Agenda 2-2-12.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ECE Adv. Comm. Min 4-11-13.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ECE Advisory Committee Agenda 1-24-13docx.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Revised Min. 1-24-13.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ECE Advisory Committee Agenda 3-5-15docx.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Agenda 4-6-17.docx
AA.415.SOP.CTE Advisory Committee.Evidence.ECE Advisory Council Minutes 4-6-17.docx

AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Advisory Meeting Save the Date.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE_advisory_eva 2008-09I.doc
AA.415.SOP.CTE Advisory Committee.Evidence.2015-2016 EMS PA Advisory Committee List (1).xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2016-2017 Advisory Member List EMS-PA.XLSX
AA.415.SOP.CTE Advisory Committee.Evidence.Copy of 2011-12 EMS MA Advisor Committee Member List.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Copy of 2013-2014 EMS Advisor Committee Member List.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Copy of 2016-2017 Advisory Member List EMS-PA.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.EMS ADVIS MEMBERS F2008-9.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 10.14.10.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 11-11-10.docx
AA.415.SOP.CTE Advisory Committee.Evidence.EMS Adv Agenda 8-20-13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Paramedic Adv Agenda 9-18-13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 9.30.14 paramedic advisory meeting.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMT Advisory Agenda Fall 2015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Paramedic Advisory agenda fall 15.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMT Advisory agenda Fa 16.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMT Advisory minutes Oct 5.2016.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Paramedic Advisory agenda FA16.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Paramedic Advisory minutes Oct 5. 2016.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMS-MA Advisory MINUTES 2-18-09R2.docx
AA.415.SOP.CTE Advisory Committee.Evidence.EMS-MA Adv Agenda 2-17-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMS-MA Adv Agenda 9-14-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Final EMS-MA Adv Agenda 2-17-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Final EMS-MA Adv Minutes by WS.docx
AA.415.SOP.CTE Advisory Committee.Evidence.EMS Adv Agenda 3-25-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 14 EMT advisory minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Paramedic Adv Agenda 3-25-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMT Advisory 3.18.15 minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Paramedic Advisory Minutes 3.18.15.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Paramedic spring 15 agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMT Advisory Agenda Sp 16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Paramedic Advisory agenda sp 16.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMS Advisory Agenda March 15 2017.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMS Spring 2017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.EMT Paramedic Spring 2017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Paramedic Advisory Agenda March 15 2017.doc
AA.415.SOP.CTE Advisory Committee.Evidence.KMBT36220120123083928.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CAD 2011-2012 Advisory Member list.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CAD Advisory Committee Member List 14-15.xls
AA.415.SOP.CTE Advisory Committee.Evidence.ENG-CAD Roster 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.ENG-CAD SP2017.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.ENG-CAD.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Official CAD 2008-2009 Advisory Member list .xls

AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 ENG-CAD.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.11-4-09 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.9-15-10 CAD Advisory Committee Agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 2011 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 2012 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FALL 2013 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FALL 2014 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FALL 2014 CAD Advisory Committee Meeting Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 2015 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 2016 CAD Advisory Committee Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.04-14-10 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.04-15-11 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2012 Electronic Meeting.doc
AA.415.SOP.CTE Advisory Committee.Evidence.SPRING 2013 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2013 CAD Advisory Committee Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CAD Spring 2014 Meeting Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2014 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2015 CAD Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2015 CAD Advisory Committee Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.DRAFT Spring 2016 CAD Advisory Committee Agenda_1.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FINAL Spring 2016 CAD Adv Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 CAD Advisory Committee Agenda (003).doc
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 CAD Advisory Committee Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.2017-Advisory-Committee-Evaluation-Aviation-Outline.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2017-Advisory-Committee-Program-Evaluation-Aviation-Outline.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Evaluation_FINAL.docx
AA.415.SOP.CTE Advisory Committee.Evidence.BLANK Program evaluation.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee Evaluation_Track Changes_2 1 16.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Revised Advisory Committee Program Evaluation_FINAL.docx
AA.415.SOP.CTE Advisory Committee.Evidence.AdvisoryCommitteeHandbook7-08.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.ConstitutionBylaws for Fire Technology.doc
AA.415.SOP.CTE Advisory Committee.Evidence.ConstitutionBylaws for Fire Technology.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2011-12 Fire Science Member list.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2013-14 FS_Advisory_Committee_Member_List_.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2015-16 FS_Advisory_Committee_Member_List_.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2016-2017 Advisory Member List FS.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Copy of 2013-14 FS_Advisory_Committee_Member_List_.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.fire adv comm list 2009.xls
AA.415.SOP.CTE Advisory Committee.Evidence.FST 101 - FFII.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Fire Science Advisory minutes 10262009.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee.Evidence.FIRE Annual Report 09-10.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee.Evidence.Syllabi Summary Fire Fall 10.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Final Fire Science Advisory Meeting Minutes9-29-10_.doc

AA.415.SOP.CTE Advisory Committee.Evidence.Fire Science Advisory Meeting Agenda 9-29-10.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 2011 EMS-MA Adv Minutes 9-14-11.docx
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory Meeting Agenda 9-21-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory Meeting Minutes 9-21-11.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Final FS Advisory 10-10-12 Meeting Minutes (2).doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory Meeting Agenda 10-10-12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory Meeting Agenda 8-28-13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory Meeting Agenda 9-17-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory minutes 10-29-15.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS 101316.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.FS Adv Meeting Agenda 10-13-16.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Adv Meeting Minutes 10-13-16 Final.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fire Advisory Minutes 2-20-09R2.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Fire Science Advisory Meeting Agenda 3-31-10.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fire Science Advisory Meeting Agenda for 2-16-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.EMS-MA Adv Agenda 2-29-12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory Meeting Agenda 2-15-12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory Meeting Agenda 2-13-13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory Meeting Agenda 2-26-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Advisory Meeting Agenda 02-25-15.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Adv Meeting Agenda 022516.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Minutes Spring 2016- Final.doc
AA.415.SOP.CTE Advisory Committee.Evidence.FS Adv Meeting Agenda 3-8-17.doc
AA.415.SOP.CTE Advisory Committee.Evidence.GD_ConstitutionBylaws.doc.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2011-2012 Graphics Advisory Members.xls
AA.415.SOP.CTE Advisory Committee.Evidence.2013-2014 Graphics Advisory Members.xls
AA.415.SOP.CTE Advisory Committee.Evidence.2014-2015 Graphics Advisory Members.xls
AA.415.SOP.CTE Advisory Committee.Evidence.2015-2016 Graphic Advisory Committee.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2016-2017 Graphic Advisory Committee (1).xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Official Graphic Advisory Members 0809.xls
AA.415.SOP.CTE Advisory Committee.Evidence._ConstitutionBylaws.doc.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Spring 09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE_Minutes_02_06_09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE_Minutes_10_30_08.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Meeting Minutes 11_21_08.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Fall 08.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Meeting Minutes 11_21_08.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes_04_17_2009.doc
AA.415.SOP.CTE Advisory Committee.Evidence.12_03_09Advisory Com Agenda Fall 09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advis Minutes copy.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Fall 09.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory 112213.docx

AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Spring 10.doc
AA.415.SOP.CTE Advisory Committee.Evidence.04-22-11_GraphicsAdvisory Com Agenda Spring 11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.11-12-2010 Graphic Design _ Rich Media Advisory Com Agenda Fall 10.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Adv Com 111510 final.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Fall 10.doc
AA.415.SOP.CTE Advisory Committee.Evidence.04-22-11_GraphicsAdvisory Com Agenda Spring 11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.AdvComm SprgMin11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Fall 11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fall minutes Nov 4_ 2011.doc
AA.415.SOP.CTE Advisory Committee.Evidence.04-20-12_GraphicsAdvisory Com Agenda Spring 12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.4-20-12AdvisoryMtgMinutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Fall 12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.November 2012 Advisory mtg..docx
AA.415.SOP.CTE Advisory Committee.Evidence.04-19-13_GraphicsAdvisory Com Agenda Spring 12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory 41813.docx
AA.415.SOP.CTE Advisory Committee.Evidence. Agenda Fall 13.doc
AA.415.SOP.CTE Advisory Committee.Evidence..Graphics Advisory Meeting Nov 22_ 13.docx
AA.415.SOP.CTE Advisory Committee.Evidence.04-04-14_GraphicsAdvisory Com Agenda Spring 12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory 4414 copy.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Fall 14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fall ADVISORY 111414.docx
AA.415.SOP.CTE Advisory Committee.Evidence.04-17-15_GraphicsAdvisory Com Agenda Spring.doc
AA.415.SOP.CTE Advisory Committee.Evidence.April Advisory Committee 2015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.11-11-16Rich Graphic and Design AdvisoryMtg.AgendaFall16.doc (1).docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Com. Agenda Fall 15.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Fall minutes-NOV 111315 Advisory Committee final.docx
AA.415.SOP.CTE Advisory Committee.Evidence.NOV 111315 Advisory Committee final.docx
AA.415.SOP.CTE Advisory Committee.Evidence.04-29-16_GraphicsAdvisory Com Agenda Spring.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory 42916 final.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring_042916.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory_board_minutes_20161111.docx
AA.415.SOP.CTE Advisory Committee.Evidence.GT Minutes Fall 2016.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.GraphicsAdvisoryComAgendaSpring_2017.doc.docx
AA.415.SOP.CTE Advisory Committee.Evidence.GT Agenda Spring 2017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.GT supporting docs Spring 2017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.2017 April 18 CC Meeting minutes rough draft.doc
AA.415.SOP.CTE Advisory Committee.Evidence.2017MarchAdvisoryMinutes final copy (1).docx
AA.415.SOP.CTE Advisory Committee.Evidence.Approved3-31-17GraphicsAdvisoryComAgendaSpring_2017.doc (3) (1).docx
AA.415.SOP.CTE Advisory Committee.Evidence.Bylawys Spring 2017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Catalog Additions 10-11.docx
AA.415.SOP.CTE Advisory Committee.Evidence.MIST AAS Degree Program Worksheet 10-11.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.MIST AAS Framework.docx
AA.415.SOP.CTE Advisory Committee.Evidence.MIST Level III Cert Worksheet.xlsx

