



December 2, 2016

Dr. Leah L. Bornstein  
President  
Aims Community College  
5401 W. 20th St.  
P.O. Box 69  
Greeley, CO 80634

Dear President Bornstein:

Attached is a copy of the Multi-Location Visit Report completed following the visit to Aims Community College. As detailed in the report, the pattern of operations at the locations appears to be adequate and no further review or monitoring is necessary.

Within the Multi-Location Visit Report, you will find brief comments on the instructional oversight, academic services, student services, facilities, marketing and recruitment information and adequacy of assessment of student performance. Please consider these comments as advice for continued improvement of the additional locations.

Per HLC policy, completion of these visits and fulfillment of the requirement will be noted in your institution's history record and the completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Multi-Location Visit or the attached report, please contact Pat Newton-Curran ([pnewton@hlcommission.org](mailto:pnewton@hlcommission.org)).

Sincerely,

Higher Learning Commission



## Multi-Location Visit Peer Review Report

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Institution: Aims Community College, Greeley, Colorado (did not visit the Greeley Campus)

Additional Locations Visited:

Location Name	Location Address ( <i>street, city, state and ZIP code</i> )	Date Reviewed
Fort Lupton	260 College Avenue, Fort Lupton, CO 80621	November 10, 2016
Windsor	Automotive & Technology Center - 1120 South Gate Drive, Windsor, CO 80550 Public Safety Institute – 1130 Southgate Drive, Windsor, CO 80550	November 09, 2016

### Peer Reviewer

Name: Jo Lynn Autry Digranes

Institution: Oklahoma City University Title: Coordinator for Assessment

#### *Instructions*

In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in Comments the institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off-campus. If comments pertain to a specific location, they should be included along with the identity of that location.

Submit the completed report in PDF format at [http://www.hlcommission.org/document\\_upload](http://www.hlcommission.org/document_upload). When submitting, be sure to select the following: Role – Peer Reviewer, HLC Process – Required Reports, File Type – Multi-Location Report. The report is due within 30 days after the last additional location is visited.

### Overview Statement

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Provide information about current additional locations and the institution's general approach to off-campus instruction. Describe the growth pattern at the institution since the last review of off-campus

instruction. Provide information about the involvement of external organizations or other higher education institutions.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention Needed

**Comments:**

**Aims Community College is a public, two-year college in Northern Colorado. The college has 35 associate degree and 151 certificate programs, including both transfer and career and technical offerings. The Aims Community College Report to the Community 2015-2016 stated that a headcount of 7,107 students were enrolled in 2014-2015; the FTE was 3,232 (also reported in Aims Community College AQIP Systems Portfolio November 2016, p. 10-1).**

**Aims Community College's main campus is in Greeley, Colorado. To meet the educational needs of the service area, the college provides both distance education and multiple locations. The college is approved for distance education courses and programs. There were 171 online courses scheduled in the fall 2016 semester (Fall 2016 Online Classes Schedule - <http://www.aims.edu/online/classes>). The online Associate of Arts degree was started in fall 2016. The college currently has eight (08) active additional locations in the Weld County service area, including those visited in Fort Lupton and Windsor. The Fort Lupton location was established in 1984 and the Windsor in 2009. Fort Lupton and Windsor offer transfer program classes, as well as career and technical programs. Fort Lupton offers nurse aid, agricultural, oil and gas, and welding programs. Windsor technical program areas include automotive service, fire science, EMT, and criminal justice. In the fall 2016 semester there were 361 students at Fort Lupton and 694 at Windsor. The full time enrollment (FTE) was 101.83 for Fort Lupton and 181.20 for Windsor. The locations have typically experienced annual growth from 2011-2012 to 2016-2017 with percentages as high as 401.94% for fall 2016 at Windsor (data provided from Aims Community College for fall 2016 as of September 13, 2016) and 31.0% in 2013-2014 (Aims Community College FY 2016-17 Operating Budget, p. 32). Fort Lupton's percentage growth for fall 2016 was 9.89% (data provided from Aims Community College for fall 2016 as of September 13, 2016).**