AA.415.SOP.CTE Advisory Committee.Evidence.MIST Level IV Cert Worksheet.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.2015.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.08-09 Advisory Committee Member List MIST.xls
AA.415.SOP.CTE Advisory Committee.Evidence.2015-16 AAET Advisory Member Lists.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Advisory Committee Member List 12-13.xls
AA.415.SOP.CTE Advisory Committee.Evidence.IND Tech SP2017.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Industrial Tech Roster 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.Industrial Tech.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.IT Advisory Committee Member List 13-14.xls
AA.415.SOP.CTE Advisory Committee.Evidence.Official 08-09 Advisory Committee Member List MIST.xls
AA.415.SOP.CTE Advisory Committee.Evidence.SITE 2011-12 Advisory Member List.xls
AA.415.SOP.CTE Advisory Committee.Evidence.MIST Final Agenda Nov 20_09 (2).docx
AA.415.SOP.CTE Advisory Committee.Evidence.SITE Draft Agenda Dec 10 meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Draft Agenda October 18 2012.doc
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Draft Agenda October 1 2013.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Industrial Technology Advisory Committee Minutes 10-1-13.docx
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Approved Agenda 9-23-14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Industrial Technology Advisory Committee Minutes 9-23-14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Draft Agenda 9-22-15.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Industrial Technology Advisory Committee Minutes 9-22-15.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Fall 2016 Minutes_no quorum.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Final Agenda 9-20-16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.02-10-09 - MIST Advisory Committee Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.Draft - MIST Advisory Committee Agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.MIST Agenda Sp 10 E meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Industrial Technology Advisory Minutes 4-26-12.doc
AA.415.SOP.CTE Advisory Committee.Evidence.SITE Electronic Agenda March 21_2012.docx
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Draft Agenda February 14 2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Industrial Technology Advisory Committee Minutes February 14 2013.doc
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Draft Agenda 2-4-14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Industrial Technology Advisory Committee Minutes 1-27-15.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Revised IndTech Draft Agenda 1-27-15.docx
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Advisory Committee Vote to Revise Spring 2016 Minutes.msg
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Draft Agenda 2-16-16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Industrial Technology Advisory Committee Minutes 2-16-2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2016 electronic vote.docx
AA.415.SOP.CTE Advisory Committee.Evidence.IndTech Draft Agenda 2-21-17.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE_advisory_eva 2008-09I.doc
AA.415.SOP.CTE Advisory Committee.Evidence.2016-2017 Advisory Member List MA-Phleb.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.MA-Phleb 2015-2016 Advisory Committee List.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.MA-PLEB Membership list Fall 2014.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.MA-PLEB Membership list.xlsx

AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 10.14.10.docx
AA.415.SOP.CTE Advisory Committee.Evidence.Minutes 11-11-10.docx
AA.415.SOP.CTE Advisory Committee.Evidence.EMS-MA Adv Agenda 9-14-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.MA Adv Agenda 9-3-13.doc
AA.415.SOP.CTE Advisory Committee.Evidence.MA Minutes 3-28-13.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.10-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.MA Adv Agenda 10-9-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.Final Minutes MA-Phleb Advisory Meeting Fall 2015.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.MA Adv Agenda 10-15-15.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.Medical Clinical Assisting Advisory agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.MA Minutes Final Fall 16.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.EMS-MA Adv Agenda 2-17-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.Final EMS-MA Adv Agenda 2-17-11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.Final EMS-MA Adv Minutes by WS.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.02-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.MA Adv Agenda 2-20-14.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.MA Adv Agenda 4-2-15.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.MA Minutes Spring 2015.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CCCS Medical Assisting Minutes April 13 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CCCS Medical Assisting Minutes June 28 2016.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.MA Adv Agenda 03-31-16.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory.MA Minutes Spring 2016.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee.HPR 111 140 Class Proposal 1.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory CommitteeMed Prep five year plan 2015-2016 (1) erika_s updates.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee.advisory_members Med Prep spring 2017.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee.Copy of CTE_advisory_members Med Prep 14.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee.Nurse aide.med prep bylaws.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.CTE_advisory members Med Prep 2016.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.CTE_advisory members Nurse Aide Med Prep 2016.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Med Prep chairs.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Meeting Minutes-Med Prep Oct 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committee.Med Prep and Nurse Aide Advisory Committee Meeting Fall 16.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.MP.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.MP2.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.NA Med prep minutes Fall 2016.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Meeting Minutes 5-24-12 (2).docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Meeting Minutes 5-24-12.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Med prep agenda Spring 2013.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Med prep agenda Spring 2015.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Med Prep Candidate Selection Process.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Signature Med Prep Article.pdf

AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Spring 16 electronic AC.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nurse Aide Med Prep Agenda 051017.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.ACEN letter to Advisory Committee 0315.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.ConstitutionBylaws 2016.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.2015-16 Nursing Advisory Committee Members Updated Fall 2015.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.2015-16 Nursing Advisory Committee Members.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Copy of Nursing Advisory Committee Members 2014-2015.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing_AC_Members_2011-2012.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing_AC_Members_Format(1).xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 11-18-08.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 9-29-09.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 11-02-10.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Minutes for Advisory Committee Meeting 11-15-11.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 11-15-11.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Comm agenda fall 2012.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 11-20-12.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Agenda 1113.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 11-04-13.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Minutes 11-03-14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 11-03-14.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 11-09-15.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Agenda 12516.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 4-13-09.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 4-13-10.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 4-26-11.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.Nursing Advisory Minutes 4-24-12.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 4-22-13.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Agenda 033114.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Minutes 3-31-14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 3-31-14.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Agenda 033015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nursing Advisory Minutes 3-30-15.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Minutes 042516.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.CONSTITUTION AND BYLAWS OF ADVISORY COMMITTEE.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Oil _ Gas Roster 2016-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Oil _ Gas SP2017.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Oil _ Gas.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.O_G Advisory Committee Member List 13-14.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Draft Agenda Fall 2012.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Meeting Minutes 10-3-13.docx

AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Meeting Minutes 10-2-14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.O_G Agenda Oct 2 2014 Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Fall 2015 Electronic Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.O_G Draft Agenda Oct 2015 Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.October _16 signed minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Draft Agenda Fall 2016 Meeting (002).docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Final Feb 23 2012 Oil _ Gas mtg Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.March 1 2012 Oil and Gas Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.March 1 2012B Oil and Gas Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Meeting Minutes 5-2-13.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Agenda May 2 2013 Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Draft Agenda Feb 8 2013 Meeting.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Draft Agenda Feb 6 2014 Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Spring 2014 Meeting Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Draft Agenda Feb 2015 Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.O_G Feb 5_ 2015 Meeting Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Oil _ Gas Final Agenda Spring 2016 Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Draft Agenda Spring 2016 Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Fall 2015 Electronic Meeting.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.OnG Spring 2016 Meeting Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Bylaws.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Rad Tech CTE info for HS.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Rad Tech 2011-2012.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Radtech advisory committee roster 2014 _2015.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Radtech advisory committee roster 2016 2017.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.roster_F ALL 08.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.roster_fall_09.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.roster_spring09.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.roster_spring_10.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_fall 2008.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_fall 2009.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_fall 2010.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_fall 2011.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_fall 2012.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_fall 2013.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_fall 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Fall 2015 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Fall 2015.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_fall 2015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.agenda advisory fall 2016.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Fall 2016 Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Rad Tech Advisory minutes fall 2016.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_spring 2008.docx

AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_spring 2009.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Adv Comm Minutes 12-3-10_1_.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_spring 2010.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.agenda spring 2011.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_spring 2011.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_spring 2013.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.radtech_AC_spring 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.radtech_AC_spring 2015.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.Spring 2015 minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.AGENDA spring 2015.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.agenda advisory Spring 2017.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.CIF STE 190.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.Letter of Exploration for SPD.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.RE STE 190 State Course Guide (8.89 KB).msg
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.SIP advising worksheet.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.STE 190 state_course_guide.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.Surg Tech student contacts.docx.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advising Committees.Sterile Processing-Surg Tech Advisory Committee 2016.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees. Surgical technology advisory board 11.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Surgical technology advisory board 15-16.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Surgical technology advisory board.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Agenda Fall 2012.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Nov 2014 Committe Meeting Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Surg Tech Advisory Minutes 12 4 14.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Agenda Fall 2016.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Fall 2016 Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.STE.SIP advisory committee minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Minutes Spring 2011.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee agenda April 26 2012.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory CommitteesAgenda-Spring 2013.docm
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Agenda Spring 2014.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.May 6 2015 Surgical Technology Advisory meeting agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Spring 2017 Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.2010-2011 Advisory Committee Evaluation - Welding.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.CTE_advisory_eval 14-15.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Member List 11-12.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Member List 14-15 Welding.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Member List 16-17.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Committee Member_Welding_List 15-16.xls

AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.WEL Advisory Committee Members 08-09.xlsx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Welding Advisory Committee Member List 11-12.xls
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.11-19-09 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.11-19-09 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.11-17-10 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.11-17-10 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.11-30-11 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.12-6-12 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.12-6-12 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.12-12-13 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.12-4-14 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.12-4-14 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.12-10-15 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.12-10-15 Welding Advisory Minutes.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.12-8-16 WEL Agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.12-8-16 Welding Advisory Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Advisory Minutes Fall 2016.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.4-23-09 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.4-14-10 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.4-14-10 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.4-6-11 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.4-18-12 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.4-25-13 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.4-26-13 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.5-7-14 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.5-7-15 WEL Agenda.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.5-7-15 Welding Advisory Minutes.doc
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.5-12-16 WEL Agenda.pdf
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.5-12-16 Welding Advisory Minutes.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.5-11-17 WEL Agenda.docx
AA.415.SOP.CTE Advisory Committee.Evidence.CTE Advisory Committees.Agenda Spring 2017.pdf
AA.417.SOP.Department and Program Leads.Evidence.Concurrent Enrollment.pptx
AA.417.SOP.Department and Program Leads.Evidence.Cur Map Power Point.ppt
AA.417.SOP.Department and Program Leads.Evidence.Disability Services.pptx
AA.417.SOP.Department and Program Leads.Evidence.FERPA in a Nutshell.pdf
AA.417.SOP.Department and Program Leads.Evidence.Cur Map Power Point.ppt
AA.417.SOP.Department and Program Leads.2.Form.Survey.docx
AA.417.SOP.Department and Program Leads.2.Form.Chair Eval 15-16 Final.doc
AA.417.SOP.Department and Program Leads.Evidence.Data.15-16 Final.doc
AA.418.SOP.Specialized Accreditation.0.docx
AA.418.SOP.Specialized Accreditation.Evidence.Appendix X.pdf
AA.501.Policy.4-702.pdf

AA.501.PRI.2016.docx
AA.501.SOP.Determination of Full Time Faculty Needs.docx
AA.501.SOP.Faculty Lifecycle.7 year FTE comparison 2017 FINAL.xlsx
AA.501.SOP.Lifecycle.Contact Hours Summary Sept 2017 from IR_3 yr avg.docx
AA.503.SOP.Faculty Qualifications.0.docx
AA.503.SOP.Faculty Qualifications.1.Map 2017-2018.pdf
AA.503.SOP.Faculty Qualifications.2.4-700B Waiver.pdf
AA.503.SOP.Faculty Qualifications.2.Form.4-700 Credential Approval (2).pdf
AA.503.SOP.Faculty Qualifications.2.Form.4-700 Credential Approval.pdf
AA.503.SOP.Faculty Qualifications.3.PRI.2016.docx
AA.503.SOP.Faculty Qualifications.3.PRI.2017.docx
AA.503.SOP.Faculty Qualifications.Evidence.2.Form.4-700A Faculty Credentials.2012.pdf
AA.503.SOP.Faculty Qualifications.Evidence.2.Form.4-700B Waiver.pdf
AA.503.SOP.Faculty Qualifications.Evidence.2.Form.Faculty Qualifications Rubric Guide.xlsx
AA.503.SOP.Faculty Qualifications.Evidence.BOT Action Item.Consultation Agreement May 2017.pdf
AA.503.SOP.Faculty Qualifications.Evidence.BOT Signed Consultation Agreement.Rubric.May 2016.pdf
AA.503.SOP.Faculty Qualifications.Evidence.BOT.Signed Consultation Agreement 2017.pdf
AA.503.SOP.Faculty Qualifications.Evidence.BOT.Signed Consultation Agreement May 2016 .pdf
AA.503.SOP.Faculty Qualifications.Evidence.Dual Credit Instructor Credentials_Sep 20178.xlsx
AA.503.SOP.Faculty Qualifications.Evidence.FUNK Credential Approval.pdf
AA.503.SOP.Faculty Qualifications.Evidence.HLC Extension.Aims Community College.pdf
AA.503.SOP.Faculty Qualifications.Evidence.MASTER CTE CREDENTIALS LIST.xlsx
AA.503.SOP.Faculty Qualifications.Evidence.Shuey Credential Approval.pdf
AA.506.Form.NFO Attendance Sheet.docx
AA.506.Form.NFO Teaching Handbook.docx
AA.506.SOP.New Faculty Orientation.docx
AA.506.SOP.New Faculty Orientation.3.PRI.2014 Fall.docx
AA.506.SOP.New Faculty Orientation.3.PRI.2015 Fall.docx
AA.506.SOP.New Faculty Orientation.3.PRI.2015 Spring.docx
AA.506.SOP.New Faculty Orientation.3.PRI.2016 Fall.docx
AA.506.SOP.New Faculty Orientation.3.PRI.2016 Springcx.docx
AA.506.SOP.New Faculty Orientation.Evidence.Data.NFO.Survey.2014 Fall.pdf
AA.506.SOP.New Faculty Orientation.Evidence.Data.NFO.Survey.2015 Fall.pdf
AA.506.SOP.New Faculty Orientation.Evidence.Data.NFO.Survey.2015 Spring.pdf
AA.506.SOP.New Faculty Orientation.Evidence.Data.NFO.Survey.2016 Spring.pdf
AA.506.NFO Invitation.Spring 2016.docx
AA.506.NFO.Invitation.Fall 2015.png
AA.506.NFO.Invitation.Fall 2017.png
AA.506.NFO.Invitation.Spring 2016.zip
AA.506.Data.NFO.Survey.Fall 2014.pdf
AA.506.SOP.New Faculty Orientation.Code of Ethics.pdf
AA.506.SOP.New Faculty Orientation.Faculty Division Orientation.docx
AA.506.SOP.New Faculty Orientation.Faculty Training Requirements.pdf