**Programs at both locations were developed to meet community educational needs. Community involvement comes from technical program advisory boards comprised of representatives from industry and K-12 and universities. Administrators from the locations are also active in local groups, such as chambers of commerce, and activities in the service area. This was confirmed through conversations with the administrators and staff. The facilities are made available to the area for meetings or trainings. An example was provided by a student at Windsor who commented that the fire department that employs him and other area fire departments use the facilities for training.**

## Institutional Planning

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What evidence demonstrates that the institution effectively plans for growth and maintenance of additional locations? Identify whether the institution has adequate controls in place to ensure that information presented to students is adequate. Describe whether the financial planning and budgeting process has proven effective at additional locations.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

## Comments:

The Aims Community College AQIP Systems Portfolio November 2016 states that guidance from the 2013 Systems Appraisal encouraged the college to focus on rebuilding the strategic planning process with development of a plan. Based on the institutional mission and the results of the SWOT Analysis process, the Aims Community College Board of Trustees and the Strategy Council developed three overarching Long-Term Goals (LTG) and Mid-Term Goals to address each LTG. Division/department personnel provided input on activities to address the goals. The current goals are:

1. Prepare Aims for the learning needs of current and future students.
2. Continue to improve and enhance Aims' image and reputation.
3. Attain long-term financial and operational sustainability.

According to the Aims Community College Multi-Location Visit Institutional Report, the college is preparing for the next strategic planning and facilities master planning cycles. The college has been conducting an environmental scan refining the strategic planning process to include a SWOT analysis that obtains input from internal and external stakeholders. The efforts have included activities such as benchmarked community/partner needs surveys as well as the new president's listening tour (Aims Community College AQIP Systems Portfolio November 2016, p. 10-2). This is indicative of continuous improvement.

Budgeting is an intensive planning process as evidenced by the document Budget Assumptions for the Fiscal Year 2018 and a five year budget projection for 2017-2021. Sources and uses of funds are listed as well as preliminary assumptions and information, such as predicting a flat enrollment and a decrease in property tax. The process also considers the local economic outlook as well as consideration of regional benchmarks for compensation, such as the Mountain States Association of Community Colleges. Administration and staff indicated that they had the opportunity to be involved in the budgeting process and that the process included consideration for the growth and maintenance of the locations. These comments are evidence that the long-term goals of preparing for current and future students and attaining operational sustainability were addressed. According to the Aims Community College AQIP Systems Appraisal November 2016, the 2014 Space Inventory that was conducted indicated that there were shortages of quality specialty instructional spaces at the Greeley and Windsor campuses (p. 5-14). To provide for growth of or new academic programs, the college has built or redesigned several buildings with available funding (these are described in the next section). Renovating and building while funds are available is an approach that can ensure that facilities exist for future needs while anticipating future fiscal downturns that may occur. According to statements by administrators and review of the Aims Community College FY 2016-17 Operating Budget, Aims Community College has had sufficient funds for building without incurring indebtedness.

Review of the FY17 Budgets for the Fort Lupton and Windsor locations evidenced that the budgets included sufficient funding for campus operations. This was affirmed by discussions with location administrators and staff. According to the college's multi-location report, there are no current plans for additional facilities at the two locations or no plans for additional locations. The facilities and grounds meet current needs and can accommodate future expansion.

## Facilities

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What evidence demonstrates that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

**Comments:**

The 60 acre Fort Lupton location consists of two (02) buildings with a total of 45,844 square feet. The 27,000 square foot Platte Building for agriculture, oil and gas, and welding programs was opened in 2013. The first building, the Prairie Building, was also renovated at that time with upgrades to lighting, flooring, paint, and the commons area (Aims Community College FY 2016-17 Operating Budget, p. 19). Parking lots provide space for 127 cars. A tour of campus evidenced that there was no deferred maintenance and that the buildings provided excellent instructional environments. Comments from faculty, staff, and students indicated their satisfaction with the campus and the facilities.

The Windsor location is composed of two (02) buildings and a fire training tower. The Automotive & Technology Center opened in 2010 in Windsor on a 4.3 acre campus. It is a 45,000 square foot facility with smart classrooms, automotive labs, computer labs, a science lab, conference rooms, and faculty/staff offices. The campus acquired 10.77 additional acres, a fire training tower, and a new facility, the Public Safety Institute, in 2016. The facility houses criminal justice, emergency medical services, fire science, and medical assisting programs as well as providing facilities for transfer classes.