AA.506.SOP.New Faculty Orientation.FERPA.pdf
AA.506.NFO Schedule.Spring 2015.pdf
AA.506.NFO Schedule.Spring 2016.pdf
AA.506.NFO Schedule.Spring 2017.docx
AA.506.NFO.Schedule.Fall 2015.pdf
AA.506.NFO.Schedule.Fall 2016.pdf
AA.507.SOP.New Faculty Mentorship Program.0.docx
AA.507.SOP.New Faculty Mentorship Program.2.Form.Mentor Application.docx
AA.507.SOP.New Faculty Mentorship Program.2.Form.Mentor Payment.docx
AA.507.SOP.New Faculty Mentorship Program.2.Form.Pre Post Survey.docx
AA.507.SOP.New Faculty Mentorship Program.3.PRI.2016 Fall.docx
AA.507.SOP.New Faculty Mentorship Program.3.PRI.2017 Spring.docx
AA.507.SOP.New Faculty Mentorship Program.Evidence.Data.Pre-Post Survey.Fall 2015.pdf
AA.507.SOP.New Faculty Mentorship Program.Evidence.Data.Pre-Post Survey.Fall 2016.pdf
AA.509.SOP.Full-Time Faculty Planning and Evaluation.0.docx
AA.509.SOP.Full-Time Faculty Planning and Evaluation.2.Form.Full-Time Faculty Plan.pdf
AA.509.SOP.Full-Time Faculty Planning and Evaluation.Evidence.Policy 4-400.pdf
AA.509.SOP.Full-Time Faculty Planning and Evaluation.Evidence.Policy 4-700.pdf
AA.510.SOP.Shared Governance-Faculty.0.docx
AA.510.SOP.Shared Governance-Faculty.Evidence.AFA Bylaws.pdf
AA.510.SOP.Shared Governance-Faculty.Evidence.Graphic.pdf
AA.510.SOP.Shared Governance-Faculty.Evidence.Mechanisms of Shared Governance- Faculty.pdf
AA.510.SOP.Shared Governance-Faculty.Evidence.Policy 1-200.pdf
AA.511.SOP.Department-Program Chair-Director Evaluation.0.docx
AA.512.SOP.Full-Time Faculty Load.0.docx
AA.512.SOP.Full-Time Faculty Load.2.Form.Academic Affairs Master Faculty Load.xlsx
AA.512.SOP.Full-Time Faculty Load.2.Form.Aims Faculty Engagement(1).pdf
AA.512.SOP.Full-Time Faculty Load.2.Form.Aims Faculty Engagement.pdf
AA.512.SOP.Full-Time Faculty Load.2.Form.BLANK chair stipend spreadsheet.xlsx
AA.512.SOP.Full-Time Faculty Load.2.Form.credit_payroll_action.xls
SOP.513.AA.Faculty Professional Development.3.PRI.2017.docx
AA.515.SOP.Sabbatical Requests.0.docx
AA.515.SOP.Sabbatical Requests.2.Form.Sabbatical Leave Request Form.pdf
AA.515.SOP.Sabbatical Requests.2.Form.Sabbatical Leave Request Instructions.pdf
AA.515.SOP.Sabbatical Requests.2.Form.Sabbatical Leave Rubric 2016.xlsx
AA.515.SOP.Sabbatical Requests.3.PRI.2016.Evidence.Sabbatical Leave Request Rubric.pdf
AA.515.SOP.Sabbatical Requests.Evidence.Data.Sabbaticals by the Numbers.xlsx
AA.516.SOP.Faculty Availability.0.docx
AA.516.SOP.Faculty Availability.2.Form.Office Hours.doc
AA.516.SOP.Faculty Availability.Evidence.Hours on Campus- FT Faculty from Deans.doc
AA.504.SOP.State CTE Faculty Credentials.0.Full-Time Initial CTE Credential.pdf
AA.504.SOP.State CTE Faculty Credentials.0.Full-Time Renewal CTE Credential.pdf
AA.504.SOP.State CTE Faculty Credentials.0.Part-Time Initial CTE Credential.pdf

AA.504.SOP.State CTE Faculty Credentials.0.Part-Time Renewal CTE Credential.pdf
AA.504.SOP.State CTE Faculty Credentials.Evidence.1-MASTER CTE CREDENTIALS LIST.xlsx
AA.517.SOP.Faculty Emeritus Status.Evidence.FES.Emeritus Recommendation SOP.docx
AA.600.SOP.Academic Support Services.0.docx
AA.600.SOP.Academic Support Services.3.PRI.2017docx.docx
AA.600.SOP.Academic Support Services.Evidence.ACRL 2014 and 2013 Data.pdf
AA.600.SOP.Academic Support Services.Evidence.ACRL 2015 Data.pdf
AA.600.SOP.Academic Support Services.Evidence.ACRL 2016 Data.pdf
AA.600.SOP.Academic Support Services.Evidence.ACRL 2017 Data.pdf
AA.600.SOP.Academic Support Services.Evidence.ACRL 2018 Data.pdf
AA.600.SOP.Academic Support Services.ACRL 2014 and 2013 Data.pdf
AA.600.SOP.Academic Support Services.ACRL 2015 Data.pdf
AA.600.SOP.Academic Support Services.ACRL 2016 Data.pdf
AA.600.SOP.Academic Support Services.ACRL 2017 Data.pdf
AA.600.SOP.Academic Support Services.ACRL 2018 Data.pdf
AA.600.SOP.Academic Support Services.Tutoring _ SI Report f14 sp 15.docx
AA.600.SOP.Academic Support Services.Tutoring _ SI Report f15 sp16.docx
AA.601.SOP.Perkins.0.pdf
AA.603.SOP.Learning Commons Advisory Committee.0.docx
AA.604.SOP.Advancing Academic Achievement.0.docx
AA.604.SOP.Advancing Academic Achievement.2.Fomr.Student Information Sheet AAA 090.docx
AA.604.SOP.Advancing Academic Achievement.Evidence.Program Proposal 2017.pdf
SOP.AA.605 Community Partnerships.0.docx
BO.100.SOP.Budget Process.0.docx
BO.101.SOP.Resource Allocation.0.docx
BO.101.SOP.Resource Allocation.3.PRI.2017.docx
CR.100.SOP.Aims Partner Matrix_Aug2017 (002).pdf
CR.100.SOP.Stakeholder Needs.0.docx
CR.101.SOP.Stakeholder Needs.1.Map.Process Diagram - Communications Department.png
CR.101.SOP.Stakeholder Needs.1.Map.Process Diagram - Community Partnerships_Workforce Dev.png
CR.101.SOP.Stakeholder Needs.1.Map.Process Diagram - Foundation.png
CR.101.SOP.Stakeholder Needs.1.Map.Process Diagram - Government Relations.png
CR.101.SOP.Stakeholder Needs.Evidence.External Stakeholders Table revised_portrait.pdf
CR.102.SOP.Student Communication.0.docx
CR.102.SOP.Student Communication.Evidence.Communication Channels.docx
FO.100.SOP.Facility Maintenance.0.docx
FO.100.SOP.Facility Maintenance.Evidence.Aims Matrix - Classroom Space-2003.xls
FO.100.SOP.Facility Maintenance.Evidence.Aims MP Update - Board 2-5-2014 - Revised 2-5-14.pptx
FO.100.SOP.Facility Maintenance.Evidence.Convocation 2017 documentation.pdf
FO.100.SOP.Facility Maintenance.2.Form.Aims Requisition Template.docx
FO.100.SOP.Facility Maintenance.2.Form.Cell Phone Memo.docx
FO.100.SOP.Facility Maintenance.2.Form.Driver Authorization.doc
FO.100.SOP.Facility Maintenance.2.Form.EXTERNAL GROUP REQUESTS TO USE AIMS.docx

FO.100.SOP.Facility Maintenance.2.Form.On Call Status and Emergency Call Back Pay.docx
FO.100.SOP.Facility Maintenance.2.Form.On Call Time Sheet Blank.docx
FO.100.SOP.Facility Maintenance.2.Form.overtime_request.doc
FO.100.SOP.Facility Maintenance.2.Form.Uniform allowance memo.doc
FO.100.SOP.Facility Maintenance.2.Form.Uniform Order Form Employee.docx
FO.100.SOP.Facility Maintenance.2.Form.Vehicle Use Form.doc
FO.100.SOP.Facility Maintenance.Evidence.Uniform procedure memo.doc
HR.101.SOP.Employee Recruitment.0.docx
HR.101.SOP.Employee Recruitment.3.PRI.2017.docx
HR.108.SOP.Employee Evaluation.0.docx
HR.108.SOP.Employee Evaluation.2.Form.performance_review.docx
HR.109.SOP.Employee Planning.0.docx
HR.109.SOP.Employee Planning.2.Form.performance_planning.docx
HR.109.SOP.Employee Planning.2.Form.ppf_instructions.docx
HR.110.SOP.Shared Governance Staff.0.docx
HR.110.SOP.Shared Governance Staff.Evidence.Agenda ASA Executive Board Members 2017-2018 and meeting schedule.pdf
HR.113.SOP.Employee Professional Development.0.docx
HR.118.SOP.Employee Satisfaction.Evidence.2012 QoWL-NL comparison summary report.doc
HR.123.Institutional Integrity.Evidence.Inclusiveness Council Aims Community College.pdf
HR.123.SOP.Institutional Integrity.0.docx
TBD.SOP.HR.106.New Employee Orientation.docx
IE.100.SOP.List of IE SOPs.xlsx
IE.100.SOP.Institutional Effectiveness Operating Process.0.docx
IE.101.SOP.Core Measures.0.docx
IE.101.SOP.Core Measures.4.Data.Core_Measures_Graphic_.pptx
IE.101.SOP.Core Measures.Evidence.DRAFT--Measures for Aims Community College.docx
IE.101.SOP.Core Measures.Evidence.Performance Contract Summary 2015 final 01_12_15.docx
IE.102.SOP.Business Process Review BPR.0.docx
IE.102.SOP.Business Process Review BPR.Evidence.Course Scheduling.docx
IE.102.SOP.Business Process Review BPR.Evidence.New Leave Request_Reporting Process.pdf
IE.102.SOP.Business Process Review BPR.Evidence.PT Termination Process.pdf
IE.102.SOP.Business Process Review BPR.Evidence.Travel.docx
IE.102.SOP.Business Process Review BPR.Evidence.Work Study New Hire Process.ppt