The new facility includes a state-of-the-art burn building, drill ground area for fire, police, and EMS training, a science laboratory, smart classrooms, computer laboratories, sim rooms for paramedic and EMT training, a medical assistant laboratory, offices for faculty and student services, and a workout room. Parking lots provide 160 spaces designated for open parking and 82 spaces designated controlled. A tour of the buildings evidenced that maintenance was very good and that both facilities and instructional resources were state-of-the-art, such as the anatomy visualization system the Anatomage Table (website: <http://www.anatamage.com/table/?gclid=CMfbsOyWrtACFQyUaQodWIiKmw>) available in the new building. Faculty, student, and staff comments indicated that the facilities were well-designed to meet student and program needs. Windsor students did mention that parking had been limited at the beginning of the semester. Administrators acknowledged that parking had been analyzed and that there were plans to add parking spaces when budget funds were available.

Institutional enrollment projections, developed as part of the environmental scan, along with projections produced during the program review process are used to update the Facilities Master Plan (FMP). According to the multi-locations report, the National Center for Educational Statistics' Postsecondary Education Facilities Inventory and Classifications guides the college's space utilization inventory. In addition, the facilities and operations department uses a benchmarked Facilities Condition Index (FCI) to assess reliability, security, and user-friendliness of college facilities. The FCI score for each building is used in budgeting and scheduling improvements; buildings with low FCI scores are assigned higher priority than buildings with fewer deficiencies. The college's budget includes a maintenance budget equivalent to 2% of the total budget. According to the report, the strong tax base for Aims Community College has provided funding for construction and/or renovation of several facilities during the last five (05) years. Renovations and construction, described previously, were conducted at both Fort Lupton and Windsor evidencing that funding was directed to those locations. The facility projects were also

listed as completed capital projects in the Aims Community College FY 2016-17 Operating Budget thus indicating that the location projects are included in the general budget. After the opening of the Public Safety Institute at Windsor, enrollment increased dramatically from a headcount of 156 in 2014-15 to 694 in fall 2016. This evidenced facility planning to meet the educational needs of the community.

According to the locations report, there are no current plans for additional facilities at the two locations or no plans for additional locations. The college is conducting an environmental scan to guide the next strategic planning and facilities master planning cycles.

## Instructional Oversight

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What evidence demonstrates that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

### Comments:

College administration for both academic and student services is centralized with deans and academic departments working college-wide. Each dean is also assigned responsibility for a campus location, supervising the executive campus director at that location. This also assists in ensuring consistency in operations.

Department chairs and deans work closely with both full- and part-time faculty to ensure all instructors are held to the same academic rigor and assessment standards, regardless of location or program. According to the Aims Community College AQIP Systems Portfolio November 2016 (p. 10), there are a total of 108 full-time and 236 part-time instructors in the system, with a 16:1 student/faculty ratio to support the student population comprised of many first-time and minority students with 82% of first-time degree seeking students demonstrating a need for remediation. There are full-time faculty on the Fort Lupton and Windsor locations for the programs offered providing effective oversight and delivery of instruction.

According to the Aims Community College Multi-Location Report the following procedures are followed at the locations:

- \* The FTLC and Online Learning department offers orientations and training for faculty at all locations.
- \* Program review reports and data are consistently evaluated for established student success markers.
- \* Faculty qualification, hiring, and evaluation processes are managed consistently by Human Resources and the appropriate academic division, regardless of the opening's location assignment.



\* As appropriate, programs use standards of accrediting bodies, such as the Colorado Peace Officers Standards and Training Board and the National Automotive Technicians Education Foundation to ensure and enhance program quality.

The AQIP Faculty Mentoring Action Project was developed to assist new faculty orienting to the college and to acquiring the Learning-Centered philosophy (Aims Community College AQIP Systems Portfolio November 2016, p. 10-2).

The consistency of operations was confirmed through discussion with administration and faculty at both locations. The deans for the programs offered at the locations were also present for meetings and also confirmed that policies and processes were the same across locations.

Observations of four (04) classes at the two (02) locations also indicated that instruction was reflective of common higher education practices and appropriate for the subjects being taught. Classes observed were in the following areas:

- \* English - Fort Lupton
- \* Welding - Fort Lupton
- \* Automotive -- Windsor
- \* EMT - Windsor

Students were complimentary of faculty members at both locations. They stated that the faculty were accessible and dedicated to student success.