IE.104.SOP.PRI Process.0.docx
IE.104.SOP.PRI Process.2.Form.Aims Community College PRI Form.docx
IE.106.SOP.Data Dashboard.0.docx
AA.107.SOP.Developing SOPs.0.pdf
AA.107.SOP.Developing SOPs.1.Map.pdf
IE.109.SOP.Selecting Tools_ Products_ Services.0.docx
IE.103.SOP.Environmental Scan.Evidence.State of the City presentation 4.15.16 NO VIDEO.pdf
IE.108.SOP.Institutional Comparisons.Evidence.Comparison report.pdf
IE.201.SOP.Institutional Review Board.0.docx
IE.201.SOP.Institutional Review Board.2.Form.Informed Consent.docx
IE.201.SOP.Institutional Review Board.2.Form.Research Application.docx
IE.201.SOP.Institutional Review Board.3.PRI.2015.docx
IE.202.SOP.Co-Curricular Assessment.0.docx
IE.202.SOP.Co-Curricular Assessment.2.Form.Assessment Plan Operational 2017.docx
IE.202.SOP.Co-Curricular Assessment.2.Form.Developing Mission and Vision_V2 Planning Sheet.docx
IE.202.SOP.Co-Curricular Assessment.2.Form.DRAFT--Student Support Services.docx
IE.202.SOP.Co-Curricular Assessment.Evidence.Manual.Developing Mission and Vision_V2 Handbook.docx
IE.203.Economic Impact Study.Evidence.Aims-MainReport-0910-Final.pdf
IE.203.Economic Impact Study.Evidence.Aims_Economic Impact Study_0708 Main Report.pdf
IE.203.Economic Impact Study.Evidence.Aims_MainReport_1314_Final.pdf
IE.203.Economic Impact Study.Evidence.Aims_MainReport_1516_Draft.pdf
IE.203.Economic Impact Study.Evidence.economic_impact_2015-6.pdf
IE.203.Economic Impact Study.Evidence.NoCoPCU_MainReport_1516_Finalv2.pdf
IE.205.SOP.VE 135.Evidence.VE-135 2017 (ACYR 2015-16) Report and Documentation.docx
IE.206.IPEDS.Evidence. 2016-17 IPEDS_Human_Resources_Data.pdf
IE.200.SOP.Institutional Research.3.PRI.2016.Evidence.Aims IR Assessment Proposal.docx
IE.203.SOP.CCSSE.Evidence.Aims CohortDataReview_2015 updated.pdf
IE.203.SOP.CCSSE.Evidence.CCSSE_2016_Benchmarks_all_students_Aims.pdf
IE.203.SOP.CCSSE.Evidence.CCSSE_BenchmarkReport_2010_ForWeb.pdf
IE.203.SOP.CCSSE.Evidence.CCSSE_BenchmarkReport_2013_ForWeb.pdf
IE.300.SOP.Accreditation.0.docx
IE.300.SOP.Accreditation.2.Form.Protocol for Assumed Practices.docx
IE.300.SOP.Accreditation.Evidence.Assumed Practices Academics Only.2012.01.22.docx
IE.300.SOP.Accreditation.Evidence.Assumed Practices Academics Only.2012.10.24.docx
IE.300.SOP.Accreditation.Evidence.Assumed Practices Academics Only.2013.01.23.docx
IE.300.SOP.Accreditation.Evidence.Assumed Practices Academics Only.2013.07.23.docx
IE.300.SOP.Accreditation.Evidence.Assumed Practices Academics Only.2014.05.12.docx
IE.300.SOP.Accreditation.Evidence.Assumed Practices Academics Only.2015.04.01.docx
IE.300.SOP.Accreditation.Evidence.Assumed Practices.Aims Clinical Internship Learning Table.2015.04.01.docx
IE.301.SOP.Action Projects.Process_Mapping Selection and Monitoring of Action Projects.docx

IT.100.SOP.01- Acceptable Use Policy DRAFT v2 (1).docx
IT.100.SOP.05- Access Control Policy DRAFT v2 (1).docx
IT.100.SOP.08- Password Protection policy DRAFT (1).docx
IT.100.SOP.09- Data Classification Policy DRAFT v3 (1).docx
IT.100.SOP.10- Incident Data Breach Management Policy DRAFT (1).docx
IT.100.SOP.11- Clean Desk Policy DRAFT (1).docx
IT.100.SOP.12- Information Storage and Retention Policy DRAFT (1).docx
IT.100.SOP.13- Patch Management Policy DRAFT (1).docx
IT.100.SOP.18 - Business Continuity Plan DRAFT (1).docx
IT.100.SOP.19 - Cyber Security Plan DRAFT (1).docx
PO.001.SOP.Purpose-Vision-Mission.0.docx
PO.001.SOP.Purpose-Vision-Mission.1.Map.pdf
PO.002.SOP.Strategic Planning.0.docx
PO.002.SOP.Strategic Planning.1.Map.pdf
PO.002.SOP.Strategic Planning.2.Form.Process Map.docx
PO.002.SOP.Strategic Planning.2.Form.Strategic Plan Framework Template.pdf
PO.002.SOP.Strategic Planning.2.Form.Template Gantt Chart Timeline.pdf
PO.002.SOP.Strategic Planning.Evidence.BOT.Minutes.2011.06.22.pdf
PO.002.SOP.Strategic Planning.Evidence.DRAFT Aims_Strategic Planning_Policy.docx
PO.002.SOP.Strategic Planning.Evidence.2014-2017 Strategic Planning Process.pptx
PO.002.SOP.Strategic Planning.Evidence.2016-2017 Strategic Plan Tracking Sheet.pdf
PO.002.SOP.Strategic Planning.Evidence.2016.01.11.Strategic Planning Retreat Packet.pdf
PO.002.SOP.Strategic Planning.Evidence.2017-2018 Strategic Planning Update.pdf
PO.002.SOP.Strategic Planning.Evidence.2017-2018.Strategic Planning Gap Year at Aims.pptx
PO.002.SOP.Strategic Planning.Evidence.2018-2023 Strategic Goals.pdf
PO.003.SOP.College Governance.Evidence.Policy_1-200_SharedGovernance.pdf
PO.004.SOP.Values.0.pdf
PO.004.SOP.Values.Evidence.4-24-17 CC Values Subcommittee charge mtg.docx
PO.004.SOP.Values.Evidence.D2_Minutes 06052017.docx
PO.004.SOP.Values.Evidence.Values Activity Facilitation Guide_07052017.docx
PO.005.SOP.College Council.0.docx
PO.005.SOP.College Council.Evidence.College Council Charter.pdf
PO.006.SOP.College Committees.0.docx
PO.007.SOP.Communication.Evidence.Procedures 3-905E Markeing and Communication.pdf
PO.008.SOP.Cascading Strategic Planning Goals.0.docx
PO.008.SOP.Cascading Strategic Planning Goals.Evidence.Cascading Plan.pdf
PO.009.SOP.Operational Planning.Evidence.Policy-3-1000-Institutional Planning.pdf
PO.201.SOP.Ensuring LT Leadership BOT.0.pdf
PO.201.SOP.Ensuring LT Leadership BOT.0.Process_Narrative_Ensuring_LT_Leadership_BOT.docx
PO.201.SOP.Ensuring LT Leadership BOT.1.Map.pdf
PO.201.SOP.Ensuring LT Leadership BOT.Evidence.BOT_Annual Report_2016_academic-affairs.pdf
PO.201.SOP.Ensuring LT Leadership BOT.Evidence.BOT_Annual Report_2016_administrative-services.pdf
PO.201.SOP.Ensuring LT Leadership BOT.Evidence.BOT_Annual Report_2016_ccr.pdf

PO.201.SOP.Ensuring LT Leadership BOT.Evidence.BOT_Annual Report_2016_hr.pdf
PO.201.SOP.Ensuring LT Leadership BOT.Evidence.BOT_Annual Report_2016_student-affairs.pdf
PO.301.SOP.Ensuring Long-Term Effective Leadership-President.0.pdf
PO.301.SOP.Ensuring Long-Term Effective Leadership-President.0.Process_Narrative_Ensuring LT Leadership_President.docx
PO.301.SOP.Ensuring Long-Term Effective Leadership-President.1.Map.pdf
PO.401.SOP.Policy Creation.0.Process_Narrative_Policy_Creation.docx
PO.401.SOP.Policy Creation.1.Map.pdf
SA.002.SOP.Current Student Needs.3.PRI.Enrollment Process--Student Onboarding and Orientation_PRI.docx
SA.003.SOP.Student Support Tools.Evidence.2P1.82R1.INSTRUMENTS TO ASSESS STUDENT NEEDS_PRI.docx
SA.008.SOP.Request for Religious Accommodation Form.pdf
SA.000.SOP.Student Support Services.0.docx
SA.000.SOP.Student Support Services.3.PRI.2016.docx
SA.000.SOP.Student Support Services.Evidence.GuideLocalHumanServices.pdf
SA.001.SOP.Core Measures Student Affairs.docx
SA.004.SOP.Student Code of Conduct.0..docx
SA.004.SOP.Student Code of Conduct.2.Map.pdf
SA.004.SOP.Student Code of Conduct.3.PRI.2017.docx
SA.006.SOP.Student Grievances.0.docx
SA.007.SOP.Student Affairs Assessment.3.PRI.2017.docx
SA.007.SOP.Student Affairs Assessment.3.PRI.Assessment_PRI.docx
SA.007.SOP.Student Affairs Assessment.Evidence.4.B.2,4 Response SLD 07142017.docx
SA.007.SOP.Student Affairs Assessment.Evidence.Satisfactory Academic Progress PRI.docx
SS.100.SOP.Continuity of Operations.0.docx
SS.100.SOP.Continuity of Operations.3.Form.Aims COOP Assessment Template 2017.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_AET.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Agriculture Department.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Arts_Sciences.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Aviation.pdf
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_CCR.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_CIS Department.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Comm Media Department.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Community Partnerships and Workforce Development - April 24 2017.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Facilities.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Foundation.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Ft. Lupton.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_FTLC MIST.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_HR.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Learning Commons Information technology systems.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Learning Commons Internal and External Dependencies.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Learning Commons.docx
SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Loveland.docx

SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_OOL-OLE.docx
 SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_PERC.docx
 SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_President.docx
 SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Recruiting.DOCX
 SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Safety and Security.docx
 SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Student Affairs.docx
 SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_TAACCCT Grant.docx
 SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_VPAA.docx
 SS.100.SOP.Continuity of Operations.Evidence.Aims_COOP_2017_Welding.docx
 SS.101.SOP.Emergency Operations Plan.Evidence.emergency_comm_plan-Aug17.pdf
 SS.101.SOP.Emergency Operations Plan.Evidence.emergency_comm_plan_SEPT16 (5).pdf
 SS.101.SOP.Emergency Operations Plan.Evidence.v 2017 Aims CC Emergency Operations Plan.docx
 SS.101.SOP.Emergency Operations Plan.Evidence.v1 2017 Aims Emergency Action Guide.docx

List of Syllabi provided upon arrival

ENG 121 C15 Fry_Robert
 ENG 121 C17 Morrison_Leslie
 ENG 121 C18 Friesen_Megan
 ENG 121 C19 Graeff_Courtney
 ENG 121 C16 Cronkhite_Todd
 ENG 121 C20 Morrison_Leslie
 ENG 121 C21 Griffin_Kendra
 ENG 121 C22 Walter_Jenia
 ENG 121 C24 Merk_Jared
 ENG 121 C25 Boyd_Justin
 ENG 121 C26 Rivera_Troy
 ENG 121 C85 Easley_Allison
 ENG 121 C86 Easley_Allison
 ENG 121 F1 Seemann_Brian
 ENG 121 F11 Seemann_Brian
 ENG 121 F2 Seemann_Brian
 ENG 121 F22 Seemann_Brian
 ENG 121 F3 Drake_Scott
 ENG 121 F33 Drake_Scott
 ENG 121 G11 Fry_Robert
 ENG 121 G12 Walter_Jenia
 ENG 121 G13 Bohn_Jerrold
 ENG 121 G14 Cronkhite_Todd
 ENG 121 G15 Fry_Robert
 ENG 121 G16 Cronkhite_Todd
 ENG 121 G17 Morrison_Leslie
 ENG 121 G18 Friesen_Megan
 ENG 121 G19 Graeff_Courtney
 ENG 121 G20 Morrison_Leslie

ENG 121 G21 Griffin_Kendra
ENG 121 G22 Walter_Jenia
ENG 121 G65 Merk_Jared
ENG 121 G24 Merk_Jared
ENG 121 G25 Boyd_Justin
ENG 121 G26 Rivera_Troy
ENG 121 G66 Boyd_Justin
ENG 121 G61 Graeff_Courtney
ENG 121 G62 Savage_Joshua
ENG 121 G63 Rivera_Troy
ENG 121 G64 Rivera_Troy
ENG 121 G81 Costello_Rachelle
ENG 121 G82 Naimark_Jennifer
ENG 121 G83 Naimark_Jennifer
ENG 121 G86 Easley_Allison
ENG 121 G85 Easley_Allison
ENG 121 L1 Ling_Micah
ENG 121 L11 Ling_Micah
ENG 121 L22 Ling_Micah
ENG 121 L3 Bauer_Aaron
ENG 121 L33 Bauer_Aaron
ENG 121 W1 Nunez_Richard
ENG 121 W11 Nunez_Richard
ENG 121 H12 Stoneberger_Diane
ENG 122 G12 Koss_Gloria
ENG 122 G13 Friesen_Megan
ENG 122 G14 Morrison_Leslie
ENG 122 G15 Bohn_Jerrold
ENG 122 G18 Ridgeway_Jennifer
ENG 122 G19 Medina_Nickie
ENG 122 G20 Nunez_Richard
ENG 122 G22 Huseman_Nathan
ENG 122 G23 Huseman_Nathan
ENG 122 G16 Medina_Nickie
ENG 122 G17 Bohn_Jerrold
ENG 122 G21 Savage_Joshua
ENG 122 G81 Medina_Nickie
ENG 122 G82 Medina_Nickie
ENG 122 G83 Naimark_Jennifer
ENG 122 G84 Naimark_Jennifer
ENG 122 G85 Koss_Gloria
ENG 122 G86 Koss_Gloria
ENG 122 L11 Bretfeld_Michone

ENG 122 F11 Seemann_Brian
ENG 122 F12 Graeff_Courtney
ENG 122 F13 Culbreth_Laurie
ENG 122 G11 Koss_Gloria
ENG 122 H11 Powell_Gail
ENG 122 W11 Savage_Joshua
ENG 122 G24 McCurley-Hardesty_Karen
ENG 122 H12 Mesbergen_Iris
ENG 122 H13 McDermid_Jennifer
HIS 122 G11 Funk_Merle
HIS 122 F11 Studebaker_Melody
HIS 122 L11 Heiner_Clint
HIS 122 W12 Clay_Casey
HIS 122 G12 Clay_Casey
HIS 122 G13 Clay_Casey
MAT 120 G11 Driskill_Marsha
MAT 120 G12 Leffler_Carrie
MAT 120 G81 Driskill_Marsha
MAT 121 G11 Mills_Harry
MAT 121 G12 Pearson_Deborah
MAT 121 G13 Stapleton_Janet
MAT 121 G14 Robinson_Karen
MAT 121 G15 Rozner_Haley_Sarah
MAT 121 G16 Pietryka_Wayne
MAT 121 G81 Mills_Harry
MAT 121 F41 Hashberger_Eric
MAT 121 L11 Robinson_Karen
MAT 121 W11 Bradsby_Richard
MAT 121 H11 Lewis_Jeanine
PSY 238 G11 Luoma_Mark
RTE 122 G11 Shirley_Sheila
RTE 122 G12 McDonough_Jeanette
List of Additional Evidence provided upon arrival
WPSettings.dat
IndexerVolumeGuid
DesktopMonitoringChecklist-PostSecondary Updated 9-26-16.docx
ACC 121 longitudinal data.docx
Additional Program Requirements.docx
Assessment Reporting form_programs ACC.docx
Curriculum_Mapping_Accounting.xlsx
Longitudinal Data Accounting 2013_2015.docx
ACC 132 G91 Syllabus-fall 2016.docx
ACC 133 G91 SYLLABUS SPRING 2017.docx

ACC 289 Tours and Events.docx
acc289Sp2017syllabus.docx
AcctingSeminarEC17.docx
Additional BUS 281_ Internship Handouts.pdf
AFWA Student Night.pdf
Assurance One.docx
Borgman Internship Example.pdf
BUS 281_ Internship Syllabus Spring 2017.pdf
Career Advance II.pdf
Career Platform.pdf
career_advance_student.pdf
Colorado Tax Help Results Spring 2017.pdf
CSU Accounting Job.docx
Egger Internship Example.pdf
Event Handout - Resume - Oct 24 Schools (1).pdf
Farmer Internship Example.pdf
Fosdick Internship Example.pdf
Internships.pdf
Job and Education Fair and Expo.pdf
JOB POSTINGS AND OBTAINED JOBS BY OUR STUDENTS.docx
Sharp Internship Example.pdf
Tax Help Colorado Flyer Spring 2017.pdf
Tax Help Colorado-Singature Magazine.docx
Work Based Learning Opportunities.docx
Assurance Ten.docx
Instructor Credentials.pdf
Assurance Eleven.docx
Adams City High School Program of Study.pdf
Assurance Two.docx
Certificate.docx
Degree.docx
Enrolled Agent Certificate.docx
Roosevelt High School Program of Study.pdf
Accounting Program Approval 2017.pdf
Assurance Three.docx
Crosswalk.xlsx
2015 Advisory Evaluation.pdf
Advc comm agenda spring 2015.docx
Advc comm agenda spring 2016.docx
Advc comm minutes spring 2015.docx
Assurance Four.docx
BUS Advisory Committee Agenda Fall 2016.docx
BUS Advisory Committee Minutes Fall 2016.docx

BUS CTE AC Roster 2016-17.xlsx
Constitution_Bylaws Business Department.doc
Minutes fall 2015.pdf
Program Annual Evaluation 2014-2015.pdf
Spring 2016 Minutes.pdf
AED_ Fire Extinguisher.jpg
AimsEmergencyActionGuide.pdf
Assurance Five.docx
DISABILITY ACCOMMODATIONS.docx
Exit Door 2.jpg
Exit Door 3.jpg
Exit Door and Handicap Access.jpg
Fire Alarm.jpg
Fire Extinguisher2.jpg
Floor Plan.jpg
POLICY 401 ANTIDISCRIMINATION.docx
Security and Public Safety.docx
up close instructor station used by students for presentations.jpg
up close student station.jpg
WESTVIEW phase 1 - Sheet - A1-5 - FIRST FLOOR PLAN.PDF
Westviewinspection2015.pdf
WV 107 outside door.jpg
WV 114 outside door.jpg
WV 115 outside door.jpg
WV107 inside view of classroom.jpg
wv114 adaptive classroom table.jpg
WV114 inside view of classroom.jpg
WV115 inside view of classroom.jpg
wv116 adaptive computer table.jpg
WV116 inside view of classroom.jpg
WV116 outside door.jpg
Accounting AAS Promotional Flyer.pdf
Accounting Certificate Promotional Flyer.pdf
Aims Community College Non-Traditional Training.pdf
Annual Public Notification of Non-Discrimination.pdf
Anti-Discrimination Web Pages and related documents to support Access.pdf
Assurance Six.docx
BUS 281 Internship Training Agreement.pdf
DISABILITY ACCOMMODATIONS.docx
DIVERSITY.docx
Example One Accommodation Letter.pdf
Example Two Accommodation Letter.pdf
Hidden Disabiliites.pdf

Increasing Non Traditional Students.pdf
POLICY 401 ANTIDISCRIMINATION.docx
STUDENT GRIEVEANCE PROCESS.docx
Title IX Compliance Training.pdf
Title VII.docx
Workplace Gender Balance Project Activities.docx
WV107 inside view of classroom.jpg
WV114 inside view of classroom.jpg
WV115 inside view of classroom.jpg
WV116 inside view of classroom.jpg
5-Year Improvement Plan~2017 Accounting.docx
Advc comm minutes spring 2015.docx
Assurance Seven.docx
Spring 2016 Minutes.pdf
ACC-BUS-MAR Courses 2010-2017.xlsx
Assurance Eight.docx
High School Articulation Agreement.pdf
High School of Business Recongnition.docx
Assurance Nine.docx
Aditonal Program Requirements.docx
Assurance Eight.docx
Assurance Eleven.docx
Assurance Five.docx
Assurance Four.docx
Assurance Nine.docx
Assurance One.docx
Assurance Seven.docx
Assurance Six.docx
Assurance Ten.docx
Assurance Three.docx
Assurance Two.docx
CCCS Desktop Monitoring letter.pdf
DM Checklist.pdf
Assurance #1.pdf
Assurance #10.pdf
Assurance #11.pdf
Assurance #2.pdf
Assurance #3.pdf
Assurance #4.pdf
Assurance #5.pdf
Assurance #6.docx
Assurance #6.pdf
Assurance #7.pdf