Aims Community College has a policy for a "Standard Syllabus" to include such components as learning objectives, academic integrity, ADA, academic resources, technical support, grading, and student conduct (components listed at <http://www.aims.edu/inside/policies/standard-syllabus/>). Review of a sample of 11 syllabi from the Greeley, Fort Lupton, and Windsor locations and discussions with faculty indicated that the format is utilized and that syllabi are consistent across locations. Syllabi reviewed included the following:

- \* AAA 090 Advanced Academic Achievement, Fall 2016, Greeley
- \* AAA 090 Advanced Academic Achievement, Fall 2016, Fort Lupton
- \* AAA 090 Advanced Academic Achievement, Fall 2016, Windsor
- \* MAT 050 Quantitative Literacy, Fall 2016, Greeley
- \* MAT 050 Quantitative Literacy, Fall 2016, Fort Lupton
- \* MAT 050 Quantitative Literacy, Fall 2016, Windsor
- \* ENG 121 English Composition I, Fall 2016, Greeley
- \* ENG 121 English Composition I, Fall 2016, Fort Lupton
- \* WEL 101 Welding Technology Allied Cutting Processes, Fall 2016, Greeley
- \* WEL 101 Welding Technology Allied Cutting Processes, Fall 2016, Fort Lupton
- \* Nurse Aide Program Hybrid Student Handbook and Syllabus, Fall 2016, Greeley and Fort Lupton

Oversight also comes from the State of Colorado academic discipline committees and the State Faculty Curriculum Committee, groups which approve and monitor course content and prerequisites for courses. There is common course numbering through the public institutions in the State of Colorado as well as defined expected competencies for courses. Thus there are several levels of review to ensure quality of instruction.

## Institutional Staffing and Faculty Support

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What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location, and that the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training, and orienting faculty at the location.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

### Comments:

As stated in the previous section, faculty are hired through standard procedures. This is also true of staff. Comments from students indicated staff members were appropriately qualified and knowledgeable of their respective program areas. Students also noted that personnel were student-centered.

Aims has a procedure (4-700A) which details minimum qualifications for full- and part-time faculty. This was recently revised to align with Higher Learning Commission guidelines. The policy now includes a qualifications rubric detailing minimum qualifications required for each program, designation of approved tested experience, where appropriate, and whether state CTE credentials are required (Note: Dual credit faculty qualifications are still being analyzed and Aims is planning to request an extension.) This was confirmed through a review of the policy on the Aims Community College website (<http://www.aims.edu/inside/policies/manual/policyProcedure.pdf>). Administration and faculty also stated that faculty qualifications were consistent across locations.

Aims routinely benchmarks staff numbers against National Community College Benchmark Project (NCCBP) peer institutions and monitors student opinion through student satisfaction and need assessment surveys. In the most recent Noel-Levitz SSI survey, advising/counseling, registration and admissions/financial aid were all included in the top six (06) items in order of importance to students. Each of these areas can be viewed as a strength due to high student satisfaction indices; conversations with students at both locations also indicated these were strengths. Similar to faculty qualifications, staff qualifications are outlined through the Position Description Questionnaire, which specifies required credentials, skills and experience for each position and is used in the recruitment and hiring process. The Aims Community College Policy and Procedure Manual (accessible online at <http://www.aims.edu/inside/policies/manual/policyProcedure.pdf>) includes a section on "Personnel Policies" that details such areas as anti-discrimination, employment of faculty, evaluation, and compensation.

Orientations, support, and training are provided to all employees through entities such as Human Resources, the Faculty Teaching and Learning Center, the Center for Professional Development, as well as supervisors and other department personnel. Department and program chairs play a key role in these processes for faculty, while support staff often receive assistance and job training from staff in similar positions across the institution. Faculty training includes the learner-centered philosophy, classroom management, assessment of student learning and other topics relating to their role, such as instructional technology and online learning.



Examples of online training and resources are the Faculty Toolbox, including a wide variety of information on the college, academic programs and quality, assessment and classroom resources, and archived training videos from the Center for Professional Development for topics such as, Banner, Argos, and Cultural Awareness. The Assessment of Student Learning webpage (<http://www.aims.edu/internal/faculty/development/assessment/index.php>) is part of the Toolbox. Faculty stated that support was good.

Technology is available in smart classrooms and offices for faculty and staff. Also available is other instructional equipment, such as the Anatomage (previously described) at Windsor, 15 welding bays and equipment at Fort Lupton, farm equipment (such as a tractor and flatbed trailer) at Fort Lupton, and industry standard automotive repair equipment at Windsor. Staff at Fort Lupton did indicate that there were telephone and technology/network issues that would occur so the college may consider on-site technology support for that location. There were no reports of problems at Windsor; there was an on-site technology staff member for support.

## Student Support

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What evidence demonstrates that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

### Comments:

**General services are provided for all students. Student academic need is determined through Accuplacer assessments, with cut scores aligned with state standards. Students are advised into appropriate classes and are made aware of student services. Full-time faculty are expected to maintain ten office hours per week to be available for students. Assistance is also available through online resources, including:**

- Learning Express, offering student resources to strengthen academic skills
- Access to the Kiefer Library and its wide range of electronic resources including more than 150,000 eBooks and 82 databases
- Ask Academics, for assistance from a reference librarian
- Online Writing Lab (OWL)

**Student services staffing hours at each location are customized to the needs of students, ensuring availability during periods of highest student need. For instance, Learning Commons staff are present from 8:00 AM to 8:00 PM, Monday through Thursdays on the Fort Lupton Campus, but the Windsor Campus includes Sunday hours due to a weekend college pilot taking place at that site. In addition, all dual-enrollment students can take advantage of student services at the Aims Greeley Campus or additional locations.**

**Student services offered at Fort Lupton include advising, placement testing, registration, financial aid, bookstore, computer labs, library, and tutoring. Services at Windsor include advising, placement testing, registration, financial aid, computer labs, library, and tutoring.**

Students at both locations commented that the services were good and complimented the staff who were described as student-oriented. Tours of the locations indicated that instructional equipment is available for students, such as the Anatomage (previously described) at Windsor, 15 welding bays and equipment at Fort Lupton, farm equipment (such as a tractor and a utility vehicle), and a variety of automotive repair tools at Windsor. There are 176 computers at Fort Lupton and 219 computers at Windsor for student use in computer labs, classrooms, science labs, common areas, and student service areas. The resources can support future growth at both locations.

There are also student clubs, such as the Aims Agriculture Club (<http://www.aims.edu/student/studentlife/clubs/Aims-Agriculture-Club.php>) and the BUENO-CAMP Student Advisory Club (<http://www.aims.edu/student/studentlife/clubs/BUENO-CAMP-Student-Advisory-Club.php>) at Fort Lupton. The Aims Full Throttle Club, a competitive racing program, was at Windsor. Such organizations provide learning opportunities, support and services to students, as well as environments to develop leadership skills.

Resolution of student complaints is addressed through Aims Procedure 5-601D: Student Mediation, Assistance and Advocacy Program Process (MAAP). Only after all attempts at reaching an informal resolution have failed, will the student be guided to filing a formal grievance, in alignment with Procedure 5-601C: Student Grievance Process. Complaints are filed in a central repository, the Maxient system, with the vice president of student affairs (for Title IX - the safety and security office) tracking the information to determine appropriate actions. This was confirmed by review of the "Student Grievance Policy" accessible on the Aims website at <http://www.aims.edu/inside/policies/manual/policyProcedure.pdf>. Resolution was standard across campuses according to discussions with students, faculty, and staff.

To prepare students for college and other placements, the Fort Lupton location houses the BUENO HEP (GED) program. The GED program is focused upon migrant or seasonally employed agricultural workers and their children/parents. The project partners Aims Community College with the University of Colorado at Boulder School of Education (BUENO). This indicates a commitment to the community served and to prepare individuals for continued education.

The Fort Lupton location houses the College Assistance Migrant Program (CAMP), a scholarship program for students from migrant, agricultural backgrounds. It is a collaborative project with the University of Colorado and the BUENO Center. Eligible students receive a scholarship for tuition, fees, and books in the freshmen year at Fort Lupton.

According to the report student services are analyzed and evaluated on a regular basis with such measurements as student satisfaction surveys such as the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz College Student Inventory (CSI), student headcount, and use of services. Information is collected for the institution and then disaggregated by location.