Assurance #8.pdf
Assurance #9.pdf
Additional Checklist of Special Program Requirements and Quality IndicatorsHeathScience.docx
AIMS_FY14.docx
Appendix 1 NUR 109 Fundamentals of Nursing.docx
Appendix 10. Advisory committee minutes from 2012.2013 and 2013.2014(1).pdf
Appendix 10. Advisory committee minutes from 2012.2013 and 2013.2014.pdf
Appendix 11 Faculty assignments for each clinical course for 2013-2014(1).docx
Appendix 11 Faculty assignments for each clinical course for 2013-2014.docx
Appendix 12. Program Approval(1).pdf
Appendix 12. Program Approval.pdf
Appendix 13. Program Worksheet and Graduation Requirements (ICAP) for Associate Degree Nursing at Aims Community College.pdf
Appendix 14. List of Advisory Committee Members including title capacity of service and time served on the Committee.pdf
Appendix 15. CCCS Advisory Committee Policies.docx
Appendix 16. Architectural drawings.docx
Appendix 17. Digital photos of lab space_ equipment and storage rooms.docx
Appendix 18. Emergency exit evacuation procedures.pdf
Appendix 19. Digital photos of classroom.docx
Appendix 2 NUR 106 Medical Surgical Concepts.docx
Appendix 20 Nurisng Program Reasonable Accommodations_ Supplemental Services Disability Access.docx
Appendix 21. College safety policies.pdf
Appendix 22. Digital photos showing posted safety procedure.docx
Appendix 23. Digital photos of fire extinguishers with expiration date visible.docx
Appendix 24. Latest inspection certificate from local fire department.pdf
Appendix 25. Aims Community College Procedure 5-601C Student Grievance Process.docx
Appendix 26 Aims Community College Student Nurse Handbook.docx
Appendix 27. Aims Community College Annual Public Notification of Non-Discrimination.pdf
Appendix 28. Bilingual Statement of Non-Discrimination.pdf
Appendix 29. Affiliation Agreement Between The Evangelical Lutheran Good Samaritan Society and Aims Community College for Provision of Learning Experiences for Students in Allied Health Occupations. See 4.3.pdf
Appendix 3 NUR 105 Maternal Child Nursing.docx
Appendix 30. Example of Letter of Accommodation.docx
Appendix 31. Aims Community College CTE recruitment and retention activities related to increasing non traditional students.ppt
Appendix 32. Aims Community College Non-Traditional Training attended by CTE Nursing Faculty.pdf
Appendix 33 Title IX Training Powerpoint.pdf
Appendix 34. Email from College Bookstore Manager regarding available uniform sizes.pdf
Appendix 35. Nursing Program promotional flyer.pdf
Appendix 36. Workplace Gender Balance Project Activities.docx
Appendix 37. Nursing Program 5 year plan.docx
Appendix 38. Documentation of reveiw of 5 Year Plan by Advisory Committee members.pdf
Appendix 39 Nursing Student Success Program flyer.pdf
Appendix 4 NUR 206 Advanced Concepts of Medical Surgical Nursing I.doc

Appendix 40. Nursing Program Systematic Program Evaluation SPE with documentation completed December 2013.pdf
Appendix 41. Memorandum of Understanding between the University of Northern Colorado School of Nursing and Aims Community College Associate Degree Program.pdf
Appendix 42 SNA1 Student Organization Packet 2013-2014.pdf
Appendix 43 SNA2 Student Organization Recognition Packet 2013-2014.pdf
Appendix 44 SNA1 and SNA2 Bylaws.pdf
Appendix 45 SNA1 and SNA2 Websites.docx
Appendix 46 Off campus community service projects.pdf
Appendix 47 Cosponsored service projects.pdf
Appendix 48. CTE credentials for 2013-2014.pdf
Appendix 49. Letter awarding Full Approval status from the Colorado State Board of Nursing.pdf
Appendix 5 NUR 211 Psychiatric Mental Health Nursing.docx
Appendix 50. Letter awarding Initial Accreditation status from the NLNAC.pdf
Appendix 51 Educational Degree Plan for student entering Program fall 2013.pdf
Appendix 52 Clinical Evaluation Tool for a student participating in work based learning opportunity.pdf
Appendix 53 Reflection on Occupational Code of Ethics.pdf
Appendix 54 Student Exam Results.pdf
Appendix 55 Student Written Assignment.pdf
Appendix 56 Clinical Evaluation Tools for all Clinical Courses.docx
Appendix 57 Samples of completed Clinical Evaluation Tools.pdf
Appendix 58. Full time faculty Annual Plans.pdf
Appendix 59 Class Rosters.docx
Appendix 6 NUR 216 Advanced Concepts of Medical Surgical Nursing II.docx
Appendix 60. Digital photos of Nursing Program offices.docx
Appendix 61. Certificate of training for Bloodborne Pathogens _ Universal Precautions Training_ OSHA Standard 29_ CRF1910.1030..pdf
Appendix 62. Simulation Laboratory Inventory List.pdf
Appendix 63. Warranties for Simulators.pdf
Appendix 64 Samples of Program Worksheet and Graduation Requirements (ICAPs).pdf
Appendix 65. Associate Degree Nursing Program Budget 2013.2014.pdf
Appendix 7 NUR 230 Transition to Professional Nursing Practice.docx
Appendix 8. Sample Clinical Affiliation Agreement.doc
Appendix 9 Student Rotation Assignments for each clinical course for 2013-2014.docx
Desktop Monitoring Checklist for Postsecondary CTE Programs spring 2014.docx
DesktopMonitoringChecklist-PostSecondary Updated 4-2-13.docx

Items Emailed:

- CQR Report info
- Catalyst Retention Completion Data
- Business Department Statement
- Desktop Monitoring
- Front Range Helicopter contract

Appendix C

Federal Compliance Review



FORM

Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

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

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

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

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

Institution under review: Aims Community College

Please indicate who completed this worksheet:

- Evaluation team
- Federal Compliance reviewer

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

Name: Jill Carlson

I confirm that the Evaluation Team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition

(See FCFI Questions 1–3 and Appendix A)

1. Complete the [Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours](#). Submit the completed worksheet with this form.
 - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree
 - Note that 1 quarter hour = 0.67 semester hour.
 - Any exceptions to this requirement must be explained and justified.
 - Review any differences in tuition reported for different programs and the rationale provided for such differences.
2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

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

whether the situation has been resolved which may be due to the shear complexity of the semester and course lengths.

- Our findings were principally concerning the compressed courses. The number of learning outcomes varied and for some courses were high at 21 for a week long course. We also found challenges with the hours of homework – correlated to contact time. The policy included homework at a 1:2 ratio, yet in guides developed to help faculty determine the number of credits per contact time – homework or out of class time was not addressed. Credits were solely awarded based upon contact time. Aims CC does include in their policy a very loose statement regarding the attainment of learning outcomes by a successful student and the number of credits awarded.
- During the team visit, Aims confirmed the following definitions: Early College-high school students taught by Aims faculty, hired and evaluated by Aims. Dual Credit-high school students taking classes at Aims College or online taught by Aims faculty. Concurrent Enrollment, high school students taking Aims classes in the high school, taught by high school faculty who have been credentialed by Aims CC.
- Aims administration will continue to work with the various school districts to ensure standards are met by faculty who are not Aims employees.
- The Team found that a concurrent course, (ACC 121-Accounting Principles I) was taught over the span of two high school semesters, approximately 40 weeks. This syllabi was for the 2016-2017 school year.

Additional monitoring, if any:

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

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

Institutional Records of Student Complaints

(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to be systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
 - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
 - Determine whether the institution has a process to review and resolve complaints in a timely manner.
 - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
 - Advise the institution of any improvements that might be appropriate.
 - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

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

In addressing whether the institution analyzes and learns from the complaints filed, the description provided by the institution seems to indicate that the learning taking place is in regard to the complaint process itself – how the complaint process can be improved. The institution may find it beneficial to evaluate not just the complaint process for possible areas of improvement but also the nature of the complaints and where they are arising from. The college may also find it beneficial not only to log formal complaints but also informal complaints. Right now the frequency of informal complaints by type appears to be tracked but it may be beneficial

to do trend analysis on the nature of the complaints to determine if changes in departmental or student policy needs to be undertaken so that a type of complaint can be resolved across the student body.

Additional monitoring, if any:

None

Publication of Transfer Policies

(See FCFI Questions 8–10 and Appendixes D–F)

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

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

Rationale:

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

Additional monitoring, if any:

None

Practices for Verification of Student Identity

(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.
 - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

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

Additional monitoring, if any:

None

Title IV Program Responsibilities

(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
 - The team should verify that the following requirements are met:
 - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
 - **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
 - **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.

- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)
 - **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.
 - **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)
 - **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC's website for more information.)
- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
 - Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.
 - If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

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

Additional monitoring, if any:

None

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

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

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

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

Rationale:

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

Additional monitoring, if any:

None

Advertising and Recruitment Materials and Other Public Information

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

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

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

Rationale:

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

Additional monitoring, if any:

None

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

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
 - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
 - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

reference).

Rationale:

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

Additional monitoring, if any:

None

Publication of Student Outcome Data

(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
 - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.
 - Determine whether the publication of these data accurately reflects the range of programs at the institution.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

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

Additional monitoring, if any:

None

Standing With State and Other Accrediting Agencies

(See FCFI Questions 39–40 and Appendixes W and X)

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

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

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

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
 - Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
 - Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate

reference).

Rationale:

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

Additional monitoring, if any:

None

Public Notification of Opportunity to Comment (FCFI Questions 41–43 and Appendix Y)

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

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

- Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
 - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.
2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC’s requirements.
 - The institution meets HLC’s requirements, but additional monitoring is recommended.
 - The institution does not meet HLC’s requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

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

Additional monitoring, if any:

None

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)
 - Review the list of direct assessment or competency-based programs offered by the institution.
 - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
 - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - The institution meets HLC's requirements.
 - The institution meets HLC's requirements, but additional monitoring is recommended.
 - The institution does not meet HLC's requirements and additional monitoring is recommended.
 - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

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

Additional monitoring, if any:

None

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

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

Additional syllabi reviewed:

ACC 115 G91 Jones_Gina.doc

AVT 101 G11 Joy_Michael.doc

BIO 105 F11 Romero_Raymond.docx

CHE 111 G11 Gaudinski_Christine.pdf

CRJ 110 W11 Norwood_Donna.docx

ELT 258 G11 McMains_Lee.docx

EMS 122 W93 Schleich_Robert.pdf

EMS 170 W11 Willits_Robert.pdf

EMS 180 W11 Willits_Robert.docx

EMS 226 W11 LaFleur_Paul.pdf

EMS 230 W11 LaFleur_Paul.pdf
EMS170 W11 Willits_Robert.pdf
ENG 121 F22 Seemann_Brian.doc
ENG 121 G30 McCurley-Hardesty_Karen.docx
ENG 121 G69 Huseman_Nathan.docx
ENG 121 G81 Costello_Rachelle.docx
GEO 105 W11 Baughn_Melissa.docx
GIS 101 G81 McCary_Weston.doc
HPR 112 W11 Osborne_Jennifer.pdf
MAT 121 G81 Mills_Steve.pdf
MAT 121 L11 Robinson_Karen.docx
MAT 121 W12 Davies_Ruth.pdf
POS 111 G12 Hoban_Joshua.docx
POS 111 G15 Howell_Kenneth.docx
POS 111 G81 Coleman_Keith.docx
PRO 130 G11 McMains_Lee.docx
RTE 181 G11 Juarez_Marna.docx
RTV 285 G11 Crandall_James.docx
SOC 215 G91 Beighey_Cathy.docx
WEL 110 F11 Scheer_Miles.doc
ACC 125 G91 Hatchell_Lori.docx
AGE 102 F11 McFarland_Amy.pdf
AST 101 G11 Sadeh_Eligar.pdf
AVT 103 G11 Phillips_Patti.docx
AVT 111 G11 Joy_Michael.doc
CAD 100 G81 Lenz_John.doc
CAD 101 G11 Lenz_John.doc
CHE 101 F11 Todd_Alison.pdf
COM 101 G81 Obert_Allan.pdf
COM 115 G19 Adair_Lori.docx
COM 115 L11 Weingardt_Julia.doc
EMS 170 W11 Willits_Robert.pdf
ENG 121 G81 Costello_Rachelle.docx
ENG 122 F11 Seemann_Brian.doc
ENG 122 G13 Friesen_Megan.docx
ENG 122 G24 McCurley-Hardesty_Karen.docx
HIS 112 G11 Funk_Merle.docx
HPR 112 W11 Osborne_Jennifer.docx
HPR 180 W11 Osborne_Jennifer.docx
MGD 212 L11 Ruelas_Stephanie.pdf
MGD 243 G11 Dunning_Brian.pdf
PHI 111 G11 Alvarez_Daniel.docx
PRO 100 G91 McMains_Lee.pdf