## Evaluation and Assessment

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What evidence demonstrates that the institution measures, documents, and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? How are measures and techniques employed at a location equivalent to those for assessment and evaluation on the main campus? Consider, in particular, the setting of measurable learning objectives, the actual measurement of performance, and the analysis and use of assessment data to maintain/improve quality.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

**Comments:**

Aims monitors academic quality at all locations through program review and annual program data reports, as well as through assessment of student learning outcomes. Currently in the third year of a five-year schedule to ensure full deployment of standard assessment practices, the college has already established five (05) institutional Common Learning Outcomes (CLOs) using a collaborative process and gathering input from multiple stakeholders, including faculty, administrators, staff, advisory committee members and other community partners. This project was developed in an AQIP Strategy Forum (Aims Community College AQIP Systems Portfolio November 2016, p. 10-2). Program results for both CLO and program learning outcomes (PLO) assessments will be included in the program review report, produced on a five-year cycle, at all locations. Review of the Aims Community College Assessment Plan (AP) Form, the Aims Community College Assessment Report (AR) Form, and Common Learning Outcomes (CLOs) rubrics that were adapted from the Association of American Colleges and Universities (AAC&U) VALUE rubrics indicated that assessment procedures were appropriate. Rubrics for Common Learning Objective (CLOs) reviewed included the following:

- \* Critical Thinking
- \* Oral Communication
- \* Problem Solving
- \* Professionalism
- \* Written Communication

Also examined were completed Assessment Plans (AP) for Anthropology and Radiography as well as summary reports for the five (05) CLO areas listed above.

Technical programs also have advisory boards comprised of representatives from industry and K-12 and universities to provide advice on design, development, evaluation, maintenance, and revision of programs and curriculum (Aims Community College AQIP Systems Portfolio November 2016, p. 1-4). Annual employer surveys are also conducted for program areas, including automotive technology.

The college compares technical program results to data from other Colorado community colleges. For example, the completion rates for automotive technology were higher than the state completion rates since 2011 (Aims Community College AQIP Systems Portfolio November 2016, p. 2-16).

In addition to institutional assessment and evaluation, there are accredited programs at the two locations, and thus evaluated, by program accreditors. These include:

\*Fort Lupton -- Nurse Aide Program -- Colorado State Board of Nursing (SBON) for Continued Full Approval The Aims Community College AQIP Systems Portfolio November 2016 reported that job placement rates were high with 100% for 2015, 93% for 2014, 97% for 2013, and 100% for 2012 (p. 1-24).

\*Windsor -- Automotive Service -- National Automotive Technicians Education Foundation (NATEF) Certified

The Nursing Aide Program approval was verified by accessing the Colorado Board of Nursing website (<https://drive.google.com/file/d/0BzKoVwvexVATRDE4eHBqVWlreDQ/view>). There were no pass rates yet reported for the Fort Lupton site.

The NATEF certification was verified through accessing the agency's website <http://www.natef.org/NATEF-and-You/Students-Parents/Find-Accredited-Schools.aspx?State=CO&t=1&e=2>.

These external approvals/certifications provide another level of program quality review to ensure that programs are current and are designed to prepare students for employment.

## Continuous Improvement

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What evidence demonstrates that the institution encourages and ensures continuous quality improvement at its additional locations? Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of additional locations and ensure alignment of additional locations with the mission and goals of the institution as a whole.

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

### Comments:

Aims Community College supports continuous improvement through its alignment with the AQIP Pathway and its Learning College philosophy. This philosophy is threaded throughout processes such as hiring, training, and assessment. The Aims Community College Board of Trustees establishes annual goals, such as the 2016-2017 goal of advocacy for the college. These are made available on the college's website (<http://www.aims.edu/about/board/goals/>). The new president hired in 2015 also set goals for 2016-2017, such as focusing on student access and success, retention, completion and the learning college culture. Discussions with staff and location administrators indicated that they were dedicated to ensuring quality and continuous improvement. It was evident that the executive campus directors at both locations were not only effective in their administrative duties but also visionary in their planning for the future.

A recent improvement initiative has deployed a systematic business process review to analyze and improve key college processes for efficiency and effectiveness. Review of the most recent AQIP report, the Aims Community College AQIP Systems Portfolio November 2016, evidenced that the college initiated projects to meet AQIP categories such as "helping students to learn" in seeking continuous improvement.

## Marketing and Recruiting Information

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What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

**Judgment of reviewer.** Check appropriate box:  Adequate  Attention needed

### Comments:

The college's website ([www.aims.edu](http://www.aims.edu)) makes public information regarding programs and services. The Consumer Information webpage includes links to information on tuition and costs, including the Net Price Calculator; financial aid availability, and student loan information; accreditation relations with HLC and programmatic accrediting bodies; academic programs and faculty; student activities; services for students with disabilities; drug and alcohol abuse

preventions program; copyright and vaccination policies; campus safety; and student demographics and outcome data including Gainful Employment disclosures.

The Aims Community College website includes a link to the Fort Lupton home page: <http://www.aims.edu/campus/ftlupton/> which provides the location address and links to a message from the dean, the BUENO HEP (GED) Program, the CAMP Program, the campus directory, FAQs, featured programs, class schedule, and student services.

The Aims Community College website includes a link to the Windsor home page <http://www.aims.edu/campus/windsor/> Addresses for the Automotive & Technology Center and the Public Safety Institute are provided, along with directions. The page also includes current class schedules and a listing of student services provided.

From the Windsor home page there is a link to the Automotive & Technology Center home page: <http://www.aims.edu/campus/windsor/atc/> and a link to the Public Safety institute home page: <http://www.aims.edu/campus/windsor/psi/>

The annual college-wide marketing plan includes individualized marketing plans for programs or locations, as necessary. Proofing of marketing materials is completed by the program faculty and chair, as well as the executive campus director, to ensure validity of information. In addition, data included in marketing/informational materials is reviewed for accuracy by the Director of Institutional Research. There are established standards and style elements for campus marketing materials. This was confirmed through review of marketing materials and the website as well as through discussions with administration and faculty.

Marketing materials are well-designed and do include the locations visited. The physical sites, grounds, facilities, and instructional equipment were state-of-the-art as well as visually engaging. The college may consider enhancing the marketing of the locations, such as including more photographs or virtual campus tours on the Fort Lupton and Windsor webpages.

## Summary Recommendation

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Select one of the following statements. Include, as appropriate, a summary of findings.

- Overall, the pattern of this institution's operations at its additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.
- Overall, the pattern of this institution's operations at its additional locations needs some attention as defined in this report. The institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed. **[Identify specific areas needing organizational attention.]**
- The overall pattern of this institution's operations at its additional locations is inadequate and requires attention from the Higher Learning Commission. **[Identify the specific concerns and provide a recommendation for HLC follow-up monitoring.]**

### Summary of Findings:

**Operations at the Fort Lupton and Windsor locations surpass adequate. Institutional planning and budgeting are comprehensive and inclusive of the additional locations, as evidenced through review of the current strategic plan, budgets, and the Aims Community College AQIP Systems Portfolio November 2016. This was also verified through conversations with faculty, staff, and administrators. The evidence of planning and continuous improvement came from the initial establishment and expansion of the locations, the academic and student services programs offered, the facilities, and the instructional equipment all made available to serve the community needs. Both physical and human resources were excellent. Established policies and procedures for academic oversight, instruction, assessment of student learning, human resources, student complaints, marketing/recruiting information, and general operations were consistent across locations. The Fort Lupton and Windsor campuses are models for the establishment of additional locations.**



## Notification Program for Additional Locations Approval Form

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Complete this form **only** if an institution has been granted access to the Notification Program for Additional Locations. The Institutional Status and Requirements Report for the institution will indicate whether the institution has access to the Program under “Location Stipulation.”

- Yes  No      The institution has been accredited by HLC for at least 10 consecutive years with no record of any action during that period for sanction or show-cause.
- Yes  No      HLC has not required monitoring of issues related to the quality of instruction or to the oversight of existing additional locations or campuses in the past 10 years.
- Yes  No      The institution has demonstrated success in overseeing at least three locations.
- Yes  No      The institution has no other HLC or other legal restrictions on additional locations and/or programs offered off campus.
- Yes  No      The institution has appropriate systems to ensure quality control of locations that include clearly identified academic controls; regular evaluation by the institution of its locations; a pattern of adequate faculty, facilities, resources and academic/support systems; financial stability; and long-range planning for future expansion.