PSY 235 G13 Obert_Allan.doc
PSY 235 L11 Washam_ShawnaLee.docx
RTE 182 G11 Juarez_Marna.docx
RTV 285 G11 Crandall_James.docx
WEL 100 F83 Scheer_Miles.doc
WEL 175 F11 Scheer_Miles.doc
ANT 107 G11 DeWitt_Roger.pdf
COM 115 G11 Weingardt_Julia.doc
EMS 121 W91 Jacobs_Jamie.docx
EMS 121 W92 Currey_Kendra.docx
ENG 121 G61 McCurley-Hardesty_Karen.docx
ENG 121 G82 Easley_Allison.pdf
FST 280 W11 Fletcher_Jerry.docx
GEY 111 G11 Krumm_Debra.pdf
HIS 122 G11 Funk_Merle.docx
HUM 115 G11 Easley_Allison.pdf
HWE 100 G81 Geraets_Mindy.pdf
HWE 100 G91 Gary_Tracy.docx
MAN 230 G11 Zamora_Linda.rtf
RTV 242 G11 Crandall_James.docx
WEL 103 F40 Scheer_Miles.doc
WEL 175 F40 Scheer_Miles.doc
ACC 121 G11 Sanfeliz_Adam
ACC 121 G12 Sanfeliz_Adam
ACC 121 L11 Sanfeliz_Adam
ACC 121 H11 Tregoning_Shelley
ACC 121 G82 Sanfeliz_Adam
ASE 170 W12 Sisson_Dan
ASE 170 W13 Seaman_Scott
BIO 201 G11 McDuffee_Doug
BIO 201 G12 Graham_Peter
BIO 201 G13 Graham_Peter
ENG 121 C11 Fry_Robert
ENG 121 C12 Walter_Jenia
ENG 121 C13 Bohn_Jerrod
ENG 121 C14 Cronkhite_Todd
ENG 121 C15 Fry_Robert
ENG 121 C17 Morrison_Leslie
ENG 121 C18 Friesen_Megan
ENG 121 C19 Graeff_Courtney
ENG 121 C16 Cronkhite_Todd
ENG 121 C20 Morrison_Leslie
ENG 121 C21 Griffin_Kendra

ENG 121 C22 Walter_Jenia
ENG 121 C24 Merk_Jared
ENG 121 C25 Boyd_Justin
ENG 121 C26 Rivera_Troy
ENG 121 C85 Easley_Allison
ENG 121 C86 Easley_Allison
ENG 121 F1 Seemann_Brian
ENG 121 F11 Seemann_Brian
ENG 121 F2 Seemann_Brian
ENG 121 F22 Seemann_Brian
ENG 121 F3 Drake_Scott
ENG 121 F33 Drake_Scott
ENG 121 G11 Fry_Robert
ENG 121 G12 Walter_Jenia
ENG 121 G13 Bohn_Jerrod
ENG 121 G14 Cronkhite_Todd
ENG 121 G15 Fry_Robert
ENG 121 G16 Cronkhite_Todd
ENG 121 G17 Morrison_Leslie
ENG 121 G18 Friesen_Megan
ENG 121 G19 Graeff_Courtney
ENG 121 G20 Morrison_Leslie
ENG 121 G21 Griffin_Kendra
ENG 121 G22 Walter_Jenia
ENG 121 G65 Merk_Jared
ENG 121 G24 Merk_Jared
ENG 121 G25 Boyd_Justin
ENG 121 G26 Rivera_Troy
ENG 121 G66 Boyd_Justin
ENG 121 G61 Graeff_Courtney
ENG 121 G62 Savage_Joshua
ENG 121 G63 Rivera_Troy
ENG 121 G64 Rivera_Troy
ENG 121 G81 Costello_Rachelle
ENG 121 G82 Naimark_Jennifer
ENG 121 G83 Naimark_Jennifer
ENG 121 G86 Easley_Allison
ENG 121 G85 Easley_Allison
ENG 121 L1 Ling_Micah
ENG 121 L11 Ling_Micah
ENG 121 L22 Ling_Micah
ENG 121 L3 Bauer_Aaron
ENG 121 L33 Bauer_Aaron

ENG 121 W1 Nunez_Richard
ENG 121 W11 Nunez_Richard
ENG 121 H12 Stoneberger_Diane
ENG 122 G12 Koss_Gloria
ENG 122 G13 Friesen_Megan
ENG 122 G14 Morrison_Leslie
ENG 122 G15 Bohn_Jerrold
ENG 122 G18 Ridgeway_Jennifer
ENG 122 G19 Medina_Nickie
ENG 122 G20 Nunez_Richard
ENG 122 G22 Huseman_Nathan
ENG 122 G23 Huseman_Nathan
ENG 122 G16 Medina_Nickie
ENG 122 G17 Bohn_Jerrold
ENG 122 G21 Savage_Joshua
ENG 122 G81 Medina_Nickie
ENG 122 G82 Medina_Nickie
ENG 122 G83 Naimark_Jennifer
ENG 122 G84 Naimark_Jennifer
ENG 122 G85 Koss_Gloria
ENG 122 G86 Koss_Gloria
ENG 122 L11 Bretfeld_Michone
ENG 122 F11 Seemann_Brian
ENG 122 F12 Graeff_Courtney
ENG 122 F13 Culbreth_Laurie
ENG 122 G11 Koss_Gloria
ENG 122 H11 Powell_Gail
ENG 122 W11 Savage_Joshua
ENG 122 G24 McCurley-Hardesty_Karen
ENG 122 H12 Mesbergen_Iris
ENG 122 H13 McDermid_Jennifer
HIS 122 G11 Funk_Merle
HIS 122 F11 Studebaker_Melody
HIS 122 L11 Heiner_Clint
HIS 122 W12 Clay_Casey
HIS 122 G12 Clay_Casey
HIS 122 G13 Clay_Casey
MAT 120 G11 Driskill_Marsha
MAT 120 G12 Leffler_Carrie
MAT 120 G81 Driskill_Marsha
MAT 121 G11 Mills_Harry
MAT 121 G12 Pearson_Deborah
MAT 121 G13 Stapleton_Janet

MAT 121 G14 Robinson_Karen
MAT 121 G15 Rozner Haley_Sarah
MAT 121 G16 Pietryka_Wayne
MAT 121 G81 Mills_Harry
MAT 121 F41 Hashberger_Eric
MAT 121 L11 Robinson_Karen
MAT 121 W11 Bradsby_Richard
MAT 121 H11 Lewis_Jeanine
PSY 238 G11 Luoma_Mark
RTE 122 G11 Shirley_Sheila
RTE 122 G12 McDonough_Jeanette



Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: Aims Community College

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

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

Instructions

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

Responses

A. Answer the Following Question

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

Yes No

Comments:

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

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

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

Yes No

Rationale:

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

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

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

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.
3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
 4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
 6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended

learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

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

FALL 2016	ACC121H11	ACC	121	H11	40 weeks	Lecture (1/1)
FALL 2016	ACC115G91	ACC	115	G91	HYBRID	Lecture (1/1)
FALL 2016	AVT101G11	AVT	101	G11		Lecture (1/1)
FALL 2016	BIO105F11	BIO	105	F11	LECTURE/LAB [X]	Combination
FALL 2016	CHE111G11	CHE	111	G11	LECTURE/LAB [X]	Combination
FALL 2016	CRJ110W11	CRJ	110	W11		Lecture (1/1)
FALL 2016	ELT258G11	ELT	258	G11		Lecture (1/1)

FALL 2016	EMS122W93	EMS	122	W93		Combination
FALL 2016	EMS170W11	EMS	170	W11		Alternative Delivery
FALL 2016	EMS170W11	EMS	170	W11	INTERNSHIP/COOP [L1]	Alternative Delivery
FALL 2016	EMS180W11	EMS	180	W11	PRACTICUM/CLINICAL PRACTICUM [M1]	Alternative Delivery
FALL 2016	EMS226W11	EMS	226	W11	LABORATORY: VOC/TECH [E]	Laboratory Voc/Tech (1.5/1)
FALL 2016	EMS230W11	EMS	230	W11	LABORATORY: VOC/TECH [E]	Laboratory Voc/Tech (1.5/1)
FALL 2016	ENG121G81	ENG	121	G81		Lecture (1/1)
FALL 2016	ENG121G69	ENG	121	G69		Lecture (1/1)
FALL 2016	ENG121F22	ENG	121	F22		Lecture (1/1)
FALL 2016	ENG121G30	ENG	121	G30		Lecture (1/1)
FALL 2016	GEO105W11	GEO	105	W11		Lecture (1/1)
FALL 2016	GIS101G81	GIS	101	G81		Combination
FALL 2016	HPR112W11	HPR	112	W11	LABORATORY: VOC/TECH [E]	Combination
FALL 2016	MAT121G81	MAT	121	G81		Lecture (1/1)
FALL 2016	MAT121L11	MAT	121	L11		Lecture (1/1)
FALL 2016	MAT121W12	MAT	121	W12		Lecture (1/1)
FALL 2016	POS111G81	POS	111	G81		Lecture (1/1)
FALL 2016	POS111G12	POS	111	G12		Lecture (1/1)
FALL 2016	POS111G15	POS	111	G15	38 week course	Lecture (1/1)
FALL 2016	PRO130G11	PRO	130	G11		Lecture (1/1)
FALL 2016	RTE181G11	RTE	181	G11	INTERNSHIP [L3]	Alternative Delivery
FALL 2016	RTV285G11	RTV	285	G11	INDEPENDENT STUDY	Combination
FALL 2016	SOC215G91	SOC	215	G91		Lecture (1/1)
FALL 2016	WEL110F11	WEL	110	F11		Combination
SPRING 2017	ACC125G91	ACC	125	G91	HYBRID	Lecture (1/1)
SPRING 2017	AGE102F11	AGE	102	F11		Lecture (1/1)
SPRING 2017	HIS112G11	HIS	112	G11	LABORATORY: VOC/TECH [E]	Lecture (1/1)
SPRING 2017	AST101G11	AST	101	G11	LECTURE/LAB [X]	Combination
SPRING 2017	AVT103G11	AVT	103	G11		Lecture (1/1)
SPRING 2017	AVT111G11	AVT	111	G11		Lecture (1/1)
SPRING 2017	CAD100G81	CAD	100	G81		Combination
SPRING 2017	CAD101G11	CAD	101	G11		Combination
SPRING 2017	CHE101F11	CHE	101	F11	LECTURE/LAB [X]	Combination
SPRING 2017	COM101G81	COM	101	G81		Lecture (1/1)
SPRING 2017	COM115L11	COM	115	L11		Lecture (1/1)
SPRING 2017	COM115G19	COM	115	G19		Lecture (1/1)

SPRING 2017	EMS170W11	EMS	170	W11	INTERNSHIP/COOP [L1]	Alternative Delivery
SPRING 2017	ENG121G81	ENG	121	G81		Lecture (1/1)
SPRING 2017	ENG122G13	ENG	122	G13		Lecture (1/1)
SPRING 2017	ENG122F11	ENG	122	F11		Lecture (1/1)
SPRING 2017	ENG122G24	ENG	122	G24		Lecture (1/1)
SPRING 2017	HPR112W11	HPR	112	W11	LABORATORY: VOC/TECH [E]	Combination
SPRING 2017	HPR180W11	HPR	180	W11	INTERNSHIP [L1 OR L2]	Alternative Delivery
SPRING 2017	MGD212L11	MGD	212	L11		Combination
SPRING 2017	MGD243G11	MGD	243	G11		Combination
SPRING 2017	PHI111G11	PHI	111	G11		Lecture (1/1)
SPRING 2017	PRO100G91	PRO	100	G91		Lecture (1/1)
SPRING 2017	PSY235G13	PSY	235	G13		Lecture (1/1)
SPRING 2017	PSY235L11	PSY	235	L11		Lecture (1/1)
SPRING 2017	PSY235G11	PSY	235	G11		Lecture (1/1)
SPRING 2017	RTE182G11	RTE	182	G11	CLINICAL INTERNSHIP [L3]	Alternative Delivery
SPRING 2017	RTV285G11	RTV	285	G11	INDEPENDENT STUDY	Combination
SPRING 2017	WEL100F83	WEL	100	F83		Lecture (1/1)
SPRING 2017	WEL175F11	WEL	175	F11		Combination
SUMMER 2017	ANT107G11	ANT	107	G11		Lecture (1/1)
SUMMER 2017	HIS122G11	HIS	122	G11		Lecture (1/1)
SUMMER 2017	COM115G11	COM	115	G11		Lecture (1/1)
SUMMER 2017	EMS121W92	EMS	121	W92	INDEPENDENT STUDY	Combination
SUMMER 2017	ENG121G82	ENG	121	G82		Lecture (1/1)
SUMMER 2017	ENG121G61	ENG	121	G61		Lecture (1/1)
SUMMER 2017	FST280W11	FST	280	W11		Alternative Delivery
SUMMER 2017	GEY111G11	GEY	111	G11		Combination
SUMMER 2017	HUM115G11	HUM	115	G11		Lecture (1/1)
SUMMER 2017	HWE100G81	HWE	100	G81		Lecture (1/1)
SUMMER 2017	HWE100G91	HWE	100	G91		Lecture (1/1)

SUMMER 2017	MAN230G11	MAN	230	G11		Lecture (1/1)
SUMMER 2017	RTV242G11	RTV	242	G11		Combination
SUMMER 2017	WEL103F40	WEL	103	F40	LABORATORY: VOC/TECH [E]	Combination
SUMMER 2017	WEL175F40	WEL	175	F40		Combination

Programs Reviewed:

Emergency Medical Services Certificate (one semester) 12 credits

English Statewide Transfer Articulation Agreement, A.A.degree (2 years)

See attached listing of course types reviewed.

Total courses reviewed 71.

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

Yes No

Comments:

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

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

Yes No

Comments:

Aims Community College has a credit hour policy which is consistent with the Carnegie unit of one hour of face to face time and two hours of homework. Documents provided in determining the number of credit hours to assign to a course do not include homework or out of course work time. They relate primarily to contact time. Homework time was not

included in the calculation nor was an estimate given for the number of hours to be spent on homework for traditional courses. The asynchronous delivery clock hour policy did include a consideration for out of class time work such as homework. The time allotted for homework for each hour of contact time was two hours.

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

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

Yes No

Comments:

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

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

Yes No

Comments:

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

2. Application of Policies

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

Yes No

Comments:

The syllabi reviewed both for the programs and for the individual syllabi were reflective of the various delivery methods demonstrated consistency with the institution's award policy.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

Yes No

Comments:

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

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

Yes No

Comments:

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

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

Yes No

Comments:

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

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

Yes No

Comments:

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

C. Recommend HLC Follow-up, If Appropriate

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

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

Yes No

Rationale:

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

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

Follow-up Report, November 1, 2018

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

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

Yes No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

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

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

Yes No

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

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

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

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

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

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

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

Worksheet on Clock Hours

A. Answer the Following Questions

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

Yes No

Comments:

Aims Community College credit to clock hour formula is consistent with the federal formula.

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

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

Yes No

Comments:

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

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

Yes No

Comments:

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

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

Yes No

C. Recommend HLC Follow-up, If Appropriate

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

Yes No

Rationale:

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

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Aims Community College, CO
TYPE OF REVIEW:	AQIP Comprehensive Evaluation
DESCRIPTION OF REVIEW:	The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date. Comprehensive Evaluation includes a Federal Compliance Reviewer.
DATES OF REVIEW:	10/16/2017 - 10/18/2017
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No Change

Degrees Awarded: Associates

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2010 - 2011

Year of Next Reaffirmation of Accreditation: 2017 - 2018

Recommended Change: 2027-2028

Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

Recommended Change: No Change

Institutional Status and Requirements Worksheet

None

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

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

Institutional Data

Educational Programs		Recommended Change: No Change
Undergraduate		
Certificate	153	_____
Associate Degrees	40	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

None

Recommended Change: No Change

Additional Locations

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

Institutional Status and Requirements Worksheet

Recommended Change: No Change

Correspondence Education

None

Recommended Change: No Change

Distance Delivery

- 09.0701 - Radio and Television, Associate, Radio Production
- 09.0702 - Digital Communication and Media/Multimedia, Associate, Journalism
- 09.0702 - Digital Communication and Media/Multimedia, Associate, Media Writing
- 09.0702 - Digital Communication and Media/Multimedia, Associate, Video Editing and Effects Production
- 09.0702 - Digital Communication and Media/Multimedia, Certificate, Journalism Writing
- 10.0202 - Radio and Television Broadcasting Technology/Technician, Associate, Television/Video Production
- 10.0203 - Recording Arts Technology/Technician, Associate, Audio Production
- 10.0301 - Graphic Communications, General, Associate, Graphic Design and Rich Media
- 10.0301 - Graphic Communications, General, Certificate, Graphic Application
- 10.0301 - Graphic Communications, General, Certificate, Graphic Software and Applications
- 10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Associate, Web Design and Development
- 10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Certificate, Web Design
- 11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Certificate, Graphic Design - Web Design Specialist
- 13.1210 - Early Childhood Education and Teaching, Associate, Early Childhood Education
- 15.0000 - Engineering Technology, General, Associate, Engineering Technology - Computer Aided Drafting
- 15.0000 - Engineering Technology, General, Certificate, Advanced CAD
- 15.0613 - Manufacturing Engineering Technology/Technician, Associate, Industrial Technology
- 15.0613 - Manufacturing Engineering Technology/Technician, Certificate, Industrial Technology Level 1
- 15.0903 - Petroleum Technology/Technician, Associate, Oil and Gas Technologies
- 15.0903 - Petroleum Technology/Technician, Certificate, Introduction to Oil and Gas Technologies
- 19.0709 - Child Care Provider/Assistant, Certificate, Child Care Center Director
- 19.0709 - Child Care Provider/Assistant, Certificate, Early Childhood Education
- 19.0709 - Child Care Provider/Assistant, Certificate, Early Childhood Teacher - Beginning
- 19.0709 - Child Care Provider/Assistant, Certificate, Early Childhood Teacher, Intermediate
- 19.0709 - Child Care Provider/Assistant, Certificate, Great Beginnings
- 19.0709 - Child Care Provider/Assistant, Certificate, Infant/Toddler Teacher - Intermediate
- 19.0709 - Child Care Provider/Assistant, Certificate, Infant/Toddler Teacher, Beginning

Institutional Status and Requirements Worksheet

- 24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, AA - Liberal Arts
- 24.0102 - General Studies, Associate, Associate of General Studies
- 24.0199 - Liberal Arts and Sciences, General Studies and Humanities, Other, Associate, AS - Liberal Arts
- 43.0103 - Criminal Justice/Law Enforcement Administration, Associate, Criminal Justice
- 43.0103 - Criminal Justice/Law Enforcement Administration, Certificate, Criminal Justice Basic Pathways, Level 1
- 43.0103 - Criminal Justice/Law Enforcement Administration, Certificate, Criminal Justice Basic Pathways, Level 2
- 43.0201 - Fire Prevention and Safety Technology/Technician, Associate, Fire Science Technology
- 43.0201 - Fire Prevention and Safety Technology/Technician, Certificate, Fire Officer I
- 43.0201 - Fire Prevention and Safety Technology/Technician, Certificate, Fire Science Intern
- 43.0206 - Wildland/Forest Firefighting and Investigation, Certificate, Fire Science Wildland Core Training
- 46.0412 - Building/Construction Site Management/Manager, Associate, Building/Construction Site Management
- 46.0412 - Building/Construction Site Management/Manager, Certificate, Basic Structural Properties
- 46.0412 - Building/Construction Site Management/Manager, Certificate, Basics of Construction Methods
- 46.0412 - Building/Construction Site Management/Manager, Certificate, Project Estimating
- 51.0711 - Medical/Health Management and Clinical Assistant/Specialist, Associate, Healthcare Provider: EMS Medical Clinical Assistant
- 51.0713 - Medical Insurance Coding Specialist/Coder, Certificate, Introduction to Medical Coding
- 51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Associate, Medical Administrative Assistant
- 51.0904 - Emergency Medical Technology/Technician (EMT Paramedic), Certificate, Phlebotomy
- 52.0301 - Accounting, Associate, Accounting
- 52.0301 - Accounting, Certificate, Accounting
- 52.0301 - Accounting, Certificate, Enrolled Agent
- 52.0407 - Business/Office Automation/Technology/Data Entry, Associate, Administrative Assistant
- 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Advanced Office Specialist
- 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Business Technology
- 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Multimedia Presentation Skill Enhancement
- 52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Word Processing Skill Enhancement
- 52.1201 - Management Information Systems, General, Associate, Computer Information Systems
- 52.1201 - Management Information Systems, General, Certificate, Network Analyst
- 52.1201 - Management Information Systems, General, Certificate, Web Page Development
- 52.1401 - Marketing/Marketing Management, General, Associate, Business Management

Institutional Status and Requirements Worksheet

- 52.1401 - Marketing/Marketing Management, General, Associate, Marketing/Management
 - 52.1401 - Marketing/Marketing Management, General, Certificate, Business Management - Basics
 - 52.1401 - Marketing/Marketing Management, General, Certificate, Business Management - Event Management
 - 52.1401 - Marketing/Marketing Management, General, Certificate, Business Management - Marketing Basics
 - 52.1401 - Marketing/Marketing Management, General, Certificate, Business Management - Supervisory Management
 - 52.1401 - Marketing/Marketing Management, General, Certificate, Customer Service
 - 52.1401 - Marketing/Marketing Management, General, Certificate, Management
 - 52.1401 - Marketing/Marketing Management, General, Certificate, Marketing/Management - Advanced Management
 - 52.1401 - Marketing/Marketing Management, General, Certificate, Retail Management
 - 52.1401 - Marketing/Marketing Management, General, Certificate, Small Business Management
- None
-

Contractual Arrangements

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

None

Recommended Change: No Change

Consortial Arrangements

None

Recommended Change: No Change
